

Gosford High School



Integrity - Excellence - Spirit

Diversity - Opportunity

Year 11

Assessment Policy & Schedules

2022

This booklet contains essential information for students attempting courses in Year 11 2022. This booklet:

- specifies the assessment tasks and the weighting for each task
- provides a schedule of the tasks for each course
- outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

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A Message from the Principal

The GHS Assessment Policy Booklet provides the rules, expectations and procedures that GHS will use when assessing student achievement during Year 11. The booklet is issued to all students and is available on the school website allowing parents/ caregivers and students access to assessment task information for each of the courses offered at GHS.

There are specific rules and policies that govern the obligation of the student and the school with regards to Stage 6 assessment and unforeseen circumstances. These rules and procedures are all contained in this booklet allowing student's access to the necessary steps and support when unexpected events and circumstances impact on student's lives in the senior years. This booklet and policy will be used by the school when reviewing any variation to the planned assessment process the school has in place.

The NSW Educational Standards Authority (NESA), the Department of Education and Gosford High School have developed a number of procedures to ensure students are supported during senior years. I encourage all students and their parents/caregivers to become familiar with the assessment requirements of each course studied and the overarching school assessment rules and policies.

I commend this document to you.



Michael Smith
Principal

Assessment Policy and Procedures

INTRODUCTION

This booklet explains the requirements for your Higher School Certificate Courses. Each student who completes the Higher School Certificate must have satisfactorily completed 12 units of Year 11 courses in previous years. Individual subjects may be completed in Year 11 if acceleration is taking place in one or more subjects. The HSC will only be awarded when 10 units of HSC courses have been completed.

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better, rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

Performance in the Higher School Certificate Assessment is as important as your performance in the Higher School Certificate Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on the following website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>). Students must ensure they are aware of these requirements. Further information on requirements for the award of the Higher School Certificate or any other information relating to senior assessment can be obtained from the Year Adviser, relevant Head Teacher, Deputy Principal or Principal.

The Higher School Certificate

To be eligible for the award of the Higher School Certificate, students must:

- a) Have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory
- b) Have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE
- c) Complete [HSC: All My Own Work](#) (or its equivalent)
- d) Have demonstrated a minimum standard of literacy and numeracy
- e) Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- f) Sit for and make a serious attempt at the required Higher School Certificate examinations.

Pattern of Study

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

- At least six units from Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two units value or greater and
- At least four subjects

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Satisfactory completion of a course

Students will be considered to have satisfactorily completed a course if, in the Principal's view there is sufficient evidence that they have:

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as - assignments, class participation and practical work. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian in writing. Student absences will be regarded seriously as absence will make it difficult for the course completion criteria to be met.

The warning will be given in time for the problem to be corrected and will provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The Principal will:

- a. Advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected (see pages 96-97 for a sample copy of Official Warning Letter);
- b. Advise the parent or guardian in writing;
- c. Request from the student or parent/guardian a written acknowledgement of the warning;
- d. Issue at least one follow-up warning if the issue has not been corrected; and
- e. Retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination and advise NESAs.

There is a formal appeals process available to all students and this can be explained by the Year Adviser, Deputy Principal or Principal.

HIGHER SCHOOL CERTIFICATE CREDENTIALS

The Higher School Certificate

School-based assessment tasks will contribute to 50% of your marks for the Higher School Certificate. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on your performance in the HSC examination for each subject.

The Higher School Certificate is a **testamur** document, issued by NESAs, which states that a student has met all of the requirements and has been awarded a HSC.

Eligible students upon completing their HSC will receive the following credentials:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes your name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoA) including your Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.



Additional Information: The NESAs publication, Higher School Certificate (HSC) Rules and Procedures guide, contains the main rules and requirements you will need to know. This document is available at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2022-rules-and-procedures-guide>

To receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

The Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

This provides formal recognition of students' senior secondary school achievements.



Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school based assessment mark for each course.

Performance Bands: A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90-100 marks) and where the minimum standard experiences is 50 marks. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

Further information relating to standards-referenced assessment can be found at <https://arc2.nesa.nsw.edu.au/page/faq/course>

Stage 6 Year 11 grades: Schools using the Common Grade Scale for Year 11 courses award A-E grades for Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

Stage 5 grades: Schools using the Common Grade Scale and course performance descriptors award A-E grades for Stage 5 courses (other than Life Skills and VET courses).

The HSC does not report a single, overall score.

Moderation

For further information on moderation visit

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admissions Rank

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at www.uac.edu.au

SCHOOL ASSESSMENT PROCEDURES

As part of the Higher School Certificate students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects. Together, for most HSC courses, these contribute to 50 % of your final HSC marks. NESA's syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

THE SCHOOL'S RESPONSIBILITIES

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

Each school will determine:

- a. The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- b. The weightings to be allocated to each task, except when these are specified in the syllabus package.

Schools are required to develop an assessment program for each of their courses.

This involves the following *responsibilities*:

- a. Number of tasks
Identifying the number of tasks that will be used to measure students' achievement in each syllabus component
- b. Weightings
Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course
- c. Scheduling tasks
Scheduling the assessment tasks for the HSC courses
- d. Advice to students
Providing students with the notification at least two weeks in advance about the school's requirements for assessment in each course. The advice given to students must include:

- the components and their weightings as specified in the assessment and examination materials on NESAs website
 - the general nature of each assessment task
 - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
 - the weight value of each task in relation to the total weighted mark for the course
 - details of administrative arrangements associated with each task (eg how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc)
 - details of the school’s policy on malpractice in assessment tasks
 - details of the procedures to be implemented if tasks produce invalid or unreliable results
 - details of the procedures for dealing with student appeals arising from assessment tasks
- e. Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
- f. Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
- g. Issuing standard NESAs HSC Warning letters when performance in a course is in question.

Maintaining records

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school’s assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

School Principals have the authority to grant disability provisions for assessment tasks.

<http://ace.nesa.nsw.edu.au/ace-8072>

STUDENT’S RESPONSIBILITIES

This involves the following *responsibilities*:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures

- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.
In Year 12, this may result in a non-award in that course and if the course counts towards the ten units required to be completed for the award of a Higher School Certificate, the student may not receive a Higher School Certificate. This may also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- **Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged**
- **Understanding malpractice- see the section on malpractice on page 24 and 25.**
- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations

ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your subjects (see pages 33-90). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

No Variation To Routines will be scheduled **2 weeks immediately preceding** the Trial HSC examinations unless Principal approved.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least two weeks before the task.

The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due
- Components and their weighting as specified in the course assessment schedule
- The general nature (mode) of the assessment task
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

NOTE: The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and two weeks in advance. The Principal is to be consulted if it is not possible to give 2 weeks notice for changed tasks.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document (see page 94).

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Appeal Application** to the Deputy Principal (or if absent to the Principal) (see page 92 for a sample copy of form).

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Assessment Task Appeal Application** (see page 92) **as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness. It is highly recommended that students request their doctor use the proforma provided on page 95 of this policy for this purpose.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Assessment Task Appeal Application before the end of the school day following the activity.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Assessment Task Appeal Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Assessment Task Appeal Application.**

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Appeal Application** to the Deputy Principal.

A student may also submit an **Assessment Task Appeal Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Assessment Task Appeal Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Deputy Principal before the **9am** on the due date, or carry out the following procedures:

- a. **Notify the Deputy Principal by telephone before 9am** on the day that the assessment task is due. Speak to the Deputy Principal to make arrangements for the task to be submitted **AND**
- b. **Before 9am on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application and submit the task**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate **for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 95 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A medical certificate that merely states a student was unfit for work/study is not acceptable.**

NOTE: In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. Has not been submitted to explain their absence or

- b. Has been submitted by the student but is not approved.

Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- a. **Notify the Deputy Principal by telephone by 9am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9am on the day of their return to school** (the first day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate certifying the illness **occurred on the day of the assessment task. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 95 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A medical certificate that merely states a student was unfit for work/study is not acceptable.**
- c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application**:

- a. Has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) or
- b. Has been submitted by the student but is not approved.

Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student MUST:

- a. **On the day of the task**, see the Deputy Principal to obtain an **Assessment Task Appeal Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the

Deputy Principal an appropriate time-frame to complete the **Assessment Task Appeal Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate **for the relevant time period**.

- b. Return the completed **Assessment Task Appeal Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

Note: If you are receiving disability provisions refer to page 29 and 30 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Appeal Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task
- b. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher. Before the final HSC assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to NESAs), the estimated mark for this task will again be calculated (based on comparable assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

Limitations on Assessment Appeal Applications

You cannot submit an Assessment Appeal Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Loss of study time or facilities during Year 12
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- Misreading examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

ATTENDANCE TWO SCHOOL DAYS BEFORE A TASK OR TRIAL HSC EXAMINATIONS AND ATTENDANCE ON THE DAY OF A TASK

Students **MUST** attend all timetabled lessons on time (including period 0 and 6) or scheduled school activities during the **2 days prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day (unless approval has been given by the Deputy Principal)**.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school or on time 2 school days prior to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness **occurred during the 2 days prior to the assessment task, or on the day of the assessment task (whichever is applicable)**. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted. A medical certificate that merely states a student was unfit for work/study is not acceptable.**

If proof of illness or leave is not approved, then the student will be awarded a zero mark.

LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed **Assessment Task Appeal Application** that provides an acceptable explanation for the late submission of a task (see pages 16-19), the student will receive a **ZERO** mark for that task (see page 23).

GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Assessment Task Appeal Application** has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- Authorise for an estimate to be given
- Grant an extension of time
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld.

EXCURSIONS AND FIELD TRIPS

Students must attend excursions and field trips, which are part of the Higher School Certificate course assessment and complete the set work.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 11 students two weeks prior to the Term 3 Examination period. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - Check the compatibility of your home software with the school's technology
 - Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
 - Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student
- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. **(Note: printing at school should only be a last resort and must be completed before the due hand in time).**

FEEDBACK

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher. For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

ZERO MARKS

A **ZERO** will be awarded when a student:

- Submits a task late (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- Is found to be involved in substantial malpractice
- Is absent 2 school days before an assessment task (without a valid reason)
- Is absent from or late to class 2 days before an assessment task

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course. (See pages 96-97 for a sample copy of Official Warning Letter).

COMPLETION OF 50% OF AVAILABLE MARKS

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in **excess of 50% of available marks** in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESAs will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. (See pages 96-97 for sample copy of Official Warning Letter). In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the NESAs Register of Malpractice for HSC assessment tasks. Malpractice includes, but is not limited to:

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way
- Breaching school examination rules
- Using non-approval aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date

- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked
- Making up journal entries for a research project
- Copying information from an electronic device

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the head teacher of the course. The incident will then be referred to an Assessment review panel for investigation where student(s) and their parents are made aware of the details and given an opportunity to respond. The decision with regard to malpractice having occurred will be made by the panel. The decision will be communicated in writing to the students with any penalty outlined. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** may be awarded. If zero was awarded for malpractice, the student is required to complete the task or components of the task, to demonstrate completion of the outcomes.

