



Year 11

ASSESSMENT POLICY & SCHEDULES

2024

This booklet contains essential information for students attempting courses in Year 11 2023. This booklet:

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

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

Table of Contents

A Message from the Principal	6
Assessment Policy and Procedures	7
INTRODUCTION	7
PRINCIPLES OF EFFECTIVE ASSESSMENT	7
Assessment for, assessment as, assessment of learning	7
Assessment for Learning	7
Assessment as Learning	8
Assessment of Learning	8
Using these principles	8
REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE	9
The Higher School Certificate	9
Pattern of Study	9
Satisfactory completion of a course	9
HIGHER SCHOOL CERTIFICATE CREDENTIALS	11
The Higher School Certificate	11
The Higher School Certificate Record of Achievement	11
Moderation	12
The Australian Tertiary Admissions Rank	12
SCHOOL ASSESSMENT PROCEDURES	13
THE SCHOOL'S RESPONSIBILITIES	13
STUDENT'S RESPONSIBILITIES	16
ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME	17
NOTIFICATION OF ASSESSMENT TASKS	17
ABSENCE WHEN A TASK IS NOTIFIED	18
EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION	18
PRIOR KNOWLEDGE OF ABSENCE	18
ABSENCE DUE TO ILLNESS OR MISADVENTURE	19
Absence on the day an assessment task is to be submitted	19
Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)	20
Misadventure	21
Limitations on Illness Misadventure Applications	22
ATTENDANCE ONE SCHOOL DAY BEFORE AN ASSESSMENT TASK OR EXAMINATION AND ATTENDANCE ON THE DAY OF A TASK	22
LATE SUBMISSION OF TASKS	23
GRANTING OF AN ASSESSMENT TASK APPEAL	23
EXCURSIONS AND FIELD TRIPS	23
TECHNOLOGY AND ASSESSMENT TASKS	24

FEEDBACK	25
ORAL/PERFORMANCE/PRACTICAL TASKS	25
ZERO MARKS	25
COMPLETION OF 50% OF AVAILABLE MARKS	26
MALPRACTICE IN ASSESSMENT TASKS	26
INVALIDITY OF ASSESSMENT TASKS	28
QUERYING THE RESULT OF AN ASSESSMENT TASK	28
WARNING OF 'N' DETERMINATION	28
'N' DETERMINATIONS AND APPEALS	29
CONFIDENTIALITY OF FINAL MARK	29
ORDER OF MERIT/FINAL RANKING	29
REVIEW OF ASSESSMENT RANK	29
ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION	30
ASSESSMENT CONCERNS	31
STUDENTS ACCELERATED IN A COURSE	31
SUBMITTED WORKS AND PRACTICAL EXAMINATIONS	32
DISABILITY PROVISIONS	32
PROCEDURES FOR TASK ADMINISTRATION	33
CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS	33
HONESTY IN HSC ASSESSMENT – THE STANDARD	35
ANCIENT HISTORY Preliminary Course Outcomes	36
ANCIENT HISTORY 2 Unit	37
BIOLOGY Preliminary Course Outcomes	38
BIOLOGY	39
BUSINESS STUDIES Preliminary Course Outcomes	41
BUSINESS STUDIES	42
COMMUNITY & FAMILY STUDIES Preliminary Course Outcomes	43
COMMUNITY & FAMILY STUDIES	44
CHEMISTRY Preliminary Course Outcomes	45
CHEMISTRY	46
DESIGN & TECHNOLOGY Preliminary Course Outcomes	47
DESIGN AND TECHNOLOGY 2 UNIT	48
DRAMA Preliminary Course Outcomes	49
DRAMA	50
EARTH & ENVIRONMENTAL SCIENCE Preliminary Course Outcomes	51
EARTH & ENVIRONMENTAL SCIENCE	52
ECONOMICS Preliminary Course Outcomes	53
ECONOMICS	54
ENGLISH ADVANCED Preliminary Course Outcomes	55
ENGLISH ADVANCED	56
ENGLISH EALD Preliminary Course Outcomes	57

ENGLISH EALD	58
ENGLISH EXTENSION 1 PRELIMINARY Course Outcomes	59
ENGLISH EXTENSION 1	60
ENGLISH STANDARD Preliminary Course Outcomes	61
ENGLISH STANDARD	62
ENTERPRISE COMPUTING Course Outcomes	63
ENTERPRISE COMPUTING	64
FOOD TECHNOLOGY Preliminary Course Outcomes	65
FOOD TECHNOLOGY	66
FRENCH CONTINUERS PRELIMINARY Course Outcomes	67
FRENCH CONTINUERS	68
HOSPITALITY COOKERY	69
JAPANESE BEGINNERS PRELIMINARY Course Outcomes	70
JAPANESE BEGINNERS	71
JAPANESE CONTINUERS Preliminary Course Outcomes	72
JAPANESE CONTINUERS	73
LEGAL STUDIES Preliminary Course Outcomes	74
LEGAL STUDIES	75
MATHEMATICS ADVANCED Preliminary Course Outcomes	76
MATHEMATICS ADVANCED	77
MATHEMATICS EXTENSION 1 Preliminary Course Outcomes	78
MATHEMATICS EXTENSION 1	79
MATHEMATICS STANDARD Preliminary Course Outcomes	80
MATHEMATICS STANDARD	81
MODERN HISTORY Preliminary Course Outcomes	82
MODERN HISTORY	83
MUSIC 1 Preliminary Course Outcomes	84
MUSIC 1	85
MUSIC 2 Preliminary Course Outcomes	86
MUSIC 2	87
PDHPE Preliminary Course Outcomes	88
PDHPE	89
PHYSICS Preliminary Course Outcomes	90
PHYSICS	91
SOCIETY & CULTURE Preliminary Course Outcomes	92
SOCIETY AND CULTURE	93
TEXTILES AND DESIGN Preliminary Course Outcomes	94
TEXTILES AND DESIGN	95
VISUAL ARTS Preliminary Course Outcomes	96
VISUAL ARTS	97

APPENDICES	98
ABSENCE DUE TO ILLNESS OR MISADVENTURE	98
Appendix 1 – ILLNESS MISADVENTURE APPLICATION – Years 11	99
STEPS TO COMPLETE APPENDIX 1 (Illness & Misadventure Application)	100
Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET	101
Appendix 3: MEDICAL CERTIFICATE	102
Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER	103
Appendix 5: Year 11 ASSESSMENT BOOKLET ACKNOWLEDGEMENT	105
Appendix 6: GLOSSARY OF KEY WORDS	106

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 Policy and Procedures

INTRODUCTION

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

PRINCIPLES OF EFFECTIVE ASSESSMENT

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

Assessment:

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

Each assessment task should:

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

Assessment for, assessment as, assessment of learning

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

Assessment for Learning

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

Assessment for learning:

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

Assessment as Learning

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

Assessment as learning:

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

Assessment of Learning

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

Assessment of learning:

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

Using these principles

The approach or approaches used will be informed by:

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

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

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

Performance in the Higher School Certificate Assessment is as important as 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 Higher School Certificate, students must:

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

Pattern of Study

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

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

Satisfactory completion of a course

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

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

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

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

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

The Principal will:

- a. Advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected (see pages 103 - 104 for a sample copy of Official Warning Letter);
- b. Advise the parent or guardian in writing;
- c. Request from the student or parent/guardian a written acknowledgement of the warning;
- d. Issue at least one follow-up warning if the issue has not been corrected; and
- e. Retain copies of the warning notice(s) and other relevant documentation.

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



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

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

Additional Information: The 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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2022-rules-and-procedures-guide>

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

The Higher School Certificate Record of Achievement

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

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



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

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

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

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

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

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

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

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

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

SCHOOL ASSESSMENT PROCEDURES

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

THE SCHOOL'S RESPONSIBILITIES

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

Each school will determine:

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

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

This involves the following *responsibilities*:

- a. Number of tasks
Identifying the number of tasks that will be used to measure students' achievement in each syllabus component
- b. Weightings
Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course
- c. Scheduling tasks
Scheduling the assessment tasks for the HSC courses
- d. Advice to students
Providing students with the notification at least two weeks in advance about the school's requirements for assessment in each course. The advice given to students must include:
 - the components and their weightings as specified in the assessment and examination materials on NESA's website
 - the general nature of each assessment task
 - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task

- the weight value of each task in relation to the total weighted mark for the course
 - details of administrative arrangements associated with each task (eg how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc)
 - details of the school's policy on malpractice in assessment tasks
 - details of the procedures to be implemented if tasks produce invalid or unreliable results
 - details of the procedures for dealing with student appeals arising from assessment tasks
- e. Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
 - f. Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
 - g. Issuing standard NESA HSC Warning letters when performance in a course is in question.

Marking, Grading and Reporting

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

PROCEDURE

- Academic Outcome Grades and Overall Grades on Semester Reports are calculated from the marks and grades achieved on the complete body of learning evidence produced by students.
- 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.
- 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:

- One marker only marking an entire question or task.
- Pilot Marking (ie teachers mark in teams until all are in agreement regarding the standard) and regular check marking.
- 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).

- Double marking (i.e. two teachers mark each paper, compare marks awarded and resolve discrepancies).

Recording of Assessment Data

Course Mark books are created on Sentral using a school template created by the Head Teacher Administration.

- Faculty Head Teachers establish processes to ensure that all assessment data is received from teachers and recorded in a timely manner in the School's Learning Management System (SENTRAL)
- When marks and grades are confirmed as accurate by teachers, the Faculty Head Teacher syncs the assessment data to the School's Reports.

HSC NESA marks are uploaded to Schools Online by the Faculty Head Teacher.

Maintaining records

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

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

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

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

School Principals have the authority to grant disability provisions for assessment tasks.
<http://ace.nesa.nsw.edu.au/ace-8072>

Student 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.

STUDENT'S RESPONSIBILITIES

This involves the following *responsibilities*:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures
- 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 85% of the time unless exempted by the Principal.
- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.

In Year 12, this may result in a non-award in that course and if the course counts towards the ten units required to be completed for the award of a Higher School Certificate, the student may not receive a Higher School Certificate. This may also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.

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

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Using Generative Artificial Intelligence, when specifically prohibited as part of an assessment task
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- **Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged**
- **Understanding malpractice- see the section on malpractice on page 26**

- 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 36-97). 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.

The written notification details of each task must include:

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

After the **written notification** has been issued, if a change of date for the completion of the task is required there is no need for 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.**

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 weeks notice for changed tasks.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to

perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the '**Assignment/Assessment Task Cover Sheet**' included in this document (see page 101).

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

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Illness Misadventure Application** to the Deputy Principal (or if absent to the Principal) (see page 98 - 99 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 page 98 - 99) **as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness. It is highly recommended that students request their doctor use the proforma provided on page 102 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 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.

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 **9am** on the due date, or carry out the following procedures:

- a. **Notify the school by telephone before 9am** 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 9am on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Deputy Principal to submit an **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 on page 102 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 of an assessment task is to be conducted (exam, practical task, oral, test)

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

- a. **Notify the school by telephone by 9am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9am on the day of their return to school** (the first day the student is not covered by the medical certificate), see the Deputy Principal to submit an **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 on page 102 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 32 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 NESA), the estimated mark for this task will again be calculated (based on

comparable assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

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

Limitations on Illness Misadventure Applications

You cannot submit an Illness Misadventure Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- A computer/printer, file sent or USB failure
- Alleged deficiencies in teaching
- Loss of study time or facilities during Year 11
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- Misreading examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

ATTENDANCE ONE SCHOOL DAY BEFORE AN ASSESSMENT 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 18-22), the student will receive a **ZERO** mark for that task (see page 25).

GRANTING OF AN ASSESSMENT TASK APPEAL

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

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

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

Where a student has attended an assessment task or examination while ill or subject to the effects of other misadventure, and their appeal is upheld by the Assessment Appeal Panel, (Head Teacher, Deputy Principal, Principal) the following procedure will be followed:

1. Their paper will be marked along with all the others.
2. At the end of the course, the Assessment Appeal Panel will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
3. IF the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted before assessment marks are submitted to NESA.
5. In cases where an estimate is awarded, the Assessment Appeal 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.

EXCURSIONS AND FIELD TRIPS

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

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 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, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

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

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

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.

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

FEEDBACK

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

This advice should indicate:

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

ORAL/PERFORMANCE/PRACTICAL TASKS

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

ZERO MARKS

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

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

- Is absent one school day before an assessment task (without a valid reason)
- Is absent from or late to class one day before an assessment task

In such cases:

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

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course. (See pages 103-104 for a sample copy of Official Warning Letter).

COMPLETION OF 50% OF AVAILABLE MARKS

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

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

If the assessment requirements for the course have not been satisfactorily completed, then NESAs will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. (See pages 103 - 104 for sample copy of Official Warning Letter). In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.

