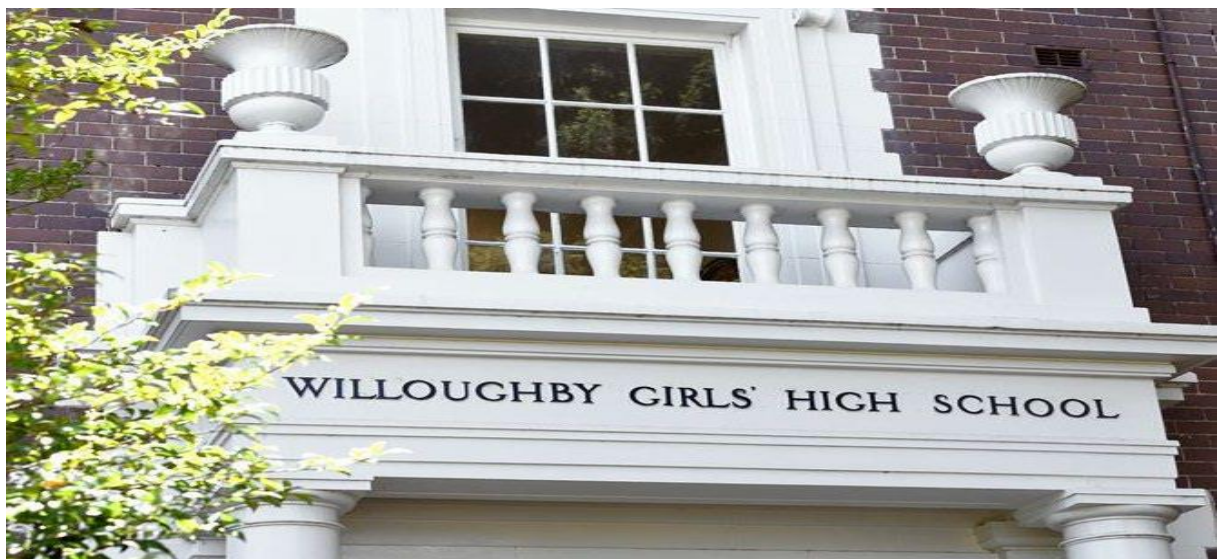




## **2025 YEAR 11 ASSESSMENT POLICY AND SCHEDULES**



This booklet contains essential information for students attempting courses in Year 11 2025. This booklet:

- Specifies the assessment tasks and the weighting for each task for each course
- Outlines the school's assessment policies and procedures

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



# Willoughby Girls High School

A Leader in Girls Education

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## A MESSAGE FROM THE PRINCIPAL

The Willoughby Girls High School Assessment Policy Booklet contains important information which will assist you in fulfilling all the requirements for the Higher School Certificate. This includes the rules, expectations, and procedures that WGHS will use when assessing student achievement during the HSC year. Most importantly, it sets out the School Assessment Procedures, which must be adhered to so that everyone is treated fairly and equitably.

There are specific rules and policies that govern the obligation of the student and the school with regards to HSC 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 HSC year. 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 Willoughby Girls High School have developed a number of procedures to ensure students are supported during the HSC. 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.

Commitment, organisation and planning will be the keys to a successful year and I encourage all students to create their own personal assessment calendar. Importantly, plan your time to include those things that you enjoy such as exercise, reading and time with family and friends. This will ensure that you have balance during this year.

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 WGHS.

Remember that all of you are very capable and when you do your best, you will achieve your goals.

I commend this document to you.

Mrs Adrienne Scalese  
Principal

# ASSESSMENT POLICIES AND PROCEDURE

## 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 unit 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.

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 the student's 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 HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed All My Own Work (AMOW) or its equivalent, and
- d. have demonstrated the minimum standard of literacy and numeracy, and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

### **PATTERN OF STUDY AND COURSE REQUIREMENTS**

You must satisfactorily complete:

- A Year 11 pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

Some courses have certain rules and prerequisites for example:

- You can enrol in an extension course, only if you are enrolled in the corresponding 2-unit course
- Where courses have an optional exam, you can only enrol in the optional exam, if you have enrolled in the corresponding course (or in the case of VET the 240-hour course)
- You cannot do more than one non-extension course from a subject (eg you cannot do Mathematics Standard and Mathematics Advanced).

There are also specific eligibility rules for some Language courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your HSC examination.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on the NESA website.

Additional rules apply if you want an ATAR. [The ATAR eligibility rules](#) are determined by UAC.

## TYPES OF HSC COURSES

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

Where a student is undertaking a VET course:

1. Schools and delivering RTOs must develop a formal assessment program for each Stage 6 VET course.
2. Schools must, at the commencement of a VET course:

- a. provide students with the formal assessment program. The formal assessment program must detail course-specific requirements, including:
  - i. the number and type of assessment tasks, including units of competency assessed in each, and
  - ii. the timing of assessment tasks
- b. provide students with written advice about the school's policies and procedures for assessment, which must include:
  - i. the school's malpractice policy, and
  - ii. details of administrative arrangements, including:
    1. student absences on the day of an assessment task
    2. late submission of assessment tasks
    3. the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task
  - iii. procedures to be implemented if assessment tasks produce invalid or unreliable results, and
  - iv. procedures for reviewing student appeals arising from assessment tasks. The school's review procedures must be based on feedback on a student's achievement during the course.

## **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:

1. Followed the course developed or endorsed by NESA
2. Applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course
3. 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 more than 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

For most VET Industry Curriculum Framework courses and some VET Board Endorsed courses, you must undertake set work placement hours to develop industry competencies and practise learned skills. You must complete any required work placement to complete these courses. If mandatory work placements are not completed, the school will issue the student with a non-completion of course determination.

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 school will give the student a written warning in time for the student to meet criteria 1 to 3 above and advise the parent/caregiver. 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 and alert the student to the possible consequences of an 'N' determination (see Appendix 5 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 first letter is not effective; and
- e. Retain copies of all relevant documents.

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 NESA.

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 NESA, which states that a student has met all the requirements and has been awarded an 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 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 Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.

**Additional Information:** The NESA 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 [2024 Rules and Procedures guide | NSW Education Standards](#)

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 (RoSA) 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 who completed an HSC course that has a compulsory external examination. NESA puts these assessment 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 in most courses 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 in courses with a compulsory external examination is a 50:50 combination of a student's external examination mark and school-based assessment mark for the course. In courses with optional examinations, the HSC mark is drawn from the external examination only.

**Performance Bands:** A student's HSC mark is reported against standards described in the performance bands. For each 2-unit course there are six performance bands, where the highest achievement is Band 6 (90-100 marks) and where the minimum standard expected is Band 2 (50-60 marks). For 1-unit extension courses, four performance bands, E1-E4 are used to report student achievement. Each performance band describes what a student working at the level typically knows, understands and can do. Some performance descriptions are abridged on the Course reports.

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

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

**Year 10 (Stage 5) grades:** Schools use the Common Grade Scale and course performance descriptors to award A-E grades for Year 10 courses (other than Life Skills and Vocational Education and Training (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. ATARs are calculated in each state to reflect a student's rank against other students in their state. In NSW, the ATAR is calculated and released by UAC. In the ACT, it's calculated by the ACT Board of Senior Secondary Studies, in consultation with UAC, and released by schools. NSW and ACT ATARs are equivalent to those in other states. For example, an ATAR of 85.00 in NSW or the ACT is equivalent to an ATAR of 85.00 in other states.

### **The ATAR is a rank, not a mark**

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

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](http://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. Written advice to students**

Providing students with written advice at least two weeks in advance about the school's requirements for assessment in each course. The advice given to students must include:

- i. the components and their weightings as specified in the assessment and examination materials on NESA's website
- ii. the general nature of each assessment task
- iii. a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
- iv. the weight value of each task in relation to the total weighted mark for the course
- v. details of administrative arrangements associated with each task (e.g. how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc.)



- vi. details of the school's policy on malpractice in assessment tasks
- vii. details of the procedures to be implemented if tasks produce invalid or unreliable results
- viii. 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 NESA 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.

## **STUDENT'S RESPONSIBILITIES**

This involves the following *responsibilities*:

- a. **Meeting course requirements**  
Meeting all course and school requirements including attendance at classes
- b. **Applying diligence and sustained effort**  
Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c. **Following assessment procedures**  
Being aware of and following assessment requirements and procedures
- d. **Attending lessons**  
Attending lessons regularly. Students who do not attend lessons regularly are unlikely to be able to demonstrate achievement of course outcomes and that

they have applied themselves with diligence and sustained effort. Department of Education guidelines require that students must attend 90% of the time unless exempted by the Principal.

**e. Making a serious attempt**

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. 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 her 10 units.

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

- a. Answering only the multiple-choice questions and/or true/false and or matching etc
  - b. 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
  - c. Including frivolous or objectionable material
  - d. Bringing unauthorised notes or electronic devices (mobile phones, smart watch, headphones/airpods) into the assessment or examination
  - e. Accessing and/or copying information from an electronic device
  - f. Using Generative Artificial Intelligence, when specifically prohibited as part of an assessment task
  - g. Purchasing and modifying a commercial product and submitting this as their own project
  - h. Using online translation tools
  - i. 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
  - j. 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 (refer to All My Own Work)***
  - ***Understanding malpractice- see the section on malpractice on page 31***
  - 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 50-110). 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 three weeks before the task. This notification could be received in hard copy or digitally via Google Classroom.

The written notification details of each task must include:

- a. The date and time of when the task will take place or when the task is due
- b. Syllabus outcomes assessed
- c. Components and their weighting as specified in the course assessment schedule
- d. The general nature (mode and type) of the assessment task
- e. The weight value of the task in relation to the total weighted mark for the course as specified in this policy
- f. 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 three weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification either in hard copy or digitally via Google Classroom.**

**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 three weeks in advance. The Principal is to be consulted if it is not possible to give 3 week's notice for changed tasks.

**Dates for assessment tasks** will be submitted to the Deputy Principal responsible for the year group. 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 a hand in assessment task, students are required to use the '**Assignment/Assessment Task Cover Sheet**' included in this document (see Appendix 3).

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

## APPEALS

- a. Students have the right to appeal the processes related to an assessment task. They must be able to state specific reasons for an appeal and provide appropriate evidence related to the appeal.
- b. Performance in previous tasks is not considered grounds for appeal.

