James Ruse Agricultural High School

James Ruse Agricultural High School aims to provide highly gifted students with learning driven by curiosity and challenge. Our students develop skills, knowledge and perspectives with an emphasis on collaboration, self-direction and a pedagogy that inspires lifelong learning. Our broad curriculum, including a study of Agriculture, and varied extra-curricular experiences develop the whole child enabling James Ruse students to become active citizens who make positive contributions to the world.

Year 11 2025
Final Report

Student: Jingru Xu

Roll Class: 11A

Attendance Record:

Explained Whole Days Absent	4	Explained Partial Days Absent	0
Unexplained Whole Days Absent	0	Unexplained Partial Days Absent	0

Reports for the following subjects are included:

11EN1	English Advanced	Mr Andrew Kim
11X1EN3	English Extension	Mr Robert Abrenica
11MT1	Mathematics Advanced	Dr Ziad Jomaa
11X1MT1	Mathematics Extension 1	Dr Ziad Jomaa
11CHEM7	Chemistry	Mr Daniel Hutchinson
11PHY1	Physics	Mr Parminder Singh
11LAT1	Latin Continuers	Mr Philip Brophy

School Participation and Representation:

Australian Computational and Linguistics Olympiad

Cadets

Hills Zone Athletics

House Captain

Primary School Q and A Panel

Social Justice Prefect

Sydney West Athletics

Luke McCann

Year Adviser

Matt Dopierala

Principal

James Ruse Agricultural High School

Understanding this Report

Student reports are issued twice a year, in June and October for Year 11 and accelerated subjects.

This outcomes-based report gives you an indication of your student's learning in each course studied. It also helps you understand how your child is progressing and suggests areas for further development.

The personal profile provides information about your child's social development and commitment to learning.

Each subject report lists tasks completed during the course.

For each task the report shows:
- student's individual task mark
- student's rank for the task in the whole cohort (not just the class)
- median (midpoint of the range) mark achieved for the task in the whole cohort (not just the class)
- weighting for the task when calculating the total mark for the course

Assessment of Achievement

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

Attendance and Lateness

There are NSW Education Standards Authority (NESA) requirements for attendance. Students have been informed of the importance of regular attendance to assist their progress. Poor attendance and excessive lateness may result in the student being declared ineligible for the Higher School Certificate.

English Advanced

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11EN1**

Teacher: **Mr Andrew Kim**

Teacher Comment:

Jingru is a diligent learner in English Advanced who consistently shows dedication to his academic pursuits. Whilst he crafted a sophisticated response on W. H. Auden by skilfully engaging with the question, he is advised to focus on supporting his thesis with relevant contextual detail. He delivered a highly engaging multimodal presentation that demonstrated his insightful understanding of complex ideas and he is advised to provide brief contextual framing for each claim and signpost the line of argument. Jingru has consistently produced work of an exceptional standard and is well placed for continued success in the course.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1 Total: Creative and Reflection	27 / 30	54 / 164	26 / 30	30%
Task 2: Essay	19 / 20	37 / 164	18 / 20	30%
Task 3: Multimodal	20 / 20	1 / 164	19 / 20	40%

Cumulative Course Rank 15/164

Context:

Year 11 Students studied Module B: Critical Study of Literature. In this module, they developed analytical and critical knowledge, understanding and appreciation of a poet and their body of work. Through increasingly informed personal responses to the text in its entirety, students developed their understanding of the distinctive qualities of the text and notions of textual integrity and represented their understanding in a Critical essay. Year 11 students also studied Module A: Narratives that Shape our World where students learned about how point of view is central to narrative. In examining the processes of characterisation and point of view, students evaluated how narratives shape texts and influence responses. Students developed a multimodal presentation to present their understanding of the role of narrative in literature.