MALPRACTICE IN ASSESSMENT TASKS

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

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially

- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way
- Breaching school examination rules
- Using non-approval aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date
- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked
- Making up journal entries for a research project
- Copying information from an electronic device
- 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.

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the Head Teacher of the course. The 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):

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

The decision with regard to malpractice having occurred will be made by the panel. The decision will be communicated in writing to the students with any penalty outlined. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

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. NESAs 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 was awarded for malpractice, the student is required to complete the task or components of the task, to demonstrate completion of the outcomes.

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

INVALIDITY OF ASSESSMENT TASKS

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:

- **has not yet been issued** then a new task will be created. If this causes 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.
- **has already been issued or completed**, then, one or more of the following processes will be implemented:
 - Negotiation with all students affected
 - Implement an alternate task supplied for the whole or part of the original
 - Mark adjustment to discount the invalid part of the test
 - Other, as determined by the Head Teacher and Deputy PrincipalThe 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.

QUERYING THE RESULT OF AN ASSESSMENT TASK

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

WARNING OF 'N' DETERMINATION

Students undertaking the HSC course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark**. It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks.

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

course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information

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

‘N’ DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. (See pages 103-104 for a sample copy of Official Warning Letter). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a HSC course, an ‘N’ determination will be given. This means that the course will not be listed on the student’s Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the 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 HSC assessment mark for each course is confidential and cannot be given to students.

ORDER OF MERIT/FINAL RANKING

Students will be given feedback from time to time as to their ongoing rank in any course. Students can access their Assessment Rank Order Notice after the last HSC examination has occurred. The notice must be available to students within the period that appeals can be made. Students may also see their final rank in each course by using the Students Online service.

REVIEW OF ASSESSMENT RANK

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by NESA. Marks

awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

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

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

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

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

ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Illness Misadventure Application** must be submitted to the Deputy Principal by 3pm on the first day of return to school. Only information provided with the application will be considered as part of the appeal process. The Deputy Principal assesses the assessment task appeal application to determine whether the student's application is to be upheld or declined. An **'Upheld'** determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

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

If the 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.

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

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

ASSESSMENT CONCERNS

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

STUDENTS ACCELERATED IN A COURSE

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** two days before their examination unless the task is scheduled the day after a weekend or a public holiday. Students accelerated in a course must attend all lessons in accordance with the section of this policy, attendance 2 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.

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

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

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

DISABILITY PROVISIONS

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

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

PROCEDURES FOR TASK ADMINISTRATION

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

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

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

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- **Follow** the examination supervisor's **instructions** at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
 - ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as **a non-attempt of the examination in that course**.
 - ✓ In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on your HSC.
 - ✓ In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards his/her 10 units.
- You must not bring any of the following items into your assessments/exams:
 - ✓ Mobile phones
 - ✓ Programmable watches eg smart watches

- ✓ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
- ✓ Stopwatches
- ✓ Paper or printed or written material (including your exam timetable)
- ✓ Dictionaries (except in language exams, if allowed)
- ✓ Correction fluid or correction tape
- You cannot borrow equipment during assessments or exams. Exam supervisors may inspect your equipment when you enter the room and will tell you where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor.
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

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



HONESTY IN HSC ASSESSMENT – THE STANDARD

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

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

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

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

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

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

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

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

ANCIENT HISTORY Preliminary Course Outcomes

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

ANCIENT HISTORY 2 Unit

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
Total %	30	35	35	100

BIOLOGY Preliminary Course Outcomes

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

BIOLOGY

Task Number	Task 1	Task 2	Task 3	
Nature of 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	BIO11-2, 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

Business Services



Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Willoughby Girls High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10	Week 8	Week 10	Weeks 8 and 9
		Term 1	Term 2	Term 3	Term 4
		Date 5/4/24	Date 21/06/24	Date 23/9/24	Date 9/9 -18/9
BSBTEC201	Use business software applications	x			All competencies to be assessed
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

BUSINESS STUDIES Preliminary Course Outcomes

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

BUSINESS STUDIES

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Nature of Business Task	Small Business Investigation Task	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Weeks 10	Term 3 Weeks 8 - 9	
Outcomes assessed	P1, P2, P7, P9	P4, P8, P9	P4, P8, P9 P5, P6 P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research		20		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

COMMUNITY & FAMILY STUDIES Preliminary Course Outcomes

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management
P7.4	values the place of management in coping with a variety of role expectations

COMMUNITY & FAMILY STUDIES

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Individuals and Groups Leadership Analysis and Review	Families and Communities Research Investigation	Yearly Exam	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8 - 9	
Outcomes assessed	P2.1, P2.3, P3.2, P4.2, P6.2	P2.2, P2.4, P3.1, P4.1, P4.2, P7.7	P1.1, P1.2, P5.1, P6.1, P7.1, P7.3, P7.4	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking research, analysing and communicating	20	20	20	60
Total %	30	30	40	100

CHEMISTRY Preliminary Course Outcomes

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

CHEMISTRY

Task Number	Task 1	Task 2	Task 3	
Nature of 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

DESIGN & TECHNOLOGY Preliminary Course Outcomes

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

DESIGN AND TECHNOLOGY 2 UNIT

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Preliminary Project 1 “Bijou Jewellery”	Preliminary Project 2 “Flexible Furniture”	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
Total %	30	40	30	100

DRAMA Preliminary Course Outcomes

	Making
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in a dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self- discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
	Performing
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front of house staff, technical staff and producers
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements, and performance of others
	Critically Studying
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performance of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

DRAMA

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Performance Essay and Individual Reflection	Elements of Production Performance Whole Class Production of a Scripted Play	Yearly Examination Written Paper and Group-Devised Performance	
Timing	Term 1 Week 11	Term 3 Week 2	Term 3 Weeks 8 - 9	
Outcomes assessed	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
Total %	30	30	40	100

EARTH & ENVIRONMENTAL SCIENCE Preliminary Course Outcomes

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

ECONOMICS Preliminary Course Outcomes

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

ECONOMICS

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

ENGLISH ADVANCED Preliminary Course Outcomes

EA11-1	responds to and composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
ENA11-2	uses and evaluates processes and skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structure of texts, considering appropriateness for audience, purpose and context and evaluates their effect on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH ADVANCED

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Reading to Write Hand in composition	Narratives That Shape Our World (Multimodal hand in task)	Critical Study of Text (Extended Response Examination)	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8 - 9	
Outcomes assessed	EA11-1, EA11-5, EA11-6, EA11-9	EA11-1, EA11-2, EA11-4, EA11-8	EA11-3, 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
Total %	30	30	40	100

ENGLISH EALD Preliminary Course Outcomes

EAL11-1A	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	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
EAL11-4	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	thinks interpretively, imaginatively, creatively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	investigates and explains the relationships between texts
EAL11-7	understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9	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	Listening and writing response Module A Language and Texts in Context (In class)	Multimodal Presentation Module C Texts and Society (In class)	Yearly Examination Module B Close Study of Text (Examination)	
Timing	Term 1 Week 8	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
Total %	30	30	40	100

ENGLISH EXTENSION 1 PRELIMINARY Course Outcomes

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

ENGLISH EXTENSION 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 8	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
Total %	30	30	40	100

ENGLISH STANDARD Preliminary Course Outcomes

11EN-1	responds to and composes complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure
11EN-2	uses and evaluates processes and skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
11EN-3	analyses and uses language forms, features and structure of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
11EN-4	applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
11EN-5	thinks imaginatively, creatively, interpretatively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
11EN-6	investigates and explains the relationships between texts
11EN-7	understands and explains the diverse ways texts can represent personal and public worlds
11EN-8	identifies and explains cultural assumptions in texts and their effects on meaning
11EN-9	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	
Nature of Task	Reading To Write Hand in Composition	Contemporary Possibilities (Multimodal hand in task)	Close Study of Text (Extended Response Examination)	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8 - 9	
Outcomes assessed	EN11-1, EN11-5, EN11-6, EN11-9	EN11-1, EN11-2, EN11-4, EN11-8	EN11-3, EN11-7	
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
Total %	30	30	40	100

ENTERPRISE COMPUTING Course Outcomes

EC-11-01	describes how systems are used in a range of enterprises
EC-11-02	describes the function of data and information within enterprise computing systems
EC-11-03	describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-11-04	describes how data is used in enterprise computing systems
EC-11-05	applies tools and resources to analyse datasets
EC-11-06	explains how innovative technologies have influenced enterprise computing systems
EC-11-07	explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-11-08	selects and uses tools and resources to design and develop an enterprise computing system
EC-11-09	documents the management and evaluates the development of an enterprise solution
EC-11-10	investigates the effectiveness of an enterprise computing system
EC-11-11	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 2	Term 3 Week 3	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	
	25	35	40	100

FOOD TECHNOLOGY Preliminary Course Outcomes

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

FOOD TECHNOLOGY

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

FRENCH CONTINUERS PRELIMINARY 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

FRENCH CONTINUERS

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topics - Personal Identity and Relationships Speaking - hand in/in class Writing - in class	Topics - Leisure and Interests Listening - in class Reading - hand in	Topics - Relationships, Leisure and School Yearly examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9 TBC	
Outcomes assessed	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, 3.6 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
Total %	20	40	40	100

HOSPITALITY COOKERY



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Willoughby Girls High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 9	Week 6
		Term 2	Term 3
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

EXAM
Week 8 / 9
Term 3

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

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

JAPANESE BEGINNERS PRELIMINARY Course Outcomes

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

JAPANESE BEGINNERS

Task Number	Task 1	Task 2	Task 3	
Nature of Task	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)	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9 TBC	
Outcomes assessed	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	
Components				Weighting %
Listening and responding		15	15	30
Reading and responding		15	15	30
Speaking in Japanese	10	10		20
Writing in Japanese	10		10	20
Total %	20	40	40	100

JAPANESE CONTINUERS Preliminary Course Outcomes

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

written or spoken texts created by students incorporating their own ideas

JAPANESE CONTINUERS

Task Number	Task 1	Task 2	Task 3	
Nature of Task	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	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8 - 9 TBC	
Outcomes assessed	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	
Components				Weighting %
Listening		15	15	30
Reading		15	15	30
Speaking	10	10		20
Writing	10		10	20
Total %	20	40	40	100

LEGAL STUDIES Preliminary Course Outcomes

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

LEGAL STUDIES

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

MATHEMATICS ADVANCED Preliminary Course Outcomes

MA 11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA 11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA 11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA 11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA 11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA 11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA 11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA 11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA 11-9	provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS ADVANCED

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Pen and paper task (40 minutes)	Research Assignment (3 weeks)	Formal Yearly Examination (2 hours)	
Timing	Term 1 Week 8	Term 2 Weeks 5 - 8	Term 3 Weeks 8 - 9	
Outcomes assessed	MA 11-1, MA 11-2, MA 11-8, MA 11-9	MA 11-1, MA 11-2, 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	
Topics	Functions	Functions, Trigonometric Functions	Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, Statistical Analysis	
Components				Weighting %
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

MATHEMATICS EXTENSION 1 Preliminary Course Outcomes

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

MATHEMATICS EXTENSION 1

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Pen and paper task (40 minutes)	Research Assignment (3 weeks)	Formal Yearly Examination (90 minutes)	
Timing	Term 1 Week 9	Term 2 Weeks 3 - 6	Term 3 Weeks 8 - 9	
Outcomes assessed	ME 11-1, ME 11-6, ME 11-7	ME 11-1, ME 11-6, ME 11-7	ME 11-1, ME 11-2, ME 11-3, ME 11-4, ME 11-5, ME 11-6, ME 11-7	
Topics	Functions	Functions	Functions, Trigonometric Functions, Calculus, Combinatorics	
Components				Weighting %
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

MATHEMATICS STANDARD Preliminary Course Outcomes

MS 11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS 11-2	represents information in symbolic, graphical and tabular form
MS 11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS 11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS 11-5	models relevant financial situations using appropriate tools
MS 11-6	makes predictions about everyday situations based on simple mathematical models
MS 11-7	develops and carries out simple statistical processes to answer questions posed
MS 11-8	solves probability problems involving multistage events
MS 11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS 11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS STANDARD

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Pen and paper task (40 minutes)	Research Assignment (3 weeks)	Formal Yearly Examination (2 hours)	
Timing	Term 1 Week 8	Term 2 Weeks 5 - 8	Term 3 Weeks 8 - 9	
Outcomes assessed	MS 11-1, MS 11-5, MS 11-10	MS 11-2, MS 11-9, MS 11-10	MS 11-1, MS 11-2, MS 11-3, MS 11-4, MS 11-5, MS 11-6, MS 11-7 MS 11-8, MS 11-9, MS-10	
Topics	Algebra, Financial Mathematics	Algebra	Algebra, Measurement, Financial Mathematics, Statistical Analysis	
Components				Weighting %
Understanding, Fluency and Communication	15	15	20	
Problem Solving, Reasoning and Justification	15	15	20	
Total %	30	30	40	100

MODERN HISTORY Preliminary Course Outcomes

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

MODERN HISTORY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis of the French Revolution	Historical Investigation	Preliminary Examination (exam conditions)	
Timing	Term 1 Week 8	Term 2 Week 2	Term 3 Weeks 8 - 9	
Outcomes assessed	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	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical Inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	10		20
Total %	30	35	35	100

MUSIC 1 Preliminary Course Outcomes

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

MUSIC 1

Task Number	Task 1	Task 2	Task 3	
Nature of Task	20th/21st Century Assessment (presentation & performance) Submission and viva voce on Topic 1 composition; Topic 1 performance	Film Music Assessment (hand-in & presentation) Submission of Topic 2 composition; Topic 2 viva voce	Final Examination Aural skills written examination; Topic 2 & 3 performances	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8 - 9	
Outcomes assessed	P1, P3, P4, P5, P7, P8	P2, P4, P5, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	
Components				Weighting %
Performance	10		15	25
Composition	10	15		25
Musicology	10	15		25
Aural Skills			25	25
Total %	30	30	40	100

MUSIC 2 Preliminary Course Outcomes

P1	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
P2	demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5	analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	discusses and evaluates music making constructive suggestions about performances and compositions
P7	observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	identifies, recognises, experiments with, and discusses the use of technology in music
P10	performs as a means of self-expression and communication
P11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P12	demonstrates a willingness to accept and use constructive criticism

MUSIC 2

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

PDHPE Preliminary Course Outcomes

P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individual's health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of `health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P7	explains how body systems influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	uses a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

PDHPE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Core 1 and Elective 3 Health Campaign Health promotion strategy to support fitness concepts	Core 2 and Elective 1 Physiology of movement and application of injury management research and oral presentation	Core 1, Core 2 Elective 1 and Elective 3 (Yearly Examination)	
Timing	Term 1 Week 11	Term 3 Week 2	Term 3 Weeks 8 - 9	
Outcomes assessed	P3, P4, P6, P15, P17	P7, P8, P10, P11, P12	P1, P2, P5 , P9	
Components				Weighting %
Knowledge and Understanding of course content	10	15	15	40
Skills in influencing personal and community health taking action to improve participation and performance in physical activity	10	5	15	30
Skills in critical thinking research, analysing and communicating	15	15		30
Total %	35	35	30	100

PHYSICS Preliminary Course Outcomes

PH11-1	develops and evaluates questions and hypotheses for scientific investigation
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	analyses and evaluates primary and secondary data and information
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

PHYSICS

Task Number	Task 1	Task 2	Task 3	
Nature of 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

SOCIETY & CULTURE Preliminary Course Outcomes

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

TEXTILES AND DESIGN Preliminary Course Outcomes

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

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

VISUAL ARTS Preliminary Course Outcomes

P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in art making
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Submitted Artwork and Practice Presentation Submission of a series of artworks with a Presentation about Influencing Artists (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)	
Timing	Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 8 - 9 TBC	
Outcomes assessed	P1, P2, P3, P4, P7, P8, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30		50
Critical and historical studies	20		30	50
Total %	40	30	30	100

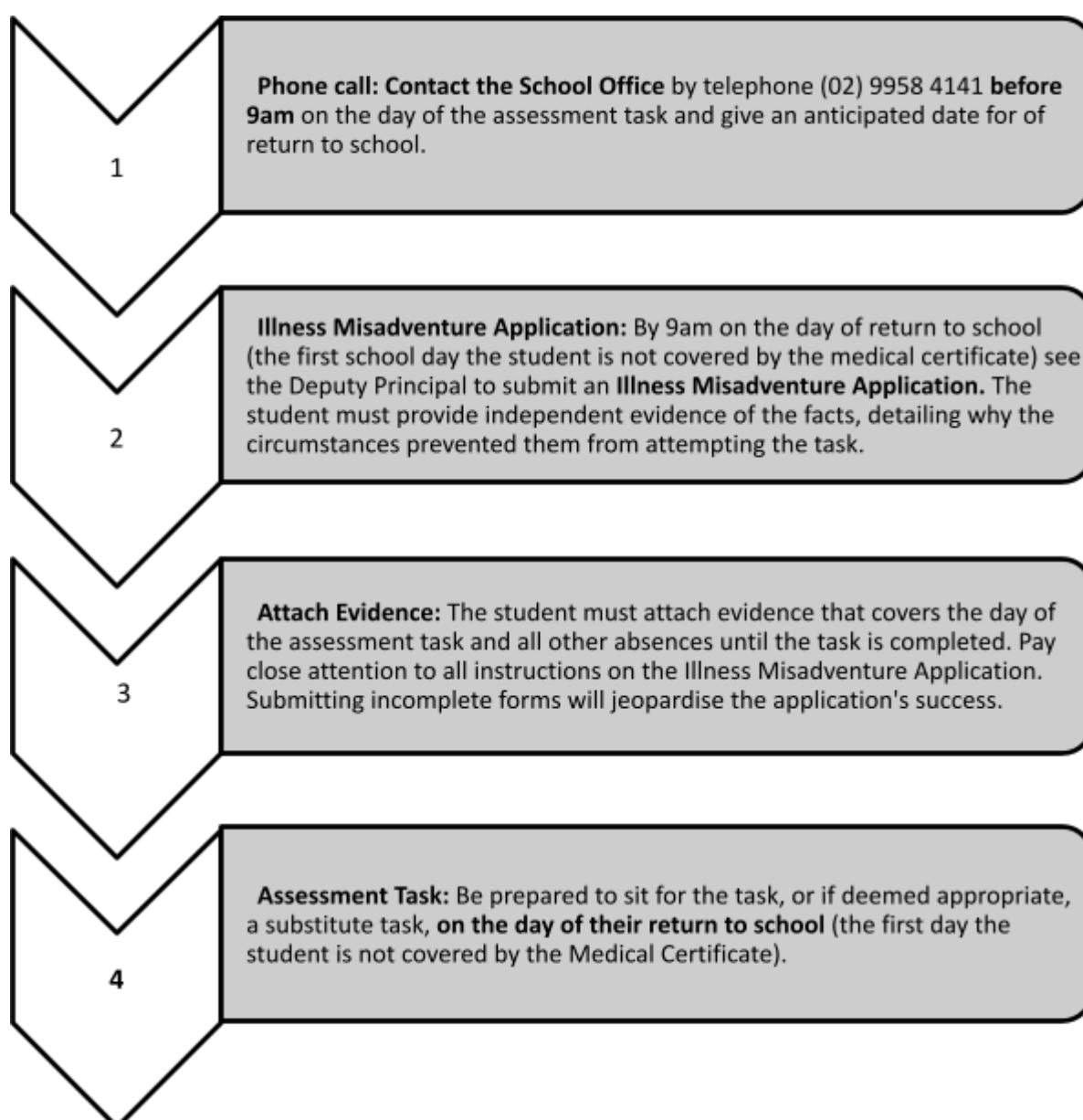


APPENDICES



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 1 – ILLNESS MISADVENTURE APPLICATION – Years 11

Name: _____ Course: _____

Assessment Task: _____ Date of task: _____

Class: _____ Teacher: _____

Reason for application (*please tick*):

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

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes, please provide details _____

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

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

This proforma is to be handed to the Deputy Principal 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: _____ (*date*)
- 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 1 (Illness & Misadventure Application)

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



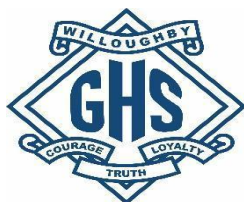
2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal by 3 pm on the first day of return



Willoughby Girls High School

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

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

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

All My Own Work

1. Acknowledgement of Sources by compiling a bibliography

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

2. Avoiding plagiarism / collusion

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

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

DECLARATION:

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

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

Student Signature/Confirmation:

Date:

.....

Appendix 4: 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 Year 11 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 <1st> 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

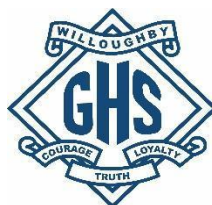
(Please return this section to the school office)

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 <1st> official warning.

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

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



Willoughby Girls High School

Appendix 5: Year 11 ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Willoughby Girl's High School Year 11 assessment document for 2023.

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

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

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

A candidate receives zero marks for an assessment task:

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

"When a candidate has been 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 6: 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