## LIMITATIONS ON ASSESSMENT APPEAL APPLICATIONS

A student cannot submit an Illness Misadventure Application on the basis of:

- a. Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- b. A computer/printer, file sent or USB failure
- c. Alleged deficiencies in teaching
- d. Loss of study time or facilities during Year 11
- e. Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- f. The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- g. Misreading examination timetables or instructions
- h. 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
- i. Arriving late to a task unless circumstances beyond the student's control have occasioned the lateness
- j. A medical certificate that states 'unfit for work/school' or similar without further specification
- k. Overseas vacation, sporting or cultural event or family holidays

## 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 **Illness Misadventure Application** to the Deputy Principal (or if absent to the Principal) (see Appendix 2 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 **Illness Misadventure Application** (see Appendix 2) **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 Appendix 4 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 **Illness Misadventure 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 **Illness Misadventure 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 **Illness Misadventure 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 who are unable to complete a task on or by the due date due to approved absence, illness or misadventure may have adjustments made to the task or its submission date.

Students who sit an assessment task while ill cannot make a illness/misadventure claim, rather, their mark for the assessment task will stand. Further, students cannot make a claim for misadventure due to illness after they have sat an assessment task; rather, the mark for the assessment task will stand.

## ILLNESS DURING A TASK

In Year 11, students who suffer illness or misadventure during a task must inform the invigilator or examiner immediately. There are no circumstances in which misadventure applications for examination or other in-class tasks will be accepted without an accompanying statement from the invigilator/supervisor of the task and formal documentation; in no circumstances will misadventure applications be considered if they are made after the day of the task has passed. It follows that there is no avenue for misadventure after the release of marks.

In Year 11, students who do not complete an assessment task or examination with the cohort, due to illness or misadventure, will still be required to complete the assessment task, which may be an alternate task.

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 **Illness Misadventure Application** to the Deputy Principal.

A student may also submit an **Illness Misadventure 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 **Illness Misadventure Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

Where a student experiences an illness or other kind of long-term educational disadvantage, such cases will be accommodated through the UAC Educational Access Scheme (EAS) and not by consideration for illness and misadventure. Applications for EAS are made through the Careers Adviser.

## ABSENCE ON THE DAY AN ASSESSMENT TASK IS TO BE SUBMITTED

A student who is absent from school for a valid reason on the school day before and / or 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 class teacher/ Deputy Principal before the **9.00am** on the due date, or carry out the following procedures:

- a. **Notify the school by telephone before 9.00am** on the day that the assessment task is due. Speak to the Front Office to make arrangements for the task to be submitted **AND**
- b. **Before 9.00am 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 **Illness Misadventure 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 stating the medical condition **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 at Appendix 4 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 **Illness Misadventure 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 AN ASSESSMENT TASK IS TO BE CONDUCTED (EXAM, PRACTICAL TASK, ORAL TEST)

Students who are absent from school for a valid reason on the school day before and/or on the day of an assessment task **MUST**:

- a. **Notify the school by telephone by 9.00am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9.00am 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 **Illness Misadventure 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 at Appendix 4 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 **Illness Misadventure 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 **Illness Misadventure 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 **Illness Misadventure 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 **Illness Misadventure 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 40 of this booklet.



In the case of a student who has completed an assessment task and has submitted an **Illness Misadventure 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 NESAC), 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.**

## **ATTENDANCE ONE SCHOOL DAY BEFORE A TASK OR EXAMINATION AND ATTENDANCE ON THE DAY OF A TASK**

Students **MUST** attend all timetabled lessons on time (including period 0, 7 and 8) or scheduled school activities during the **1 day 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, she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school or on time the day before 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 day 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 **Illness Misadventure Application** that provides an acceptable explanation for the late submission of a task (see pages 21-25), the student will receive a **ZERO** mark for that task (see page 29).

## INVALIDITY OF ASSESSMENT TASKS

WGHS has policies in place to ensure integrity of all assessment tasks. If, for any reason, a Head Teacher believes an assessment task may be considered invalid, unreliable or does not discriminate either before or after an assessment task has been issued, then the matter will be immediately raised with the Deputy Principal.

The Deputy Principal will then meet with the Head Teacher involved to determine if any part or all of the task should be deemed invalid or unreliable and the appropriate course of action.

If a task is deemed invalid or unreliable, and:

- a. has not yet been issued then a new task will be created. If this has an impact on the original date of the task, then the task date will be changed and the students notified in writing of the change in date.
- b. **has already been issued or completed**, then, one or more of the following processes will be implemented:
  - i. Negotiation with all students affected
  - ii. Implement an alternate task supplied for the whole or part of the original
  - iii. Mark adjustment to discount the invalid part of the test
  - iv. Other, as determined by the Head Teacher and Deputy Principal

The students and parents will be informed in writing and given two week's preparation time for the new task. Any NESA requirements for data collection, which affect the above policy will be considered by the Principal.

## GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Illness Misadventure Application** has been upheld, then the Deputy Principal may:

- a. 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
- b. Authorise for an estimate to be given in consultation with the Principal
- c. Grant an extension of time
- d. Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

**Note: an Illness Misadventure application is no guarantee that the assessment task appeal will be upheld.**

## ASSESSMENT REVIEW PANEL

In exceptional circumstances where a student has had an assessment appeal determination as 'For Review' the following process will apply:

- a. An Assessment Review Panel composed at a minimum of a Head Teacher and one Deputy Principal will be convened.
- b. The task will be marked along with all others.

- c. At the end of the course, the Assessment Review Panel will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
- d. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
- e. If the mark is significantly below expectations, it will be set aside and an estimate substituted before assessment marks are submitted to NESA and entered on the Report.
- f. In cases where an estimate is awarded, the Assessment Review Panel will exercise their professional judgement, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Assessment Review Panel cannot predicate estimates on a student's potential or ability alone. The student's rank order in the course may not necessarily be maintained.
- g. Students are entitled to know estimated marks for tasks that are missed due to illness misadventure or have been reviewed.

If a student transfers from Mathematics or English Advanced to the Mathematics Standard/English Standard course during the HSC year and they have not completed a task in the alternate course then an estimate/s will be made by the Assessment Review Panel for the task/s they did not complete.

## EXCURSIONS AND VARIATIONS OF ROUTINE

Students must attend excursions and variations of routine, 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 12 students two weeks prior to the Trial HSC 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 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:

- a. 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)
- b. When working at school, save the latest version of your work to your personal files on the school server
- c. 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:
  - i. Check the compatibility of your home software with the school's technology
  - ii. Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
  - iii. 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 and save to your google drive
- d. 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
- e. Submission of any digital task within the due time is the responsibility of the student
- f. 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 or have the task saved to your google drive which can be accessed at school.

**(Note: printing at school should only be a last resort and must be completed before the due hand in time).**

## **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:

- a. Submits a task late without a valid reason
- b. Does not attempt the assessment task (non-attempt)
- c. 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
- d. Is found to be involved in substantial malpractice
- e. Is absent one school day before an assessment task (without a valid reason)
- f. Is absent from or late to class one day before an assessment task

In such cases:

- a. Parents/guardians will be informed in writing
- b. 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 Appendix 5 for a sample copy of Official Warning Letter).

## **COMPLETION OF YEAR 11 COURSE**

In addition to any other set tasks and experiences in any Year 11 course, students must complete Year 11 assessment tasks that allow 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 Appendix 5 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.

## **NON-SERIOUS ATTEMPTS**

NESA and WGHS expect students to make a serious attempt at all school-based Assessment Tasks, exams, and HSC minimum standard tests

Year 11 students who do not make a serious attempt in their Assessment Tasks may not receive a result in the course concerned. This may render some students ineligible for the award of the HSC.

To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their Year 11 exams, Assessment Tasks and minimum standards tests.

For an exam, Assessment Task or HSC minimum standard attempt to be considered a serious attempt, students must:

- a. respond to and demonstrate academic engagement, and
- b. answer in English, unless specifically instructed otherwise

Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material:
  - i. abuse directed at a member of school staff, Presiding Officer or NESA, and/or
  - ii. obscene symbols, drawings, or comments.

Where a student makes a non-serious attempt in an Assessment Task, this may be deemed malpractice and/or a mark of zero may be awarded.

## **APPEALING A NON-SERIOUS ATTEMPTS**

### **Year 11 Assessments**

Students identified as making a non-serious attempt in year 11 Assessment may not receive a result in the course. The Assessment Review Panel will:

- a. notify the student of the decision, and
- b. provide the student with an opportunity to formally respond to the non-serious attempt determination.

To respond, students must:

- a. submit a response by the date outlined in Assessment Review Panel's correspondence to justify why they should receive a result in the course, and
- b. include any supporting documentation they would like considered by the school in its review of the non-serious attempt determination.

The Assessment Review Panel may reinstate the result for that task where there are reasonable grounds.

Students who fail to respond or provide insufficient reasons are subject to review by the Examination Rules Committee (ERC). The ERC may impose penalties, including:

- a. zero or reduced marks for the exam, and/or
- b. course cancellation.

Penalties imposed by the ERC may render the student ineligible for the HSC.

### **HSC minimum standard tests**

Where NESAs determine a student has made a non-serious attempt at an HSC minimum standard test, it will not be used to demonstrate the HSC minimum standard. NESAs will:

- a. cancel the test result at the release of HSC minimum standard test results, and
- b. notify the student of the decision.

Students may appeal NESAs' non-serious attempt determination on the basis that:

- a. their responses do not constitute objectionable material, and/or
- b. they have reached the maximum number of attempts for the test.

To appeal, students must:

- a. submit a response to justify why they should receive a result in the test, and
- b. include any supporting documentation they would like considered by NESAs in its review of the non-serious attempt determination.

NESAs may reinstate an HSC minimum standard test result where there are reasonable grounds.

## **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 Sentral Register of Malpractice for Year 11 assessment tasks. Malpractice includes but is not limited to those matters set out below.

1. The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of Year 11. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the Year 11 RoSA and constitutes malpractice.
2. Students are responsible for knowing and complying with NESAs' ACE Rules and policies regarding malpractice, including:
  - a. All My Own Work (or its equivalent), and
  - b. HSC Rules and Procedures Guide, and
  - c. HSC minimum standard: Malpractice and breaches of test rules, and
  - d. HSC practical exams.
3. NESAs' rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESAs' syllabus packages including Assessment and Reporting information.

**Types of Malpractice (including HSC submitted works and practical components, HSC exams, HSC hand-in and in-class assessment tasks HSC minimum standard tests and All My Own Work)**

1. Malpractice is any attempt to gain an unfair advantage over other students.

2. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.
3. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
4. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
5. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

## **MISREPRESENTATION**

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents<sup>1</sup>, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.

## **PLAGIARISM**

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
4. Using generative Artificial Intelligence when specifically prohibited as part of an assessment task; output has not been cited or has been used in a way that contradicts the school's assessment policy.



## **COLLUSION**

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

## **BREACH OF ASSESSMENT CONDITIONS**

1. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
  - a. A breach of assessment conditions includes any breach of:
  - b. HSC exam rules and procedures, and
  - c. HSC minimum standard test rules and procedures.
3. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Other examples of Malpractice include but are not limited to:

- a. Using online translation tools
- b. Using non-approval aides during an assessment task
- c. Altering an assessment task response after marking
- d. Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification
- e. Cheating in an assessment task, which can take a variety of forms including: copying work from another student during an assessment, continuing to work in a test after the working time has expired, referring to any unauthorised material in test conditions, communicating with another student and accessing unauthorised technology
- f. sharing information in person or on any digital platform about the questions or nature of the assessment to advantage another student
- g. resubmitting or recycling work. Resubmitting work might include handing in work for which you have already received feedback. Recycling could include submitting your own or someone else's work in full or in part on more than one occasion and includes the submission of tasks at more than one school

- h. Providing access to digital platforms to allow another person to engage in drafting and submission processes on your behalf

## RESPONDING TO AN ALLEGATION OF MALPRACTICE

If an allegation of malpractice is made by the class teacher, invigilator, marker or student also undertaking the assessment task, it will be referred to the Head Teacher of the course. The Head Teacher will undertake an investigation and may resolve the issue at that stage. If the Head Teacher is unable to resolve the allegation, or any party is unsatisfied with its resolution the case will then be referred to the Assessment Review Panel for investigation where the student(s) and their parents are made aware of the details and given an opportunity to respond. In the case of suspected malpractice, the student(s) suspected of malpractice will be required to provide evidence that all work is entirely their own. Such evidence might include but it not limited to the student(s):

- a. Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- b. Answering questions regarding the assessment task, examination or submitted work under investigation to demonstrate their knowledge, understanding and skills.

The decision with regard to malpractice having occurred will be made by the Assessment Review 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.

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 and detected malpractice very seriously and will limit a student's marks and jeopardise their satisfactory completion of the HSC.

If malpractice is proven, a mark of **ZERO** may be awarded. If zero is 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 and the malpractice will be registered on the school's Sentral Malpractice Register.

## QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised first with the appropriate teacher and subsequently 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 NESA website (in the Manuals section). The URL is: <https://curriculum.nsw.edu.au/ace-rules>

## '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 Appendix 5 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 an 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 NESA 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 NESA.

## CONFIDENTIALITY OF FINAL MARK

The final Year 11 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 Year 11 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.

## DETERMINING FINAL SCHOOL-BASED ASSESSMENT HSC COURSE RANK

At the end of the Year 11 course, students will receive their final school-based assessment rank based on the marks assigned to the various assessment tasks. This final school-based assessment rank is reached by the aggregation of the assessment task marks for each student.

Students will not be provided with their final submitted school-based assessment mark.

## ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Illness Misadventure Application** must be submitted to the Deputy Principal by 3.00pm on the first day of return to school. Only information provided with the application will be considered as part of the appeal process. Where a medical issue has occurred, the Illness/Misadventure Application must be supported by contemporary medical evidence provided by a health practitioner, this could include a GP or pharmacist. 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:

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

If the Illness Misadventure 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.

An Illness/Misadventure application will not be supported in the following circumstances:

- a. attendance at a sporting or cultural event, or family holiday, or
- b. if a medical certificate states 'unfit for work/school' without further specification
- c. alleged inadequacies of teaching, or

- d. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- e. disabilities for which NESa has already granted disability provisions, unless:
  - i. an unforeseen episode occurs during the assessment task ;or
  - ii. further difficulties with the approved provision occur during the assessment task; or
- f. long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the assessment task, or
- g. matters avoidable by the student

If a student has applied for special consideration using the **Illness Misadventure 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 Illness Misadventure 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 Illness Misadventure Application 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 Assessment Review Panel's 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**

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 ONE 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 1 school 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.

- a. Design and Technology
- b. Drama
- c. English Extension 2
- d. History Extension
- e. Languages
- f. Music 1, Music 2 and Music Extension
- g. Science Extension
- h. Society and Culture
- i. Textiles and Design
- j. 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>

## **ALL MY OWN WORK**

To be eligible for entry into a Year 11 and/or HSC course, and for the award of the HSC, all students must complete All My Own Work (AMOW) or its equivalent, and all other eligibility requirements. An AMOW equivalent may be appropriate for accessibility and inclusion reasons. An AMOW equivalent must contain comparable content to the AMOW topics.

AMOW is an educational program designed to instruct students about scholarship principles and ethical practices, and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others.

AMOW:

- a. must be completed by every student before they are entered into any Year 11 or HSC course, as it has a specific focus on preparing students for HSC assessment, and
- b. is designed to be flexible for different school contexts, delivery methods and modes.

Students undertaking a pattern of study that comprises only Stage 6 Life Skills courses, are not required to complete AMOW.

## **RESPONSIBILITIES OF PRINCIPALS AND SCHOOLS**

Principals must:

- a. rely on their professional judgement, and of their teachers, to make decisions about a student's satisfactory completion of AMOW, and
- b. certify students' completion of AMOW in Schools Online and record their details in All My Own Work Completion, before the submission of entries for Year 11 and HSC courses, and
- c. recognise the relationship between AMOW and the integrity of HSC school-based assessment and exams, and explain this to their students, and
- d. ensure AMOW is supported by a school policy on malpractice.

Principals and schools may:

- a. design their own program to suit their individual needs or contexts, and
- b. determine when students start AMOW, noting that it must be completed before the submission of entries for Year 11 and HSC courses.

## **ALL MY OWN WORK ENABLES STUDENTS TO UNDERSTAND THEIR HSC ASSESSMENT OBLIGATIONS**

AMOW (or its equivalent) is designed to make a student aware of their HSC assessment obligations.

Students must develop and submit their HSC assessments (including school-based assessments, submitted works and performances) in accordance with the principles of:

- a. All My Own Work, and
- b. integrity of HSC school-based assessment and exams, and
- c. HSC Rules and Procedures Guide.

If malpractice is suspected, a student must demonstrate that all unacknowledged work is entirely their own.

Schools must follow their own school assessment policies and record all instances of malpractice on the Malpractice Register.

NESA refers suspected cases of HSC exam malpractice to the Examination Rules Committee (ERC). Penalties include a reduction in exam marks, zero marks for the exam or cancellation of the course(s).

NESA will make all necessary reports to the Independent Commission Against Corruption (ICAC) where malpractice is serious, deliberate, and amounts to corrupt conduct.

## **THERE ARE SPECIFIC ALL MY OWN WORK REQUIREMENTS FOR A RANGE OF STAGE 6 STUDY OPTIONS**

To be eligible for entry into a Year 11 and/or HSC course, and for the award of the HSC, all students must complete AMOW and all other eligibility requirements.

### **ACCELERATED STUDENTS**

Students accelerating into a Stage 6 course(s) must complete AMOW (or its equivalent) prior to commencing the course(s).

### **EARLY COMMENCEMENT OF STAGE 6 VET COURSES**

Students in Years 9 and 10 undertaking early commencement of a Stage 6 VET course must complete AMOW prior to being entered into the course.

### **SELF-TUITION APPLICANTS**

Self-tuition applicants must complete AMOW prior to being entered into Stage 6 courses. These applicants make an explicit declaration on the self-tuition application form that they have completed AMOW, and must submit these forms to NESA by 30 June.

## **DISABILITY PROVISIONS**

Students seeking provisions for their Higher School certificate examinations should provide the appropriate application form to the Head Teacher Wellbeing 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.

Once a Disability Provision has been granted by NESA the school will endeavour, within the limits of its resources, to ensure that it is provided in all school-based examinations and assessment tasks.



Adjustments for school-based assessment tasks may be different to disability provisions approved by NESA for HSC exams, however WGHS must still provide adjustments for school-based assessment where required.

If a student is entitled to Disability Provisions for examination periods, it is the responsibility of the student to request those provisions for any school-based assessment tasks. This can be negotiated with the Head Teacher Wellbeing. **This application must be submitted 2 weeks before a school assessment.**

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/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 support by the supervising staff member.

## CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- a. 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).
- b. Wear full school uniform to all examinations.
- c. 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.
- d. Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- e. Follow the examination supervisor's instructions at all times.
- f. Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- g. Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- h. Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
  - i. 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.
  - ii. 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.
  - iii. In Year 12 this will also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.

- i. Students are permitted to bring the following equipment into an examination-style Assessment Task:
  - i. black pens (no pens with ink that can be erased)
  - ii. pencils (must be at least 2B), erasers and a sharpener
  - iii. a ruler marked in millimetres and centimetres
  - iv. highlighter pens
  - v. a clear bottle of water with no label
  - vi. a watch (not a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the exam
- j. You must not bring any of the following items into your assessments/exams:
  - i. Mobile phones
  - ii. Programmable watches e.g. smart watches
  - iii. Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
  - iv. Stopwatches
  - v. Paper or printed or written material (including your exam timetable)
  - vi. Dictionaries (except in language exams, if allowed)
  - vii. Correction fluid or correction tape
  - viii. Pencil cases that are not clear and see through
- k. 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.
- l. Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor.
- m. 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.

## **MARKING, GRADING AND REPORTING**

NESA descriptors and other grading information are used to assess student learning evidence and report on student achievement.

### **Procedure**

- a. Learning Outcomes and Grades on Semester Reports are calculated from the marks and grades achieved on the complete body of learning evidence produced by students.

- b. In all Year 12 assessment tasks and examinations, students use candidate numbers rather than names. Numbers are not converted to names until marking has been finalised.
- c. The Head Teacher oversees the administration of procedures to ensure the integrity of marking. The purpose is to promote fair, unbiased and consistent marking.

Procedures may include but are not limited to:

- a. One marker only marking an entire question or task.
- b. Pilot Marking (i.e. teachers mark in teams until all are in agreement regarding the standard) and regular check marking.
- c. Use of a designated moderator (i.e. an experienced teacher runs an initial moderation session for all markers and then regularly spot checks each marker's consistent application of the agreed standard).
- d. Double marking (i.e. two teachers mark each paper, compare marks awarded and resolve discrepancies).
- e. Group marking (i.e. teachers mark in teams, discuss standards and check each other's marking).
- f. The Head Teacher ensures that robust marking processes produce reliable assessment patterns.
- g. There is no predetermined alignment pattern of grades. Raw marks only are used. Mapping or scaling of final assessment marks will not occur.
- h. There is transparent alignment between the marks and grades a student received throughout a semester and the final grade awarded on Semester Reports.
- i. Teachers make professional judgements based upon the complete body of learning evidence collected for each student to provide information about learning progress on reports.
- j. Students are entitled to know the estimate marks they are awarded for tasks missed due to illness or misadventure.

## **Student Transfers**

Students who transfer to Willoughby Girls High School after the period of HSC formal assessment commences will be assessed with all other candidates. Those who arrive after the period of formal assessment commences but before the final date of HSC entry will receive an estimate for any school-based assessment tasks which have not been completed at WGHS.

## **RECORDING OF ASSESSMENT DATA, RETURN OF TASKS AND FEEDBACK TO STUDENTS**

NESA course descriptors and other grading information is used to assess student learning evidence and report on student achievement. Students are provided with feedback that is

personalised, specific, timely and forward focused. Students are entitled to know their own mark or grade awarded for each assessment task they attempt. HSC students are entitled to know their own rank for each assessment task they attempt.

## **Procedure**

- a. Course Mark books are created on Sentral using a school template created by the Faculty Head Teacher to ensure all required calculations of marks and grades can be made and audited within this platform.
- b. Faculty Head Teachers establish processes to ensure that all assessment data is received from teachers and recorded in a timely manner in Sentral. The recording of data relating to assessment is the responsibility of the Head Teachers.
- c. Year 12 students will sign a register verifying that the mark recorded in Sentral accurately reflects the mark that they received for the task. Students will also be provided with an indicative rank.
- d. At the conclusion of the HSC course, students will be provided with their final rank
- e. When marks and grades are confirmed as accurate by all parties, the Faculty Head Teacher syncs the assessment data to the School's Reports when required.
- f. Marks, grades, cohort feedback documents and individual student feedback comments are made available to students in a timely manner and, to the extent possible, will be annotated using a texta or similar marker.
- g. Calculations of overall yearly marks are made in Sentral for the purposes of determining Graduation Assembly awards and HSC marks for Reports and NESA upload.
- h. HSC NESA marks are uploaded to Schools Online by the Faculty Head Teacher and checked by the Senior Executive.

## **PROCEDURES FOR TASK ADMINISTRATION**

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

- a. Students receive the same information to ensure consistency in the administration of the assessment task.
- b. Where possible, the task should be completed on the same day/period to protect the integrity of the task. On occasion, the task may need to be scheduled outside the school timetable.
- c. All students have the same examination conditions and experiences.
- d. In subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or pilot/spot marking occurs for consistency.

During an assessment task, students must ensure that all digital devices (mobile phones, headphones/airpods and smart watches) are turned off and placed in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

## **ELIGIBILITY TO STUDY STAGE 6 LIFE SKILLS COURSES**

Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.

The principal must make decisions about accessing Stage 6 Life Skills courses:

- a. based on the needs of the individual student, for each course, and
- b. via collaborative curriculum planning, and
- c. involving the individual student (where appropriate), their parents/carers, and their teachers.

Stage 6 Life Skills courses are not appropriate options for students:

- a. who do not have an intellectual disability or an imputed intellectual disability
- b. experiencing significant unexpected and/or chronic health issues
- c. performing below their cohort
- d. who could access outcomes and content with appropriate adjustments and support
- e. with emotional and/or behavioural needs.

A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.

A student studying any Stage 6 Life Skills course(s) will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:

- a. has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes (This may be prior, selected or stage outcomes), and/or
- b. transfers from interstate or overseas, and/or
- c. has a deteriorating condition.

## **Entering students in Stage 6 Life Skills Courses**

Schools must indicate in Schools Online that a student is entered into one or more Stage 6 Life Skills courses when submitting Year 11 and HSC course entries.

The principal must certify that a student is [eligible](#) and the decision is the result of collaborative curriculum planning when entering students into a Stage 6 Life Skills course. Schools must not enter students into Stage 6 Life Skills courses after the school year has commenced unless exceptional circumstances apply and have been considered in the context of a collaborative planning process.

Exclusions apply to the study of Stage 6 Life Skills courses. Schools must refer to [syllabus](#) documentation and Assessment and Reporting information for each course.

### **Supplementing courses from additional syllabuses**

Schools may supplement or replace outcomes and content in a Life Skills course with Life Skills outcomes and content from other syllabuses. Schools must enter students into the course from which the outcomes and content are predominantly drawn.

By completing courses based on Life Skills outcomes and content, students are able to satisfy the mandatory curriculum requirements for the HSC.

### **Assessing Stage 6 Life Skills courses**

NESA does not require schools to formally assess Life Skills outcomes. Schools are not required to use the Common Grade Scale (A to E) or equivalent to report achievement for students entered in Life Skills courses. Assessment can occur in a range of situations or environments such as the school and wider community.

Teachers must:

- a. assess students accessing Life Skills courses on their achievement of the outcomes selected through collaborative curriculum planning, and
- b. provide learning opportunities for students to demonstrate achievement in relation to the selected outcomes.

Students accessing Life Skills courses may achieve the designated outcomes independently or with support.

An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome, either:

- a. without adjustments, or
- b. with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments must have been determined through collaborative curriculum planning.

### **HSC requirements for students entered in Stage 6 Life Skills courses**

To qualify for the award of an HSC all students must fulfil the HSC requirements.

Students with intellectual disability or imputed intellectual disability can satisfy the requirements for the HSC pattern of study by completing a combination of:

- a. Board Developed course(s) (including Stage 6 Life Skills courses), or
- b. Vocational Education and Training (VET) course(s), or
- c. Board Endorsed course(s) (including Content Endorsed courses).

Stage 6 Life Skills courses have no HSC exams and results cannot be used in the calculation of a student's ATAR.

Students with disability may access VET courses by:

- a. undertaking the course under regular course arrangements, or
- b. selected units of competency within the course, identified through collaborative curriculum planning.

### **Time allocation for courses**

When programming Stage 6 Life Skills courses, all indicative hour requirements must be met. This will ensure the courses are credentialled on the HSC.

Each Stage 6 Life Skills course has an indicative hour requirement of 120 hours in Year 11 and 120 hours in Year 12 with the exception of one-unit courses.

In some cases, it may be necessary to vary the time allocated by increasing the number of hours of study for a course. When considering whether an increase in time is necessary, schools must ensure that indicative hour requirements for each enrolled course are met.

### **Satisfactory completion of Stage 6 Life Skills course**

Life Skills courses have the same course completion criteria as all Board Developed and Board Endorsed courses.

Principals:

- a. determine that a student is considered to have satisfactorily completed a course if there is sufficient evidence that the student has:
  1. followed the course developed or endorsed by NESAC, and
  2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
  3. achieved at least one of the course outcomes.
- b. may determine that, as a result of absence, the above course completion criteria might not be met. NESAC does not set a minimum attendance for the satisfactory completion of a course, and
- c. must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

The number of outcomes addressed and/or achieved will vary for individual students. This decision must be made during collaborative curriculum planning. To satisfactorily complete a course, it is not necessary for students to address or achieve all the Life Skills outcomes in a course.

Life Skills courses have the same course completion criteria as all Board Developed and Board Endorsed courses.

Principals:

- a. determine that a student is considered to have satisfactorily completed a course if there is sufficient evidence that the student has:
  1. followed the course developed or endorsed by NESAs, and
  2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
  3. achieved at least one of the course outcomes.
- b. may determine that, as a result of absence, the above course completion criteria might not be met. NESAs do not set a minimum attendance for the satisfactory completion of a course, and
- c. must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

The number of outcomes addressed and/or achieved will vary for individual students. This decision must be made during collaborative curriculum planning. To satisfactorily complete a course, it is not necessary for students to address or achieve all the Life Skills outcomes in a course.

### **Course Exclusions – Life Skills**

Students entered for a course based on Life Skills outcomes and content from one or more syllabuses cannot be entered for any other course drawn from the same syllabus(es).





## 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:

- [2024 Rules and Procedures guide | NSW Education Standards](#)
- [HSC: All My Own Work Program](#)

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://curriculum.nsw.edu.au/ace-rules>

## CREATIVE AND PERFORMING ARTS

### DRAMA Year 11 Course Outcomes

	<b>Making</b>
<b>P1.1</b>	develops acting skills in order to adopt and sustain a variety of characters and roles
<b>P1.2</b>	explores ideas and situations, expressing them imaginatively in a dramatic form
<b>P1.3</b>	demonstrates performance skills appropriate to a variety of styles and media
<b>P1.4</b>	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
<b>P1.5</b>	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
<b>P1.6</b>	demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P1.7</b>	understands the collaborative nature of drama and theatre and demonstrates the self- discipline needed in the process of collaboration
<b>P1.8</b>	recognises the value of individual contributions to the artistic effectiveness of the whole
	<b>Performing</b>
<b>P2.1</b>	understands the dynamics of actor-audience relationship
<b>P2.2</b>	understands the contributions to a production of the playwright, director, dramaturg, designers, front of house staff, technical staff and producers
<b>P2.4</b>	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements, and performance of others
	<b>Critically Studying</b>
<b>P3.1</b>	critically appraises and evaluates, both orally and in writing, personal performances and the performance of others
<b>P3.2</b>	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
<b>P3.3</b>	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
<b>P3.4</b>	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	
<b>Nature of Task</b>	Performance Essay and Individual Reflection	Elements of Production Performance Whole Class Production of a Scripted Play	Yearly Examination Written Paper and Group-Devised Performance	
<b>Timing</b>	Term 1 Week 11	Term 3 Week 2	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P.1.3, P 2.1, P.3.1	P1.4, P 1.5, P1.6, P 2.2, P 2.3	P1.1, P 2.4, P3.2	
Components				Weighting %
Making	10	15	15	40
Performing	5	15	10	30
Critically Studying	15		15	30
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MUSIC 1 Year 11 Course Outcomes

<b>P1</b>	Through activities in performance, composition, musicology and aural, a students performs music that is characteristic of the topics studied	<b>P8</b>	identifies, recognises, experiments with and discusses the use of technology in music
<b>P2</b>	observes, reads, interprets and discusses simple musical scores characteristic of topics studied	<b>P9</b>	performs as a means of self-expression and communication
<b>P3</b>	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied	<b>P10</b>	demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>P4</b>	recognises and identifies the concepts of music and discusses their use in a variety of musical styles	<b>P11</b>	demonstrates a willingness to accept and use constructive criticism
<b>P5</b>	comments on and constructively discusses performances and compositions		
<b>P6</b>	observes and discusses concepts of music in works representative of the topics studied		
<b>P7</b>	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied		

## MUSIC 1

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Topic 1 Assessment</b> (presentation & performance)  Submission and viva voce on Topic 1 composition; Topic 1 performance	<b>Film Music Assessment</b> (hand-in & presentation)  Submission of Topic 2 composition; Topic 2 viva voce	<b>Final Examination</b>  Aural skills written examination; Topic 2 & 3 performances	
<b>Timing</b>	Term 1  Week 10	Term 2  Week 10	Term 3  Weeks 8 - 9	
<b>Outcomes assessed</b>	P1, P3, P4, P5, P7, P8	P2, P4, P5, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	
<b>Components</b>				<b>Weighting %</b>
Performance	10		15	<b>25</b>
Composition	10	15		<b>25</b>
Musicology	10	15		<b>25</b>
Aural Skills			25	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MUSIC 2 Year 11 Course Outcomes

<b>P1</b>	Through activities in performance, composition, musicology and aural, a student: confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
<b>P2</b>	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
<b>P3</b>	composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
<b>P4</b>	creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
<b>P5</b>	analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
<b>P6</b>	discusses and evaluates music making constructive suggestions about performances and compositions
<b>P7</b>	observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
<b>P8</b>	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
<b>P9</b>	identifies, recognises, experiments with, and discusses the use of technology in music
<b>P10</b>	performs as a means of self-expression and communication
<b>P11</b>	demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>P12</b>	demonstrates a willingness to accept and use constructive criticism

## MUSIC 2

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Baroque Assessment</b> (test & performance) Written test on Baroque Period; performance	<b>Mandatory Topic Composition</b> (hand-in) Submission of Mandatory Topic composition	<b>Final Examination</b> Written examination; Mandatory & Additional Topic performances	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P1, P2, P5, P6, P7, P8, P10	P1, P2, P5, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P10	
<b>Components</b>				<b>Weighting %</b>
Performance	10		15	<b>25</b>
Composition		25		<b>25</b>
Musicology	10		15	<b>25</b>
Aural Skills	10		15	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>45</b>	<b>100</b>

## VISUAL ARTS Year 11 Course Outcomes

<b>P1</b>	explores the conventions of practice in artmaking
<b>P2</b>	explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>P3</b>	identifies the frames as the basis of understanding expressive representation through the making of art
<b>P4</b>	investigates subject matter and forms as representations in art making
<b>P5</b>	investigates ways of developing coherence and layers of meaning in the making of art
<b>P6</b>	explores a range of material techniques in ways that support artistic intentions
<b>P7</b>	explores the conventions of practice in art criticism and art history
<b>P8</b>	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
<b>P9</b>	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>P10</b>	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	
<b>Nature of Task</b>	Submitted Artwork  (Including Visual Arts Diary) and  Essay   (hand in)	Artwork including exploration and development  The submission of a series of artworks and recording of exploration and development in the visual arts diary   (hand in)	Critical and Historical Studies Examination   Written Paper  (under exam conditions)	
<b>Timing</b>	Term 2  Week 2	Term 3  Week 4	Term 3  Weeks 8 - 9 TBC	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P7, P8, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Artmaking	20	30		<b>50</b>
Critical and historical studies	20		30	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## ENGLISH

### ENGLISH ADVANCED Year 11 Course Outcomes

<b>EA11-1</b>	responds to and composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
<b>ENA11-2</b>	uses and evaluates processes and skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EA11-3</b>	analyses and uses language forms, features and structure of texts, considering appropriateness for audience, purpose and context and evaluates their effect on meaning
<b>EA11-4</b>	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA11-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA11-6</b>	investigates and evaluates the relationships between texts
<b>EA11-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued
<b>EA11-8</b>	explains and evaluates cultural assumptions and values in texts and their effects on meaning
<b>EA11-9</b>	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	
<b>Nature of Task</b>	Reading to Write In Class Task	Narratives That Shape Our World (Multimodal Hand in)	Critical Study of Text (Extended Response Exam Block)	
<b>Timing</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	EA11-1, EA11-5, EA11-9	EA11-2, EA11-6 EA11-4, EA11-8	EA11-1, EA11-3, EA11-5, EA11-7	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ENGLISH EALD Year 11 Course Outcomes

<b>EAL11-1A</b>	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EAL11-1B</b>	communicates information, ideas and opinions in familiar personal, social and academic contexts
<b>EAL11-2</b>	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>EAL11-3</b>	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
<b>EAL11-4</b>	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>EAL11-5</b>	thinks interpretively, imaginatively, creatively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
<b>EAL11-6</b>	investigates and explains the relationships between texts
<b>EAL11-7</b>	understands and assesses the diverse ways texts can represent personal and public worlds
<b>EAL11-8</b>	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
<b>EAL11-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## ENGLISH EALD

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Listening and Writing response</b>  <b>Module A</b> <b>Language and Texts in Context</b>  <b>(In class)</b>	<b>Multimodal Presentation</b>  <b>Module C</b> <b>Texts and Society</b>  <b>(In class)</b>	<b>Yearly Examination</b>  <b>Module B</b> <b>Close Study of Text</b>  <b>(Examination)</b>	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8 - 9	
Outcomes assessed	EAL11-1A, EAL11-3, EAL11-4, EAL11-9	EAL11-5, EAL11-8	EAL11-1B, EAL11-2, EAL11-6, EAL11-7	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ENGLISH EXTENSION 1 Year 11 Course Outcomes

<b>EE11-1</b>	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
<b>EE11-2</b>	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
<b>EE11-3</b>	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
<b>EE11-4</b>	develops skills in research methodology to undertake effective independent investigation
<b>EE11-5</b>	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
<b>EE11-6</b>	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## ENGLISH EXTENSION 1

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Response (Hand in)	Comparative Essay (Hand in)	Independent Research Project (Hand in & Class Presentation)	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 5	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ENGLISH STANDARD Year 11 Course Outcomes

<b>11EN-1</b>	responds to and composes complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure
<b>11EN-2</b>	uses and evaluates processes and skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>11EN-3</b>	analyses and uses language forms, features and structure of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>11EN-4</b>	applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>11EN-5</b>	thinks imaginatively, creatively, interpretatively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>11EN-6</b>	investigates and explains the relationships between texts
<b>11EN-7</b>	understands and explains the diverse ways texts can represent personal and public worlds
<b>11EN-8</b>	identifies and explains cultural assumptions in texts and their effects on meaning
<b>11EN-9</b>	reflects on, assesses and monitors own learning and adjusts individual and collaborative processes to become an independent learner



## ENGLISH STANDARD

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Reading To Write Hand in - Composition In Class Task	Contemporary Possibilities (Multimodal hand in task)	Close Study of Text (Extended Response Examination)	
<b>Timing</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	EN11-1, EN11-5, EN11-9	EN11-2, EN11-4, EN11-8	EN11-1, EN11-3, EN11-6, EN11-7	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# HISTORY

## ANCIENT HISTORY Year 11 Course Outcomes

<b>AH11-1</b>	describes the nature of continuity and change in the ancient world
<b>AH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>AH11-3</b>	analyses the role of historical features, individuals and groups in shaping the past
<b>AH11-4</b>	accounts for the different perspectives of individuals and groups
<b>AH11-5</b>	examines the significance of historical features, people, places, events and developments of the ancient world
<b>AH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>AH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-10</b>	discusses contemporary methods and issues involved in the investigation of ancient history

## ANCIENT HISTORY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis	Historical Investigation	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8 - 9	
Outcomes assessed	AH11-2, AH11-5, AH11-6, AH11-7, AH11-9	AH11-4, AH11-7 AH11-8, AH11-10	AH11-1, AH11-3, AH11-5, AH11-7	
Components				Weighting %
Knowledge and understanding of course content	15	5	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 information, ideas and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## MODERN HISTORY Year 11 Course Outcomes

<b>MH11-1</b>	describes the nature of continuity and change in the modern world
<b>MH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>MH11-3</b>	analyses the role of historical features, individuals, groups and ideas in shaping the past
<b>MH11-4</b>	accounts for the different perspectives of individuals and groups
<b>MH11-5</b>	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH11-9</b>	communicates historical understanding, using historical knowledge, concepts and term, in appropriate and well-structured forms
<b>MH11-10</b>	discusses contemporary methods and issues involved in the investigation of modern history

## MODERN HISTORY

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Source Analysis of the French Revolution</b>	<b>Historical Investigation</b>	<b>Preliminary Examination</b> (exam conditions)	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 2	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	MH11-4, MH11-6, MH11-7 MH11-9	MH11-2, MH11-3, MH11-5, MH11-8, MH11-10	MH11-1, MH11-5 MH11-6, MH11-9	
Components				Weighting %
Knowledge and understanding of course content	10		30	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical Inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## SOCIETY & CULTURE Year 11 Course Outcomes

<b>P-1</b>	identifies and applies social and cultural concepts
<b>P-2</b>	describes personal, social and cultural identity
<b>P-3</b>	identifies and describes relationships and interactions within and between social and cultural groups
<b>P-4</b>	identifies the features of social and cultural literacy and how it develops
<b>P-5</b>	explains continuity and change and their implications for societies and cultures
<b>P-6</b>	differentiates between social and cultural research methods
<b>P-7</b>	selects, organises and considers information from a variety of sources for usefulness, validity and bias
<b>P-8</b>	plans and conducts ethical social and cultural research
<b>P-9</b>	uses appropriate course language and concepts suitable for different audiences and contexts
<b>P-10</b>	communicates information, ideas and issues using appropriate written, oral and graphic forms

## SOCIETY AND CULTURE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Methodology Report	Personal and Social Identity Oral	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8 - 9	
Outcomes assessed	P1, P6, P7, P8, P9, P10	P2, P3, P4, P5, P7 P8, P9, P10	P1, P3, P4, P6, P10	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Application and evaluation of social and cultural research methodologies	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	35	35	100

## LANGUAGES

### FRENCH CONTINUERS Year 11 Course Outcomes

The student will: 1. exchange information, opinions and experiences in French	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
2. express ideas through the production of original texts in French	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
3. analyse, process and respond to texts that are in French	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
4. understand aspects of the language and culture of French-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 text created by students incorporating their own ideas**



## YEAR 11 FRENCH CONTINUERS

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	(Themes: The Individual and French-Speaking Communities) Speaking - hand in/in class Writing - in class	(Themes: The Individual and French-Speaking Communities) Listening - in class Reading - hand in	(Themes: The Individual and French-Speaking Communities) Yearly examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4, 2.1,2.2,2.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5 4.1	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	
Components				Weighting %
Listening		20	10	30
Reading		20	10	30
Speaking	10		10	20
Writing	10		10	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## JAPANESE BEGINNERS Year 11 Course Outcomes

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

## JAPANESE BEGINNERS

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Topics: Introducing yourself and Meeting People, Describing your Family, Hiragana Syllabary  (Hand- in Task)	Topics: Talking about Birthdays, Telling the Time, Daily Routine, Likes and Dislikes, Katakana Syllabary  (Hand-in Task)	Yearly Examination  Daily Routines, Likes and Dislikes, Health and Sickness, Japanese Houses, Neighbourhoods.  (Examination)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9 TBC	
<b>Outcomes assessed</b>	1.1, 1.2, 1.4, 3.1, 3.3, 3.4	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3	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	
<b>Components</b>				<b>Weighting %</b>
Listening and responding		15	15	<b>30</b>
Reading and responding		15	15	<b>30</b>
Speaking in Japanese	10	10		<b>20</b>
Writing in Japanese	10		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## JAPANESE CONTINUERS Year 11 Course Outcomes

<b>Exchange information, opinions and experiences in Japanese</b>	<b>1.1</b>	uses a range of strategies to maintain communication
	<b>1.2</b>	conveys information appropriate to context, purpose and audience
	<b>1.3</b>	exchanges and justifies opinions and ideas
	<b>1.4</b>	reflects on aspects of past, present and future experience
<b>Express ideas through the production of original texts in Japanese</b>	<b>2.1</b>	applies knowledge of language structures to create original text #
	<b>2.2</b>	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	<b>2.3</b>	structures and sequences ideas and information
<b>Analyse, process and respond to texts that are in Japanese</b>	<b>3.1</b>	conveys the gist of texts and identifies specific information
	<b>3.2</b>	summarises the main ideas
	<b>3.3</b>	identifies the tone, purpose, context and audience
	<b>3.4</b>	draws conclusions from or justifies an opinion
	<b>3.5</b>	interprets, analyses and evaluates information
	<b>3.6</b>	infers points of view, attitudes or emotions from language and context
<b>Understand aspects of the language and culture of Japanese-speaking communities</b>	<b>4.1</b>	recognises and employs language appropriate to different social contexts
	<b>4.2</b>	identifies values, attitudes and beliefs of cultural significance
	<b>4.3</b>	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	
<b>Nature of Task</b>	Topics - Myself and My Family Home and Friends  Speaking - in class Writing - hand in	Topics - Daily Routine Neighbourhood  Reading & speaking - hand in Listening - in class	Topics - School Life Shopping and Eating Out  Yearly examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9 TBC	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4 2.1,2.2,2.3 4.2	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 4.3	2.1,2.2,2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4,2	
<b>Components</b>				<b>Weighting %</b>
Listening		15	15	<b>30</b>
Reading		15	15	<b>30</b>
Speaking	10	10		<b>20</b>
Writing	10		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# MATHEMATICS

## MATHEMATICS ADVANCED Year 11 Course Outcomes

<b>MA11-1</b>	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
<b>MA11-2</b>	uses the concepts of functions and relations to model, analyse and solve practical problems
<b>MA11-3</b>	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
<b>MA11-4</b>	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
<b>MA11-5</b>	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
<b>MA11-6</b>	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
<b>MA11-7</b>	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
<b>MA11-8</b>	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
<b>MA11-9</b>	provides reasoning to support conclusions which are appropriate to the context

## Mathematics Advanced

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Cohort test (60 minutes)	Cohort test (60 minutes)	Formal Yearly Examination (2 hours)	
<b>Timing</b>	Term 1 Week 8	Term 2 Weeks 5 - 8	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	MA 11-1, MA 11-2, MA 11-8, MA 11-9	MA 11-1, MA 11-2, MA 11-3, MA 11-4, MA 11-8, MA 11-9	MA 11-1, MA 11-2, MA 11-3, MA 11-4, MA 11-5, MA 11-6, MA 11-7 MA 11-8 MA 11-9	
<b>Topics</b>	Functions	Functions, Trigonometry	Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, Statistical Analysis	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MATHEMATICS EXTENSION 1 Year 11 Course Outcomes

<b>ME 11-1</b>	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME 11-2</b>	manipulates algebraic expressions and graphical functions to solve problems
<b>ME 11-3</b>	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME 11-4</b>	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
<b>ME 11-5</b>	uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME 11-6</b>	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<b>ME 11-7</b>	communicates making comprehensive use of mathematical language, notation, diagrams and graphs



## MATHEMATICS EXTENSION 1

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Cohort test (60 minutes)	Cohort test (60 minutes)	Formal Yearly Examination (90 minutes)	
<b>Timing</b>	Term 1  Week 8-9	Term 2  Week 8-9	Term 3  Weeks 8 - 9	
<b>Outcomes assessed</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6 ,ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
<b>Topics</b>	Functions	Polynomials, Further Trigonometry, Differentiation	Functions, Trigonometric Functions, Calculus, Polynomials, Combinatorics	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communication	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem Solving, Reasoning and Justification	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MATHEMATICS STANDARD Year 11 Course Outcomes

<b>MS11-1</b>	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-2</b>	represents information in symbolic, graphical and tabular form
<b>MS11-3</b>	solves problems involving quantity measurement, including accuracy and the choice of relevant units
<b>MS11-4</b>	performs calculations in relation to two-dimensional and three-dimensional figures
<b>MS11-5</b>	models relevant financial situations using appropriate tools
<b>MS11-6</b>	makes predictions about everyday situations based on simple mathematical models
<b>MS11-7</b>	develops and carries out simple statistical processes to answer questions posed
<b>MS11-8</b>	solves probability problems involving multistage events
<b>MS11-9</b>	uses appropriate technology to investigate, organise and interpret information in a range of contexts
<b>MS11-10</b>	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 Task	Cohort Test (60 minutes)	Cohort Test (60 minutes)	Formal Yearly Examination (2 hours)	
Timing	Term 1  Week 8	Term 2  Week 6-7	Term 3  Weeks 8 - 9	
Outcomes assessed	MS11-1, MS11-3, MS11-5,  MS11-9, MS11-10	MS11-4, MS11- 6, MS11- 7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS 11-9, MS11-10	
Topics	Algebra, Financial Mathematics, Measurement	Measurement, Data, Probability	Algebra, Measurement, Financial Mathematics, Statistical Analytics, Probability	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### HEALTH AND MOVEMENT SCIENCE Year 11 Course Outcomes

Knowledge		Skills	
<b>HM-11-01</b>	interprets meanings, measures and patterns of health experienced by Australians	<b>HM-11-05</b>	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
<b>HM-11-02</b>	analyses methods and resources to improve and advocate for the health of young Australians	<b>HM-11-06</b>	Analysis: analyses the relationships and implications of health and movement concepts
<b>HM-11-03</b>	analyses the systems of the body in relation to movement	<b>HM-11-07</b>	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
<b>HM-11-04</b>	investigates movement skills and psychology to improve participation and performance	<b>HM-11-08</b>	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
		<b>HM-11-09</b>	Problem-solving: proposes and evaluates solutions to health and movement issues

		<b>HM-11-10</b>	Research: analyses a range of sources to make conclusions about health and movement concepts
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## HEALTH AND MOVEMENT SCIENCE

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Body and Mind in Motion</b> Physiology Report	<b>Health for Individuals and Communities</b> In Class Task	<b>Collaborative Investigation</b> Research Task	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9 (Yearly Period)	
<b>Outcomes assessed</b>	HM-11-03, HM-11-06, HM-11-07, HM-11-08	HM-11-01, HM-11-02, HM-11-06, HM-11-09	HM-11-05, HM-11-09, HM-11-10, HM-11-XX*	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	15	25	<b>60</b>

<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
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**\*HM-11-XX: Outcome based on content selected by students in investigation period**

## SCIENCE

### BIOLOGY Year 11 Course Outcomes

<b>BIO11-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11-5</b>	analyses and evaluates primary and secondary data and information
<b>BIO11-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	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
<b>BIO11-10</b>	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## BIOLOGY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Depth Study	In-class Task	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8 - 9	
Outcomes assessed	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-4, BIO11-5, BIO11-6, BIO11-9, BIO11-10	BIO11-5, BIO11-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				Weighting %
Skills in working scientifically	20	25	15	60
Knowledge and understanding of course content	10	5	25	40
Total %	30	30	40	100

## CHEMISTRY Year 11 Course Outcomes

<b>CH11-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>CH11-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11-5</b>	analyses and evaluates primary and secondary data and information
<b>CH11-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11-8</b>	explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11-9</b>	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11-10</b>	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b>	analyses the energy considerations in the driving force for chemical reactions



## CHEMISTRY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Data processing task	Depth Study	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 8 - 9	
Outcomes assessed	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-10, CH11-11	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting %
Skills in working scientifically	15	30	15	60
Knowledge and Understanding of Course content	10	5	25	40
Total %	25	35	40	100

## EARTH & ENVIRONMENTAL SCIENCE Year 11 Course Outcomes

<b>EES11-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>EES11-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11-5</b>	analyses and evaluates primary and secondary data and information
<b>EES11-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11-8</b>	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
<b>EES11-9</b>	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
<b>EES11-10</b>	describes the factors that influence how energy is transferred and transformed in the Earth's systems
<b>EES11-11</b>	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

## EARTH & ENVIRONMENTAL SCIENCE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Data Processing Task	Depth Study	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8 - 9	
Outcomes assessed	EES11-4, EES11-5, EES11-6, EES11-8	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, 11EES-7, EES11-9, EES11-10	EES11-4, EES11-5, EES11-6, EES-7, EES11-8, EES11-9, EES11-10, EES11-11	
Components				Weighting %
Skills in working scientifically	15	30	15	60
Knowledge and understanding of course content	10	5	25	40
Total %	25	35	40	100

## PHYSICS Year 11 Course Outcomes

<b>PH11-1</b>	develops and evaluates questions and hypotheses for scientific investigation	<b>PH11-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH11-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information	<b>PH11-8</b>	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
<b>PH11-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information	<b>PH11-9</b>	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
<b>PH11-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>PH11-10</b>	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
<b>PH11-5</b>	analyses and evaluates primary and secondary data and information	<b>PH11-11</b>	explains and quantitatively analyses electric fields, circuitry and magnetism
<b>PH11-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

## PHYSICS

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Data Processing Task	Depth Study	Yearly Examination	
Timing	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 8 - 9	
Outcomes assessed	PH11-3, PH11-4, PH11-5, PH11-6, PH11-8, PH11-9	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components				Weighting %
Skills in working scientifically	15	30	15	60
Knowledge and understanding of course content	10	5	25	40
Total %	25	35	40	100

## SOCIAL SCIENCES

### BUSINESS STUDIES Year 11 Course Outcomes

<b>P1</b>	discusses the nature of business, its role in society and types of business structure	<b>P8</b>	evaluates information for actual and hypothetical business situations
<b>P2</b>	explains the internal and external influences on business	<b>P9</b>	communicates business information and issues in appropriate formats
<b>P3</b>	describes the factors contributing to the success or failure of small to medium enterprises	<b>P10</b>	applies mathematical concepts appropriately in business situations
<b>P4</b>	assesses the processes and interdependence of key business functions		
<b>P5</b>	examines the application of management theories and strategies		
<b>P6</b>	analyses the responsibilities of business to internal and external stakeholders		
<b>P7</b>	plans and conducts investigations into contemporary business issues		

## BUSINESS STUDIES

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Nature of Business Task	Small Business Investigation Task	Yearly Examination	
<b>Timing</b>	Term 1 Weeks 9 - 10	Term 2 Weeks 9 - 10	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P1, P2, P5, P8	P4, P7, P8, P9	P3, P8, P9, P6 P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research		20		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## ECONOMICS Year 11 Course Outcomes

<b>P1</b>	demonstrates understanding of economic terms, concepts and relationships
<b>P2</b>	explains the economic role of individuals, firms and government in an economy
<b>P3</b>	describes, explains and evaluates the role and operation of markets
<b>P4</b>	compares and contrasts aspects of different economies
<b>P5</b>	analyses the relationship between individuals, firms, institutions and government in the Australian economy
<b>P6</b>	explains the role of government in the Australian economy
<b>P7</b>	identifies the nature and causes of economic problems and issues for individuals, firms and governments
<b>P8</b>	applies appropriate terminology, concepts and theories in economic contexts
<b>P9</b>	selects and organises information from a variety of sources for relevance and reliability
<b>P10</b>	communicates economic information, ideas and issues in appropriate forms
<b>P11</b>	applies mathematical concepts in economic contexts
<b>P12</b>	works independently and in groups to achieve appropriate goals in set timelines



## ECONOMICS

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Introduction to Economics Task	Research Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P1, P2, P3, P11,	P5, P8, P9, P4, P12	P6, P7 P9, P10,	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research		20		<b>20</b>
Communication	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## LEGAL STUDIES Year 11 Course Outcomes

<b>P1</b>	identifies and applies legal concepts and terminology
<b>P2</b>	describes the key features of Australian and international law
<b>P3</b>	describes the operation of domestic and international legal systems
<b>P4</b>	discusses the effectiveness of the legal system in addressing issues
<b>P5</b>	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>P6</b>	explains the nature of the interrelationship between the legal system and society
<b>P7</b>	evaluates the effectiveness of the law in achieving justice
<b>P8</b>	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>P9</b>	communicates legal information using well- structured responses
<b>P10</b>	accounts for differing perspectives and interpretations of legal information and issues

## LEGAL STUDIES

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Multiple Choice and Short Answer	Research Extended Response Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 8-9	Term 2 Week 8-9	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P1, P2, P3	P5, P6, P7, P8	P1, P4, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	25		35	<b>60</b>
Research		20		<b>20</b>
Communication	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## TECHNOLOGY AND APPLIED STUDIES (TAS)

### COMMUNITY & FAMILY STUDIES Year 11 Course Outcomes

<b>P1.1</b>	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals	<b>P3.2</b>	analyses the significance of gender in defining roles and relationships
<b>P1.2</b>	proposes effective solutions to resource problems	<b>P4.1</b>	utilises research methodology appropriate to the study of social issues
<b>P2.1</b>	accounts for the roles and relationships that individuals adopt within groups	<b>P4.2</b>	presents information in written, oral and graphic form
<b>P2.2</b>	describes the role of the family and other groups in the socialisation of individuals	<b>P5.1</b>	applies management processes to maximise the efficient use of resources
<b>P2.3</b>	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement	<b>P6.1</b>	distinguishes those actions that enhance wellbeing
<b>P2.4</b>	analyses the interrelationships between internal and external factors and their impact on family functioning	<b>P6.2</b>	uses critical thinking skills to enhance decision making
<b>P3.1</b>	explains the changing nature of families and communities in contemporary society	<b>7.1</b>	appreciates differences among individuals, groups and families within communities and values their contributions to society
<b>7.1</b>	appreciates differences among individuals, groups and families within communities and values their contributions to society	<b>7.3</b>	appreciates the value of resource management in response to change
<b>7.2</b>	develops a sense of responsibility for the wellbeing of themselves and others	<b>7.4</b>	values the place of management in coping with a variety of role expectations

## COMMUNITY & FAMILY STUDIES

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Individuals and Groups Leadership Analysis and Review	Families and Communities Research Investigation	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P2.1, P2.3, 4.1	P3.1, P2.4, P4.2	P1.1, P1.2, P5.1, P6.1, P7.3, P7.4	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	20	10	<b>40</b>
Skills in critical thinking research, analysing and communicating	25	15	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## DESIGN & TECHNOLOGY Year 11 Course Outcomes

<b>P1.1</b>	examines design theory and practice, and considers the factors affecting designing and producing in design projects
<b>P2.1</b>	identifies design and production processes in domestic, community, industrial and commercial settings
<b>P2.2</b>	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
<b>P3.1</b>	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
<b>P4.1</b>	uses design processes in the development and production of design solutions to meet identified needs and opportunities
<b>P4.2</b>	uses resources effectively and safely in the development and production of design solutions
<b>P4.3</b>	evaluates the processes and outcomes of designing and producing
<b>P5.1</b>	uses a variety of management techniques and tools to develop design projects
<b>P5.2</b>	communicates ideas and solutions using a range of techniques
<b>P5.3</b>	uses a variety of research methods to inform the development and modification of design ideas
<b>P6.1</b>	investigates a range of manufacturing and production processes and relates these to aspects of design projects
<b>P6.2</b>	evaluates and uses computer-based technologies in designing and producing

## DESIGN AND TECHNOLOGY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Preliminary Project 1	Preliminary Project 2	Yearly Examination	
Timing	Term 2 Week 3	Term 3 Week 7	Term 3 Weeks 8 - 9	
Outcomes assessed	P1.1, P2.1, P4.1, P4.2, P4.3, P5.3, P6.2	P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P6.1	P1.1, P2.2, P5.1, P5.2, P5.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	30	10	60
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## FOOD TECHNOLOGY Year 11 Course Outcomes

<b>P1.1</b>	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
<b>P1.2</b>	accounts for individual and group food selection patterns in terms of physiological psychological, social and economics factors
<b>P2.1</b>	explains the role of food nutrients in human nutrition
<b>P2.2</b>	identifies and explains the sensory characteristics and functional properties of food
<b>P3.1</b>	assesses the nutrient value of meals/diets for particular individuals and groups
<b>P3.2</b>	presents ideas in written, graphic and oral form using computer software where appropriate
<b>P4.1</b>	selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
<b>P4.2</b>	plans, prepares and presents foods which reflect a range of the influences on food selection
<b>P4.3</b>	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
<b>P4.4</b>	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
<b>P5.1</b>	generates ideas and develops solutions to a range of food situations



## FOOD TECHNOLOGY

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Food availability Case Study and Practical	Food Quality Written Report	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9	
<b>Outcomes assessed</b>	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P2.1, P2.2, P3.1, P4.3 P4.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	5	5	20	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## VET HOSPITALITY COOKERY

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1	Task 2
Code	Unit of Competency	HSC Examinable	Week 10 Term 1	Week 10 Term 2
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  
Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.

## ENTERPRISE COMPUTING Year 11 Course Outcomes

<b>EC-11-01</b>	describes how systems are used in a range of enterprises
<b>EC-11-02</b>	describes the function of data and information within enterprise computing systems
<b>EC-11-03</b>	describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
<b>EC-11-04</b>	describes how data is used in enterprise computing systems
<b>EC-11-05</b>	applies tools and resources to analyse datasets
<b>EC-11-06</b>	explains how innovative technologies have influenced enterprise computing systems
<b>EC-11-07</b>	explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
<b>EC-11-08</b>	selects and uses tools and resources to design and develop an enterprise computing system
<b>EC-11-09</b>	documents the management and evaluates the development of an enterprise solution
<b>EC-11-10</b>	investigates the effectiveness of an enterprise computing system
<b>EC-11-11</b>	communicates an enterprise computing solution to an intended audience

## ENTERPRISE COMPUTING

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Website: Interactive Media & User Experience	Informative Video: Principles of Cyber Security	Written Exam: End of Course Exam	
Timing	Term 2 Week 1	Term 2 Week 9	Term 3 Week 8/9	
Outcomes assessed	EC-11-05, EC-11-07, EC-11-, EC-11-09, EC-11-11	EC-12-01, EC-11-04, EC-11-07, EC-11-09, EC-12-11	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-07	
	35	35	30	100

## TEXTILES AND DESIGN Year 11 Course Outcomes

<b>P1.1</b>	describes the elements and principles of design and uses them in a variety of applications	<b>P4.1</b>	identifies and selects textiles for specific end-uses based on analysis of experimentation
<b>P1.2</b>	identifies the functional and aesthetic requirements and features of a range of textile items	<b>P5.1</b>	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
<b>P2.1</b>	demonstrates the use of a variety of communication skills, including computer based technology	<b>P5.2</b>	investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
<b>P2.2</b>	develops competence in the selection and use of appropriate manufacturing techniques and equipment	<b>P6.1</b>	identifies and appreciates the factors that contribute to the quality and value of textiles in society
<b>P2.3</b>	manages the design and manufacture of textile projects		
<b>P3.1</b>	identifies properties of a variety of fabrics, yarns and fibres		
<b>P3.2</b>	justifies the selection of fabrics, yarns and fibres for end-uses		

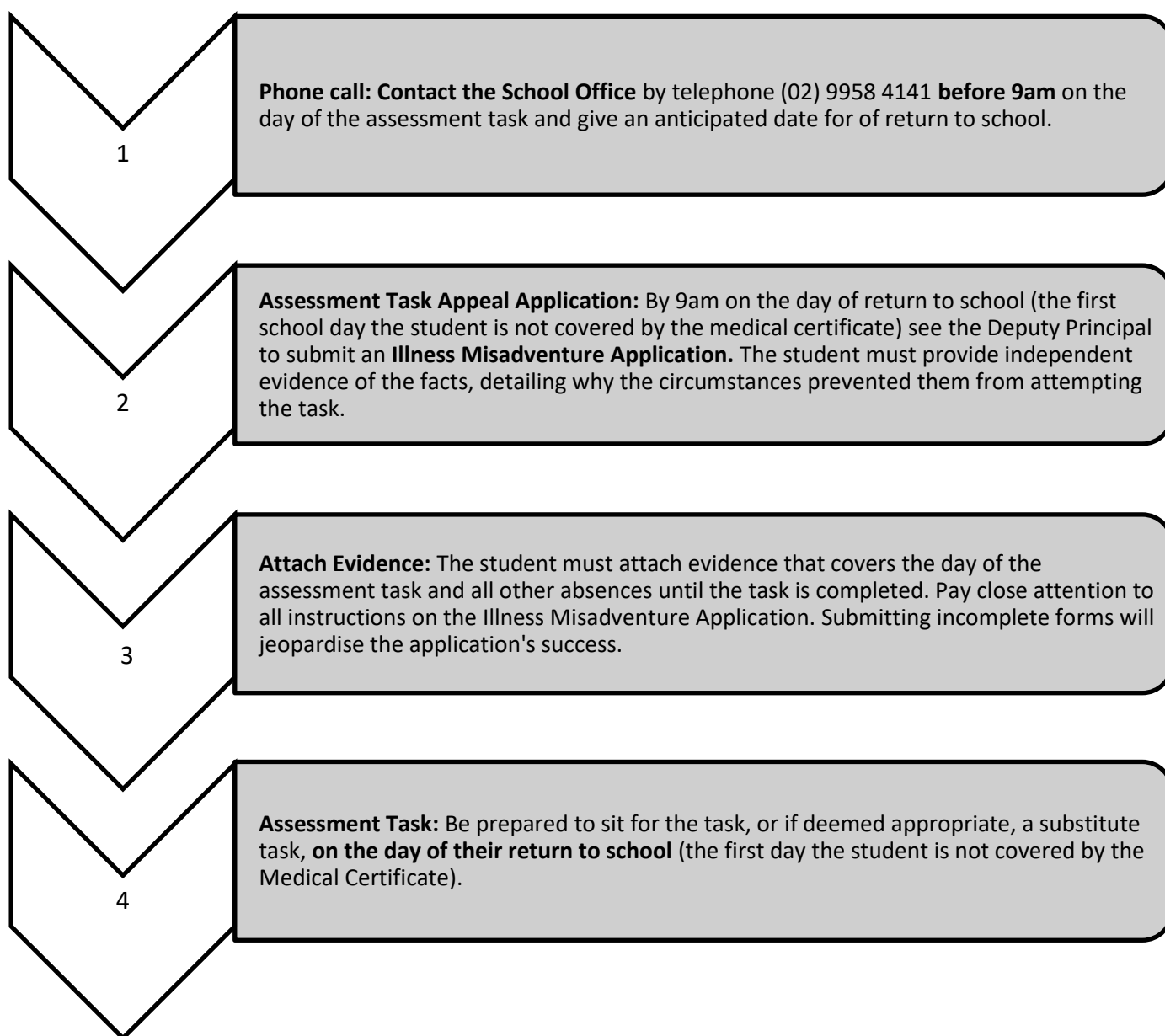
## TEXTILES AND DESIGN

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Preliminary Project 1  Textiles Art Bag and Supporting Documentation	Preliminary Textiles  Project 2 Corset and Supporting Documentation	Yearly Examination	
Timing	Term 2  Week 1	Term 3  Week 4	Term 3  Weeks 8 - 9	
Outcomes assessed	P1.1, P1.2, P2.1, P2.3	P2.2, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2 P5.1, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design manufacture and management of textiles projects	20	20	10	50
Total %	30	30	40	100

## APPENDICES

### Appendix 1: ABSENCE DUE TO ILLNESS OR MISADVENTURE

Willoughby Girls 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 Willoughby Girls High School Assessment Policy.





## Appendix 2: ILLNESS/MISADVENTURE APPLICATION– Years 11&12

Name: \_\_\_\_\_ Course: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Date of task: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Reason for application (*please tick*):

- ☐ Absent the day before an Assessment Task
- ☐ Late to a timetabled lesson early the day before or of an Assessment Task
- ☐ Leaving early from a timetabled lesson the day before an Assessment Task
- ☐ Missed a timetabled lesson the day before or of 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

Were you provided with Disability Provisions for this assessment task?

- ☐ No
- ☐ Yes If yes, please provide details \_\_\_\_\_

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

- ☐ Medical Certificate from Doctor (*with symptoms of illness specified*): Date: \_\_\_\_\_
- ☐ Supporting letter from parent/caregiver: \_\_\_\_\_ Date: \_\_\_\_\_
- ☐ Other (*please describe*) \_\_\_\_\_

This proforma is to be handed to the Faculty Head Teacher by 3pm. You will be informed within two days of lodgement of this application.

### Head Teacher / Deputy Principal Determination:

- ☐ Task to be accepted without penalty
- ☐ Missed Task or Alternative Task (*please circle*) to be completed by/on: \_\_\_\_\_
- ☐ An estimate or zero (*please circle*) to be awarded
- ☐ Extension granted. Due date: \_\_\_\_\_

Signature of Head Teacher/Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### Deputy Principal / Panel's recommendation:

☐

Approved

☐

To be reviewed

☐

Declined

Signature of Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Acknowledgement:

I acknowledge the arrangement above.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY APPEAL IN WRITING TO THE DEPUTY PRINCIPAL WITHIN TWO DAYS OF RECEIVING THE RESULT OF THIS APPLICATION



**STEPS TO COMPLETE APPENDIX 2**  
**(Illness & Misadventure Application)**

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



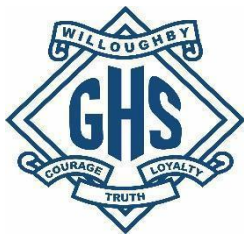
2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal.



## Willoughby Girls High School

### Appendix 3: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

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

<b>Surname:</b>	<b>Given Name:</b>
<b>Subject:</b>	<b>Due Date:</b>
<b>Teacher:</b>	<b>Task Title:</b>
<b>Date of submission:</b>	

**DECLARATION** - Where you are able to do so, please tick in the box adjacent to the statement.

- ☐ This task is entirely my own work based on my personal study and or research
- ☐ I have acknowledged all material and sources used in the preparation of this task per the assessment task notification
- ☐ Generative AI that contradicts the school's assessment policy has not been used
- ☐ This task or substantial parts of it, has not been submitted for assessment for any formal course of study in this school or any other institution, unless acknowledged in the task and previously agreed to by the teacher
- ☐ The task is within the word limit specified for the task
- ☐ I understand that this task may undergo electronic detection for plagiarism /malpractice
- ☐ I understand that in the case of suspected malpractice, I will be required to provide evidence that all unacknowledged work is entirely my own. Such evidence may include: answering questions regarding the task, and providing evidence of the process such as drafts, diaries, working plans, sketches to show the development of the ideas.

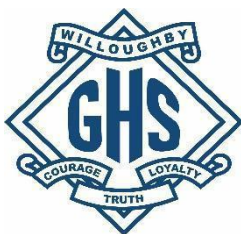
I understand that if I am unable to provide evidence that the task is my own work, then I will receive a mark of zero for the task and that details of the malpractice will be entered on NESA's Malpractice register.

I have read and understood the Willoughby Girls High School Assessment Policy.

Student Signature/Confirmation: ..... Date: .....

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

Student Signature/Confirmation: ..... Date: .....



## Willoughby Girls High School

### Appendix 4: 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: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

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

- ☐ The patient is suffering from \_\_\_\_\_  
(Diagnosis provided with patient's consent where possible)
- ☐ 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: \_\_\_\_\_

<hr/> Signature of Medical Practitioner	DOCTORS STAMP HERE OR ATTACH A MEDICAL CERTIFICATE
--	--



## Appendix 5: SAMPLE COPY OF OFFICIAL WARNING LETTER

**Willoughby Girls High School**

151 Mowbray Rd

Willoughby NSW 2068

Ph: 02 99584141

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

Date

Mr & Mrs Smith  
1 First St  
Sydney NSW 2000

Dear Mr and Mrs Smith

### **OFFICIAL WARNING – Non-completion of a Higher School Certificate Course**

This letter is to advise that your daughter, <name>, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in <course name>.

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 <1<sup>st</sup>> official warning we have issued notifying you that <name> 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** 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.

<Name> is not currently meeting one or more of these requirements. In particular, she <brief description of what the student <has /has not done>.

### Opportunity to correct the problem

The following tasks or requirements need to be completed by <name> to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion

### Action by parent/guardian

To support <name> in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact Ms Janet Atchison, Deputy Principal.

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

Yours sincerely

\_\_\_\_\_  
<Teacher name>

\_\_\_\_\_  
<Head Teacher name>

\_\_\_\_\_  
<Deputy Principal name>

.....

### Acknowledgement of Official Warning

*(Please return this section to the school office)*

I have received the letter dated <date> advising me that <name> is in danger of not meeting the course completion requirements for <course name>, and am aware that this is the <1<sup>st</sup>> 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: \_\_\_\_\_



## Willoughby Girls High School

### Appendix 6: HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, (*name printed*) have received the Willoughby Girl's High School assessment document for 2024-2025.

I am aware of the assessment requirements for each course, and I have noted in particular the sections: Illness/Misadventure, "Late Work", Malpractice 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 give 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.  
All students will complete an online HSC Assessment Booklet Acknowledgement.**

## Appendix 7: GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesis	Putting together various elements to make a whole