Semester 2 Outcomes:

	A	B	C	D	E
Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts	✓				
Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued	✓				
Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

English Extension

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11X1EN3**

Teacher: **Mr Robert Abrenica**

Teacher Comment:

Jingru is an exceptional student who consistently produces work of a high standard. His narrative task depicted authentic characters and an effectively crafted world embedded with complex concepts. In the Task 3 Essay, Jingru's analytical writing was skilful but he could improve by contextualising textual evidence in more detail to match the claims made throughout his extended response. His imaginative, interpretive and critical skills will continue to develop with his ongoing diligence. Jingru is to be commended on his outstanding results in English Extension 1.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Multimodal Presentation	19 / 20	26 / 128	18 / 20	30%
Task 2: Creative and Reflection	20 / 25	94 / 128	22 / 25	35%
Task 3: Essay	25 / 25	1 / 128	20 / 25	35%

Cumulative Course Rank 32/128

Context:

Students explore the ways in which aspects and concerns of texts from the past have been appropriated into more recent culture. Through their study of the module The Other and the Outsider, students develop their understanding of how and why cultural values are maintained and changed. Students complete a comparative analytical essay and examine a key text from the past and its manifestations in a multimodal presentation. Students complete a creative appropriation and reflection based on their Independent Research Task text choices.

Semester 2 Outcomes:

	A	B	C	D	E
thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts	✓				
articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts	✓				
demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Mathematics Advanced

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11MT1**

Teacher: **Dr Ziad Jomaa**

Teacher Comment:

Jingru is a conscientious student who has demonstrated a positive attitude towards his learning. He approaches his studies with enthusiasm and completes set tasks to the best of his ability. In class, Jingru works well with his peers and listens attentively when new concepts are introduced. He has achieved all the course outcomes of both the Mathematics Advanced and Mathematics Extension 1 courses to a high level. With consistent effort, Jingru should succeed in the Mathematics Extension 2 course.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Total	28 / 30	10 / 164	25 / 30	25%
Task 2: Total	40 / 45	13 / 164	33 / 45	35%
Task 3: Total	65 / 65	1 / 164	60 / 65	40%

Cumulative Course Rank 8/164

Context:

Students develop knowledge and skills in Functions, Trigonometry and Trigonometric Functions, Introduction to Differentiation, Logarithms and Exponentials and Probability.

Semester 2 Outcomes:

	A	B	C	D	E
uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	✓				
uses the concepts of functions and relations to model, analyse and solve practical problems	✓				
uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes	✓				
uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities	✓				
interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	✓				
manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems	✓				
uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions	✓				
provides reasoning to support conclusions which are appropriate to the context	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Mathematics Extension 1

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11X1MT1**

Teacher: **Dr Ziad Jomaa**

For your Personal Profile and Teacher Comment please see the report for Mathematics Advanced.

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Mark	32 / 35	10 / 164	27 / 35	35%
Task 2: Mark	22 / 31	112 / 164	25 / 31	25%
Task 3: Mark	63 / 65	1 / 164	51 / 65	40%

Cumulative Course Rank 22/164

Context:

Students develop further knowledge and skills in Functions, Trigonometric and Inverse Trigonometric Functions, Rates of Change and Combinatorics.

Semester 2 Outcomes:

	A	B	C	D	E
uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses	✓				
manipulates algebraic expressions and graphical functions to solve problems	✓				
applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems	✓				
applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change	✓				
uses concepts of permutations and combinations to solve problems involving counting or ordering	✓				
uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts	✓				
communicates making comprehensive use of mathematical language, notation, diagrams and graphs	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Chemistry

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11CHEM7**

Teacher: **Mr Daniel Hutchinson**

Teacher Comment:

Jingru is an astute chemistry student who continues to demonstrate a profound understanding and mastery for all the course content. He is a resourceful individual who always makes effective use of his time in class and actively seeks teacher feedback to optimise his responses to questions. Jingru is encouraged to maintain his motivation to achieve and genuine passion for learning. He should be commended on his impressive performance in the theory examination this semester.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Working Scientifically	44 / 45	5 / 156	38 / 45	30%
Task 2: Depth Study	36 / 45	22 / 156	34 / 45	30%
Task 3: Theory Examination	62 / 70	18 / 156	55 / 70	40%

Cumulative Course Rank 9/156

Context:

Students develop their knowledge and understanding of the fundamentals of chemistry through the study of the modules: Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry, and Drivers of Reactions. Students develop a conceptual understanding of the models and theories associated with the qualitative and quantitative nature of chemistry.