In all situations involving malpractice, the Principal will be aware of the circumstances.

INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration. An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Head Teacher and Deputy Principal

QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

WARNING OF 'N' DETERMINATION

Students undertaking the HSC course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark**. It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements.

Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information

A copy of the **Assessment, Certification and Examination (ACE) Manual** is available on the NESAs website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

'N' DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. (See pages 96-97 for a sample copy of Official Warning Letter). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESAs pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of extension courses, students who fail to meet the assessment requirements of the co-requisite 2 unit course will not receive a result in either course.

The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESAs.

CONFIDENTIALITY OF FINAL MARK

The final HSC assessment mark for each course is confidential and cannot be given to students.

ORDER OF MERIT/FINAL RANKING

Students will be given feedback from time to time as to their ongoing rank in any course. Students can access their Assessment Rank Order Notice after the last HSC examination has

occurred. The notice must be available to students within the period that appeals can be made. Students may also see their final rank in each course by using the Students Online service.

REVIEW OF ASSESSMENT RANK

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by NESAs. Marks awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

The school's Review Panel (comprising of the Principal and the three Deputy Principals) will carry out a review to establish whether:

- The weightings specified by the school assessment schedules conform with NESAs requirements
- The procedures used by the school for determining the final assessment mark conform with its stated assessment schedule (in particular the weightings used for the various tasks and consistent with those specified in the assessment schedule)
- There are no computational or other clerical errors in the determination of the assessment mark.

If the school's review panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures.

ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Assessment Task Appeal Application** must be submitted to the Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the appeal process. The Deputy Principal assesses the assessment task appeal application to determine whether the student's application is to be upheld or declined. An **'Upheld'** determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- no penalty being applied to the student's mark for the task
- an alternate task is scheduled
- a determination to estimate results to maintain rank or
- the application is classed as 'to be reviewed.'

If the assessment appeal application is **'Declined'**, no adjustments will be made. The **'Declined'** determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

If a student has applied for special consideration using the **Assessment Task Appeal Application**, and the task is 'to be reviewed', the outcome will be determined by the Assessment Review Panel after completion of all assessment tasks.

Students who have received provisions under disability provisions procedures should not submit an assessment appeal application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

Subsequent/alternate task submission

If students are absent due to illness or misadventure and they satisfy the requirements of the policy an alternate task will be organised by school executive. Once the task has been completed by the student they cannot then apply for special consideration for the same task.

Tasks to be reviewed at end of course

If a student completes a task but submits an assessment appeal form that has been assessed as 'to be reviewed', then the assessment review panel will review similar tasks to determine if disadvantage is evident. NOTE this cannot occur on multiple tasks within the course assessment schedule. Long term disadvantage should be applied for under the EAS scheme.

Task estimation to maintain rank

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment rank is to be maintained.

A students' rank or mark cannot be provided on their school report until the review panels decision has been finalised. It is not the role of the Assessment review panel to determine a degree of disadvantage due to an illness, injury, or misadventure rather to determine if disadvantage has occurred through the comparison of similar tasks. Long term disadvantage needs to be applied for through EAS procedures, which the school can assist students with if required.

A further appeal may be lodged through the Principal to NESA if the student is dissatisfied with the school review procedures.

ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

STUDENTS ACCELERATED IN A COURSE

All students who are selected to accelerate must have a minimum of 12 units of Year 11 Course study (2 units of acceleration completed + 10 units in the following year). At GHS

we expect all accelerated students to present a minimum of 12 Units for the HSC (2 units Accelerated HSC + 10 units the following year).

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC assessment, but this cannot be guaranteed.

During the Trial HSC Examinations and HSC examinations, students accelerated in a course will be given study leave the day before their examination unless the task is scheduled the day after a weekend or a public holiday. Students accelerated in a course must attend all lessons in accordance with the section of this policy, attendance 2 schools days before a task and attendance on the day of the task.

Study leave will NOT be provided to students accelerated in a course outside the Trial HSC Examinations and HSC Examinations.

SUBMITTED WORKS AND PRACTICAL EXAMINATIONS

The following courses require you either to undertake practical examinations or to submit major works or projects.

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 1, Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks.

Further information for the requirements of each course can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

DISABILITY PROVISIONS

Students seeking provisions for their Higher School certificate examinations should provide the appropriate application form to the Deputy Principal in the first academic term of their HSC year. The application form identifies which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, writing

samples and teacher comments. The provisions granted are solely determined by how the student's exam performance is affected.

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any school-based assessment tasks. This can be negotiated with the Head Teacher Welfare and Learning and Support teacher.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESAs/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. 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 supervising staff member.

PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.
- In subjects more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- **Follow** the examination supervisor's **instructions** at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:

- ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as **a non-attempt of the examination in that course.**
- ✓ In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on your HSC.
- ✓ In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards his/her 10 units.
- You must not bring any of the following items into your assessments/exams:
 - ✓ Mobile phones
 - ✓ Programmable watches eg smart watches
 - ✓ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
 - ✓ Stopwatches
 - ✓ Paper or printed or written material (including your exam timetable)
 - ✓ Dictionaries (except in language exams, if allowed)
 - ✓ Correction fluid or correction tape
- You cannot borrow equipment during assessments or exams. Exam supervisors may inspect your equipment when you enter the room and will tell you where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.



HONESTY IN HSC ASSESSMENT – THE STANDARD

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures Guide](#)
- [HSC: All My Own Work Program](#)

These documents are publicly available on the NSW Education Standards Authority (NESA) website at [ACE Manual: ACE 9022 Honesty in HSC Assessment – the Standard \(nesa.nsw.edu.au\)](#)

Creative and Performing Arts

DRAMA YEAR 11 Course Outcomes

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrate the self-discipline needed in the process
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P.2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

DRAMA

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Playbuild Performance (Group), Monologue and Logbook Submission	Scripted Performance, Directorial Folio and Logbook submission	Performance Essay, Written Response and Logbook submission	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8 and 9	
Outcomes assessed	Making: P1.1, P1.2, P1.5 Performing: P2.1 Critically Studying: P3.1	Making: P1.4, P1.5, P1.6 Performing: P2.2, P2.3 Critically Studying: P3.1	Making: P1.3 Performing: P2.4 Critically Studying: P3.2, P3.3	
Component	Weighting %			
Making	10	10	10	30
Performing	10	10	10	30
Critically Studying	5	15	20	40
Total %	25	35	20	100

MUSIC 1 YEAR 11 Course Outcomes

P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied

MUSIC 1

Task number	Task 1	Task 2	Task 3	
Nature of Tasks	Performance and Analysis Solo or ensemble performance of one piece and a stylistic analysis	Composition Portfolio Submission of composition and portfolio with compositional activities and related listening excerpts.	Aural and Performance Responses to four aural excerpts using a range of concepts. Performance of one solo or ensemble piece	
Timing	Term 1 Week 10	Term 3 Week 2	Term 3 Weeks 8 and 9	
Outcomes assessed	P1, P4, P6	P2, P3, P5, P6, P7, P8	P1, P4, P6	
Component	Weighting %			
Performance	10		15	25
Composition		25		25
Musicology	10	15		25
Aural			25	25
Total %	20	40	40	100

MUSIC 2 YEAR 11 Course Outcomes

P1	confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2	demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts

P5	analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	P6 discusses and evaluates music making constructive suggestions about performances and compositions
P7	P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	identifies, recognises, experiments with, and discusses the use of technology in music

MUSIC 2

Task number	Task 1	Task 2	Task 3	
Nature of Tasks	<p>Performance Mandatory topic Music 1600-1900</p> <p>Performance and aural analysis based on repertoire from the mandatory topic</p>	<p>Composition Portfolio with Score Analysis Mandatory topic Music 1600 – 1900</p> <p>Submission of composition and portfolio with reference to compositional techniques and stylistic features.</p>	<p>Musicology and Aural Exam And Performance Additional Topic</p> <p>Performance based on additional topic. Short and extended responses based on both score analysis and listening.</p>	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8 and 9	
Outcomes Assessed	P1, P5, P6, P7	P2, P3, P4, P5, P6, P7, P8,	P1, P2, P5, P6, P7, P9	
Component	Weighting %			
Performance	15		10	25
Composition		25		25
Musicology		10	15	25
Aural	10		15	25
Total %	25	35	40	100

VISUAL ARTS YEAR 11 Course Outcomes

P1	explores the conventions of artmaking in practice
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions

P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

VISUAL ARTS

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Artmaking Body of Work and VAD Art Criticism and Art History Test (In Class)	Artmaking Body of Work and VAD (Hand In)	Art Criticism and Art History Examination	
Timing	Term 1 Week 10	Term 3 Week 7	Term 3 Weeks 8 and 9	
Outcomes assessed	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Component	Weighting %			
Art Criticism and Art History	20		30	50
Artmaking	20	30		50
Total %	40	30	30	100

English

ENGLISH ADVANCED YEAR 11 Course Outcomes

EE11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EE11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EE11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EE11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EE11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EE11-6	investigates and evaluates the relationships between texts
EE11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EE11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EE11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading To Write Portfolio of Writing Hand-in	Narratives that Shape our World Multimodal Task Hand-in	Critical Study of Literature – Critical essay	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8 and 9	
Outcomes assessed	EA11-1, EA11-3, EA11-4, EA11-9	EA11-2, EA11-3, 11EA-5, 11EA-6, EA11-8	EA11-1, EA11-3, EA11-5, EA11-7	
Component				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

ENGLISH EXTENSION YEAR 11 Course Outcomes

EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4	develops skills in research methodology to undertake effective independent investigation
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ENGLISH EXTENSION

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Written Response Hand In	Independent Research Multimodal Podcast Hand In	Reading and Writing Examination	
Timing	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 8 and 9	
Outcomes assessed	EE11-1A, EE11-3C	EE11-4C, EE11-6E	EE11-2B, EE11-5D	
Component				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50
Total %	30	30	40	100

Human Society and Its Environment

ANCIENT HISTORY YEAR 11 Course Outcomes

AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

ANCIENT HISTORY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Investigation of Ancient History	Historical Investigation	Final Examination	
Timing	Term 2, Week 1	Term 3, Week 5	Term 3 Weeks 8 and 9	
Outcomes assessed	AH11-4, AH11-5, AH11-6	AH11-8, AH 11-9, AH11-10	AH11-3, AH11-6, AH11-9	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	10		20
Total %	30	40	30	100

BUSINESS STUDIES YEAR 11 Course Outcomes

P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies

P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	communicates business information and issues in appropriate formats
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

BUSINESS STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Oral Presentation and Business Report	Business Plan	Final Examination	
Timing	Term 1, Week 6	Term 2, Week 10	Term 3 Weeks 8 and 9	
Outcomes assessed	P2, P6, P8	P3, P4, P7	P5, P9, P10	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	15		5	20
Inquiry and research	5	15		20
Communication of business information, ideas and issues in appropriate forms		5	15	20
Total %	30	30	40	100

ECONOMICS YEAR 11 Course Outcomes

P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firms and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in the Australian economy

P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

ECONOMICS

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Summative Test	Extended Response – Government and the Economy	Final Examination	
Timing	Term 2, Week 1	Term 2, Week 6	Term 3 Weeks 8 and 9	
Outcomes assessed	P1, P2, P4	P5, P6, P9	P3, P8, P11	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms		10	10	20
Total %	30	30	40	100

GEOGRAPHY YEAR 11 Course Outcomes

P1	differentiates between spatial and ecological dimensions in the study of geography
P2	describes the interactions between the four components which define the biophysical environment
P3	explains how a specific environment functions in terms of biophysical factors
P4	analyses changing demographic patterns and processes
P5	examines the geographical nature of global challenges confronting humanity
P6	identifies the vocational relevance of a geographical perspective

P7	formulates a plan for active geographical inquiry
P8	selects, organises and analyses relevant geographical information from a variety of sources
P9	uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10	applies mathematical ideas and techniques to analyse geographical data
P11	applies geographical understanding and methods ethically and effectively to a research project
P12	communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

GEOGRAPHY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Biophysical Interactions Presentation	Senior Geography Project	Final Examination	
Timing	Term 1, Week 10	Term 3, Week 6	Term 3 Weeks 8 and 9	
Outcomes assessed	P3, P8, P12	P7, P9, P11, P12	P2, P4, P5, P6, P10	
Component				Weighting %
Knowledge and understanding of course content	10	5	25	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	5	15		20
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	40	35	100

LEGAL STUDIES YEAR 11 Course Outcomes

P1	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
	discusses the effectiveness of the legal system in addressing issues
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues

LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Task – Media File Analysis	Hand In Essay	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3 Weeks 8 and 9	
Outcomes assessed	P8, P9	P4, P5, P9	P1, P3, P8	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100

MODERN HISTORY YEAR 11 Course Outcomes

MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals and groups in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, places, events and developments of the modern world

MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

MODERN HISTORY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Declamation Debate: Contesting the Sources and Report	Historical Investigation	Final Examination	
Timing	Term 1, Week 7	Term 3, Week 3	Term 3 Weeks 8 and 9	
Outcomes assessed	MH11-6, MH11-7	MH 11 – 8, MH 11 – 10	MH11-1, MH11-3, MH11-9	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	10		20
Total %	30	40	30	100

SOCIETY & CULTURE YEAR 11 Course Outcomes

P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures

P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms

SOCIETY & CULTURE

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Comparative Study	Mini PIP	Final Examination	
Timing	Term 2, Week 1	Term 3, Week 3	Term 3 Weeks 8 and 9	
Outcomes assessed	P3, P5, P7	P6, P8, P10	P1, P2, P9	
Component				Weighting %
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

STUDIES OF RELIGION II YEAR 11 Course Outcomes

P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents

P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

STUDIES OF RELIGION II

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Writing Task: Why Study Religion?	Research Essay and Presentation	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3 Weeks 8 and 9	
Outcomes assessed	P1, P2, P5, P9	P3, P4, P7, P9	P5, P8, P9	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Source based skills			20	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	15	5		20
Total %	25	35	40	100

Languages

FRENCH BEGINNERS YEAR 11 Course Outcomes

Interacting	1.1	establishes and maintains communication in French
	1.2	manipulates linguistic structures to express ideas effectively in French
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of French-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of French-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in French
	3.4	applies knowledge of the culture of French-speaking communities to the production of texts

FRENCH BEGINNERS

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<p>Topic: Family life, neighbourhood, school</p> <p>In-class task (speaking by appointment) Response in English to written texts /conversation in French</p>	<p>Topic: Holidays, travel and tourism</p> <p>In-class task Response in English to aural texts/ composition in French</p>	<p>Final Examination</p>	
Timing	<p>Term 1 Week 8</p>	<p>Term 2 Week 9</p>	<p>Term 3 Examination Period</p>	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component				Weighting %
Listening & Responding		20	10	30
Reading & Responding	20		10	30
Speaking	10		10	20
Writing in French		10	10	20
Total %	30	30	40	100

JAPANESE CONTINUERS YEAR 11 Course Outcomes

Exchange information, opinions and experiences in Japanese	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in Japanese	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in Japanese	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of Japanese-speaking communities	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture
# written or spoken texts created by students incorporating their own ideas		

JAPANESE CONTINUERS

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Topic: personal world, daily life, leisure In-class task Response in English and Japanese to aural and texts/ interview in Japanese	Topic: home and neighbourhood, school life In-class task Response in Japanese and English to written stimulus texts	Final Examination	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8 and 9	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 3.1, 3.3, 3.5, 4.1	2.1, .2.2, 2.3, 3.1, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Component				Weighting %
Listening & Responding	20		10	30
Reading & Responding		20	10	30
Speaking	10		10	20
Writing in Japanese		10	10	20
Total %	30	30	40	100

SPANISH BEGINNERS YEAR 11 Course Outcomes

Interacting	1.1	establishes and maintains communication in Spanish
	1.2	manipulates linguistic structures to express ideas effectively in Spanish
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of Spanish-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of Spanish-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
	3.4	applies knowledge of the culture of Spanish-speaking communities to the production of texts

SPANISH BEGINNERS

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Topic: family life, home and neighbourhood In-class task (speaking by appointment) Response in English to written texts / conversation in Spanish	Topic: family life, home and neighbourhood In-class task Response in English to aural texts/ composition in Spanish	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8 and 9	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component				Weighting %
Listening & Responding		20	10	30
Reading & Responding	20		10	30
Speaking	10		10	20
Writing in French		10	10	20
Total %	30	30	40	100

Mathematics

MATHEMATICS ADVANCED YEAR 11 Course Outcomes

MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	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
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS ADVANCED

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Algebraic techniques/Number and Surds Linear, Quadratic, Cubic Functions Further Functions and Relations Fact Sheet Task	Trigonometric functions and derivatives Assignment	Probability, Exponentials and Logarithms Review of all Year 11 Course Topics Final Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3 Weeks 8 and 9	
Outcomes assessed	MA11.1, MA11.2, MA11.8, MA11.9	MA11.1, MA11.3, MA11.4, MA11.5, MA11.8, MA11.9	MA11.1- MA11.9 (inclusive)	
Component				Weighting %
Concepts, skills and techniques 50% for each task	35	25	40	50
Reasoning and communication 50% for each task				50
Total %	35	25	40	100

MATHEMATICS STANDARD YEAR 11 Course Outcomes

MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools

MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS STANDARD

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Money Matters Assignment	Formulae and Equations, Applications of Measurement, Data Analysis Fact Sheet task	Working with Time, Linear Relationships, Relative Frequency and Probability + Review of all Year 11 Task 1 and 2 topics Topic Test	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3 Weeks 8 and 9	
Outcomes assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1 to MS11-10 (inclusive)	
Component				Weighting %
Understanding, fluency and communication 50% for each task	25	35	40	50
Problem solving, reasoning and justification 50% for each task				50
Total %	25	35	40	100

MATHEMATICS EXTENSION 1 YEAR 11 Course Outcomes

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	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
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS EXTENSION 1

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Inequalities, Graphical relationships, Inverse functions Assignment	Remainder and factor theorem, Sums and Products of roots of a polynomial, Inverse Trig Functions, Further Trig Identities, Parametric functions or relations Fact Sheet Task	Permutations and Combinations, Binomial Expansion, Rates of Change, Exponential Growth and Decay Review of all Year 11 Course Topics Final Examination	
Timing	Term 1, Week 11	Term 2, Week 9	Term 3 Weeks 8 and 9	
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1 - ME11-7	
Component				Weighting %
Understanding, fluency and communication 50% for each task	25	35	40	50
Problem solving, reasoning and justification 50% for each task				50
Total %	25	35	40	100

Personal Development, Health and Physical Education

PDHPE YEAR 11 Course Outcomes

P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individual's health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P7	explains how body systems influence the way the body moves

P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

PDHPE

Task Number	Task 1	Task 2	Task 3	
Nature of tasks	Core 1 Better Health for Individuals Research / Written Response	Core 2 The Body in Motion Option 3 Fitness Choices Research / Practical / Analysis of Information	All content areas Final Examination	
Timing	Term1, Week 9	Term 3, Week 2	Term 3 Weeks 8 and 9	
Outcomes Assessed	P2, P3, P6, P15, P16	P7, P8, P10, P17	P1 – P12, P15 – P17	
Component				Weighting %
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communicating	10	25	25	60
Total %	20	40	40	100

Science

BIOLOGY YEAR 11 Course Outcomes

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO 11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BIOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study Field study and report In class task	Working Scientifically Skills and data analysis	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 2	Term 3 Weeks 8 and 9	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO 11/12-7, BIO 11-8, BIO 11-9	BIO 11/12-4, BIO 1/12-5, BIO 11/12-6, BIO11/12-7, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11	
Component				Weighting %
Skills in working scientifically	25	15	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	35	25	40	100

CHEMISTRY YEAR 11 Course Outcomes

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metal and factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

CHEMISTRY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study In class task using logbook	Working scientifically Skills and data analysis Stoichiometry In class test	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3 Weeks 8 and 9	
Outcomes assessed	CH 11/12-1, CH 11/12-2, CH 11/12-3, CH 11/12-4, CH 11/12-7, Ch 11-8	CH 11/12-2, CH 11/12-4, CH 11/12-6, CH 11-9	CH 11/12-4, CH11/12-5, CH 11/12-6, CH11/12-7, CH 11-8, CH 11-9, CH 11-10, CH 11-11	
Component				Weighting %
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	5	5	30	40
Total %	25	35	40	100

INVESTIGATING SCIENCE YEAR 11 Course Outcomes

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INVESTIGATING SCIENCE

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical exam- Cause and Effect: observing and inferring In class task	Depth Study- Scientific report Statistics: "Lies, lies, lies" Hand in task	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8 and 9	
Outcomes assessed	INS 11/12-1, INS 11/12-3, INS 11/12-4, INS 11/12-5, INS 11-8	INS 11/12-1, INS 11/12-2, INS 11/12-3, 11/12-5, 11/12-6, 11/12-7 INS 11-9	INS 11/12-2, INS 11/12-4, INS 11/12-5, INS 11/12-6, INS 11/12- 7, INS 11-8, INS 11-9, INS 11-10, INS 11-11	
Component				Weighting %
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

PHYSICS YEAR 11 Course Outcomes

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

PHYSICS

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study In class write up using logbook	Working scientifically – Skills and Data analysis In class task	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3 Weeks 8 and 9	
Outcomes assessed	PH11/12-1, PH11/12-2, PH 11/12-3,PH 11/12-5, PH 11/12-6, PH11/12-7, PH 11-10	PH11/12-2 PH11/12-3, PH11/12-4, PH11-5, PH11/12-6, PH 11-8, PH 11-9	PH11/12-4, PH 11/12-5, PH 11/12-6, PH 11/12-7, PH 11-8, PH 11-9, PH 11-10, PH 11-11	
Component				Weighting %
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	5	5	30	40
Total %	25	35	40	100

DESIGN & TECHNOLOGY YEAR 11 Course Outcomes

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions

P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

DESIGN AND TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Australian Designer	'At the Café'	Final Examination	
Timing	Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 8 and 9	
Outcomes assessed	P1.1, P2.1, P2.2, P5.2, P5.3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2; P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

ENGINEERING STUDIES YEAR 11 Course Outcomes

P1	identifies the scope of engineering and recognises current innovations
P2.1	describes the types of materials, components and processes and explains their implications for engineering development
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.2	develops written, oral and presentation skills and applies these to engineering reports
P3.3	applies graphics as a communication tool

P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P6.2	applies skills in analysis, synthesis and experimentation related to engineering.

ENGINEERING STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reverse Engineering: Engineered Products	Braking systems	Final Examination	
Timing	Term 1, Week 7	Term 2, Week 7	Term 3 Weeks 8 and 9	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P3.2, P4.1, P4.2, P5.2	P1.2, P3.2, P3.3, P4.2, P4.3, P5.1, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	
Component				Weighting %
Knowledge and understanding of Engineering principles and developments in technology	15	20	25	60
Skills in research, problem solving and communication related to engineering	15	10	15	40
Total %	30	30	40	100

FOOD TECHNOLOGY YEAR 11 Course Outcomes

P1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate

P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5	generates ideas and develops solutions to a range of food situations

FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Nutrition: Independent research, investigation and practical component	Food quality: Independent research task and practical component	Final Examination	
Timing	Term 1, Week 7	Term 2 Week 7	Term 3 Weeks 8 and 9	
Outcomes assessed	P2.1, P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.2, P4.4	P1.1, P1.2, P4.2	
Component				Weighting %
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Total %	35	35	30	100

SOFTWARE DESIGN & DEVELOPMENT YEAR 11 Course Outcomes

P1	describes the functions of hardware and software
P1.2	describes and uses appropriate data types
P1.3	describes the interactions between the elements of a computer system
P1.2	describes developments in the levels of programming languages
P2.2	describes the effects of program language developments on current practices
P3.1	identifies the issues relating to the use of software solutions
P4.1	analyses a given problem in order to generate a computer-based solution
P4.2	investigates a structured approach in the design and implementation of a software solution

P4.3	uses a variety of development approaches to generate software solutions and distinguishes between these approaches
P5.1	uses and justifies the need for appropriate project management techniques
P5.2	uses and develops documentation to communicate software solutions to others
P6.1	describes the skills involved in software development
P6.2	communicates with appropriate personnel throughout the software development process
P6.3	designs and constructs software solutions with appropriate interfaces

SOFTWARE DESIGN & DEVELOPMENT

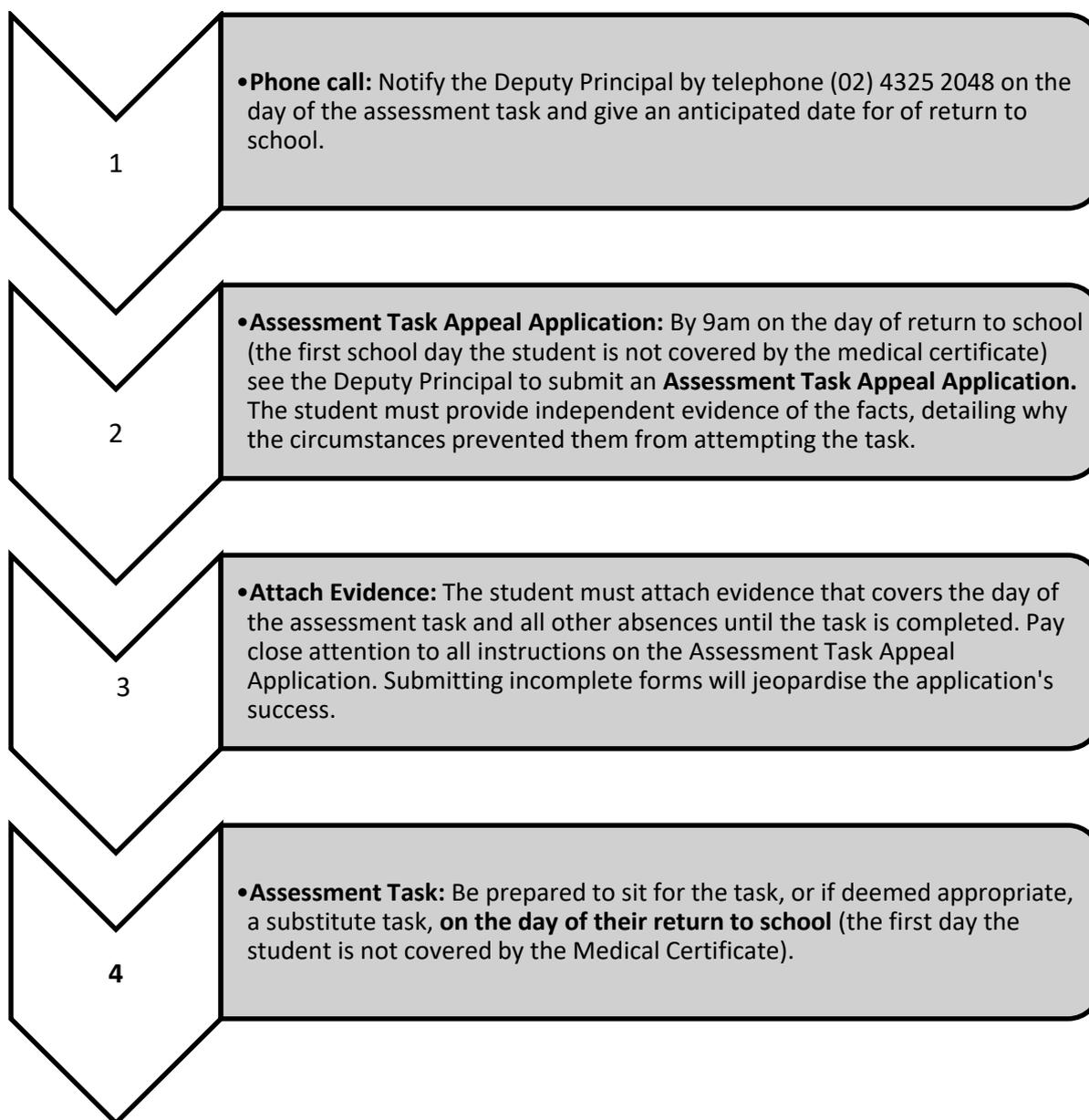
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Individual project	Group project	Final Examination	
Timing	Term 1, Week 9	Term 3, Week 3	Term 3 Weeks 8 and 9	
Outcomes assessed	P1.2, P4.1, P4.2, P5.1, P5.2, P6.3	P3.1, P4.1, P4.2, P4.3, P5.2, P6.1, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	
Component				Weighting %
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	20	20	10	50
Total %	30	30	40	100

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

Gosford High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Gosford High School Assessment Policy.





Appendix 1 - STAGE 6 YEAR 11 ASSESSMENT TASK APPEAL APPLICATION

Name: _____ Course: _____
Assessment Task: _____ Date of task: _____
Class: _____ Teacher: _____

Reason for application (please tick):

- Absent 2 days before an Assessment Task
- Late to class 2 days before an Assessment Task
- Missed a class 2 days before an Assessment Task
- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes, please provide details

Reasons supporting your application (to be completed by the student):

I have attached (please tick and complete relevant information):

- Medical Certificate from Doctor: _____ Date: _____
- Supporting letter from parent/caregiver: _____ Date: _____
- Other (please describe) _____

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

Signature of Deputy Principal: _____ Date: _____

Signature of Head Teacher: _____ Date: _____

STEPS TO COMPLETE APPENDIX 1

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal



Gosford High School

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Subject:	Due Date:
Teacher:	Task Title:
Date of submission:	

All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding plagiarism / collusion*

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.

DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Gosford High School Assessment Policy.

Student Signature/Confirmation: Date:



Gosford High School

Appendix 3: MEDICAL CERTIFICATE

(The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task)

Doctor's Name/Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

- | |
|---|
| <input type="checkbox"/> The patient is suffering from _____
<i>(Diagnosis provided with patient's consent where possible)</i> |
| <input type="checkbox"/> Is suffering from a medical condition of a confidential nature |

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE			
WRITTEN ASSIGNMENTS			
PRACTICAL ASSIGNMENTS			
PRIVATE STUDY			

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

.....
Signature of medical practitioner

Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER



Gosford High School
Racecourse Rd
Gosford NSW 2250
Ph: 02 43252048
Fax: 02 43233175

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

Mr & Mrs Smith
1 First St
Sydney NSW 2000

Dear Mr and Mrs Smith

OFFICIAL WARNING – Non-completion of a Year 11 Course

This letter is to advise that your son, Eric Smith, is in danger of not meeting the requirements for satisfactory completion of the Year 11 course in English Advanced.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that Eric is at risk of not completing the above course.

Criteria for satisfactory completion of a course

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

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Eric is not currently meeting one or more of these requirements. In particular, he has not applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Opportunity to correct the problem

The following tasks or requirements need to be completed by Eric to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion
Module A	15%	31/07/2022	Resubmit	31/08/2022

Action by parent/guardian

To support Eric in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Ms J Thomas.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mr R Graham
Class Teacher

Ms J Thomas
Head Teacher

Ms W Clarke
Principal

.....
Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated Wednesday, 1st August 2022 advising me that Eric is in danger of not meeting the course completion requirements for English Advanced, and am aware that this is the 1st official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



Gosford High School

Appendix 5: YEAR 11 ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Gosford High School assessment document for 2022.

I am aware of the requirements for each course, and I have noted in particular the sections relating to “**Late Work**”, and the “**NESA’s Policy on Non-Attempts**”, as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

NESA’S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or
- Because of the standard of work that task will be considered to be a NON-ATTEMPT.

“When a candidate has been given zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily.”

In these circumstances the candidate may be ineligible for a Higher School Certificate.

NB: Candidates and parents will be notified in writing when tasks are NON-ATTEMPTS and when the “50% rule” is in danger of being breached.

Student Signature

Parent/Caregiver’s Name

Parent/Caregiver’s Signature

Date: _____

This page is to be left in the booklet.

A separate COLOUR sheet enclosed is to be completed and returned to the Front Office.