



WINMALEE HIGH SCHOOL

High School Drive Winmalee NSW 2777

T 02 4754 2822 E winmalee-h.school@det.nsw.edu.au

winmalee-h.schools.nsw.gov.au  Winmalee High School - Official



YEAR 11

STUDENT ASSESSMENT HANDBOOK

**Preliminary Higher School Certificate Course
(Year 11 Record of Student Achievement - RoSA)**

2024

TABLE of CONTENTS

Message from the Principal	4
Preliminary Course Assessment Policy	5
- Internal or School Based Assessment	
- Assessment Period	
- Method of Reporting	
- Subjects	
Types of Courses	6
- Board Developed Courses	
- Board Endorsed Courses	
- Vocational Educational and Training (VET) Courses	
- Life Skills Courses	
- Pathways	
Preliminary HSC Course / Year 11 RoSA Eligibility	7
- Requirements for Year 11 and 12	
Information about the Higher School Certificate	7
- HSC Eligibility	
- Pattern of Study	
The Australian Tertiary Admission Rank (ATAR)	8
Assessment of Achievement in Preliminary Courses	9 - 16
- Internal or School Based Assessment	
- VET Assessment	
- Satisfactory Completion of an HSC or Year 11 Course	
- Timing of Assessment Tasks (see Subject Assessments Schedules from page 29)	
- Notification of Assessment Tasks	
- Receipt Systems for Assessment Tasks	
- Assessment of Separate Classes in the Same Course	
- Assessment Tasks - Completed at School	
- Assessment Tasks - Completed at Home and Submitted at School	
- Assessment Tasks – Completed at Home and Submitted Online	
- Technology Problems	
- Extension of Time for an Assessment Task	
- Absences due to VET Courses, Work Placement and Other School Sanctioned Commitments	
- Illness/Misadventure Application Process	
- Invalid or Problematic Assessment Tasks	
- Conduct during Assessment Tasks including Examinations	
- Malpractice: Cheating or Dishonest Practices (Offender or Facilitator)	
- Non-Serious and Non-Genuine Attempts	
- Reporting – Marks and Ranks	
- Appeals/Clarification of Assessment Marks	
- Procedures for Students in Danger of Not Meeting NESA Course Requirements – N Awards	
- N Determinations	
- Consequences for Post Compulsory Students (over 17 years) for Not Meeting Course Requirements	
- Students Transferring into or From This School – HSC and Year 11 Courses	
- Transferring between Courses	
- Periods of Leave such as Overseas or Interstate Travel	
- General and Specific Feedback to students for Assessment Tasks	
- Feedback to Individual Students and Whole Class	

Summary – Student Responsibilities	17
The School’s Responsibilities	18
Vocational Education and Training (VET)	19
Plagiarism Policy	20
Acknowledgement and Sign-Off	21
How to Reference Sources/ Writing a Bibliography	22 – 25
A Glossary of Key Words	26
Application for Illness, Accident, Misadventure Form	27
Application for Appeal related to Illness, Accident, Misadventure Application	28
Subject Assessment Schedules	29 - 57

MESSAGE FROM THE PRINCIPAL

The next three terms will be a busy, challenging yet rewarding time for you. It is a time when you are expected to accept full responsibility for yourself and your study. Taking responsibility means attending school every day, working to the best of your ability with diligence and sustained effort, completing all course requirements including written course work, practical work, homework, assessment tasks and work placements. Tasks completed as part of the assessment program must be completed in a serious manner, need to reflect your ability in the course and must be submitted by the due date.

This assessment booklet is compiled to ensure you know and understand:

- the NSW Education Standards Authority (NESA) requirements for the Preliminary Course
- the School's Assessment Policy
- your responsibilities and the school's responsibilities
- the assessment program for the courses you study

It is your responsibility to follow the policies and procedures set out in the booklet in order to meet requirements for your Preliminary Courses. For example, there are very strict rules and procedures to be followed if you miss an assessment task. Please take the time to become very familiar with these policies and procedures and follow them closely. Refer back to the booklet if you are unsure about what you need to do or seek help from a head teacher or deputy principal if you have any questions in relation to the information in the booklet.

Your teachers want you to be successful in your Preliminary Courses and are ready and willing to give you advice and support. Make sure you take advantage of this and consult your teachers and advisers regularly. Seek help early before an issue becomes a problem.

I remind you that 'success' is not a matter of luck. It is the result of hard work, thorough planning, preparation, persistence and determination. Make a commitment to yourself to complete the Preliminary Course knowing you have given it your best effort. This is all any of us (teachers, parents and carers) can expect of you.



Voula Facas
Principal

PRELIMINARY COURSE ASSESSMENT POLICY

This document is provided as a resource to senior students and parents/carers so there will be an understanding of the student's responsibility and that of the school.

The Winmalee High School Preliminary Course Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to provide a measure of achievement for each student, in each course and to report that achievement as a rank order in the course.

Internal or School Based Assessment

Each course of study will have a series of assessment tasks which have particular weightings for the course. These will take a variety of forms including essays, topic tests, examinations, research tasks, practical in class assessments and homework. This includes subjects that are externally examined. To be issued a Record of Achievement (RoSA) for the Year 11 Preliminary Course, students must have successfully met requirements in a minimum of 12 units of study in Year 11.

Assessment Period

Each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task will be provided, in writing, **at least two weeks prior to the task**. Students are expected to sign the assignment notification sheet as proof of task notification. This sheet will be provided by the class teacher. Students are advised to sign as well when submitting an assessment task as this serves as proof of submission in the event that this is questioned at some point.

Method of Reporting

Two reports will be available throughout the year. The Interim Report will be issued at the end of Term 1 of Year 11. This report will indicate the degree to which the student is achieving in each course. Areas reported are knowledge and skills, completion of set work, effort in class, organisation and behaviour. The mid-year course report and the final Year 11 Report will indicate for each course, the cumulative assessment rank order, at that stage of the course. At the completion of each task, students will receive the actual raw mark and rank in that task. Students can request their cumulative rank after each task.

Subjects

A subject is the general name given to an area of study and a subject may offer one or more courses. There are a wide variety of subjects to choose from for the Preliminary HSC, with over 150 Board Developed Courses and a large range of Board Endorsed Courses. English, Mathematics, History, VET frameworks and some Languages are subjects, which offer more than one course. The other subjects each offer one 2 unit course.

TYPES OF COURSES

Board Developed Courses are courses for which the NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops HSC examinations for most of these courses. In addition, NESA develops course and assessment requirements, specimen examination papers, marking guidelines and performance scales for these courses for distribution to all schools. Board Developed Courses with an HSC Examination contribute to an ATAR.

Board Endorsed Courses (BEC) count towards the HSC and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the Australian Tertiary Admissions Rank (ATAR). There are two types of BECs:

- **School Designed Courses** – These are courses developed by individual schools in response to local interest or need and endorsed by NESA.
- **Content Endorsed Courses (CECs)** – These fall into two categories: general CECs and VET CECs including many delivered by TAFE. Examples include Sport, Lifestyle and Recreation (SLR) and Photography.

Vocational Education and Training (VET) HSC Courses

VET courses can be conducted at school or delivered by TAFE or other Registered Training Providers (RTOs). Students must attempt all compulsory units of competency for their Industry Framework and a selection of elective units of competency to varying levels of indicative hours depending on the Industry Framework being undertaken. Work placement is a mandatory HSC requirement within all VET frameworks and appropriate hours have been assigned to each course. VET courses count towards the HSC and may also contribute to an ATAR if the examination is undertaken.

Life Skills Courses

Life Skills courses have been developed for students (in particular those with learning disabilities) for whom the regular outcomes and content of courses is not appropriate. Students are entered in Life Skills in collaboration with the student, parents/carers and other significant individuals in the student's life. This may be some or all courses of a student's pattern of study.

Life Skills Courses have outcomes in specific NESA syllabi and allow students to access the curriculum where this may not have been possible without this choice. It is not necessary for students to address or achieve all the Life Skills Outcomes in order to satisfactorily complete the course. However, Life Skills students must still complete and submit all modified work in order to satisfy Course Completion Criteria. Students do not need to complete all of the associated content to demonstrate achievement of a Life Skills outcome.

The course completion criteria for the Stage 6 Life Skills courses are the same as those for all Board Developed and Board Endorsed Courses. In class activities, Life Skills students do not complete examinations and any assessment must be conducted sensitively and appropriately to their needs. A Life Skills student is not required to sit for examinations and as such does not receive examination marks or ranks of any kind on their school report.

Pathways

Students can accumulate HSC courses towards their Higher School Certificate over a five-year period.

The pattern of study is designed in consultation with the student, parents/carers. Students who wish to undertake a pathways pattern of study should see their supervising deputy principal to discuss options.

PRELIMINARY HSC COURSE / YEAR 11 RoSA ELIGIBILITY

To be eligible for the award of Year 11 Record of School Achievement (RoSA), students must fulfil the course requirements and restrictions, and the rules and regulations, as set down by NESAs. It is expected that all students:

- a. attendance and progress will be satisfactory
- b. will study appropriate courses as approved by NESAs
- c. will complete the requirements of each course, including any necessary oral, practical, or project work
- d. will have performed the tasks in the school's assessment program in each course
- e. will sit for any examination set as part of the course, in particular the end of course examination in Term 3

Requirements for Year 11 and 12

In order to complete the Preliminary and HSC courses, students must:

- a. satisfactorily complete courses that meet the pattern of study required by NESAs (a minimum of 12 units in the Preliminary and a minimum of 10 units in the HSC course – see pattern of study below)
- b. sit for and make a serious attempt at Preliminary Examinations
- c. follow the course developed or endorsed by NESAs
- d. apply yourself with diligence and sustained effort to all the set tasks and experiences provided in the course by the school
- e. achieve some or all of the course outcomes

INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

HSC Eligibility

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

- a. have gained the Record of School Achievement for Stage 5 and Year 11 or such other qualifications as the NESAs considers satisfactory.
- b. have satisfactorily completed courses that comprise the pattern of study required by NESAs for the award of the Higher School Certificate.
- c. sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

Your pattern of study must include at least:

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC 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 course in English
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses)
- At least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Year 11 units and six HSC units from courses in science.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. A candidate's ranking is determined from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:

- at least two units of English must be included
- at least three Board Developed courses of two units value or greater must be included
- courses from at least four subjects must be included.

If students want results from English Studies, Mathematics Standard 1 or VET courses to be included in the calculation of their ATAR, they **MUST** undertake the written examination offered for the HSC. Students must inform their teacher and supervising deputy principal of their intention to sit this examination at the beginning of their HSC year (Term 4 of Year 11) as this intention needs to be entered on the NESA online site.

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

The Difference Between HSC Marks And Australian Tertiary Admission Rank (ATAR) – [\(advice from UAC\)](#)

The most important thing to know is that HSC marks and the ATAR have different purposes:

- Your HSC mark for **each course** tells you about your **performance** in your exam and assessments. There's no quota as to the number of students who can achieve top marks.
- Your ATAR tells you about your **position**, or ranking, compared to other students in NSW and takes into account your achievement in **all your HSC courses**. Its only purpose is to help universities select applicants for their courses.

You can think of it like a running race: your HSC is your time (and is not compared to anyone else's time), and your ATAR is your place (first, second, third, and so on).

How HSC Marks and ATARs are Calculated

HSC marks and ATARs are calculated separately using different methods.

- The NSW Education Standards Authority (NESA) takes raw HSC marks and **aligns** them to performance bands to calculate HSC marks.
- UAC **scales** raw HSC marks and uses the scaled marks to calculate ATARs.

The ins and outs of scaling are best kept for another day, but the key point is that the purpose of scaling is to allow a fair comparison of students, regardless of the courses they study.

IMPORTANT DIFFERENCES

Your HSC marks:

- tell you how well you have performed in each of the different courses you have completed, but not how anyone else has performed in each course.
- are reported against academic standards (your level of knowledge of the subject).
- are provided by the NSW Education Standards Authority.

Your ATAR:

- tells you where you are positioned overall against other students, no matter what combination of courses you – or they – have completed.
- is a rank, not a mark.
- is provided by UAC.

Here's a tip

Lots of students get HSC marks between 70 and 80, so their rankings are really spread out. Getting closer to 80 will make a big difference to your ATAR.

ASSESSMENT OF ACHIEVEMENT IN PRELIMINARY COURSES

Preliminary courses are assessed using internal school based assessment.

Internal or School Based Assessment

Each course of study will have a series of assessment tasks designed for students to demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, appropriate for the outcomes being assessed. The maximum number of tasks in any 2 unit course is four. The maximum number of tasks in any 1 unit Extension course, is typically two. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course. All weightings and components are listed in this book according to the relevant syllabus.

VET Assessment

VET courses are assessed in a number of ways. They count as part of the HSC and may contribute to an ATAR if the examination is undertaken. Students **must nominate** to sit the Higher School Certificate examination for VET framework course if they want their mark to contribute to their ATAR.

In addition to the HSC, students who satisfactorily complete VET HSC courses including work placement, will also receive a VET credential, which may be an AQF Certificate or a Statement of Attainment depending on the hours and competencies completed. Students do not need to sit for the HSC examination to receive this credential.

Assessment for the AQF Certificate or a Statement of Attainment is competency-based. The Australian Quality Training Framework (AQTF) requires that a record be held by the Registered Training Organisation (RTO) of the competencies achieved. In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants. The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. A qualified assessor must conduct assessment. VET courses **require that a workplace component** be completed during the HSC year. This involves 35 hours of industry based work.

Satisfactory Completion of an HSC or Year 11 Course

A student will be considered to have satisfactorily completed a Year 10 or Year 11 ROSA, or HSC courses if, in the Principal's view, there is sufficient evidence that the student has:

- a. **followed** the course developed or endorsed by NESA; and
- b. **applied** themselves 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.

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination (see next section for more details).

Timing of Assessment Tasks (see Subject Assessment Schedules from page 29)

A timetable for assessment tasks is developed to minimise the number of occasions on which students will have three or more tasks in a week or two or more tasks scheduled for the same day. All assessment tasks are published in the assessment policy calendar and noted on the school calendar (or electronic version on intranet) to avoid clashes with excursions and other school events. HSC Assessment tasks do not commence until the completion of the Year 11 Course.

Notification of Assessment Tasks

- Students will be given at least TWO weeks' notice, in writing, of an assessment task including examinations. This notice will include the nature of the task, course outcomes, the value or weighting of the task, marking guidelines, how feedback will be provided and the date for its completion or submission. If a student is absent for the issuing of 'notice', it is the students' responsibility to obtain the task. There will not be a staggered due date because of 'late' notice.
- Assessment tasks will be placed on the on-line school platform (parent portal/school website).
- A moratorium on the conduct of assessment tasks will be held for ONE week prior and after the final Year 11 and Trial HSC examination period. This excludes NESA project collections points. This is so students have sufficient time to prepare for all of their examinations and not favour one subject over another.
- Failure to read an examination timetable is NOT grounds for appeal.
- Task timing and structure (as shown in the Subject Assessment Schedules from page 29) may change due to unforeseen circumstances. Two weeks' notice of the task modification is required to be given to students in accordance with policy.

Receipt Systems for Assessment Tasks

A *Notification of Assessment Task Sheet* is used to record the signatures and date of a student when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting an assessment task. Signing and dating the *Receipt of Assessment Task Sheet* indicates that the teacher has received the task and the student has met the due date for the task. This protects the student in the event that the task becomes lost or misplaced.

Assessment of Separate Classes in the Same Course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group an inadvertent advantage. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task to complete later in the school day/ week. Common tasks, conditions and marking procedures need to occur for all students (e.g. one teacher marks all of one section or one task or a benchmarking system is used to ensure consistency of teacher judgment).

Assessment Tasks - Completed at School

Students have a responsibility to be present in class for all assessment tasks.

If a student **is aware** of circumstances that may prevent their attendance in class for a task (known absence) they must make these circumstances known to their class teacher and the appropriate head teacher **before** the day of the task and complete an Illness/ Misadventure application. Circumstance may include illness, funeral, health appointment. Students must ensure that arrangements have been made for them to complete the task or a substitute task. Refer to 'Absences due to VET Courses, Work Placement and Other School Sanctioned Commitments' (page 11) for further details.

Students who are **unaware** that they will be absent (unknown absence) but are away due to illness or misadventure must complete an Illness/ Misadventure application and sit the task at a time arranged by the head teacher/class teacher.

Students unable to be present at school on the day the task is due must notify the school when possible. They **MUST** complete an Illness/ Misadventure application and must submit the task on the next day they are at school (regardless of whether a scheduled lesson exists, or the task is fully completed or not).

It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date may be malpractice. If there is no valid reason, it is a form of cheating and students who do so may receive a **zero mark** for the task if they do not follow the Illness/Misadventure application process.

Students who are late for school must report to Student Services and obtain a late pass before attempting an assessment task. Depending on the nature of the task, if a student arrives late, the teacher will determine if the student can still sit for the task. They may then go through the Illness/Misadventure application process if there are reasons for the lateness.

If a class teacher is absent when an assessment is due for completion on that day, the head teacher will arrange for the task to proceed with another teacher or reschedule the task if there are extenuating circumstances. Students will be advised if there is a new date.

Assessment Tasks - Completed at Home and Submitted at School

All assessment tasks must be submitted on the due date by the due time, otherwise they are deemed to be 'late' and may receive a **zero mark** unless an Illness/Misadventure application is completed.

Assessment tasks must be personally delivered into the possession of the relevant teacher (or head teacher/acting head teacher) at this time and not left at staffrooms, on desks, in cupboards or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. If it is an online submission, students must check all correct documents are submitted in full.

It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is malpractice. This includes arriving late to school (or taking a morning off or lesson off to prepare for a mid-morning or afternoon assessment task). It is a form of cheating and if determined, you may receive a **zero mark** for the task. Truancy from class - once the day commences - to prepare for an assessment task later in the day is malpractice and if determined, you may receive a zero mark for the task.

Students unable to be present at school on the day the task is due must notify the school when possible. They **MUST** complete an Illness/ Misadventure application and must submit the task on the next day they are at school (regardless of whether a scheduled lesson exists, or the task is fully completed or not).

Assessment Tasks – Completed at Home and Submitted Online

If an assessment task is submitted online, students should create a back-up and keep a printed copy of the task or at a minimum, keep a copy of drafts or screenshots if appropriate.

Technology Problems

Computer "problems" are not considered as reasonable grounds for a Misadventure application. This includes issues including computer malfunction or failure, printer or USB malfunction or failure. Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails. Backing up work can include emailing work to oneself, or utilising Google Documents or Office 365 suite, which have autosaving functions and store documents on the cloud.

Extension of Time for an Assessment Task

Through using the Illness/ Misadventure application process, the deputy principal (acting on head teacher recommendation) may grant an extension of time. Extensions must be sought **before** the due date – not the day of or after a task is due for completion/submission.

Absences due to VET Courses, Work Placement and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, TAFE transit, SRC commitments, school suspensions, representative sports, etc), students must complete the Illness/Misadventure application process. It is the student's responsibility to notify teachers of this commitment well in advance through the Illness/Misadventure process. A student may apply for an extension before the event occurs or may choose to submit the task earlier prior to the engagement. Otherwise, they are expected to submit/complete the task on the next day they are at school (regardless of whether a scheduled lesson exists) or at a time negotiated by the class/head teacher.

ILLNESS/MISADVENTURE APPLICATION PROCESS

If you cannot meet the due date and time for the submission/completion of a task, students must follow the Illness/Misadventure application process by doing the following:

1. Collect an Illness/Misadventure application form from the front office on the morning you return to school. Any student in these circumstances receives a zero mark until proven otherwise. You have 48 hours after you return to school to lodge an illness/misadventure application form. An N determination warning letter will be sent if this condition is not met (zero for the task).
2. Notify your teacher that you are back at school and are submitting Illness/Misadventure application. Be prepared to submit the task or do the task (or a substitute task) on the day you return unless you are also requesting an extension or estimate through the Illness/Misadventure process.
3. Complete the Illness/Misadventure application form, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. counsellor, funeral Order of Service or police event number. In the case of illness, health professionals should issue a medical certificate that describes the student's symptoms and describe how these symptoms could prevent the student's attendance at school or student's ability to complete the task. A parent signature or evidence of parent interaction must be on each form before it is processed.
4. Give the completed Illness/ Misadventure application form to the relevant head teacher. Discuss with the head teacher when you will do the task missed or a substitute task i.e. on the day of return or at a time arranged by the head teacher.
5. The head teacher makes a written recommendation, and the student transfers the completed Illness/ Misadventure application along with medical certificates or other documentation to the relevant deputy principal.
6. The relevant deputy principal liaises with the head teacher to make a decision and records this on the documentation and uploads to the school's electronic record system (Sentral).
7. Head teachers will be notified of the decision by deputy principals. Students will be notified of the result of their application by the head teacher/classroom teacher.
8. In the case of an unsuccessful Illness/Misadventure application, the classroom teacher will notify the parents through an N Determination warning letter of the zero mark. If the Illness/Misadventure application is successful, the completed assessment task will be marked as usual, and the mark will stand.
9. An appeal on the deputy principal's decision can only be made to the principal. This will be done by completing the Illness/Misadventure Appeal Form within two weeks of notification that the Illness/Misadventure application has been declined. The Appeal Committee consists of the principal (or nominee) and two head teachers other than the head teacher dealing with the original illness/misadventure request. The panel convenor, principal or principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

Invalid or Problematic Assessment Tasks

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and/or a replacement task arranged.

Staff intrusion into examination moratoriums, however unintentional, may result in the rescheduling of that task. Two weeks' notice in writing must be given. Examination moratoriums are designed to allow students to prepare for examinations to the best of their ability. Students should report situations moratoriums are impinged upon.

Conduct During Assessment Tasks including Examinations

Students must always follow the instructions of their teachers during the conduct of an assessment task/examination. NESAs guidelines state that students can bring the following items to examinations: black pens, pencils, a ruler, highlighters, a clear bottle of water with no label and a non-programmable watch. Students must not have with them any notes (on paper, in their equipment/ belongings or on their person) without the specific approval of the teacher conducting the task. Notes and examination papers must not be taken from an assessment task room without the approval of the teacher in charge.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. A student will receive ONE warning. If they persist, on the SECOND warning they will receive a zero mark as a consequence of their actions - as determined by the head teacher in consultation with their staff. The student can then appeal if need be. No tasks, student papers or work efforts are to be ripped up or destroyed, given that an appeal may occur.

All work submitted as part or all of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. This is especially true of students absent for an in-class assessment task who may be unfairly advantaged through your discussion of a task with them. Copying the work of another student and/or permitting work to be copied are further dishonest practices and will be dealt with as outlined below.

Malpractice: Cheating or Dishonest Practices (Offender or Facilitator)

Proven cases of undertaking or assisting in cheating or dishonest practices will receive a zero mark and parents will be notified. Examples of such practice include copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; submitting the same work for two courses; breaching school examination rules; using non-approved aides. If you facilitate or 'help' others (e.g. providing your work to be 'looked at' or copied), you are providing an unfair advantage to this student over other students. This is not permitted; it is malpractice. Malpractice will be recorded on the NESAs malpractice register.

Non-Serious and Non-Genuine Attempts

If your assessment task effort is deemed by the classroom teacher and head teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments, or the work does NOT reflect the known ability of the student. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by the NESAs. In the event that the whole task is deemed a non-serious or non-genuine attempt, the full weighting of the task will contribute to the NESAs requirement. An N determination warning letter is sent home indicating that the task was non-serious/non-genuine and that the task needs to be redone. The original mark stands.

Reporting – Marks and Ranks

Cumulative ranks are based on progress in relation to the published syllabus course assessment components. Students will be notified of their cumulative/ final ranking in each course on reports issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy.

Final ranks can be disclosed and appear in the final HSC reports. Students can see their final rank in each course by using the *Students Online* service on the NESA website.

Appeals/Clarification of Assessment Marks

Students who have any concerns about the marking of an assessment task must follow this up with their classroom teacher or the head teacher at the time of the return of the task. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. Where appropriate, the school may seek a task to be double marked, or marked by an independent teacher who has expertise in the relevant course. If this process is completed, following this, processes only may be challenged i.e. failure to follow school Assessment Policy or NESA assessment policy.

Procedures for Students in Danger of Not Meeting NESA Course Requirements – N Awards

Students who have not complied with the course completion requirements listed on page 7 cannot be regarded as having satisfactorily completed the course. In such cases, will receive a N determination warning letter and an opportunity to redeem their work in order to avoid an "N determination". The main reasons for issuing such a letter include:

- failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately.
- failing to regularly complete class work and homework appropriately. This includes practical work.
- making a non-serious effort to complete assessment tasks, assignment work major examinations and tests.
- making a non-serious effort to complete class work and homework.

NESA N determination warning letters specify exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to before the conclusion of their course and before the NESA cut-off date. All students are to be given a chance to redeem themselves.

N Determinations

If a student has received at least 2 or more warning letters in any course and work remains outstanding the student may be given an 'N Determination' in that subject. If the student has received a zero for 50% or more of their assessment in any course they will be given an 'N Determination' in that subject. This means a non-award for a subject, resulting in the course not being included on their Record of Achievement. If the loss of the course takes the student below the number of units required, i.e. 12 units for Year 11 and 10 units for HSC or if the course is English, then the student may not qualify to receive their Higher School Certificate. A meeting would be held with the principal in such cases and options discussed.

The following consequences apply to students who for whatever reason, do not qualify for a Higher School Certificate. They may be:

- Required to repeat the course in the following year or repeat all courses/ the whole year.
- Deemed ineligible for a particular course or courses to be included on their Higher School Certificate as a result of an N Determination.
- