



**EMMANUEL
ANGLICAN
COLLEGE**

Learning ~ Living ~ Leading

YEAR 11 STUDENT HANDBOOK



Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.

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CRICOS Provider Code:

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Emmanuel Anglican College is a Child Safe Organisation

Contents

Section 1: The Year 11 Preliminary Courses	4
1.1 Introduction	4
1.2 Satisfactory Completion of a Course	4
1.3 Confirmation your Pattern of Study	4
Section 2: Internal Assessment Policies and Procedures.....	5
2.1 Assessment Schedules	5
2.2 Notification of Assessment Tasks	5
2.3 Submission of Assessment Tasks.....	6
2.3.1 Non-Submission of Assessment Tasks and Non-Serious Attempts.....	6
2.3.2 Late Submission of Assessment Tasks	6
2.4 Extenuating Circumstances	6
2.4.1 Forms and Evidence Requirements.....	7
2.4.2 Extenuating Circumstances Flowchart for Stage 6 Students.....	8
2.5 Results of Assessment Tasks.....	8
2.6 Higher School Certificate Internal Assessment Marks	8
2.7 Satisfactory Completion of a Course Assessment Program	9
2.8 Breaches and Malpractice	9
2.8.1 Use of Generative Artificial Intelligence.....	10
2.9 Warnings to Students	10
2.10 Appeals	11
2.10.1 Internal Student Appeals.....	11
2.10.2 Student Appeals Regarding N Determinations.....	11
2.11 Disability Provisions	11
2.12 Assessment and Reporting of Externally Provided Courses	12
2.13 Reservation	13
Section 3: 2026 Assessment Calendar	14
Section 4: 2026 Course Assessment Schedules	17
3.1 Biology	17
3.2 Business Studies	18
3.3 Chemistry.....	19
3.4 Community and Family Studies	20
3.5 Economics.....	21
3.6 Engineering Studies	22
3.7 English (Advanced)	23
3.8 English (Standard).....	24
3.9 English (Extension 1).....	25
3.10 English Studies	26

3.11 Enterprise Computing.....	27
3.12 Health & Movement Science	28
3.13 Hospitality - SIT 20421 Certificate II in Cookery	29
3.14 Industrial Technology (Multimedia)	30
3.15 Industrial Technology (Timber)	31
3.16 Japanese	32
3.17 Legal Studies	33
3.18 Mathematics (Advanced)	34
3.19 Mathematics (Extension 1).....	35
3.20 Mathematics (Standard).....	36
3.21 Modern History.....	37
3.22 Music	38
3.23 Physics	39
3.24 Society & Culture	40
3.25 Sports, Lifestyle and Recreation	41
3.26 Visual Arts.....	42
3.27 Work Studies.....	43

Section 1: The Year 11 Preliminary Courses

1.1 Introduction

Stage Six is divided into two components:

- **The Year 11 Preliminary Course** *and*
- **The Year 12 Higher School Certificate Course**

The purpose of the Preliminary Course is to help students develop the skills necessary to perform in the assessment tasks and examinations of the Year 12 Higher School Certificate (HSC) Course. The Preliminary Course is regarded as “assumed knowledge” which has been covered by all Year 12 HSC candidates.

1.2 Satisfactory Completion of a Course

Satisfactory completion of the Preliminary Course is a prerequisite for entry into a Year 12 HSC Course. This means that a student must satisfactorily complete the Preliminary Course in a subject before he or she may attempt the Year 12 HSC Course.

All Preliminary Course work is to be completed in order to gain a **Preliminary Course Record of Achievement**.

The NSW Education Standards Authority (NESA) states that a student will be considered to have satisfactorily completed a course if there is sufficient evidence of a student:

- following the course developed or endorsed by NESA;
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieving some or all of the outcomes of the course.

A student will be considered to have satisfactorily completed a course if they:

- make a genuine attempt to complete course requirements.
- make a serious attempt at all class work.
- make a genuine attempt in all assessment tasks.
- make a genuine attempt to successfully complete all modules in competency - based courses.
- complete the work placement component of Vocational Education & Training courses.

1.3 Confirmation your Pattern of Study

In developing a pattern of study, students should ensure they carefully consider their future career and study pathways. Whilst the college can provide guidance about careers pathways and future study options, students and families need to carefully check the requirements and prerequisites of any courses they are interested in studying to ensure their pattern of study meets these requirements.

Any subject changes must be completed using the [Change of Subject online form](#) and be approved by a parent or guardian, the Curriculum Leaders involved, and the Director of Teaching and Learning. Changes of subjects must take place by the end of Week 4 of Term 1 in order to ensure that course requirements for the new course are met.

Students are required to sign the NESA Confirmation of Entry confirming the enrolled subjects at the start of year 11. The college also requires parents to co-sign this in order to confirm their support of their child’s study choices.

Section 2: Internal Assessment Policies and Procedures

This document provides information relating to the formal assessment program associated with each course delivered within the Secondary School at the College. Assessment arrangements and the construction of assessment tasks occur within a framework of NESA directives and directions contained in the course syllabus and College policy. While syllabus directives govern the general nature, frequency and weighting of assessment tasks administered in each course, the precise form of each task is determined by College staff. The College supports the NESA principles of assessment and support the NESA recommendations for assessment tasks per course. The College adheres to the maximum tasks for Year 11 and the limitations on examination tasks.

2.1 Assessment Schedules

Assessment Schedules are published in Section 5 of this document for each Year 11 course delivered by the College.

Each schedule provides information about:

- The nature of each assessment task
- The areas of the syllabus addressed by the task
- The course outcomes to be demonstrated in completing the task
- The percentage contribution of the task to the student's final assessment mark

The precise dates for the administering or submission of assessment tasks can be found on the Notice of Assessment provided to students.

A summary of all Assessment Tasks for all courses can be found in the Assessment Calendar in Section 3 of this booklet.

2.2 Notification of Assessment Tasks

Students will receive formal notice of an Assessment Task a minimum of 20 school days prior to the due date. This notification will include the following;

- Task Number
- Weighting of task to final assessment mark
- General nature of the task
- Date on which the task is to be administered or submitted
- Procedure for submission
- Outcomes targeted
- Additional task detail, as appropriate
- Marking criteria and scale, as appropriate
- Notification of allowed use of Generative Artificial Intelligence.

2.3 Submission of Assessment Tasks

Assessment tasks are to be submitted in accordance with the expectations outlined within the Assessment Notification handout. This will specify whether submission will be in hard copy to the teacher or electronically through Google Classroom. Submission should follow these instructions unless prior arrangement has been made with the teacher or Curriculum Leader.

If a specific due time is not specified on the Notice of Assessment, the task is due before 9.00 am on the due date of the task.

2.3.1 Non-Submission of Assessment Tasks and Non-Serious Attempts

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Award of the Higher School Certificate. Students who do not submit a task and have not been granted special consideration for Extenuating Circumstances will receive a "Non-Completion of Course Determination (N) Warning Letter" or in the case of an ongoing issue may receive notification of a "Non-Completion of Course Determination" (N). Students who complete an assessment task but demonstrate minimal engagement with the required coursework may be deemed to have made a non-serious attempt. In such cases, students may be required to resubmit the task; however, no additional marks will be awarded.

Examples of a non-serious attempt include, but are not limited to:

- Completing only the multiple-choice section of an examination.
- Submitting only a small portion of an assessment task.

2.3.2 Late Submission of Assessment Tasks

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted special consideration for Extenuating Circumstances.

- If the task is submitted late but within 24 hours of the published submission time the penalty is 25% of total value of the task.
- If the task is submitted more than 24 hours late but less than 48 hours after the published submission time the penalty is 50% of total value of the task.
- If the task is submitted more than 48 hours late but less than 72 hours after the published submission time the penalty is 75% of total value of the task.
- If the task is submitted more than 72 hours after the published submission time then a mark of zero will be awarded.

Note: Weekends will count as two days for the purpose of penalties.

Note: It is possible that a late penalty (either 25%, 50% or 75%) may extinguish all of the marks achieved by the student for the task.

2.4 Extenuating Circumstances

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time unless an application for Extenuating Circumstances has been requested and granted.

Applications for Extenuating Circumstances should be completed in the following situations:

- Illness, misadventure or a school activity has affected your ability to complete an assessment task or multiple tasks.
- You were absent the day before an assessment task due to illness or misadventure.

Note the following are not examples of Extenuating Circumstances:

- Computer downtime, printer failure or other such technological difficulties are not appropriate examples of misadventure. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.
- Extensions are not granted for planned leave affecting an assessment task. An Extenuating Circumstances form should still be completed and the due date may be able to be brought forward to support the student. Extensions or special consideration is not granted.
- Loss of preparation time. We give 4 weeks notice for all assessment tasks therefore a loss of preparation time is not considered a misadventure unless it has been significant.

An application for Extenuating Circumstances can be made by completing the Extenuating Circumstances Application Form through the online form and submitting it with the relevant supporting documentation for consideration by the Curriculum Team. For situations known about in advance, an Application for Extenuating Circumstances must be submitted as soon as possible prior to the assessment task due date, or in the case of unexpected student absence, **within three days of the assessment task date.**

Do not assume the application will automatically be approved. The Curriculum Team will consider the request, including relevant documentation, and advise the student and relevant staff of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision which may include;

- Rescheduling of the task;
- Sitting an alternative task;
- An extension of time;
- A moderation of results based on course performance; or
- Another action that is considered appropriate.

If the request is declined and the student did not complete the task on the appropriate date a penalty may be applied.

[2.4.1 Forms and Evidence Requirements](#)

Forms for applying for Extenuating Circumstances are provided on the Student Café and the EAC Website under Policies, Forms and Resources > Assessment – Extenuating Circumstances.

The following is the link to the Extenuating Circumstances Application Form:

- [Extenuating Circumstances Application Form](#)

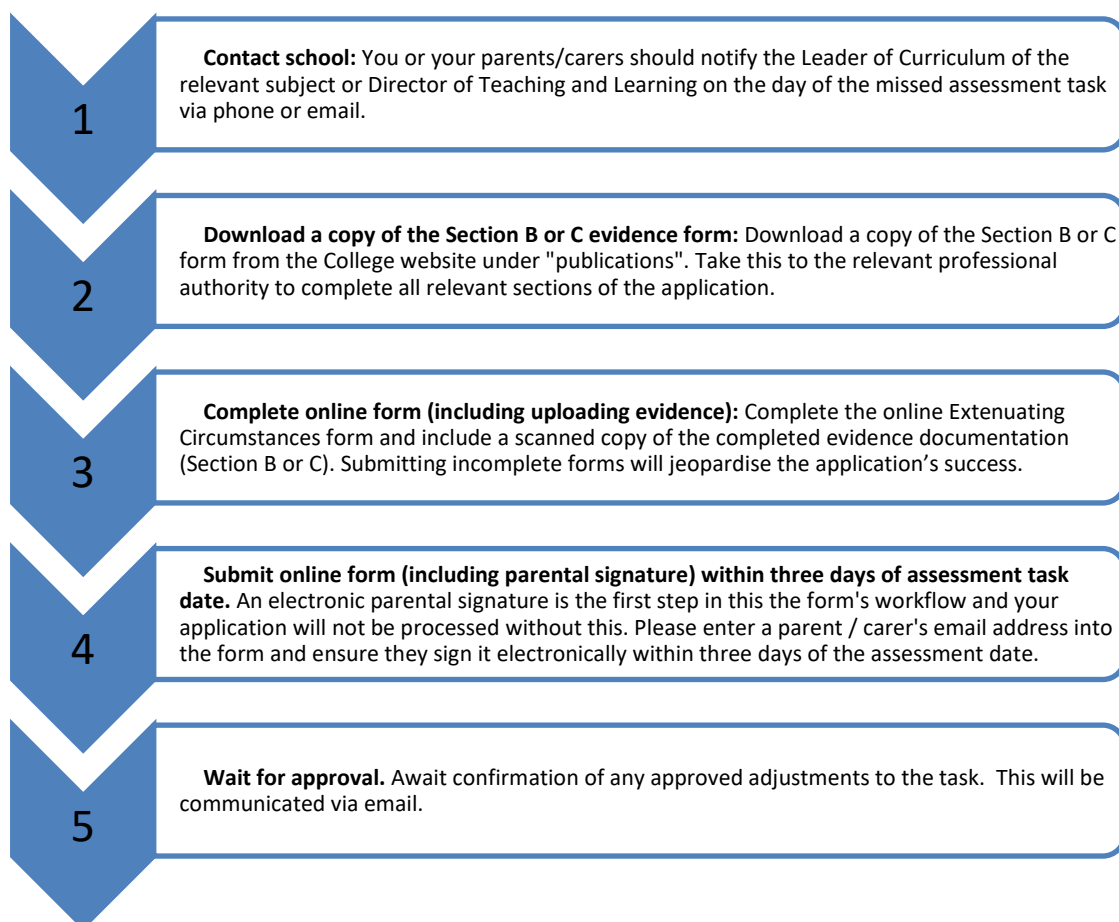
This is an electronic form. Please note that following submission of this form by the student, this form needs to be signed electronically by the student's parent or carer before it will be processed. This must take place within three days of the assessment date.

As part of completing the electronic form, students need to provide evidence of the illness or misadventure. The following links are to the forms for evidence:

- [Illness Supporting Documentation \(Section B\)](#)
- [Independent Evidence of Misadventure \(Section C\)](#)

These are PDF documents which need to be printed and completed by an appropriate professional authority. Completed and signed versions of these need to be scanned and submitted through the electronic Extenuating Circumstances form. Please note that a medical certificate which just says a student is unfit for work / school is not considered sufficient evidence of illness by NESAs.

2.4.2 Extenuating Circumstances Flowchart for Stage 6 Students



2.5 Results of Assessment Tasks

Once an assessment task is marked / graded, it will be returned to the student with meaningful feedback in relation to the outcomes assessed. Tasks will be returned within a period of two school weeks. Results for each assessment task will be recorded by teachers in the school Markbook.

2.6 Higher School Certificate Internal Assessment Marks

NESA requires schools to submit an Internal Assessment Mark for each student in each HSC course in which the student is enrolled. This mark must be based on the student's performance in those tasks which form part of the published assessment program for the course. The HSC Internal Assessment Mark is used by NESA in calculating a student's HSC Mark in the course. The Internal Assessment Marks are not used in raw form but are adjusted (moderated) according to the quality of the performance of the particular school's candidates in the actual HSC examination in the course. In simple terms, the mean of the Internal Assessment Marks for a given course is adjusted to match the mean of the scores

achieved in the external examination in that course by the students concerned. The adjusted result is called the Moderated School Assessment Mark.

2.7 Satisfactory Completion of a Course Assessment Program

A student is required to satisfactorily complete all facets of the Internal Assessment Program for that course. *Satisfactory completion* means that the student makes a serious attempt at each task and demonstrates achievement of at least some of the outcomes associated with each task. Failure to complete the assessment program for a course will result in the student receiving a 'Non Completion of a Course' Determination (N Determination). Courses which were not satisfactorily completed will not be printed on the student's Record of School Achievement. This can result in a student not meeting the pattern of study requirements to progress to the Year 12 Course or receive a Higher School Certificate.

2.8 Breaches and Malpractice

The honesty of students completing examinations and other forms of assessment underpins the integrity of the HSC. Any dishonest behaviour or attempt to gain an unfair advantage over other students, including knowingly assisting others to engage in such behaviour, constitutes malpractice. Engaging in malpractice and/or breaching examination rules is unacceptable and may jeopardise a student's result.

Breaches to examinations may include:

- Changing answers on an examination paper after it has been returned in an attempt to gain additional marks; or
- Misrepresentation by misleading or deceiving others, such as impersonating another student or referencing non-existent sources.
- Misconduct in an examination, including accessing unauthorised materials or equipment during an examination;

Malpractice occurs when work submitted by a student is not wholly his/her own by way of collusion, plagiarism or misrepresentation. Examples of malpractice include, but are not limited to:

- Copying part or all of the work of another student and presenting it as your own; or using your own work from another task and/or subject;
- Allowing another student to copy part or all of an Assessment Task;
- Gaining direct assistance from a third party in the completion of an Assessment Task;
- Plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source;
- Infringing copyright; and
- Unauthorised use of artificial intelligence to develop part or all of the task.

Malpractice and exam breaches may take many forms. The Director of Teaching and Learning will review each situation on a case by case basis. Possible examples of gaining an unfair advantage include falsifying of documentation to gain Special Consideration and if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study, prepare for or complete an Assessment Task.

Students, teachers and examination supervisors who have concerns regarding malpractice must report the matter to the relevant Leader of Curriculum or the Director of Teaching and Learning. The College treats all such reports seriously.

All concerns will be referred to the Director of Teaching and Learning for investigation. This investigative process may include, but is not limited to, interviewing relevant parties, collecting workbooks or reviewing computer history and files. Where the Director of Teaching and Learning determines that malpractice has occurred, appropriate sanctions will be imposed on the student(s) concerned. These sanctions may include, but are not limited to, a reduced or zero score for the task, the requirement to complete an alternative assessment task, the need to re-complete the All My Own Work modules, detention or suspension. Written notification of the outcome will be provided to the student and parents/carers.

For HSC students, incidents of academic malpractice in all HSC school based assessment tasks will be reported to NESAs in accordance with NESAs requirements and recorded on their Malpractice Register.

2.8.1 Use of Generative Artificial Intelligence

In many assessment tasks, generative AI is not allowed as it provides an unfair advantage. When it is permitted in any capacity, this will be specified on the Notice of Assessment. If no mention of AI is provided on the Notice of Assessment, no use of AI is permitted.

If AI is used in any capacity for an assessment task, the use of this must be appropriately acknowledged. Students can do this by including a note at the end of their submission which describes:

- The AI tool(s) that were used
- What this was used to do
- What prompt(s) were provided
- How the output of the artificial intelligence was used or adapted by the student.

This additional description does not add to the task word count.

2.9 Warnings to Students

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Leader of Curriculum will, in accordance with NESAs requirements, notify the student and their parents. This is done in writing by emailing a Non-Completion of Course Determination (N) Warning Letter to the student's parents or guardians. It is essential that the student address the "Action Required" in this letter within the time designated.

Failure to address the "Action Required" by a Warning Letter will result in a second warning letter being issued. This letter will also contain an "Action Required" and a timeframe in which this action must be completed. Failing to address this requirement will make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student's Record of Achievement and this may make the student ineligible to progress to the Year 12 Higher School Certificate Course.

2.10 Appeals

2.10.1 Internal Student Appeals

At times, students may wish to appeal the result awarded for an assessment task or a decision related to malpractice or breaches of examination rules.

Appeals must be lodged in writing within five days of the return of the assessment task or notification of a malpractice or examination breach decision, and submitted to the Director of Teaching and Learning. The appeal must outline the specific aspects of the task, marking criteria, or decision the student is concerned about and should be supported by relevant evidence.

Upon lodging an appeal, this will be considered by the Assessment Appeals Committee. The Assessment Appeals Committee normally consists of the Director of Teaching and Learning supervising assessment and reporting as chairperson, a Leader of Curriculum and others such as the Deputy Principal, Principal or other subject experts as required.

The review will focus on the documentation:

- The procedures and process that underpin the validity of the assessment task in order to determine whether the task and marking has taken place in accordance with the Notice of Assessment and marking criteria; or
- The rules around examination breaches and malpractice and the specific details of the situation.
- The student will receive written feedback, from the Director of Teaching and Learning or the Deputy Principal, in relation to the outcome of the appeal as soon as possible.

2.10.2 Student Appeals Regarding N Determinations

A student who wishes to appeal against the “N” determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with NESAs guidelines.

2.11 Disability Provisions

The purpose of disability provisions is to provide students who have an appropriate condition with practical support to enable them to read and respond to the Higher School Certificate (HSC) exams.

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student’s results.

Students may need provisions for:

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

It is not embarrassing to apply for or use provisions. More than 7,000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

If a student wishes to access Disability Provisions for the HSC Examinations then an application needs to be put together and submitted to NESAs and the school will also provide these provisions for internal assessment tasks.

NESA's application process requires evidence of the student's disability and its effect on performance under exam conditions. Evidence can include medical reports, reading results, spelling results, writing samples and teacher comments. Evidence should focus on the disability's effect on functionality rather than simply on diagnosis of a condition.

If you think you may be eligible for and interested in applying for disability provisions please review the information available from the NESAs website:

- [HSC disability provisions guide for teachers and parents](#)

Please contact Tom Papworth at tpapworth@eac.nsw.edu.au if you have any questions about disability provisions and to start the application process.

[2.12 Assessment and Reporting of Externally Provided Courses](#)

Students are able to access a broad range of courses offered by NESAs Registered and Accredited Providers in order to broaden their Pattern of Study. This includes TVET Courses, Distance Education, Traineeships and university based courses.

Students can elect to enrol in up to four units of courses provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to extenuating circumstances for illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

2.13 Reservation

Emmanuel Anglican College reserves the right to amend the provisions in this document at any time. Appropriate notice will be provided of any such amendments.

Section 3: 2026 Assessment Calendar

Subject	Task	Term	Week	Description	Task Type
Health & Movement Science	1	1	7	Depth Study: Energy Systems	Hand in & in class
Mathematics Ext 1	1	1	8	Term 1 Test	In class
Chemistry	1	1	8	Narrative+Communication+Calculation	In class
CAFS	1	1	8	Research Task	In class
ITM	1	1	8	Design Project	Hand in & In class
Mathematics Advanced	1	1	9	Term 1 Test	In class
Mathematics Standard	1	1	9	Term 1 Test	In class
Visual Arts	1	1	9	Drawing Project & VAPD	Hand in & In class
Legal Studies	1	1	9	Law Reform Essay	Hand in
Enterprise Computing	1	1	9	Research Report	Hand in & In class
Physics	1	1	10	Kinematics Test	In class
Business Studies	1	1	10	Media File and In Class Essay	Hand in & In class
English Advanced	1	1	10	Imaginative Response and Reflection	In class
English Standard	1	1	10	Imaginative Response and Reflection	In class
English Studies	1	1	10	Comprehension & Creative Task	In class
Japanese Beginners	1	2	1	Listening & Responding Task	In class
Work Studies	1	2	1	Career & Transition Plan	Hand in & In class
Biology	1	2	1	Report – Hastings Point	Hand in & In class
Society & Culture	1	2	1	Presentation	In class
SLR	1	2	1	Outdoor Recreation Skills	Hand in
ITT **	1	2	1	Project Folio	Hand in & In class
Modern History	1	2	2	Presentation	Hand in & In class
Economics	1	2	2	Research Project	Hand in
Engineering	1	2	2	Research Report	Hand in
English Ext 1	1	2	3	Socratic seminar/Viva Voce and Critical Response	In class
Music	1	2	5	Performance & Portfolio	Hand in & In class
SLR	2	2	8	Coaching Plan & Instruction	Hand in & In class
Mathematics Advanced	2	2	7	Term 2 Test	In class
Mathematics Standard	2	2	7	Term 2 Test	In class
Business Studies	2	2	7	Business Report	In class
Mathematics Ext 1	2	2	8	Term 2 Test	In class
Japanese Beginners	2	2	8	Reading & Responding	Hand in & In class
Legal Studies	2	2	9	Law in Action Report	Hand in
Work Studies	2	2	9	Job Applications	Hand in & In class
Health & Movement Science	2	2	9-10	Collaborative Investigation	Hand in & In class

Subject	Task	Term	Week	Description	Task Type
English Advanced	2	2	10	Socratic seminar and Discursive Response	In class
English Standard	2	2	10	Critical response to seen question	In class
English Studies	2	2	11	Multimodal	Hand in & In class
Visual Arts	2	2	11	Painting/Sculpture Project + VAPD	Hand in & In class
Society & Culture	2	2	11	Research Project	Hand in & In class
Biology	2	3	1	Depth Study	Hand in & In class
Physics	2	3	1	Depth Study	Hand in & In class
Economics	2	3	1	In Class Essay	In Class
Modern History	2	3	2	Historical Investigation	Hand in
Chemistry	2	3	2	Depth Study	Hand in & In class
English Ext 1	2	3	3	Independent Project + Multimodal	Hand in & In class
Engineering	2	3	3	Braking Systems Study	Hand in & In class
CAFS	2	3	4	Literature Review + Oral Presentation	Hand in & In class
Music	2	3	5	Composition, Viva Voce + Portfolio	Hand in & In class
Enterprise Computing	2	3	7	Project Folio	Hand in & In class
ITM	2	3	7	Design Project	Hand in & In class
ITT	2	3	7	Project Folio	Hand in & In class
English Studies	3	3	8	Travel blog / feature article	Hand in
English Ext 1	3	3	8	End of Course Examination	In Class
English Advanced	3	3	8	End of Course Examination	In Class
English Standard	3	3	8	End of Course Examination	In Class
Mathematics Ext 1	3	3	8	End of Course Examination	In Class
Mathematics Advanced	3	3	8	End of Course Examination	In Class
Mathematics Standard	3	3	8	End of Course Examination	In Class
Biology	3	3	8	End of Course Examination	In Class
Chemistry	3	3	8	End of Course Examination	In Class
Physics	3	3	8	End of Course Examination	In Class
Health & Movement Science	3	3	8	End of Course Examination	In Class
SLR	3	3	8	End of Course Examination	In Class
CAFS	3	3	8	End of Course Examination	In Class
Business Studies	3	3	8	End of Course Examination	In Class
Economics	3	3	8	End of Course Examination	In Class
Legal Studies	3	3	8	End of Course Examination	In Class
Modern History	3	3	8	End of Course Examination	In Class
Society & Culture	3	3	8	End of Course Examination	In Class
Visual Arts	3	3	8	End of Course Examination	In Class
Music	3	3	8	Aural Exam (1 hour)	In Class
Engineering Studies	3	3	8	End of Course Examination	In Class

Subject	Task	Term	Week	Description	Task Type
ITM	3	3	8	End of Course Examination	In Class
ITT	3	3	8	End of Course Examination	In Class
Enterprise Computing	3	3	8	End of Course Examination	In Class
Japanese Beginners	3	3	8	End of Course Examination	In Class
Hospitality	2	3	8	End of Course Examination	In Class
Work Studies	3	3	9	Ongoing logbook of work	Hand in & In class

Section 4: 2026 Course Assessment Schedules

3.1 Biology

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 1	Term 3, Week 1	Term 3, Week 8
		Ecology Report	Depth Study	End of Course Examination
		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-11	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11-8, BIO11-9, BIO11-10, BIO11-11, BIO11/12-1, BIO11/12-7, BIO11/12-6	All Outcomes
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in Working Scientifically	60%	25%	25%	10%
TASK VALUE %		35%	35%	30%

3.2 Business Studies

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 10	Term 2, Week 7	Term 3, Week 8
		Media file and essay	Report	End of Course Examination
		P2, P7, P9	P3, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P10
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and research	20%	5%	10%	5%
Communication of business information, ideas and issues in appropriate forms	20%	10%	5%	5%
TASK VALUE %		25%	35%	40%

3.3 Chemistry

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 8	Term 3, Week 2	Term 3, Week 8
		Communication and Calculation	Depth Study	End Course Examination
		CH11-9, CH11/12-5, CH11/12-6, CH11/12-7	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
Skills in Working Scientifically	60%	20%	25%	15%
Knowledge and Understanding	40%	10%	5%	25%
TASK VALUE %		30%	30%	40%

3.4 Community and Family Studies

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date Term 1, Week 8	Date Term 3, Week 4	Date Term 3, Week 8
		Task Research Task (Resource management)	Task Literature Review + Oral Presentation <i>(Families & communities; Individuals & groups)</i>	Task End of Course Examination
		Syllabus Outcomes P1.1, P1.2, P4.2, P5.1, P6.1	Syllabus Outcomes P2.3, P3.1, P3.2; P4.1, P4.2	Syllabus Outcomes All outcomes assessed
Knowledge & understanding of course content	40%	10%	10%	20%
Skills in analysis, communication, creative thinking, problem-solving and research	60%	20%	20%	20%
TASK VALUE %		30%	30%	40%

3.5 Economics

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 2	Term 3, Week 1	Term 3, Week 8
		Research Project	Essay	End of Course Examination
		P1, P3, P8, P9, P12	P2, P5, P7, P10	P4, P6, P11
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and research	20%	20%		
Communication of business information, ideas and issues in appropriate forms	20%		10%	10%
TASK VALUE %		30%	30%	40%

3.6 Engineering Studies

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 2, Week 2	Date: Term 3, Week 3	Date: Term 3, Week 8
		Task: Research Report	Task: Braking Systems Report and Test	Task: End of Course Examination
		Syllabus Outcomes P2.2, P3.2, P4.2, P4.3, P6.1	Syllabus Outcomes P2.1, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P6.2	Syllabus Outcomes All Outcomes
Knowledge and Understanding	60 %	15%	15%	30%
Problem Solving and Communication	40%	15%	15%	10%
TASK VALUE %		30%	30%	40%

3.7 English (Advanced)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 1, Week 10	Date: Term 2, Week 10	Date: Term 3, Week 8
		Task: Reading to Write Creative Response & Reflection	Task: Narratives that Shape Our World Socratic Seminar & Discursive Response	Task: All Focus Areas End of Course Examination
		Syllabus Outcomes EAV-11-04, EAV-11-05, EAV-11-06	Syllabus Outcomes EAV-11-01, EAV-11-02, EAV-11-03, EAV-11-04, EAV-11-05	Syllabus Outcomes EAV-11-01, EAV-11-03, EAV-11-04, EAV-11-05
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
Knowledge and understanding of course content	50%	15%	15%	20%
TASK VALUE %		35%	30%	35%

3.8 English (Standard)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 1, Week 10	Date: Term 2, Week 10	Date: Term 3, Week 8
		Task: Reading to Write Short Response to unseen texts & creative response with reflection	Task: Contemporary Possibilities Critical Response to Seen Question	Task: All Focus Areas End of Course Examination
		Syllabus Outcomes EST-11-01, EST-11-04, EST-11-05, EST-11-06	Syllabus Outcomes EST-11-01, EST-11-02, EST-11-03, EST-11-05	Syllabus Outcomes EST-11-01, EST-11-04, EST-11-05
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
Knowledge and understanding of course content	50%	15%	15%	20%
TASK VALUE %		35%	30%	35%

3.9 English (Extension 1)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 2, Week 3	Date: Term 3, Week 3	Date: Term 3, Week 8
		Task: Socratic Seminar / Viva Voce and critical response	Task: Independent Research Project & Multimodal Presentation	Task: End of Course Examination Section 1: 2-part creative + critical OR 1-part sustained creative to a prompt Section 2: Critical essay to unseen question
		Syllabus Outcomes EE1-11-01, EE1-11-02, EE1-11-03, EE1-11-06	Syllabus Outcomes EE1-11-03, EE1-11-04, EE1-11-05, EE1-11-06	Syllabus Outcomes EE1-11-01, EE1-11-02, EE1-11-03, EE1-11-06
Knowledge and understanding of complex texts and how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	15%
TASK VALUE %		30%	35%	35%

3.10 English Studies

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 1, Week 10	Date: Term 2, Week 11	Date: Term 3, Week 8
		Task: Reading to Write: Comprehension and creative writing task	Task: Playing the Game: Multimodal Research Presentation	Task: On the Road: Travel Blog / Feature Article
		Syllabus Outcomes ESD-11-01, ESD-11-03, ESD-11-04, ESD-11-05	Syllabus Outcomes ESD-11-01, ESD-11-03, ESD-11-05	Syllabus Outcomes ESD-11-01, ESD-11-02, ESD-11-05
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively.	50%	15%	20%	15%
Knowledge and understanding of course content	50%	15%	15%	20%
TASK VALUE %		30%	35%	35%

3.11 Enterprise Computing

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 9	Term 2, Week 7	Term 3, Week 8
		Research Report: Principles of Cybersecurity	Project: Interactive Media and the User Experience	End of Course Examination
		EC-11-03, EC-11-06, EC-11-07, EC-11-10	EC-11-01, EC-11-08, EC-11-09, EC-11-11	EC-11-02, EC-11-04, EC-11-05
Knowledge and understanding of course content	50%	20%	10%	20%
Knowledge and skills in the practical application of the content	50%	10%	25%	15%
TASK VALUE %		30%	35%	35%

3.12 Health & Movement Science

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 7	Term 2, Week 9-10	Term 3, Week 8
		Energy Systems (<i>Depth study</i>)	Collaborative Investigation	End of Course Examination
		HM-11-03, HM-11-06, HM-11-09	HM-11-03 or HM-11-04 and HM-11-05, HM-11-09, HM-11-10	All outcomes assessed HM-11-01 → HM-11-10
Knowledge & understanding of course content	40%	10%	10%	20%
Skills in analysis, communication, creative thinking, problem-solving and research	60%	20%	20%	20%
TASK VALUE %		30%	30%	40%

3.13 Hospitality - SIT 20421 Certificate II in Cookery

Unit of Competency	Task Type	Due
SITXWHS005 Participate in safe work practices	Questioning	Term 1
SITXFSA005 Use hygienic practices for food safety	Scenario / Role play Written test Observation of practical work	
SITHCCC023 Use food preparation equipment SITHCC024 Prepare and present simple dishes SITHKOP009 Clean kitchen premises and equipment	Work placement activities Role play Portfolio Observation of practical work Practical project	Term 1-3
SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity	Demonstration Questioning Work placement activities Observation of practical work	Term 3
SITHCCC025 Prepare and present sandwiches SITHCCC026 Package prepared foodstuffs SITXFSA006 Participate in safe food handling practices	Questioning Observation Practical project	Term 4 and Term 1 2026

* Students will be required to participate in 6 school based catering functions throughout the year.

* Students will be required to participate in 70 hours of work placement (35 hrs term 2 & 35 hrs Term 4).

* **Early commencement students will be required to participate in 70 hours of work placement (35 hrs Term 3 and 35 hrs in 2027)**

3.14 Industrial Technology (Multimedia)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 1, Week 8	Date: Term 3, Week 7	Date: Term 3, Week 8
		Task: Design Project	Task: Design Project	Task: End of Course Examination
		Syllabus Outcomes P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	Syllabus Outcomes P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P7.1, P7.2	Syllabus Outcomes P1.1, P1.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40%	10%	10%	20%
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60%	15%	25%	20%
TASK VALUE %		25%	35%	40%

3.15 Industrial Technology (Timber)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 2, Week 1	Date: Term 3, Week 7	Date: Term 3, Week 8
		Task: Design Project	Task: Design Project	Task: End of Course Examination
		Syllabus Outcomes P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	Syllabus Outcomes P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P7.1, P7.2	Syllabus Outcomes P1.1, P1.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40%	10%	10%	20%
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60%	15%	25%	20%
TASK VALUE %		25%	35%	40%

3.16 Japanese

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 1	Term 2, Week 8	Term 3, Week 8
		Listening and Responding Task	Reading and Responding Task	End of Course Examination
		2.1, 2.2, 2.3, 3.1, 3.2, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4
Listening	30%	20%		10%
Reading	30%		20%	10%
Speaking	20%		10%	10%
Writing	20%	10%		10%
TASK VALUE %		30%	30%	40%

3.17 Legal Studies

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date Term 1, Week 9	Date Term 2, Week 9	Date Term 3, Week 8
		Task Essay	Task Report	Task End of Course Examination
		Syllabus Outcomes P1, P2, P3, P5, P6, P9	Syllabus Outcomes P2, P3, P4, P6, P7, P8, P10	Syllabus Outcomes P1, P2, P5, P6, P7, P9
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and Evaluation	20%	5%	5%	10%
Inquiry and Research	20%	5%	10%	5%
Communication of Legal Studies information, ideas and issues in appropriate forms	20%	10%	5%	5%
TASK VALUE %		30%	30%	40%

3.18 Mathematics (Advanced)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 9	Term 2, Week 7	Term 3, Week 8
		Class Test	Class Test	End of Course Examination
		MAV-11-01, MAV-11-09	MAV-11-02, MAV-11-03	MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-04, MAV-11-05, MAV-11-06, MAV-11-07, MAV-11-08, MAV-11-09, MAV-11-10
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TASK VALUE %		30%	30%	40%

3.19 Mathematics (Extension 1)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 8	Term 2, Week 8	Term 3, Week 8
		Class Test	Class Test	End of Course Examination
		ME1-11-04	ME1-11-01, MEV-11-02	ME1-11-01, ME1-11-02, ME1-11-03, ME1-11-04, ME1-11-05
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TASK VALUE %		30%	30%	40%

3.20 Mathematics (Standard)

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date Term 1, Week 9	Date Term 2, Week 7	Date Term 3, Week 8
		Task Class Test	Task Class Test	Task End of Course Examination
		Syllabus Outcomes MST-11-01, MST-11-05	Syllabus Outcomes MST-11-03, MST-11-04	Syllabus Outcomes MST-11-01, MST11-02, MST-11-03, MST-11-04, MST11-05, MST11-06, MST11-08
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TASK VALUE %		30%	30%	40%

3.21 Modern History

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 2	Term 3, Week 2	Term 3, Week 8
		Presentation	Research: Historical Investigation	End of Course Examination
		MH11-6, MH11-7, MH11-9, MH11-10	MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	MH11-5, MH11-6, MH11-7, MH11-8, MH11-9
Knowledge and understanding of course content	40%	20%		20%
Stimulus-based skills	20%	5%	5%	10%
Inquiry and research	20%		15%	5%
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
TASK VALUE %		30%	30%	40%

3.22 Music

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 5	Term 3, Week 5	Term 3, Week 8
		Performance and Portfolio	Composition Viva Voce and Portfolio	Aural Examination
		P1, P2, P4, P5, P6, P7, P9, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10, P11	P4, P6, P7, P10, P11
Performance	25%	25%		
Composition	25%		25%	
Musicology	25%	10%	15%	
Aural	25%	5%		20%
TASK VALUE %		40%	40%	20%

3.23 Physics

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 1, Week 10	Term 3, Week 1	Term 3, Week 8
		Kinematics Skills Test	Depth Study	End of Course Examination
		PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-10	All Possible
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TASK VALUE %		30%	30%	40%

3.24 Society & Culture

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 1	Term 2, Week 11	Term 3, Week 8
		Presentation	Research Task	End of Course Examination
		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8	P3, P4, P7, P8, P9
Knowledge and understanding of course content	50%	10%	20%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	10%
Communication of information, ideas and issues in appropriate forms	20%	10%	10%	
TASK VALUE %		30%	40%	30%

3.25 Sports, Lifestyle and Recreation

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 1	Term 2, Week 8	Term 3, Week 8
		Outdoor Recreation Skills	Coaching Plan + Instruction	End of Course Examination
		1.3, 3.6, 4.1, 4.2	2.2, 3.1, 3.2, 4.5	All outcomes assessed
Knowledge & understanding of course content	40%	10%	10%	20%
Skills in analysis, communication, creative thinking, problem-solving and research	60%	20%	20%	20%
TASK VALUE %		30%	30%	40%

3.26 Visual Arts

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 1, Week 9	Date: Term 2, Week 11	Date: Term 3, Week 8
		Task: Developing a contemporary drawing practice Artworks and VAPDs	Task: Modernism, Painting and Ceramics BOW BOW and VAPDs	Task: End of Course Examination Art Criticism and Art History Written Examination
		Syllabus Outcomes P1, P4, P5, P6	Syllabus Outcomes P1, P2, P3, P4, P7, P10	Syllabus Outcomes P7, P8, P9, P10
Artmaking	50%	20%	30%	
Criticism and History	50%		10%	40%
TASK VALUE %		20%	40%	40%

3.27 Work Studies

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Date	Date	Date
		Task	Task	Task
		Syllabus Outcomes	Syllabus Outcomes	Syllabus Outcomes
		Term 2, Week 1	Term 2, Week 9	Term 3, Week 9
		Career & Transition Plan	Job Applications	Ongoing logbook of work
		WS11-1, WS11-2, WS11-3, WS11-4, WS11-5	WS11-2, WS11-3, WS11-4, WS11-5	WS11-6, WS11-7, WS11-8, WS11-9
Knowledge and understanding of course content	50%	10%	20%	20%
Skills for success in the workplace	30%	10%	10%	10%
Skills in critically assessing personal & social influences on individuals & groups	20%	10%		10%
TASK VALUE %		30%	30%	40%



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