Semester 2 Outcomes:

	A	B	C	D	E
Demonstrates knowledge and understanding the properties and structure of matter, quantitative chemical analysis, reactive chemistry, and drivers of reactions.	✓				
Develops and evaluates questions and hypotheses as part of a depth study investigation and communicates scientific understanding using suitable terminology and media.	✓				
Conducts investigations to collect valid and reliable primary and secondary data and information in order to evaluate hypotheses and draw conclusions.	✓				
Processes appropriate qualitative and quantitative information and uses critical thinking skills to solve scientific problems.	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Physics

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11PHY1**

Teacher: **Mr Parminder Singh**

Teacher Comment:

Jingru's exceptional study habits are reflected in his assessment results, which showcase sophisticated skills across every topic area. He excels at structuring first-hand investigations, executing precise data analyses and applying these techniques effectively in practical contexts. His deep understanding of physics underpins well-structured and detailed extended responses. Jingru should regularly practise past papers under timed conditions to refine his examination technique further. He is encouraged to engage in peer-review sessions to sharpen his analytical clarity. His academic excellence and outstanding potential are highly commendable.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Working Scientifically	56 / 60	10 / 114	50 / 60	30%
Task 2: Depth Study	19 / 20	14 / 114	18 / 20	30%
Task 3: Theory Examination	77 / 80	1 / 114	63 / 80	40%

Cumulative Course Rank 2/114

Context:

Students develop their knowledge and understanding of the nature, laws and practice of Physics through the study of the modules: Kinematics, Dynamics, Waves and Thermodynamics, and Electricity and Magnetism. Students develop a conceptual understanding of the models and theories associated with motion, the effect of forces on objects and the transfer of energy.

Semester 2 Outcomes:

	A	B	C	D	E
Demonstrates knowledge and understanding of kinematics, dynamics, waves and thermodynamics, as well as electricity and magnetism.	✓				
Develops and evaluates questions and hypotheses as part of a depth study investigation and communicates scientific understanding using suitable terminology and media.	✓				
Conducts investigations to collect valid and reliable primary and secondary data and information in order to evaluate hypotheses and draw conclusions.	✓				
Processes appropriate qualitative and quantitative information and uses critical thinking skills to solve scientific problems.	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Latin Continuers

Student: **Jingru Xu**

Reporting Period: **Year 11 2025 Final Report**

Class: **11LAT1**

Teacher: **Mr Philip Brophy**

Teacher Comment:

Jingru is a determined student who has concluded the Year 11 Latin course with a strong result. He has worked well to develop a strong ability to read and understand Latin literary texts. He has engaged with original Latin poetic and rhetorical texts and has demonstrated a well-developed ability to translate and conduct literary analysis upon them. Jingru's overall performance could have been strengthened with more careful preparation of the prescribed texts ahead of assessment. He is to be highly commended on the work ethic he has demonstrated throughout the course.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Topic Test	27 / 30	7 / 11	28 / 30	30%
Task 2: Topic Test	26 / 30	9 / 11	29 / 30	30%
Task 3: Final Examination	36 / 40	6 / 11	36 / 40	40%

Cumulative Course Rank 7/11

Context:

Students are required to study original Latin texts in order to develop skills in understanding the language and evaluating Latin literature. Students sample a range of literary genres from classical writers.

Semester 2 Outcomes:

	A	B	C	D	E
translates into clear English using words appropriate to the context	✓				
identifies, explains and analyses grammatical features		✓			
identifies and discusses the structure and literary qualities of the prescribed texts	✓				

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Year 12 2026
Final Report

Student: Jingru Xu

Roll Class: 12A Evac Roll

Attendance Record:

Explained Whole Days Absent	6	Explained Partial Days Absent	1
Unexplained Whole Days Absent	0	Unexplained Partial Days Absent	0

Reports for the following subjects are included:

12EN1	English Advanced	Ms Alison Armitage
12X1MT1	Mathematics Extension 1	Dr Ziad Jomaa
12X2MT1	Mathematics Extension 2	Dr Ziad Jomaa
12CHEM7	Chemistry	Mr Daniel Hutchinson
12PHY1	Physics	Dr Karina Sendt

School Participation and Representation:

Cadets

Co-curricular Group Leader

Hills Zone Swimming

Social Justice Prefect

Luke McCann

Year Adviser

Matt Dopierala

Principal

James Ruse Agricultural High School

Understanding this Report

Student reports are issued twice a year, in May and September for Year 12 and accelerated subjects.

This outcomes-based report gives you an indication of your student's learning in each course studied. It also helps you understand how your child is progressing and suggests areas for further development.

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Each subject report lists tasks completed during the course.

For each task the report shows:
- student's individual task mark
- student's rank for the task in the whole cohort (not just the class)
- median (midpoint of the range) mark achieved for the task in the whole cohort (not just the class)
- weighting for the task when calculating the total mark for the course

Assessment of Achievement

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

Attendance and Lateness

There are NSW Education Standards Authority (NESA) requirements for attendance. Students have been informed of the importance of regular attendance to assist their progress. Poor attendance and excessive lateness may result in the student being declared ineligible for the Higher School Certificate.

English Advanced

Student: **Jingru Xu**

Reporting Period: **Year 12 2026 Final Report**

Class: **12EN1**

Teacher: **Ms Alison Armitage**

Teacher Comment:

Jingru has demonstrated outstanding achievement in English Advanced and has matched his considerable ability with an exceptional work ethic throughout the year. He approaches every task with remarkable discipline and consistently invests significant effort in refining both his thinking and written expression. Jingru achieved an exceptional result in the Trial examination, earning full marks across several components and maintaining sophisticated analytical control throughout. Jingru's relentless application and quiet determination have underpinned an outstanding year in English Advanced.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1 Total	38 / 40	35 / 163	37 / 40	20%
Task 2: Craft of Writing Total	25 / 30	105 / 163	26 / 30	30%
Task 3: Textual Conversations Essay	18 / 20	56 / 163	18 / 20	20%
Task 4: Trial HSC Examination	98 / 100	4 / 163	87 / 100	30%

Cumulative Course Rank 30/163

Context:

HSC English Advanced students have studied a range of prescribed and related texts across the Common Module: Texts and Human Experiences, Module A: Textual Conversations, Module B: Critical Study of Literature, and Module C: The Craft of Writing. Across the course, students have developed skills in close analysis, interpretation, comparative study and sustained written expression, culminating in preparation for the HSC examinations.

Final Report Outcomes:

	A	B	C	D	E
critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	✓				
strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts	✓				
thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Mathematics Extension 1

Student: **Jingru Xu**

Reporting Period: **Year 12 2026 Final Report**

Class: **12X1MT1**

Teacher: **Dr Ziad Jomaa**

For your Personal Profile and Teacher Comment please see the report for Mathematics Advanced or Mathematics Extension 2.

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Mark	50 / 55	25 / 160	44 / 55	15%
Task 2: Mark	72 / 73	3 / 160	60 / 73	25%
Task 3: Total	50 / 59	3 / 160	33 / 59	20%
Task 4: Trial HSC Examination	66 / 70	3 / 160	48 / 70	40%

Cumulative Course Rank 2/160

Context:

Students develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis.

Final Report Outcomes:

	A	B	C	D	E
applies techniques involving proof or calculus to model and solve problems	✓				
applies concepts and techniques involving vectors and projectiles to solve problems	✓				
applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations	✓				
uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution	✓				
applies appropriate statistical processes to present, analyse and interpret data	✓				
evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Mathematics Extension 2

Student: **Jingru Xu** Reporting Period: **Year 12 2026 Final Report**

Class: **12X2MT1** Teacher: **Dr Ziad Jomaa**

Teacher Comment:

Jingru is to be commended for his outstanding commitment towards his learning in Mathematics Extension 1 and Extension 2. This has culminated in his excellent results, of which he should be very proud. Jingru works well in teams and enjoys learning within group activities. Jingru has been a pleasure to teach and I wish him all the best for his future endeavours.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Mark	53 / 65	7 / 119	41 / 65	15%
Task 2: Mark	68 / 70	3 / 119	56 / 70	25%
Task 3: Mark	42 / 56	35 / 119	38 / 56	20%
Task 4: Mark	89 / 100	9 / 119	73 / 100	40%

Cumulative Course Rank 12/119

Context:

Students develop their knowledge, skills, understanding and reasoning skills to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers.

Final Report Outcomes:

	A	B	C	D	E
understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts	✓				
chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings	✓				
uses vectors to model and solve problems in two and three dimensions	✓				
uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems	✓				
applies techniques of integration to structured and unstructured problems	✓				
uses mechanics to model and solve practical problems	✓				
applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems	✓				
communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Chemistry

Student: **Jingru Xu**

Reporting Period: **Year 12 2026 Final Report**

Class: **12CHEM7**

Teacher: **Mr Daniel Hutchinson**

Teacher Comment:

Jingru is an ingenious chemistry student who performance in the recent Trial examination has been exceptional. His responses to questions demonstrate a great mastery of the content knowledge where he is able to easily construct succinct explanations for abstract scientific ideas. Jingru's positive and considered approach to learning, coupled with a genuine desire to succeed, has enabled him to achieve these outstanding results. I commend Jingru on his sincere efforts and wish for great success in his future career ambitions.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Working Scientifically	28 / 30	2 / 150	23 / 30	15%
Task 2: Working Scientifically	29 / 40	46 / 150	28 / 40	20%
Task 3: Working Scientifically	46 / 50	1 / 150	35 / 50	25%
Task 4: Trial HSC Examination	90 / 100	4 / 150	72 / 100	40%

Cumulative Course Rank 2/150

Context:

Through the study of Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry, and Applying Chemical Ideas, students develop an understanding of quantitative relationships between reactants and products. Students investigate equilibrium systems, organic chemical reactions and the range of methods used to identify and measure quantities of chemicals using advanced analytical techniques.

Final Report Outcomes:

	A	B	C	D	E
Demonstrates knowledge and understanding of equilibrium systems, acid/base reactions, organic chemistry, and the application of chemical ideas.	✓				
Develops and evaluates questions and hypotheses as part of a depth study investigation and communicates scientific understanding using suitable terminology and media.	✓				
Conducts investigations to collect valid and reliable primary and secondary data and information in order to evaluate hypotheses and draw conclusions.	✓				
Processes appropriate qualitative and quantitative information and uses critical thinking skills to solve scientific problems.	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited

Physics

Student: **Jingru Xu**

Reporting Period: **Year 12 2026 Final Report**

Class: **12PHY1**

Teacher: **Dr Karina Sendt**

Teacher Comment:

Jingru is a talented physics student with an outstanding knowledge and understanding of important principles encountered in this course. He has participated enthusiastically in all class activities and worked hard to achieve a high level of mastery of challenging concepts. Jingru should be congratulated on the effort that he has put in and I wish him all the best in the future.

Personal Profile:

	Usually	Sometimes	Rarely
is well organised	✓		
completes all tasks to a high standard	✓		
demonstrates an ability to collaborate	✓		
actively participates in class activities	✓		
takes responsibility for their own learning	✓		

Student Achievement:

School Assessment Task	Mark	Rank	Median	Weighting
Task 1: Working Scientifically	27 / 30	3 / 106	23 / 30	15%
Task 2: Depth Study	37 / 40	4 / 106	32 / 40	20%
Task 3: Working Scientifically	43 / 50	29 / 106	41 / 50	25%
Task 4: Trial HSC Examination	89 / 100	2 / 106	74 / 100	40%

Cumulative Course Rank 3/106

Context:

Through the study of Advanced Mechanics, Electromagnetism, The Nature of Light, and From the Universe to the Atom, students develop an understanding of complex motion by analysing the forces and energy transformations within systems. Students develop a conceptual foundation of the nature of light through the evidence gathered by scientists, while understanding the limitations of theories and models. Students appreciate that our understanding of the nature of matter remains incomplete.

Final Report Outcomes:

	A	B	C	D	E
Demonstrates knowledge and understanding of advanced mechanics, electromagnetism, the nature of light, and the atomic model.	✓				
Develops and evaluates questions and hypotheses as part of a depth study investigation and communicates scientific understanding using suitable terminology and media.	✓				
Conducts investigations to collect valid and reliable primary and secondary data and information in order to evaluate hypotheses and draw conclusions.	✓				
Processes appropriate qualitative and quantitative information and uses critical thinking skills to solve scientific problems.	✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited