

2025



Stage 6 Student Assessment Handbook

INFORMATION ON:

- Course selection
- HSC requirements
- Assessment schedules
- Study ideas

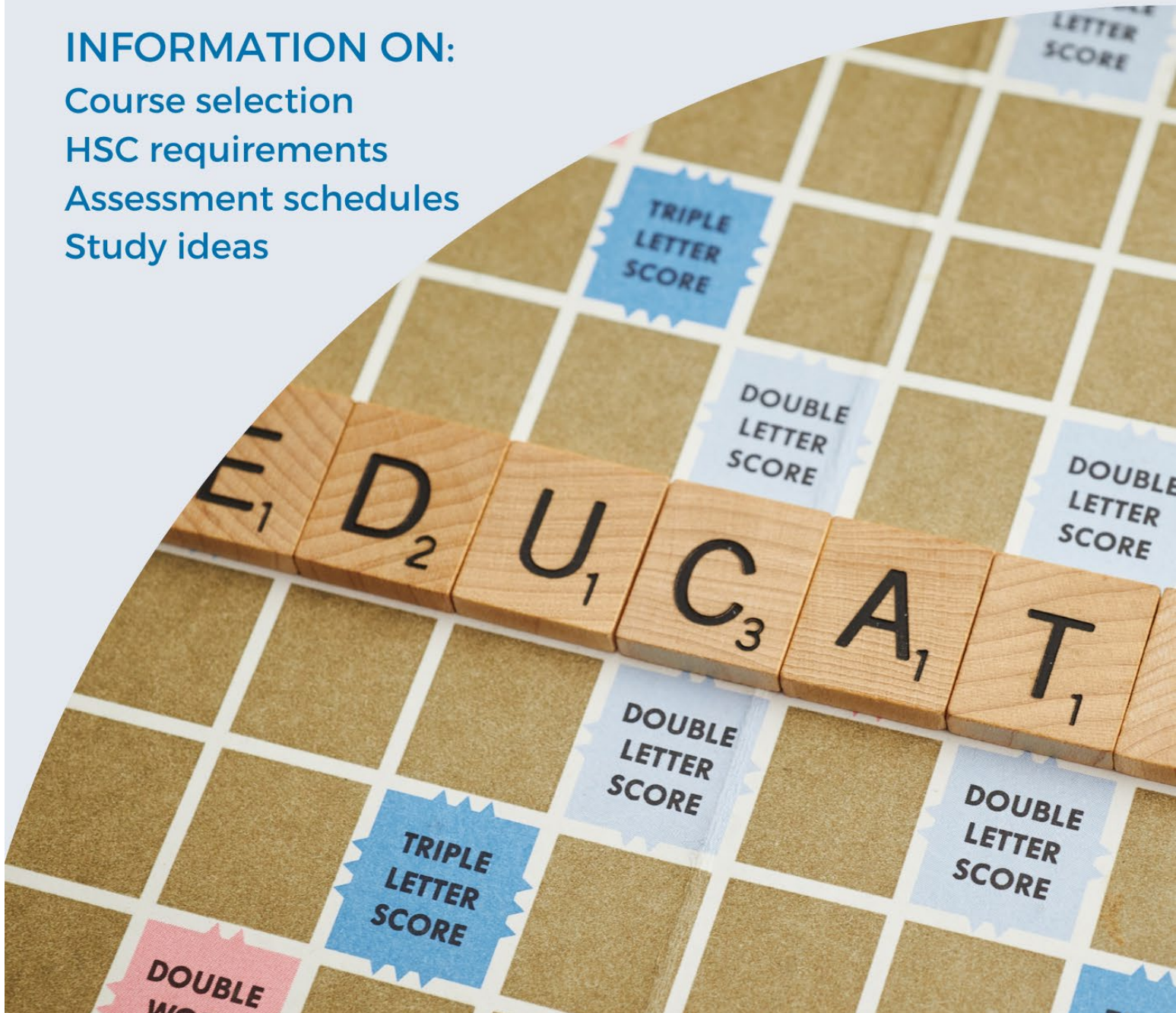


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Introduction - Welcome to Stage 6 at ET Australia Secondary College

This handbook contains information on the courses offered at ETASC for Stage 6, along with the assessment policy and procedures for assessment tasks. It also gives general information on the organisation and structure for Years 11 and 12, that is the Preliminary and HSC courses. It is intended that you use this handbook as a guide to ensure you know the mandatory requirements to completing Stage 6.

Students studying the Preliminary course at ETASC complete their studies in Term 1, 2 and 3. They begin the HSC course in Term 4 and complete it the following year.

Course Selection

ET Australia Secondary College (ETASC) offers 6 Board Developed Courses that will ensure all students meet the mandatory requirements for Stage 6.

These courses are developed by NSW Education Standards Authority (NESA), are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

The subjects include:

- English Standard
- Mathematics Standard 1 or 2
- Biology
- Modern History
- PDHPE
- Business Studies

What are units?

All courses offered for the HSC have a value of 1 unit or 2 units, with most courses being 2 units. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

All courses offered at ETASC are 2-unit courses that allow students to meet all unit requirements.

The basic structure for all courses is 4 x 1-hour classes per week (100 marks and 120 hours).

HSC Requirements

If you wish to be awarded the HSC, you must have:

- Satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA). This includes the completion of the practical, oral, and/or project works required for specific courses and the assessment requirements for each course.
- Sat for and made a serious attempt at all of the HSC examinations.
- Study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses (2 units must be a Board Developed Course in English).
 - at least three courses of 2 units value or greater.
 - at least 4 subjects (for example, English, Mathematics, History are subjects that offer a variety of courses).

- Demonstrated a minimum standard of literacy and numeracy by achieving HSC minimum standard level 3 or above.
- Completed HSC: All My Own Work.

ATAR rules (for those students interested in attending University after Year 12):

- The Australian Tertiary Admission Rank (ATAR) is issued by the Universities Admissions Centre (UAC). The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising of:
 - the best 2 units of English.
 - the best 8 units from the remaining units, which can include no more than two units of Category B courses.

HSC: All My Own Work

The HSC: All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

All students will need to complete the **NESA HSC: All My Own Work** program prior to Term 1 of Year 11. Students at ETASC will be given the opportunity to complete this program before Year 11 commences to ensure it is completed by the date prescribed on the NESA events calendar (usually towards the end of February). Students who enrol after this date, who have not completed the program, will be required to do so within four weeks of enrolment.

Courses available at ET Australia Secondary College

ETASC is only offering the following courses that will allow students to meet the mandatory requirements of the HSC. All subjects are a Category A course.

Board Developed Courses – Stage 6	
English Standard	<p>Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and diverse human experiences and cultures.</p> <p>The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.</p>
Mathematics Standard 2	<p>The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.</p>
Mathematics Standard 1	<p>The study of Mathematics Standard 1 in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.</p>
Biology	<p>This course provides students with the opportunity to learn about variations in the structures and functions of organisms and provides an understanding of the effects of the environment on living things. Students investigate reproduction, inheritance patterns and the causes of genetic variation. Applications of this knowledge in biotechnology and genetic technologies are explored.</p>

<p>Business Studies</p>	<p>This course provides students with opportunities to develop an understanding of how theoretical and practical aspects of business combine. Students study contemporary business issues through case studies and apply their knowledge to problems encountered in the business environment.</p>
<p>Modern History</p>	<p>This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world.</p>
<p>PDHPE Year 12 Only</p>	<p>This course provides students with the opportunity to learn about the range of areas that underpin health and physical activity.</p> <p>With a focus on health of individuals and community as well as the factors that influence movement skills and physical activity levels, students develop their critical thinking skills and develop a deep understanding of the factors that impact on health, sport and physical activity in Australia.</p>
<p>Health and Movement Science Year 11 Only</p>	<p>This course provides students with the opportunity to learn about the health for individuals and communities as well as the body and mind in motion.</p> <p>Students also develop skills in collaboration, analysis, communication, creative thinking, problem-solving and research as they complete depth studies and a collaborative investigation.</p>

For additional information consult the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

Course Outlines

English Standard	
Course No.: <ul style="list-style-type: none">• 11130 Year 11 English Standard• 15130 Year 12 English Standard 2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	
Course Description <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways, events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
Content	
Year 11 <p>The course has two sections:</p> <ul style="list-style-type: none">• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.• Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.	Year 12 <p>The course has two sections:</p> <ul style="list-style-type: none">• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.• Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film).
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts.
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*.
- at least one related text in the *Common module: Texts and Human Experiences*.

Mathematics Standard 1

Course No.:

- 11236 Year 11 Mathematics Standard
- 15231 Year 12 Mathematics Standard 1
- 15232 Year 12 Mathematics Standard 1 students who intend to undertake the optional HSC examination must also be enrolled in this course.

2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

Prerequisites:

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

Course description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond .
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Mathematics Standard 2


Course No.:

- 11236 Year 11 Mathematics Standard
 - 15236 Year 12 Mathematics Standard 2
- 2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunity for students to develop an understanding of and skills in further aspects of mathematics for concurrent HC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates

Topic: Financial Mathematics

- Investment and loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Biology

Course No:

- 11030 Year 11 Biology
- 15030 Year 12 Biology

2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Content

Year 11

The Year 11 course consists of four modules.

- **Module 1** Cells as the Basis of Life
- **Module 2** Organisation of Living Things
- **Module 3** Biological Diversity
- **Module 4** Ecosystem Dynamics

Year 12

The Year 12 course consists of four modules.

- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease and Disorders

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Business Studies

Course no.:

- 11040 Business Studies (2 units – Preliminary)
 - 15040 Business Studies (2 units – HSC)
- 2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

Prerequisites: Nil

Corequisites: Nil

Eligibility: Nil

Study via self-tuition: Yes

Exclusions:

- 16688 Business and Economics Life Skills (2 units – Preliminary)
- 16688 Business and Economics Life Skills (2 units – HSC)
- 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Business and Economics is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Business and Economics is undertaken within the course)

Course description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Content

Year 11

- Nature of business: The role and nature of business
- Business management: The nature and responsibilities of management
- Business planning: Establishing and planning a small to medium enterprise

Year 12

- Operations: Strategies for effective operations management
- Marketing: Development and implementation of successful marketing strategies
- Finance: Financial information in the planning and management of business
- Human resources: Human resource management and business performance

Course requirements

See the Business Studies Stage 6 syllabus for information regarding course requirements.

Modern History

Course No:

- 11270 Year 11 Modern History
- 15270 Year 12 Modern History

2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
- Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
- At least one study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

PDHPE

Course No:

- 11300 Year 11 PDHPE
- 15320 Year 12 PDHPE

2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Year 11

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

Year 12

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Course Requirements

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

Health and Movement Science

Course No:

- 11390 Year 11 Health and Movement Science
- 15410 Year 12 Health and Movement Science

2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

Course Description

The Preliminary course explores the meanings of health from different perspectives. Students also investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement. The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding, by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.

In the HSC course, students explore how healthy Australians are by comparing the health status of Australians within and across population groups. Students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.

Year 11

- Health for individuals and communities
- The Body and mind in motion
- Collaborative Investigation
- Depth studies (a minimum of 2)

Year 12

- Health in an Australian and global context
- Training for improved performance
- Depth studies (a minimum of 2)

Course Requirements

See the Health and Movement Science Stage 6 syllabus for information regarding course requirements.

Assessment and reporting

School responsibility

A variety of assessment strategies are used to assess student achievement of syllabus outcomes. Outcomes involving skills, knowledge and understanding will be assessed. With each assessment task you should expect that the outline will consist of the following:

- Task requirements.
- Marking criteria.
- Outcomes assessed.
- Due date and time allocated.
- Weightings.
- Late/illness/misadventure information.
- Notification and acknowledgment of submission signature sheet to sign.
- 2 weeks' notice of the task. The assessment schedules included in this booklet count as the 2 weeks' notice of the task.
- Assessment and feedback to students should occur throughout each unit.

Student responsibility

- Attend class regularly and catch up on any work missed due to absence.
- Apply yourself with diligence and sustained effort to all course experiences.
- Support the learning of others and behave in an appropriate manner.
- Make a serious attempt at all assessment tasks.
- Not undertake any malpractice when completing work.
- Be aware of due dates for assessment tasks (refer to this booklet) and submit tasks on time.
- Discuss with your teacher/Curriculum Coordinator early if there are issues associated with completing assessment tasks on time.
- Fill out appropriate forms if absent for assessment tasks or if you wish to appeal decisions.
- Sign acknowledgment sheets when submitting assessment tasks or being notified of assessment tasks.

Procedures for Assessments

1. Teachers will explain assessment outlines and marking criteria.
2. Assessment tasks will either be completed during school lessons with appropriate equipment provided by the teacher or students will be required to work on the task at home and in study sessions.
3. Every KLA will have a series of formal and informal assessments.
4. The assessment may include assignment work, practical tasks, research tasks, class presentations, performances, group work and examinations.
5. Students will receive 2 weeks' notice for all assessment tasks.
6. Students will receive a grade, a mark, a rank and a comment (where appropriate) for each item of assessment in conjunction with the course performance descriptors as per the NESARC website.
7. If a student requires an **extension** of time for an assessment task, they must supply a letter of request from their parent/guardian at least **one week prior** to the due date of the task to the Curriculum Coordinator and an extension time **may** be considered.
8. If a student requests exceptional circumstances such as **illness** and **misadventure** which results in the student not being able to complete a course requirement, a formal 'Misadventure Form' must be obtained from reception and submitted to the Curriculum Coordinator accompanied with relevant evidence of the illness or misadventure.
9. **Late submission** of assessment tasks will be penalised by a deduction of 10% per day late.
10. Parents of students who fail to complete assessment items shall be notified in writing using the relevant 'N Determination Award' warning letter.
11. If a student **fails to submit** any assessment task after receiving two 'N Determination Award' warning letters. They will be awarded an 'N Determination'. If a student receives an 'N Determination' in a Stage 6 course, the course will not be recorded on the Record of School Achievement or Transcript of Study.

Examination Guidelines

Before the exam:

- Be prepared for the exam.
- Arrive early, at least 10 minutes before the starting time. No extra time can be granted if you arrive late.
- Make sure you've been to the toilet before the exam starts.
- No mobile phones, programmable watches, other electronic devices (except NESA approved calculators).
- No paper, written material, dictionaries to be brought into the exam room.
- You cannot borrow equipment during exams.
- You can bring black pens, 2B pencil, eraser, sharpener, ruler, highlighter pens and a clear bottle of water with no label. Any non-programmable watch must be taken off and placed on your desk in clear view and not touched during the exam.

During the exam:

- Sit at the desk that shows your name and student number.
- Follow the supervisors' instructions. Supervisors cannot interpret or give instructions about exam questions.
- Students may not use the toilet during the first 30 minutes or last 30 minutes of an examination.
- Make a serious attempt at the exam by answering a range of question types.
- Behave politely and courteously towards the supervisors and other students.
- Students are to face the front and not talk or communicate in any way with other students. Students' behaviour should not disturb other students or upset the running of the exam.
- You must not be affected by alcohol or illegal drugs.
- You must not include frivolous or objectionable material in your work.

After the exam:

- Students must not remove any examination booklets or papers from the examination room.
- Students must not discuss the examination paper with an absent student.

If during examinations, you:

- **Cheat** or don't follow these guidelines you may be removed from the examination room, the exam paper cancelled. This could affect your eligibility to receive the HSC.
- Do not make a serious attempt or your answers contain **frivolous** or objectional material you might not receive a mark in that course. This could affect your eligibility to receive the HSC.
- Are **absent**, you will receive a zero mark. Students may appeal and submit an illness/misadventure application form with a medical certificate or other documentation for special consideration.

Submission of a Task

- **Submit** the task to the class teacher **on the due date in class** to your teacher.
- If the **teacher is absent** submit the task to the **Assistant Principal only. Do not** leave with casual teachers or office staff.
- **Save** your assessment task in your school **email account** so you can access it on all ICT platforms.
- **Failure to save or back up work on a computer or a printer malfunction will not be accepted as grounds for misadventure.**
- If you will be on an excursion or absent on the due date it is your responsibility to submit it to your teacher **before the due date.**

Late Submission of a Task

- Late submission of assessment tasks will be **penalised** by a deduction of **10% per day** late. For example, a student who receives 16 out of 20 for a task submitted three days late would lose 30% of 20, i.e. 6 marks, and receive a mark of 10 for the task.
- All tasks must be submitted to successfully complete the course requirements in all subjects.
- Failure to submit a task in the Stage 6 course will result in an 'N' Determination Award for that subject.
- This may affect your eligibility to receive your HSC.

Absence from Assessment Task

Excursions/ Illness/ Misadventure

- Student is responsible to hand the assessment task in **before the due date** or **negotiate** an alternative time to complete the task if the student will be absent due to a school excursion or the like.
- When a student is absent on the due day of a task the parents/carers of the students should **contact** the classroom teacher and curriculum coordinator that **morning** outlining the **reasons for the absence**.
- The student is to provide a **written explanation** of their absence, signed by their parents/carers, to the class teacher and curriculum coordinator on their return.
- Where possible students should also include a **medical certificate** with the note from his/ her parents/ carers.
- Students also need to fill out the **Illness and Misadventure Form**. These can be obtained from reception. They need to be submitted it to the Curriculum Coordinator within **24 hours**.
- Students will be expected to submit the task or **complete** the task the **day** they **return** to school (unless other arrangements have been made with the classroom teacher).
- The Assistant Principal in consultation with the Curriculum Coordinator will review the illness/misadventure form and use their discretion to determine if the reason is valid.
- The outcome of the review could result in the student:
 - Sitting task at alternative date
 - Submitting task at alternative date
 - Receiving an estimated mark
 - Completing an alternative task
 - Having application rejected (zero mark awarded or late penalties applied to any work submitted late)
- Students may also lodge an illness/misadventure application if they believe that circumstances occurring immediately before or during an assessment task which were beyond their control, diminished their examination performance.

Application for Extension on a School - Based Assessment Task

Students who experience adverse circumstances affecting their ability to submit an assessment item by the due date may request an extension of time for submission of an assessment item by following the instructions listed below:

1. Where possible **discuss** the issue with your class **teacher before the due date** with any **evidence** you may have to support your need for an extension. The class teacher will refer the matter to the Curriculum Coordinator. If an extension is granted a new due date will be issued.

And/ or

2. After the due date discuss the matter with the Curriculum Coordinator who will consult the class teacher. Provide any evidence and the **Illness and Misadventure Form** to support your need for an extension. Once a decision has been made, if an extension is granted a new due date will be issued.

Reasons for extensions could be but not limited to:

- Ongoing illness.
- Family issues and/or emergencies.
- Events out of the student's control.
- Health emergency.
- Natural disaster.
- Event emergency.
- Transportation emergency.

The following will be taken into consideration when granting an extension:

- Supporting evidence – e.g. medical certificate.
- Attendance.
- Work completed towards the assessment.
- Prior attitude and work ethic.
- Diligence with classwork.
- Prior extensions given.

Malpractice During Assessment Tasks

Students who produce work that is contrary to the ethos of the College, or are **guilty** of any other form of **malpractice** during an assessment task will be **penalised**. This penalty could involve a **mark of zero** being given for that task. The penalty will be determined by consultation between the class teacher, Curriculum Coordinator and Deputy Principal.

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and or a breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC or RoSA.

For NESAs' definitions of plagiarism, collusion, misrepresentation, and breach of assessment conditions, please refer to the link below.

https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice&part=content_0

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as their own.
- using material directly from books, journals, CDs 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.
- assisting another student to engage in malpractice.

Process of Investigation

Students who produce work that is contrary to the ethos of the College or are guilty of any other form of malpractice during an assessment task will be investigated and where appropriate penalised.

Teachers who suspect a student has submitted work that aligns with but is not limited to any of the malpractice activities listed below are to present the work and the original source to the Curriculum Coordinator.

The Curriculum Coordinator will investigate the claim by reviewing the work, reviewing past grades, classroom work and discussing the assessment with the student using the process of producing evidence listed below. Programs such as turn it in or other filters will be used when investigating work submitted electronically to determine if the work has been generated by AI programs (for example, ChatGPT).

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.

With the increase in use of the internet as a source of information in the completion of Assessment tasks, students must ensure that any work that they submit has been adequately referenced. Plagiarism will be deemed as malpractice and students who plagiarise another person's work may receive a mark of zero for that task. The penalty will be determined by consultation between the Curriculum Coordinator, Assistant Principal and/or Deputy Principal.

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

For further information, please review the ACE manual website - <https://ace.nesa.nsw.edu.au/ace-9022>

Possible Penalties for Malpractice

Penalties for malpractice will be determined by the Principal in consultation with the Deputy Principal, Assistant Principal, and Curriculum Coordinator. The severity of the malpractice and the advantage gained by the student will be taken into consideration along with the supporting evidence when determining a penalty.

Possible penalties include:

- Specific sections found to contain malpractice will be awarded a mark of zero
- A mark of zero being awarded for that task, assessment or examination
- An N determination if the task, assessment or examination if the work is not re-submitted with the student's own work.
- Expulsion from the school for breaching the expected behaviour and consequences as signed at enrolment – I am doing or contributing to an act of dishonesty, including cheating in work required.

All possible penalties will be determined on the severity of the malpractice and the supporting evidence. The penalty will be determined by consultation between Assistant

Principal, Deputy Principal, and Principal. All penalties for malpractice will be confirmed via email to parents/carers.

Process for Appeals

If a resolution could not be reached at a class level, students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal or delegate.

To be successful in such appeals, students will need to substantiate how the submitted assessment and supporting evidence does not constitute malpractice according to this policy.

If the appeal is upheld and a resolution at class level is not successful, the Curriculum Coordinator will refer this matter to the Principal or delegate. An investigation will occur with a review of the assessment marks, the grade, reporting procedures and where possible work samples.

If the appeal is not upheld, the Curriculum Coordinator will inform the student and teacher.

If the appeal is upheld, the Principal or delegate should send notification of the new grade(s) to NESA if required.

Where possible, all reviews of malpractice in assessment in any subject should be resolved within the school. However, provision has been made for subsequent appeals to NESA based on the grade applied to the assessment.

NESA will consider only whether:

- The school review process was adequate for determining whether the procedures used by the school for determining if malpractice took place and therefore awarded grade(s) conform with NESA advice and the school's policy regarding the grading of student achievement.
- The conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for further review.

[The use of Artificial Intelligence \(AI\) Tools](#)

There are a variety of Artificial Intelligence (AI) tools, such as ChatGPT for example, that can perform various language-related tasks, such as answering questions, providing explanations, summarising text, translating language, writing creative stories, and engaging in conversation with users. AI tools can assist users, provide support, and generate human-like responses in natural language.

ET Australia Secondary College acknowledges the benefits that AI can offer in the process of teaching, learning, and assessment, however we want to emphasise the importance of academic integrity and authenticity of students' work.

The use of AI in classwork and student assignments/assessments will be at the discretion of the teacher and based on the task requirements. If the use of AI in the task is not permitted, it will be outlined in the task description, assessment notification or examination outline

and communicated to the students both verbally and in writing. The submission of work generated by AI and presented as the student's own work will be classified as malpractice - plagiarism and will attract the same penalties as per the ETASC Assessment Policy. All work submitted electronically will be subject to clearance from Turnitin which has the ability to detect work that has been plagiarised or generated by the various AI platforms. Please refer to ETASC's assessment handbooks found on the college website for more information about the penalties for malpractice - plagiarism.

In the event that students are able to use AI in the completion of a task, it will be outlined in the task description, assessment notification or examination outline and communicated to the students verbally and in writing.

ETASC recognises the potential advantages that early adoption of this technology could provide students in the future and are looking for ways to include the use of AI in the classroom in a way which encourages the responsible use of AI.

Non-serious Attempt

All sections of assessment tasks should be attempted to the best of the student's ability.

A non-serious attempt is when a student submits an assessment task which show:

- little or no thought and effort.
- is generally incomplete.
- contains frivolous or objectionable material.
- only some sections are completed e.g. just the multiple choice.

The use of obscene language, derogatory remarks, obscene diagrams, non-related content material is also seen as a non-serious attempt.

The Curriculum Coordinator, in consultation with the class teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations. Where a student is deemed to have made a non-serious attempt, a **mark of zero** could be awarded or an **'N' determination Award' warning letter** could be issued.

Course Completion Criteria

The following **course completion criteria** refer to both Preliminary and HSC courses.

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**.

NESA expects students to **attempt all assessment tasks** set.

For all Board Developed Courses (except VET courses and Life Skills courses) NESA requires all students to follow an assessment program and have a school-based grade in year 11 and assessment mark in year 12 submitted.

The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.

A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course.

An N Determination Award can be issued if a student has not satisfactorily completed the course criteria to the above specifications.

Procedure for N-Warning and Non Determination Award

First failure to submit task or after a non-attempt

- FIRST N determination Award warning letter sent to parent/ carer of the student. Please allow three working days to receive the letter from when it was sent.
- The FIRST warning letter will contain a new due date and the process in which to complete the task.
- The student will receive a zero for the task, however; the task still needs to be completed to avoid a Non determination Award for any Preliminary or HSC courses.
- Non-serious attempt criteria still applies.

Second failure to complete assessment task

- SECOND N determination Award warning letter will be issued. Allow 3 working days to receive the letter from when it was sent.
- The SECOND and FINAL letter will contain a new due date and the process in which to complete the task.
- The student will receive a zero for the task, however; the task still needs to be complete to avoid a Non determination Award for any Preliminary or HSC courses.
- Non-serious attempt criteria still applies.

Awarding an N Determination Award

- Student has not complied with the **course completion criteria**.
- Student has received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades.
- The Principal may then apply the 'N' determination on the advice from the Assistant Principal, Curriculum Coordinator and the class teacher.

Please note, the following material comes directly from the NESAs Assessment Certification Examination (ACE) manual. For further information, please review the ACE manual website - <https://ace.nesa.nsw.edu.au/ace-4019>

Complaints and Grievances – if you have a problem

If a student at ET Australia Secondary College believes that they have been unfairly awarded a grade they are encouraged to discuss the matter with their classroom teacher.

ET Australia Secondary College (ETASC) encourages the resolution of problems by informal means wherever possible, provided that the concerns are dealt with quickly, fully and fairly and within clearly defined time limits.

Implementation – what to do

Complaints made may be resolved:

- Informally - Discussion and resolution by parties involved
- Formally - Investigation by The Principal or representative
- Externally – Investigation by an external body.

Rights to Appeal Grades and Rankings

Schools and students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

- a. student appeals against 'N' determinations for non-completion of particular courses.
- b. student appeals against assessment rankings in HSC courses (Year 12 only) and grades in Preliminary courses (Year 11).
- c. student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by NESAs.
- d. student appeals against marks for an individual task.
- e. student appeals against an invalid or unreliable task.
- f. student appeals against illness/misadventure appeals.

Rights to Appeal Procedure

Appealing Marks in Any Subject

- Where possible, review of marks should happen at a class level with the class teacher.
- If a resolution could not be reached at a class level, submit a **written** appeal, with **evidence**, to the **Curriculum Coordinator**.

Appealing Grades in Preliminary Courses

- Submit a **written** appeal, with **evidence**, to the **Curriculum Coordinator**.
- Students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.
- If the appeal is successful, the principal should send notification of the new grade(s) or new rankings to NESAs.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) conform with NESAs advice and the school's policy regarding the grading of student achievement.
- the conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESAs will not revise individual tasks or test marks.

If the appeal is upheld, NESAs will refer the matter back to the school for a further review.

Appealing Assessment Rankings in HSC Courses

- Students who consider that their placement in the rank order for any course is not correct on the basis of feedback of their performance during the course may seek a school review.
- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks.
- Any disputes over an individual task must be resolved at the time the task is returned to the student.

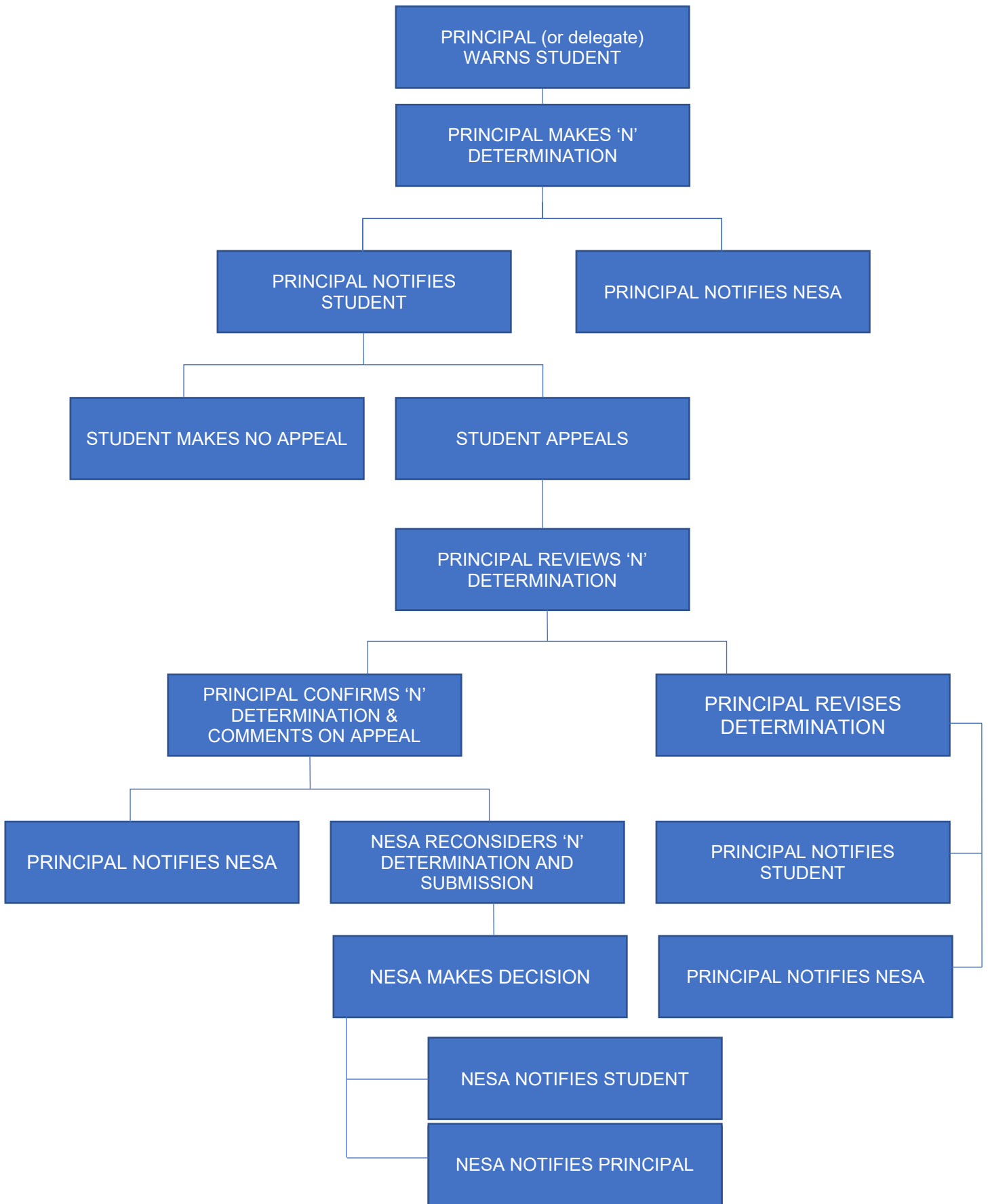
In conducting an assessment review, it is necessary for the school to ascertain whether:

- a. the weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the syllabus packages
- b. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- c. there are no computational or other clerical errors in the determination of the assessment mark.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs.

For further information on Rights to Appeal please refer to the ETASC Rights to Appeal policy.

“N” Determination and Appeals Process Flowchart



Appeals Against Non-Completion of Course Requirements ('N' determinations)

- Student to **submit the student appeal form** to the **Principal**.
- Principal reviews "N" determination award and completes Principal's Report Form. The following criteria are considered.
 - a. the student's level of involvement in classwork.
 - b. the proportion of the course that was deemed unsatisfactory in warning letters (e.g. incomplete task was worth 30%).
 - c. the proportion of assignments, homework, etc, completed in each course.
 - d. measures taken to improve the student's involvement and whether the student's application improved after warnings or counselling.
 - e. the existence of any personal or family problems that have affected the student's studies.
 - f. evidence of warning(s).

School Procedures if Student Appeal is Successful at School Level

NESA is advised so the 'N' determination award is removed and the grade/assessment mark reinstated.

School Procedures if Student Appeal is Unsuccessful at School Level

- The appropriate forms relating to 'N' determinations must be submitted to NESA by the dates specified by NESA.
- NESA will review appeals only on the information submitted with
 - the Principal's Determination form,
 - the Student Appeal form
 - the School Review – Principal's Report form
 - copies of all the warning letters and any other relevant information must be included.

Appeals Against Invalid or Unreliable Tasks

- A committee made up of the school's Executive will review the assessment outline, student grades and comments with the class teacher to determine the validity and reliability of the task.
- If the task is deemed unreliable or invalid the committee will decide what action to take. This could include but is not limited to:
 - students completing an additional task or
 - varying the weightings of tasks (within weighting requirements for Preliminary or HSC courses).

Illness/Misadventure Appeals

- Submit a written appeal with evidence to the Curriculum Coordinator.

The application of review process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, eg major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

For further information, please review the ACE manual website -

<http://ace.nesa.nsw.edu.au/appeals>

Recording Academic Achievement

All student assessment information is recorded on the Academic Records database. This information is used to determine a student's overall grade against the common grade scale at the end of the Preliminary course and the student's overall rank and mark or grade at the end of the HSC course. This information is then entered into the school's online website and submitted to NESA.

For further information on the common grade scale, please review the NESA website -

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/monitoring-grades/common-grade-scale>

Reporting Academic Achievement

Reports of student achievement will be issued twice a year, at the end of Term 1 and Term 3. Reports will include days absent, teacher comments for end of course reports, subject grades based on the Common Grade scale and subject ranking.

Attitude and Effort

While attitude and effort do not contribute towards a student's final grade as reported on the NESAs ARC website, they will appear on the College semester reports.

Assessment Feedback

All teachers are required to provide students with feedback as part of the assessment process. All feedback is to be constructive and provide students with examples of how they could improve their learning in the future. Feedback needs to include the mark, grade and current student ranking in the course.

Disability Provisions

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require NESAs to ensure that students with a disability are able to access and respond to an examination.

NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions and/or
2. communicating his or her responses.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

Students with disabilities are entitled to all the provisions as set out in the ACE Disability Provisions (ACE 10001 to 10009). This includes, but is not limited to, provision of extra time, reader, writer, enlarged print, coloured paper, separate supervision.

For further information speak to the Student Development Coordinator.

REMEMBER:

- If in doubt, ask sooner rather than later.
- Keep track of when tasks will be due. This will help you in planning ahead and being organised.
- See your teacher if you need clarification of any task or procedures for any task.
- Always check with your teacher what work you missed when you were away.
- Everyone at ETASC is here to help you achieve the best you can!

Study Ideas

Listed below are some ideas that may help you study and prepare well for your examinations and assessments:

- Do past tests or exams on topics that you have covered. Your teacher may be able to supply you with some past test papers on topics you are studying. Practise writing essay answers to the most likely questions that you think might be asked.
- Use memory techniques such as numbered lists, mind maps, flash cards. Diagrams can be a helpful way of memorising information. Memorising lists of information and diagrams are important so that you can recall specific information in an exam.
- Make summaries of class work and learn the summaries. Using your own words when you write summaries helps you understand and remember material.
- Divide up your exam time to give appropriate time to each section of an exam paper so that you don't run short of time and leave questions unanswered.
- Go over any incorrect answers from class tests so that if you are asked the same type of question in another test you will get it correct.
- Start looking over your exercise books earlier rather than later so that you have an idea of the amount of work you need to learn so that you give yourself enough time to prepare.
- Be certain and ask your teacher about what topics the test will cover.
- Time management – create a completion timeline and stick to it.
- Utilise tutoring opportunities– if you think you are falling behind ask for help to get you back on track.

Year 11 Assessment Schedules 2024/2025

On the following pages are the Year 11 assessment schedules for all Year 11 courses offered at ET Australia Secondary College. These tasks will be used by teachers to assess each student in a variety of different areas and allow them to determine a valid assessment mark, grade and rank for each student within each course.

All tasks need to have a serious attempt made.

If you have any questions about the tasks, please speak to your subject teacher. They will give additional information closer to the due date for each assessment task

Assessment Schedule Year 11 English Standard

Task number	Task 1	Task 2	Task 3	
Nature of task	Common Module: Reading to write - transition to Senior English Imaginative Text and Reflection	Module A: Contemporary Possibilities Multimodal Presentation	Module B: Close study of text Yearly examination	
Timing	Term 1 Week 6 3 hours in class + take home task	Term 3 Week 8 8 hours in class time	Term 2 Week 6 In class: 2 hours+ 10 minutes 10 min reading time + 2 hours working time	
Outcomes assessed	EN11-1 EN11-3 EN11-4 EN11-5 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5	EN11-1 EN11-8	
Components				Weighting%
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Task number	Task 1	Task 2	Task 3	
Nature of task	In-class topic test A1, M1.1, M1.2	Statistical Investigation S1	Formal Examination A1, A2, M1, M2, F1, S1	
Timing	Term 1, Week 8	Term 2, Weeks 4-6	Term 3, Week 7	
Outcomes assessed	MS11-1 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10	
Components				Weighting %
Understanding, Fluency, Communicating	15%	15%	20%	50%
Problem solving, Reasoning, Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Enzymes	Biological Model Specialised cell, organ or system	Yearly Examination All modules	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Week 7	
Outcomes assessed	BIO11-8 BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7	BIO11-9 BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7	BIO11-8 BIO11-9 BIO11-10 BIO11-11 BIO11/12-4 BIO11/12-5 BIO11/12-6	
Components				Weighting %
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and Understanding	10%	10%	20%	40%
Total %	30%	30%	40%	100%

Task number	Task 1	Task 2	Task 3	
Nature of task	Investigating Modern History Source Analysis In-Class Test	Historical Investigation Historical Investigation Research and Essay	The Shaping of the Modern world Investigating Modern History Yearly examination	
Timing	Term 1 Week 5	Term 2 Week 5	Term 3 Week 7	
Outcomes assessed	MH11-1 MH11-2 MH11-3 MH11-5 MH11-6	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-8 MH11-9 MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-7 MH11-9	
Components	Weighting %			
Knowledge and understanding of course content	15%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research	N/A	20%	N/A	20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
Total %	30%	35%	35%	100%

Task number	Task 1	Task 2	Task 3	
Nature of task	Focus Area 2: Case Study/Sports Analysis	Focus Area 1: Depth Study	Collaborative Investigation	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	HM- 11-04 HM-11-08 HM- 11-09 HM-11-10	HM-11-01 HM-11-02 HM- 11-05 HM-11-06 HM-11-07 HM- 11-10	HM-11-01 HM-11-02, HM-11-03 HM-11-04 HM-11-05 HM-11-06, HM-11-07 HM-11-08, HM- 11-09 HM-11-10	
Components	Weighting %			
Knowledge and understanding of course content	10%	15%	15%	40%
Skills in critical thinking, research, analysing and communicating	15%	20%	25%	60%
Total %	25%	35%	40%	100%

Assessment Schedule Year 11 Business Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Media File	Assessment of Business Stall	Yearly Examination	
Timing	Term 1, Week 6	Term 2, Week 8	Term 3, Week 7	
Outcomes assessed	P2 P7 P8	P3 P4 P8	P1 P2 P3 P4 P5 P6 P8 P9 P10	
Components				Weighting %
Knowledge and understanding of course content	5%	15%	20%	40%
Stimulus-based skills	N/A	5%	15%	20%
Inquiry and research	15%	5%	N/A	20%
Communication of business information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total %	25%	35%	40%	100%

Year 11 Assessment Calendar 2025

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
				History	Business English	Biology	Maths		H&MS
Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Maths	Maths History	Maths	Biology	Business English		H&MS
Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					English	Biology Business Maths History H&MS			

Year 12 Assessment Schedules 2024/2025

On the following pages are the Year 12 assessment schedules for all Year 12 courses offered at ET Australia Secondary College. These tasks will be used by teachers to assess each student in a variety of different areas and allow them to determine a valid assessment mark and rank for each student within each course.

All tasks need to have a serious attempt made.

If you have any questions about the tasks, please speak to your subject teacher. They will give additional information closer to the due date for each assessment task

Assessment Schedule Year 12 English Standard

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts and Human experiences Multimodal	Module A & Module C: Imaginative text and reflection	Module B: Close study of text Analytical extended written response	Common Module, Module A, Module B, Module C Trial HSC Examination	
Timing	Term 4, Week 8 6 hours in class + Take home task	Term 1, Week 8 3 hours in class + Take home task	Term 2, Week 7 1 hour in class	Term 3, Week 4 Paper 1 10mins reading time + 1hr 30 mins working time Paper 2 5mins reading time + 2hrs working time	
Outcomes assessed	EN 12 -1 EN 12 -2 EN 12-3 EN 12-4 EN12-5	EN 12-1 EN12-3 EN12-4 EN12-5 EN 12-9	EN 12-1 EN12-3 EN12-4 EN12-5	EN12-1, EN12-2, EN 12-3, EN 12-4, EN 12-5, EN 12-6, EN 12-7, EN 12-8, EN 12-9	
Components					Weighting%
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	20	25	25	30	100

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class topic test M3, M4, M5	Statistical Investigation S3	In-class topic test N1	HSC trial Examination	
Timing	Term 4, Week 8	Term 1, Weeks 5-7	Term 2, Week 4	Term 3, Weeks 4-5	
Outcomes assessed	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Components					Weighting %
Understanding, Fluency, communicating	10	15	10	15	50
Problem solving, reasoning, justification	10	15	10	15	50
Total %	20	30	20	30	100

Assessment Schedule Year 12 Standard 2 Mathematics

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class topic test M6, M7	Statistical Investigation S1, S4	In-class topic test N2, N3	HSC trial Examination	
Timing	Term 4, Week 8	Term 1, Weeks 5-7	Term 2, Week 4	Term 3, Weeks 4-5	
Outcomes assessed	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Components					Weighting %
Understanding, Fluency, communicating	10	15	10	15	50
Problem solving, reasoning, justification	10	15	10	15	50
Total %	20	30	20	30	100

Assessment Schedule Year 12 Biology

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Build a Model Heredity biological concept	Depth Study Genetic Technologies, DNA and Disease	Data Analysis Epidemiology	Trial HSC Exam All topics	
Timing	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4 & 5	
Outcomes assessed	BIO12-12 BIO11/12-3 BIO11/12-4 BIO 11/12-5 BIO11/12-6 BIO11/12-7	BIO12-12 BIO12-13 BIO12-15 BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7	BIO12-15 BIO11/12-5 BIO11/12-6 BIO11/12-7	BIO12-12 BIO12-13 BIO12-14 BIO12-15 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7	
Components					Weighting %
Skills in Working Scientifically	15	20	15	10	60
Knowledge and Understanding	5	10	5	20	40
Total %	20	30	20	30	100

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Power and Authority in the Modern World 1919-1946 Historical Source Analysis Topic Test	Peace and Conflict: Conflict in Europe 1935-1945 Research Essay (Historical Analysis)	National Study: Russia and the Soviet Union 1917-1941 Essay	Change in the Modern World: The Cultural Revolution to Tiananmen Square 1966-1989 Power and Authority in the Modern World 1919-1946 Peace and Conflict: Conflict in Europe 1935-1945 National Study: Russia and the Soviet Union 1917-1941 Trial HSC Examination	
Timing	Term 4 Week 6	Term 1 Week 4	Term 2 Week 6	Term 3 Week 4 & 5	
Outcomes assessed	MH12-1 MH12-2 MH12-5 MH12-6 MH12-7	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-7 MH12-8 MH12-9	MH12-2 MH12-3 MH12-4 MH12-6 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	
Components					Weighting %
Knowledge and understanding of course content	10	5	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	n/a	15	5	n/a	20
Communication of historical understanding in appropriate forms	5	5	5	5	20

Total %	20	30	20	30	100
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Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports Medicine Extended Response	Core 2 Factors Affecting Performance Video Analysis	Core 1 Health Priorities in Australia Health Promotion Research Task	Core 1 Health Priorities in Australia Core 2 Factors Affecting Performance Sports Medicine The Health of Young People HSC Trial Examination	
Timing	Term 4, Week 7	Term 1, Week 5	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	5	20	15	20	60
Total %	15	30	25	30	100

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Human Resources Case Study	Finance Topic Test	Operations Business Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 4 & 5	
Outcomes assessed	H2, H3, H4, H5, H7, H8, H9	H4, H5, H8, H9, H10	H2, H5, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	0	5	5	10	20
Inquiry and research	20	0	0	0	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	30	20	20	30	100

Year 12 Assessment Calendar 2024/2025

Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					History	PDHPE	Business Maths English		Biology
Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			History	PDHPE Maths	Maths Business	Maths Biology	English		
Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Business Maths		History PDHPE	English	Biology		
Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Business Biology PDHPE English Maths History	Business Biology PDHPE Maths History					



ET Australia Secondary College

Stage 6 Illness/Misadventure Form

Return this form to the Curriculum Coordinator within 24 hours of the illness/misadventure.

Student name: _____ Class and Year group: _____

Subject: _____ Teacher: _____

Today's date: _____ Task due date: _____

Name/description of task concerned: _____

Did you complete this task? Yes / No (please circle)

Did you partially complete this task? Yes / No (please circle)

What was the illness or misadventure? How did it affect your performance?

Documentation provided: Yes / No (please circle)

What documentation is provided? _____

(examples include medical certificate, funeral notice, police report, statutory declaration, letter)

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Outcome

To be completed by the Deputy Principal in consultation with the Curriculum Coordinator and Subject Teacher.

Curriculum Coordinator Recommendation: _____

Curriculum Coordinator Signature: _____

Deputy Principal Decision:

- Sit task at alternative time
- Submit task at an alternative time
- Estimate
- Alternative task
- Application rejected (zero mark awarded)

New date/time: _____

Deputy Principal Signature: _____

Decision communicated to:

Curriculum Coordinator Signature: _____ Date: _____

Subject Teacher Signature: _____ Date: _____

Student Signature: _____ Date: _____

Copies of this completed document (including attachments) go to DP, CC, Teacher, Student and are scanned into student AA files.

ETASC Year 12 Assessment Handbook 2024 & 2025

<i>Version Number</i>	<i>Purpose / Change</i>	<i>Author</i>	<i>Date</i>
0.1	Addition of version control. Reviewed and changes made to include: <ul style="list-style-type: none"> - Whole school policy - Addition of roles and responsibilities in investigation malpractice and determining penalties - Addition of possible penalties - Inclusion of appeals process 	Lachlan Scott	10 October 2024
	Addition of version control. Reviewed and changes made to include: <ul style="list-style-type: none"> -p7 Health and Movement Science added to Board Developed Courses -p18 Course outline for Health and Movement Science added 	Christina	
1.0 APPROVED BY:	Tony Mylan		DATE: