

ASSESSMENT POLICY YEAR 11



Assessment Policy & Procedures for Students Year 11 2025

*Creating positive futures for young people
through inclusive partnerships*

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1. INTRODUCTION

This handbook has been developed to assist you to successfully complete Year 11 Higher School Certificate at Eagle Vale High School. The School will provide you with support and encouragement to meet your educational needs and goals. Some of the information given is advice and other information relates to **mandatory** requirements.

'Mandatory' means that the condition must be met for you to satisfactorily complete a course. Failing to meet mandatory requirements in a particular course may lead to an 'N' Determination for that course. This has serious consequences and, depending on your pattern of study, may make you ineligible for the Higher School Certificate in that year. You should read the section on **Eligibility Requirements for the HSC** carefully and ensure that you understand the requirements.

2. GENERAL INFORMATION

Assessment Procedures for Year 11 Courses

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.

Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

Assessment Programs & Tasks

The Assessment Policy & Procedures for Students Year 11 2025 sets out the details of the common tasks to be completed during the appropriate assessment period. This will also include an Assessment Program for each course. Classroom teachers will also assess student achievement on an ongoing basis through classwork, homework and other activities relevant to the course. Classroom teachers will inform students of details concerning each common assessment task. Assessment Tasks are developed in accordance with the guidelines provided by NESA (NSW Education Standards Authority). <https://www.nsw.gov.au/education-and-training/nesa/hsc>

Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on common assessment occasions.

Assessment for Public Credentials

In the senior years (Years 10, 11 and 12), assessment takes on the special significance of contributing to the award of important public credentials – the Record of School Achievement (RoSA) and the Higher School Certificate (HSC).

The Higher School Certificate

NESA requires that, before students can progress to the HSC Course in Year 12, they must satisfactorily complete the requirements of the relevant courses in Year 11.

Australian Tertiary Admission Rank (ATAR)

The ATAR is a number between zero and 100 which ranks your overall performance in the HSC. The ATAR is calculated solely for use by university institutions, to rank and select students for courses that they offer. Only those students who indicate that they wish to have an ATAR calculated will receive an ATAR notification.

Only courses developed by NESA – for which there are formal examinations that yield graded assessments – can be included in the calculation of your ATAR. These are called ATAR courses. If you have more than 10 units of ATAR courses, your ATAR will be calculated using your best 2 scaled units of English and the best 8 scaled units from your remaining units. No more than 2 units of Category B courses can be included.

ATAR Eligibility

From 2025, any course that schools offer with an HSC exam can count towards the calculation of the ATAR. As a result, students will be able to include more courses in their ATAR calculation.

What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 and undertake [VET courses](#), while having the option of an ATAR pathway into university.

Students can qualify for an ATAR pathway into university if they undertake English Studies and Mathematics Standard 1 (with the optional HSC exam), and VET courses

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

Doing a VET Course

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other registered training providers.

Read more about [VET courses](#).

For further information on the ATAR speak to the Deputy Principal, read the ATAR Guide available from the Careers Adviser or contact the university where you want to study.

3. COMMON GRADE SCALE

Reporting of Student Achievement

Schools are responsible for awarding each student who completes a Year 11 course (except Life Skills and VET courses) a grade to represent that student's achievement in each course. The grade is reported on the student's RoSA or HSC Record of Achievement.

The Common Grade Scale shown below is used to report student achievement in Year 11 in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

COMMON GRADE SCALE (Year 11)

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

4. ELIGIBILITY REQUIREMENTS FOR THE HSC

NESA's Pattern of Study

1. To be eligible for the award of the [HSC credential](#), students must satisfactorily complete:
 - a. a Preliminary pattern of study comprising at least 12 units, and
 - b. an HSC pattern of study comprising at least 10 units.
2. To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
 - a. 2 units of a Board Developed course in [English](#)
 - b. at least 4 more units of Board Developed courses
 - c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
 - d. at least 4 subjects.
3. Students may study a maximum of 6 units of Preliminary [Science](#) courses, and 7 units of HSC Science courses.
4. For students entered in [Mathematics Extension 2](#), both [Mathematics Extension 1](#) and Mathematics Extension 2 are counted as 2-unit courses.¹
5. Students must meet all other [course eligibility](#) requirements, and HSC eligibility requirements to be granted the [HSC credential](#).
6. Students may [accumulate HSC courses](#) towards the award of the HSC credential within a consecutive five-year period.

Eligibility requirements for the HSC

1. NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.
2. To be eligible for the award of the HSC, students must:
 - a. have completed Year 10, and
 - b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
 - c. have completed [All My Own Work \(AMOW\)](#) or its equivalent, and
 - d. have demonstrated the [minimum standard of literacy and numeracy](#), and
 - e. have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
 - f. undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

Eligibility Exemptions

All My Own Work

1. Students undertaking a [pattern of study](#) that comprises [Stage 6 Life Skills](#) courses only, are not required to complete [AMOW](#).

HSC Minimum Standard

1. Students may be eligible for an [exemption from the HSC minimum standard](#).

4. ELIGIBILITY REQUIREMENTS FOR THE HSC

Satisfactory Course Completion

You will be considered to have satisfactorily completed a course if, in your principal's view, there is sufficient evidence that you have met the following course completion criteria:

- a. **followed** the course developed or endorsed by the Board; and
- b. **applied** yourself 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.

Non-Completion of Course Requirements – 'N' Determination Warning Letters

If you are in danger of not meeting course requirements, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements.

See **Attachment *Sample Warning Letter: Non-completion of Course Work***

Non-Completion of Course Requirements – 'N' Determinations

This is the decision made by the principal at the end of the course that a student has not satisfactorily completed a course. The principal will then apply the 'N' Determination and record it with the NESAs. If you receive an 'N' Determination, the course will not count towards your pattern of study for the award of a Higher School Certificate. You have the right to appeal to the school against a non-completion determination. If unsuccessful, you may appeal to the NESAs. Your principal will advise you of this right and explain the appeal process.

Post-Compulsory Age Students (students 17 years of age and older)

In accordance with the Suspension and Expulsion of School Students – Procedures, a post-compulsory age student may be expelled for unsatisfactory participation in learning. This will generally be where a student has failed to apply themselves with diligence and sustained effort to the set tasks and the lack of application is impacting on the good order of the school and learning of others.

In addition, the attendance of post-compulsory age students is subject to review and the principal may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.

4. ELIGIBILITY REQUIREMENTS FOR THE HSC

HSC Internal Assessment

In addition to the course completion criteria, students must also complete HSC assessment tasks that contribute in excess of 50% of available marks. Completion of assessment tasks worth exactly 50% is not sufficient.

Non-Completion of Internal Assessment – ‘N’ Determination Warning Letters

A Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken.

See **Attachment *Sample Warning Letter: Non-completion of Internal Assessment***

Non-Completion of HSC Internal Assessment – ‘N’ Determinations

A student that fails to complete tasks which contribute in excess of 50% of the final assessment marks in that course will be issued an ‘N’ Determination.

4. ELIGIBILITY REQUIREMENTS FOR THE HSC

Satisfactory Completion of an HSC Vocational Education Training (VET) Course

Students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

Where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

VET Mandatory Work Placement – 'N' Determination Warning Letters

If a student fails to undertake the **mandatory Work Placement** component, a Warning Letter will be issued indicating:

- the details of the NO SHOW to Work Placement; and
- the action to be taken by the student to correct the problem.

Non-Completion of Mandatory Work Placement – 'N' Determinations

Failure to complete the mandatory Work Placement hours by the date published by NESAS, will result in an automatic 'N' Determination. If you receive an 'N' Determination, the course will not count towards your pattern of study for the award of a Higher School Certificate. You have the right to appeal to the school against a non-completion determination. If unsuccessful, you may appeal to the NESAS. Your principal will advise you of this right and explain the appeal process.

5. RIGHTS & RESPONSIBILITIES

School Responsibilities

The school has the responsibility for providing:

- guidelines for assessment in each course;
- an assessment schedule and course requirements for each course;
- written notification of a change to a previously notified assessment task;
- prompt feedback on each assessment task;
- advice on procedures to be followed in the event of illness or misadventure preventing you from completing an assessment task or examination;
- advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment;
- VET Course Orientation;
- VET Work Placement Readiness.

Student Responsibilities

As a student, you are responsible for:

- supporting the learning of self and others, and behaving in an appropriate manner;
- reading and understanding the *Assessment Policy & Procedures for Students Year 11 2020*;
- meeting all course requirements;
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course;
- making a genuine attempt at all assessment tasks;
- attending all 'in-class' tasks (except in the case of Illness or Misadventure);
- submitting all 'hand-in' tasks on or before the due date (except in cases of Illness or Misadventure);
- resolving areas of concern regarding marks awarded or comments made in a timely manner;
- your personal honesty - work submitted must be your own work and sources consulted or quoted must be acknowledged;
- ensuring you are properly equipped and dressed for VET and practical subjects.

Failure to complete all course **and** assessment requirements could result in an 'N' Determination in that course and possibly, the failure to receive the award of the HSC.

6. GUIDE TO SATISFACTORY COMPLETION OF YEAR 11 COURSES

The following is a guide to inform you of the requirements needed to satisfactorily complete Year 11 courses at Eagle Vale High School.

The requirements for the completion of a course are that you:

- **complete the Assessment Program**
This means that you must make a serious attempt at all formal tasks as set out in the Assessment Schedule for each course.
- **apply yourself with diligence and sustained effort** to the set tasks and learning experiences provided in all courses studied.
- **strive to meet all course outcomes to the best of your ability.** These are the syllabus outcomes that guide both you and your teachers as to the knowledge and skills you should gain from the course.
- **Class and Coursework**
Indicators of possible failure to demonstrate diligence and sustained effort to meet course requirements include:
 - Excessive absences from school (particularly if these are unexplained).
 - Excessive absences from classes (as fractional, unexplained trancies).
 - A non-serious attempt in class tests, assignments and class tasks due to lack of application.
 - Failure to complete classwork and homework.
 - Proven cases of plagiarism or malpractice

To maximise your performance in Year 11 and your HSC, you should make your best effort in each of the above areas.

Non-Serious Student

The school requires students to make a serious attempt to meet course requirements. A student demonstrates that they have been **unsatisfactory in participation in a course** through:

- A documented pattern of non-satisfactory completion and/or;
- Non-serious attempts to meet course objectives and/or;
- A serious level of non-attendance to scheduled classes.

'N' Determination Warning Letters

Warning letters are designed to inform you that there is a concern about your progress in the course which may lead to an 'N' Determination. There are a number of things you should do if you are issued a Warning Letter:

- Discuss the matter with your teacher and/or the Head Teacher of that subject;
- Seek advice from your teacher(s) and/or Year Adviser/Deputy Principal;
- Complete and submit the task and/or the coursework for which the Warning letter was issued.

Warning Letters indicate that there are issues that need to be addressed. The school will support you in doing this. **Seek help and advice so you can get back on track.**

Students who are raising concern in a subject or subjects may be interviewed by their teacher, head teacher, year adviser or the Deputy Principal to address these issues.

'N' Determination Warnings give detailed information outlining the issue(s) and the steps you need to take to correct the issue(s).

6. GUIDE TO SATISFACTORY COMPLETION OF YEAR 11 COURSES

Attendance

It is the school's expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious and a pattern of poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements the school may:

- interview you to negotiate a course of action;
- require you to catch up on missed tasks;
- make phone contact and/or interview you (with parent/guardians).

As a guide, your attendance must be over 85% in each subject to ensure maximum participation in all course work and class activities. Absences **MUST** be explained in writing; medical certificates are **REQUIRED** when an assessment task is missed due to illness. Exemptions should be sought via the Principal for extended absences. Following an absence, it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are not considered under the *Exemption from School – Procedures*. Travel outside of vacation periods is **counted as an absence** from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Deputy Principal
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded **ZERO MARKS**.

Use of Technology for Course Work and Assessment Tasks

Students at Eagle Vale High School are encouraged to make use of computers (school computers and/or home computers) for completing course work and assessments tasks, when appropriate. If a computer is being used to complete a task, the following protocols should be adhered to:

- **SAVE** the document regularly.
- **BACK-UP** regularly. If saving to the hard drive, also save to a storage device, USB, Google classrooms
- **PRINT** draft copies of work and store in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other cloud storage for printing on the day that the task is due.
- Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

Students who have difficulty accessing technology or programs need to speak to their classroom teacher as soon as possible so that arrangements can be made to facilitate the student's completion of the task.

NOTE: All assessment tasks (except where otherwise explicitly stated in the Assessment Task notification) **MUST** be submitted as a hard copy, on or before, the due date.

7. DISABILITY / MEDICAL PROVISIONS

Special Provisions

Parents/Carers and Teachers, can make a referral to the Learning Support Team if they think a particular student requires consideration for Disability / Medical Provisions.

Where a student has been identified as requiring Disability / Medical Provisions, these provisions could apply for all tasks, tests and assessments that would reasonably be affected by the student's special needs.

Documentation will need to be provided to confirm a student's eligibility for the provisions. This is essential for the HSC examination.

NESA may approve special examination provisions for the HSC Examinations if a student has a special need that would, in a normal test situation, prevent him/her from:

- Reading and interpreting the test or exam questions, and/or
- Communicating knowledge or understanding to a marker as effectively as a student without that special need.

Applications for Special Provisions for Years 11 and 12 must be made on the official NESA application form and are up to a year prior to the student sitting the external examination. Application forms and assistance in completing the forms can be obtained from, the head teacher 'Teaching and Learning' or the Deputy Principal in charge of Year 11.

8. SENIOR ASSESSMENT POLICY & PROCEDURES

Submission of Assessment Tasks

- Assessment tasks must be submitted at the time and place specified on the Assessment Task Notification.
- Assessment tasks not handed in, in the appropriate manner or place specified, will be treated as late.
- If a student arrives late to an assessment task or examination, he/she will not be permitted additional time unless there is a valid reason for the late arrival.
- A student that **signs-in late**, or **truants any period(s) prior to undertaking a task**, will be regarded as **obtaining an unfair advantage** and **treated as a form of malpractice**. The assessment will be awarded **ZERO MARKS** and a Warning Letter will be issued.
- If a student hands an assessment task in late (without prior approval or under exceptional circumstances), the assessment task will be awarded **ZERO MARKS**.
- All assessment tasks will be marked, and feedback given, regardless of any penalty imposed.
- A student absent from school or classes on the date tasks are due, will be required to submit an **Illness and Misadventure** form to be considered in the relevant manner.
- If a task is not submitted on time due to a period of illness or some other misadventure which has prevented you from completing the Assessment Task, refer to the **Illness/Misadventure** procedure below.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher. It is also the student's responsibility to retain all drafts.
- If you have concerns about the schedule of tasks you should discuss this situation with your teacher(s) and/or Head Teacher as soon as possible.
- Concerns related to marks should be discussed with your teacher – refer to the **Appeals Related to Marks** procedure below. You can ask your teacher and/or House Coordinator for help with this.
- In accordance with the *All My Own Work* expectation, you will be awarded **ZERO MARKS** for any assessment task which is not your own work, or which involves plagiarism or any other form of malpractice. Further action, such as registering the malpractice on the NESA register may also be taken.
- A student that fails to complete assessment tasks which contribute in excess of 50% of the final assessment marks in that course will be issued an 'N' Determination. Students have the right to appeal this determination.

Absence Due to School Suspension

If a student is absent due to a suspension **when an assessment task is issued**, the Head Teacher should ensure that:

- the classroom teacher emails the student the Assessment Task notification and where practicable, places it on a digital classroom platform (eg. TEAMS, Google classrooms)
- the classroom teacher rings home and advises the parent / carer of the task having being issued.

If a student is on suspension **when a hand-in assessment task is due**, it is the responsibility of the student to ensure that the task is submitted **on the due date and time**. This may be done through the school's Department of Education email address, the class teacher's DoE email address or submitted by a parent at the school office.

In circumstances where the student is **on suspension for an in-class or practical task**, the determination on how the assessment is to be completed will be made by the Principal on a case-by-case basis.

8. SENIOR ASSESSMENT POLICY & PROCEDURES

Feedback and Reporting of Marks

The marking of tasks **and** written feedback should be returned to students as soon as possible and **no later, than TWO weeks after submission**, where practicable.

Upon returning the task, students will be given **clear feedback on their performance** including attainment relative to outcomes **and relative position in the school group (rank)**.

Appeals Related to Marks

A complaint related to the marking of an assessment task will only be considered within **TWO (2) Days** after the task is returned. If you would like the mark reviewed the process is:

1. Discuss the issue with your teacher – request review of your mark
2. If not satisfied, see the Head Teacher
3. If not satisfied, see DP in charge of Year 11.

8. SENIOR ASSESSMENT POLICY & PROCEDURES

Absent the day of an Assessment Task due to Illness/Misadventure

You should attend every scheduled assessment task where you are medically fit to do so. The School does not, however, expect you to attend an assessment task or examination against specific medical advice.

If you are absent the day of an assessment task or examination due to Illness/Misadventure, you **MUST lodge an appeal** with DP in charge of Year 11.

HOW TO APPEAL

1. Immediately upon your first day back to school, collect an ***Illness / Misadventure Appeals Form*** available from your teacher, head teacher or DP in charge of Year 11.
2. If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be notified.
3. Hand the completed form to DP in charge of Year 11 immediately following your absence and within **TWO (2) days** of returning. Late appeals will be considered only in exceptional circumstances.
4. Only if a student is incapacitated may an appeal be submitted by a parent/guardian on the student's behalf and no later than TWO (2) days after the assessment task.
5. In each case the incident must be supported by appropriate documentation such as a doctor's certificate. **Doctor Certificates obtained retrospectively will not be accepted.**

Failure to lodge an appeal will result in the task being awarded ZERO MARKS.

A NESA Official Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- The action to be taken.

A school panel consisting of the DP in charge of Year 11 and two other members of the executive staff will decide and advise you of the outcome of the appeal. If your appeal is upheld, you will be given:

- An opportunity to attempt the task issued OR
- an opportunity to sit a substitute task, OR
- an estimate that will be determined at the end of the assessment process based on your over-all assessment results.

If the appeal is declined, the assessment task will be awarded **ZERO MARKS**. A NESA Official Warning Letter will be issued indicating:

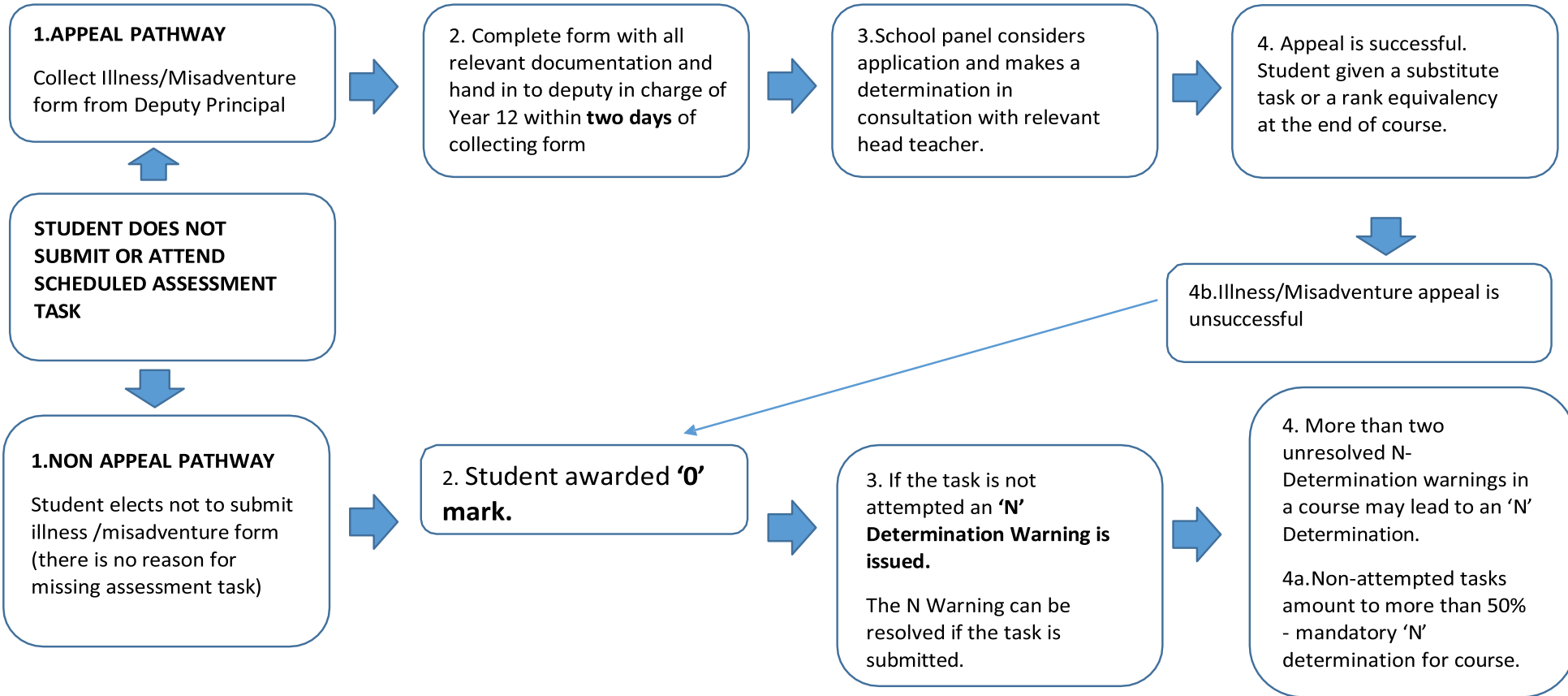
- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken by the student.

The Illness / Misadventure Appeals process does not cover:

- technological issues and/or equipment that fails;
- difficulties in preparation or loss of preparation time;
- alleged deficiencies in teaching;
- misreading of the timetable and/or examination instructions;
- failure to enter for the examination in the correct course;
- long-term illness such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination.

If you have been granted special examination provisions such as extra time, you are generally not eligible for an illness/misadventure appeal unless you experience additional difficulties during the examinations.

ASSESSMENT NON-SUBMISSION FLOW CHART



8. SENIOR ASSESSMENT POLICY & PROCEDURES

Malpractice in Assessment Tasks or Examinations

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent or tutor has helped complete
- breaching school examination rules

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

Allegations of:

- Cheating
- Plagiarism
- Misbehaviour during assessment tasks
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate HT to investigate the matter and, if proven, reported to the DP.

Each student's mark will be determined by the quality of 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 materials from other sources, such as books, journals and electronic sources, including the internet must be acknowledged.

Cheating in a task may result in the assessment task being awarded **ZERO MARKS**. A NESA Official Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily

Plagiarism is a serious offence. Plagiarism is the use of somebody else's ideas or words as if they are your own.

The **HSC: All My Own Work** modules outline acceptable and unacceptable practices.

The school reserves the right for all assessment tasks to be subject to tests for plagiarism. Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

1. The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
2. The Head Teacher and the teacher together will, if necessary, further interview the student to establish the student's response to the alleged plagiarism.
3. Should the Head Teacher decide to further proceed, the matter will be discussed with DO in charge of Year 11.

Use of AI tools

Unless the use of AI is explicitly permitted, **as stated on the Assessment Task notification**, the use of AI tools to generate content, (included but not limited to AI generative applications) is strictly prohibited. The use of AI applications for citation or grammar checking is permitted but students should not rely solely on these tools to check their work.

Should a case of plagiarism or other academic dishonesty be established, the assessment task may be awarded **ZERO MARKS**. A NESA Official Warning Letter will be issued indicating:

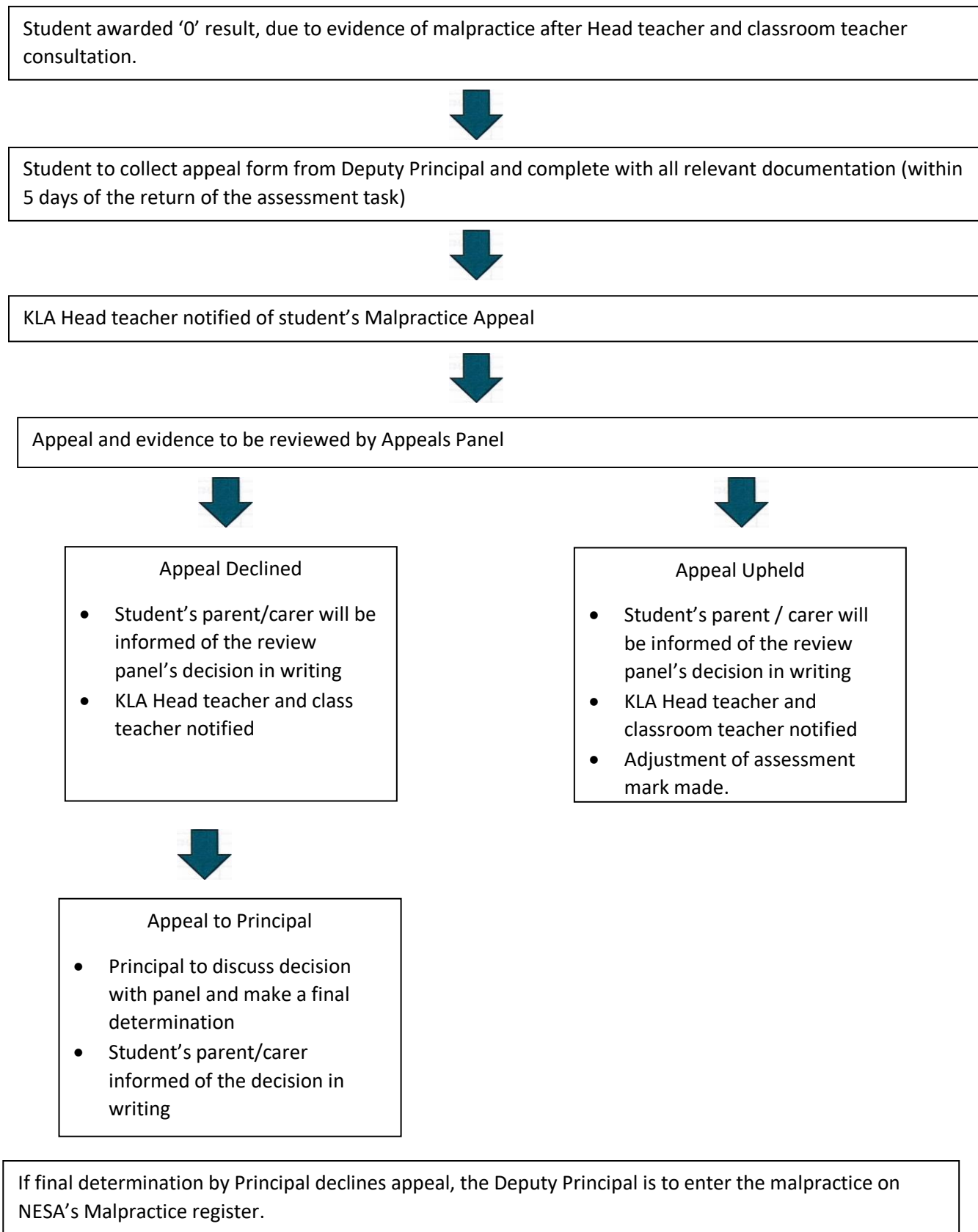
- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken by the student

8. SENIOR ASSESSMENT POLICY & PROCEDURES

A student that fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course will be issued an 'N' Determination. In all proven cases of malpractice, the incident will be recorded on the NESAs Malpractice Register.

NOTE: A student who **signs-in late without relevant documentation**, or **truants any period(s) prior to undertaking a task**, will be regarded as **obtaining an unfair advantage** and **treated as a form of malpractice**. The assessment may not be awarded a **Grade** and a Warning Letter will be issued.

Malpractice Appeal Flowchart



8. SENIOR ASSESSMENT POLICY & PROCEDURES

Non-Attempts and Non-Serious Attempts

The school requires you to make a genuine attempt at assessment tasks. Completion of assessment tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Students should complete an assessment task, or enter an examination, knowing they **MUST** make a genuine attempt. Failure to do so is called a **NON-ATTEMPT** or **NON-SERIOUS ATTEMPT**.

A student's assessment task or examination is considered a **NON-ATTEMPT** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper. It is not sufficient to answer multiple-choice questions only. Merely writing the question is **NOT** considered to be an adequate attempt at the paper.

A **NON-SERIOUS ATTEMPT** is where a student writes frivolous or objectionable material in response to the question. For example, responses submitted which contain offensive language or diagrams may be regarded as non-serious.

An assessment task that is recorded as a **NON-ATTEMPT** or **NON-SERIOUS ATTEMPT** will likely result in the task being awarded **ZERO MARKS**. A NESA Official Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken by the student.

A student who fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course will be issued an 'N' Determination.

Absence from an Assessment Task or Examination

Unless a valid reason for your absence is provided using the Illness/Misadventure process (and upheld), the assessment task will be awarded **ZERO MARKS**. A NESA Official Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken by the student.

A student that fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course will be issued an 'N' Determination.

More information can be found at:

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

8. SENIOR ASSESSMENT POLICY & PROCEDURES

Late submission of an Assessment Task due to be completed on a specific date

If you are absent due to illness or misadventure on the day a task is due to be handed in, **you or a parent/carer must make contact with the school (phone/email) so that** all reasonable efforts to have the work delivered can be considered.

Late submissions will result in the assessment task being awarded **ZERO MARKS**. A NESA Official Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken by the student.

A student that fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course will be issued an 'N' Determination.

Absence due to School Business

Year 11 Assessment tasks take priority over school business commitments such as debating and non-compulsory excursions. Students are expected to attend the assessment task in the case of the task being an 'in-class' assessment.

Where a task is due to be submitted on the day of an extra-curricular activity, it is the student's responsibility to ensure that the task is submitted **PRIOR to attending**. **Failure to do so in both cases may result in the assessment task being awarded ZERO MARKS.**

Absence due to Work Placement or TAFE courses

If a student is on Work Placement or at a TAFE course at the time of an assessment task, **it is their responsibility to inform the head teacher of the subject before** they begin the work placement / TAFE course. If it is a hand-in task, the student is expected to make arrangements to submit it on the due date (email, google classroom, etc). If it is an in-class task, the head teacher will consult with DP in charge of Year 11 in regard to the student attempting an alternative task.

Absence due to Representative Sporting commitments

If a student is following the **in-school sports pathway (TSP – Talented Sports Pathway)**, they will not be required to complete an Illness / Misadventure form for absences due to sporting commitments. Students will be required to complete documentation provided by the school and alternative arrangements will be made in consultation with the Director of Sport and the relevant head teachers

If a student has been selected to represent in a sport at state, national or international level, **outside of the school sports pathway program**, they must seek the permission of the Principal with the relevant documentation. If the Principal grants leave for the duration of the representation period, the student will be required to complete an alternative task upon their return.

9. FREQUENTLY ASKED QUESTIONS

- Q: What should I do if I know that I will be absent from classes for an extended period of time (e.g. a week or more)?**
- A:** Seek Approved Leave from the Principal before the absence occurs.
- Q: What should I do if I have an extended period of absence (e.g. three or more days in a row)?**
- A:** Contact the school by phone or email and explain your situation to the Principal, Deputy Principal or your House Coordinator. We strongly recommend that you contact your class teachers regarding work so that you don't fall behind in the course.
- Q: What should I do if I miss an Assessment task?**
- A:**
- * If possible telephone the school or email the teacher
 - * Get an Illness and Misadventure form (Appendix 2a) the first day that you return to the school and follow the appropriate steps.
 - * In the case of illness we strongly recommend that a medical certificate accompany each Illness and Misadventure form.
 - * **Upon returning to the school be prepared to submit/complete the task**
- Q: Who do I see if I am not coping?**
- A:** Don't let yourself get to a stage that you feel that you cannot cope with the workload or a particular problem. Discuss the issue with your teacher, head teacher the Counsellor, Deputy Principal, Principal, Careers Adviser, Learning Assistance Staff or your House Coordinator.
- Q: Are there any subjects that I must study for an HSC?**
- A:** At least 2 Units of English.
- Q: Will a VET course count towards an ATAR?**
- A:** Yes, provided you sit for the HSC examination in that course and this is the only Category B course you are counting. For further information please see the Deputy Principal.
- Q: If I am enrolled in a VET course, how important is attending work placement?**
- A:** Work placement is mandatory for completing all VET courses.
- Q: What is Pathways?**
- A:** A part-time pattern of study in which you can take up to five (5) years (maximum) to complete your HSC courses.
- Q: If I repeat a HSC subject will my best result count towards an ATAR?**
- A:** No, only your **latest** examination result will count towards your ATAR.
- Q: When does the Year 12 Assessment Program conclude?**
- A:** The Year 12 Yearly Examinations (Trial HSC) will be during the middle of Term 3. HSC examinations begin early Term 4.
- Q: When will school reports be issued?**
- A:** The school will issue two reports during Year 12. The HSC Trial marks and rank, as well as the final HSC assessment rank, will appear on the end of course report. Final marks will not appear on the report.
- Q: When will the Senior Assessment Policy be evaluated?**
- A:** This policy is subject to annual review in Term 3, ready for implementation in Term 4 for the commencement of the HSC course.

10. EXAMINATION RULES & PROCEDURES

The school will:

- distribute the examination timetable a minimum of **one week** prior to the examination period
- publish examination rules which are consistent with the HSC examination
- distribute the rules to students prior to each examination
- display the rules in the hall for the duration of the examination

Special Provisions

Special provisions may be approved if you have a need that would prevent you from:

- reading the examination questions; and/or
- communicating responses.

Special provisions may not be available in situations such as oral/speaking examinations, performances and projects.

Additionally, emergency provisions can be arranged if you have an accident just before the examination. You should immediately notify the school in such a case.

Special provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination;
- for lack of familiarity with the English language;

Illness / Misadventure Appeals

See *Appeals Process*, page 16 for the procedures to follow in such a situation.

10. EXAMINATION RULES & PROCEDURES

Equipment Checklist for Examinations

- Students may only take equipment listed below into the examination room:
 - ✓ black pens (blue is also acceptable but black is easier for markers to read)
 - ✓ pencils, erasers, sharpener (use pencils where specifically directed), highlighter
 - ✓ a ruler marked in millimetres and centimetres
 - ✓ protractor and other mathematical instruments
 - ✓ approved scientific calculator (a list of approved calculators can be found on the NESA's website)
- No other equipment is allowed.
- The Examination Supervisor is permitted to inspect equipment brought into the examination room.
- **Students are not permitted to borrow equipment during examinations.**

You cannot lodge an Illness / Misadventure Appeal on the grounds that your equipment did not work correctly. Examination Supervisors will not be responsible for the safekeeping of unauthorised material and equipment that has been confiscated during an examination.

Mobile Phones and Electronic Devices

- Mobile phones and electronic devices such as organisers, laptops, tablets, computers, are NOT PERMITTED in an examination room under any circumstances.
- Devices that are brought into the examination room will be stored in a box to be held with the Examination Supervisor

Examination Supervisors will not be responsible for the safekeeping of unauthorised material and equipment that has been confiscated during an examination.

Conduct during the Examinations

Examination Supervisors are in-charge of students:

- when assembling before an examination;
- during the examination; and
- after the examination until all students have left.

You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

10. EXAMINATION RULES & PROCEDURES

You must not:

- take a mobile phone or programmable watch or device into the examination room;
- take an electronic device including a digital media player into the examination room, unless approved by the NESA;
- speak to any person other than a supervisor during an examination;
- behave in any way likely to disturb the work of another student;
- bring any equipment other than the equipment listed in the examination timetable;
- eat in the examination room except as approved by the Examination Supervisor, e.g. for diabetic students.

Examination Room Procedures

Students:

- You must remove your watch and place it in clear view on the examination desk.
- It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing.
- **Stay for the duration of the examination. If you have completed the examination you must remain seated and quiet.**
- Minimise the need to leave the room by going to the bathroom prior to the start of the examination. Toilet breaks are only permitted during the period **one hour after the start** and **15 minutes before the conclusion**.

Reading time for examination papers is as follows:

- 10 mins of reading time for Paper 1 of the examination in all 2 Unit English courses and Mathematics Standard 1 and 2 courses.
- 5 mins reading time for all other written examinations.
- During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.

During written examinations, you must:

- Read the instructions on the examination paper carefully as well as all questions. Examination Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- Write your name on all writing booklets, special answer books and answer sheets.
- Write preferably with black pen but blue pen is also acceptable. Pencil may be used only where specifically directed.
- Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers
- Stop writing immediately when told to do so by the supervisor.
- Arrange completed answers per the supervisor's instructions and wait for the supervisor to collect them

You must not:

- Begin writing until instructed to do so by the Examination Supervisor.
- Remove an examination paper from the examination room until the examination is over.

ASSESSMENT SCHEDULES

Biology

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study (15 hrs) Ecosystem Dynamics	Research Report The Impacts of Bushfires on Biological Diversity	Yearly Examination	
When	Commences T1, Week 1 Submission T1, Week 10	Term 2, Week 7	Term 3, Week 9	
Outcomes	BIO11-11 BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7	BIO11-10 BIO11-4 BIO11-5 BIO11-6 BIO11-7	All Year 11 outcomes may be assessed: BIO11-1 to BIO11-7 and BIO11-8 to BIO11-11	
Component				Weighting
Skills in Working Scientifically	30	10	20	60
Knowledge & understanding	10	10	20	40
Total	40	20	40	100

ASSESSMENT SCHEDULES

Business Studies

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Nature of Business Business Investigation Report	Business Management Business Plan	Yearly Examination All topics	
When	Term 2, Week 1	Term 3, Week 5	Term 3, Week 9	
Outcomes	P2, P6, P7, P8, P9	P1, P8, P9, P10	All outcomes may be assessed	
Component				Weighting
Knowledge and Understanding of course content	10	10	20	40
Stimulus-based skills	5	5	10	20
Inquiry and Research	10	10	0	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total	30	35	35	100

ASSESSMENT SCHEDULES

Community and Family Studies

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Resource Management Extended responses	Families and Communities In class task	Yearly Examination All outcomes may be assessed	
When	Term 1, Week 7	Term 2, Week 7	Term 3 Examination Week	
Outcomes	P4.2, P5.1, P6.1	P2.2, P3.1, 3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2 May be assessed	
Component				Weighting
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total	35	35	30	100

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 interrelationship 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.

ASSESSMENT SCHEDULES

Design & Technology

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Design Project 1*	Design Project 2*	Yearly Examination All outcomes may be assessed	*This task is practical based and the majority of the work will be completed in class.
When	Term 2, Week 4	Term 3, Week 7	Term 3, Week 9	
Outcomes	P1.1, P4.1, P4.2, P4.3, P5.1, 5.2, P6.2	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P5.1, P6.1		
Component				Weighting
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in designing, managing, producing and evaluating design projects	30	20	10	60
Total	40	40	20	100

- 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.

ASSESSMENT SCHEDULES

English Advanced

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write: Transition to Senior English Imaginative Writing & Justification	Module A: Narratives that Shape our World Multimodal Presentation	Reading to Write, Module A and Module B Yearly Examination	
When	Term 1, Week 10	Term 2, Week 5	Term 3, Week 9	
Outcomes	EA11-1, EA11-3, EA11-4, EA11-8, EA11-9	EA11-2, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-7, EA11-9	
Component				Weighting
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	50
Total	40	25	35	100

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure (Task 1, Task 3)

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies (Task 2)

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning (Task 1, Task 3)

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts (Task 1, Task 3)

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments (Task 2)

EA11-6 investigates and evaluates the relationships between texts (Task 2)

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued (Task 2, Task 3)

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning (Task 1)

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner (Task 1, Task 3)

ASSESSMENT SCHEDULES

English Standard

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write – Transition to Senior English Imaginative Writing & Justification	Module A – Contemporary Possibilities Multimodal Presentation	Reading to Write, Module A and Module B Yearly Examination	
When	Term 1, Week 10	Term 2, Week 5	Term 3, Week 9	
Outcomes	EN11-1, EN11-4, EN11-8, EN11-9	EN11-2, EN11-3, EN11-5, EN11-6	EN11-2, EN11-3, EN11-4, EN11-7, EN11-9	
Component				Weighting
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	50
Total	40	25	35	100

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure (Task 1)

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies (Task 2, Task 3)

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning (Task 2)

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts (Task 1, Task 3)

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments (Task 2)

EN11-6 investigates and explains the relationships between texts (Task 2)

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds (Task 3)

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning (Task 1)

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner (Task 1, Task 3)

ASSESSMENT SCHEDULES

English Studies

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Achieving through English: English and the worlds of careers and community In class Test	Elective Option Module L: Who do I think I am? Multimodal Presentation	Achieving through English, Module E and Module L Collection of Classwork	
When	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	
Outcomes	ES11-1, ES11-3, ES11-5	ES11-2, ES11-6, ES11-8, ES11-9	ES11-1, ES11-4, ES11-7, ES11-9, ES11-10	
Component				Weighting
Knowledge and understanding of course content	15	15	20	50
Skills in - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	15	15	20	50
Total	30	30	40	100

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes (Task 1, Task 3)

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts (Task 2)

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways (Task 3)

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms (Task 3)

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts (Task 1)

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes (Task 2)

ES11-7 represents own ideas in critical, interpretive and imaginative texts (Task 3)

ES11-8 identifies and describes relationships between texts (Task 2)

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade (Task 3)

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning (Task 3)

ASSESSMENT SCHEDULES

Exploring Early Childhood

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Pregnancy and Childbirth Research Task	Child Growth and Development Presentation	All Core topics and Option studies Yearly Examination	
When	Term 1, Week 6	Term 2, Week 2	Term 3 Examination Week	
Outcomes	1.1, 1.4, 2.1, 5.1	1.4, 2.3, 2.4, 4.1, 4.2, 5.1	All outcomes may be assessed	
Component				Weighting
Knowledge and understanding	15	15	20	50
Skills	15	20	15	50
Total	30	35	35	100

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

ASSESSMENT SCHEDULES

Geography

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Biophysical Case Study Topic: Biophysical Interactions	Senior Geography Project	Yearly Examination All Topics	
When	Term 2, Week 2	Term 3, Week 1	Term 3, Week 9	
Outcomes	P2, P3, P8	P7, P9, P11, P12	All outcomes may be assessed	
Component				Weighting
Knowledge and Understanding of course content	10		30	40
Geographical tools & skills	5	10	5	20
Geographical inquiry & research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	20
Total	30	30	40	100

ASSESSMENT SCHEDULES

Health and Movement Science

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study with Topic Test	Collaborative investigation	Yearly Examination	
When	Term 1, Week 10	Term 2, Week 9	Term 3 Examination Week	
Outcomes	HM-11-03 HM-11-04 HM-11-06 HM-11-09 HM-11-10	HM-11-01 HM-11-02 HM-11-05 HM-11-06 HM-11-07 HM-11-09 HM-11-10	All relevant outcomes HM-11-01 to HM-11-10 may be assessed	
Component				Weighting
Knowledge and understanding of course content	15	15	10	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	15	20	25	60
Total	30	35	35	100

HM-11-01 interprets meanings, measures and patterns of health experienced by Australians

HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians

HM-11-03 analyses the systems of the body in relation to movement

HM-11-04 investigates movement skills and psychology to improve participation and performance

HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts

HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues

HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

ASSESSMENT SCHEDULES

Industrial Technology Timber

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Industry Study Report	Minor Timber Project	Yearly Examination	
When	Term 2, Week 4	Term 3, Week 5	Term 3, Week 9	
Outcomes	1.1, 1.2, 2.1, 5.1, 6.1, 6.2, 7.1, 7.2	2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	1.1, 1.2, 2.1, 4.3, 6.1, 6.2, 7.1, 7.2	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	30	10	60
Total	30	40	30	100

- P1.1** describes the organisation and management of an individual business within the focus area industry
- P1.2** identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2** works effectively in team situations
- P3.1** sketches, produces and interprets drawings in the production of projects P3.2 applies research and problem-solving skills
- P3.3** demonstrates appropriate design principles in the production of projects
- P4.1** demonstrates a range of practical skills in the production of projects
- P4.2** demonstrates competency in using relevant equipment, machinery and processes
- P4.3** identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1** uses communication and information processing skills
- P5.2** uses appropriate documentation techniques related to the management of projects
- P6.1** identifies the characteristics of quality manufactured products
- P6.2** identifies and explains the principles of quality and quality control
- P7.1** identifies the impact of one related industry on the social and physical environment
- P7.2** identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

ASSESSMENT SCHEDULES

Investigating Science

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Data and Practical Investigation	Depth Study	Yearly Examination	
When	Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	
Outcomes	INS11-1 INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9 INS11-11	INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-7 INS11-9 INS11-10	All outcomes may be assessed	
Component				Weighting
Skills in Working Scientifically	10	30	20	60
Knowledge & understanding	10	10	20	40
Total				100

ASSESSMENT SCHEDULES

Legal Studies

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Law Reform Research Task	The individual and the law extended response	Yearly Examination	
When	Term 2, Week 3	Term3, Week 3	Term 3, Week 9	
Outcomes	P5, P6, P8	P4, P8, P9	All outcomes may be assessed	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Total	30	30	40	100

ASSESSMENT SCHEDULES

Mathematics Standard

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Topic Test + Assignment	In-class Topic Test	Yearly Examination	
When	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
Outcomes	MS-A1 MS-F1	MS-A1 MS-F1 MS-M1 MS-S2 MS-S1	MS-A1 MS-F1 MS-M1 MS-S2 MS-S1 MS-A2 MS-MS	
Component				Weighting
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total	30	30	40	100

ASSESSMENT SCHEDULES

Modern History

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Source Analysis Shaping of the Modern World	Historical Investigation	Yearly Examination All topics	
When	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
Outcomes	MH11-1, MH11-4, MH11-6, MH11-7	MH11-8, MH11-9, MH11-10	All outcomes may be assessed	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	5	15	0	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total	25	35	40	100

ASSESSMENT SCHEDULES

Music

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Performance Task / Musicology Questions	Composition Task / Musicology Viva Voce	Yearly Examination Aural Examination	
When	Term 1, Week 10	Term 2, Week 10	Term 3 (Exam period)	
Outcomes	P1, P2, P9, P11	P3, P7, P8, P10	P4, P5, P6	
Component				Weighting
Performance Core	25	0	0	25
Composition Core	0	25	0	25
Musicology Core	10	15	0	25
Aural Core	0	0	25	25
Total	35	40	25	100

ASSESSMENT SCHEDULES

Photography, Video & Digital Media (Content Endorsed Course)

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Wet Photography Module 1: Introduction to Practice in Wet Photography Wet photography portfolio	Digital Imaging Module 2: Developing a Point of View Film photography portfolio	All Modules Yearly Examination	
When	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Outcomes	M1, M2, M6	M3, M4, M5	CH1, CH2, CH3, CH4, CH5	
Component				Weighting
Artmaking	35	35	0	70
Art Criticism & Art History	0	0	30	30
Total	35	35	30	100

ASSESSMENT SCHEDULES

Sport, Lifestyle & Recreation (Content Endorsed Course) (2 Unit)

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	Resistance Training Video Presentation	Games and Sports Applications I Ongoing practical task	All modules Examination	
When	Term 1 Week 9	To be completed by the end of Term 2, Week 10	Term 3 Examination Week	
Outcomes	1.3, 2.5, 4.4	1.1, 2.1, 3.1, 4.1, 4.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.7, 4.1, 4.4, 4.5 (may be assessed)	
Component				Weighting
Knowledge and Understanding	15	15	20	50
Skills	15	20	15	50
Total	30	35	35	100

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 demonstrates competence and confidence in movement contexts.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

ASSESSMENT SCHEDULES

Visual Arts

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	History of Art Artmaking Task: Developing a contemporary practice based on the artmaking style of different art movements	Appropriation Part A Artmaking Task: Appropriated Self Portrait Part B Extended Written Response (in class task)	Yearly Examination All modules	
When	Term 1, Week 10	Term 2, Week 9	Term 3 (exam period)	
Outcomes	P1, P4, P6	P2, P3, P5, P7, P8, P9	P7, P8, P9, P10	
Component				Weighting
Artmaking	30	20	0	50
Art Criticism and Art History	0	10	40	50
Total	30	30	40	100

ASSESSMENT SCHEDULES

Work Studies (Content Endorsed Course) (2 Unit)

TASK NUMBER	Task 1	Task 2	Task 3	
Nature of tasks	My Working Life Career Plan	Preparing Job Applications Job Fair	Yearly Examination All modules	
When	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Outcomes	1, 2, 4,	5, 6, 7	All relevant outcomes may be assessed	
Component				Weighting
Knowledge and Understanding	10	5	15	30
Skills	30	30	10	70
Total	40	35	25	100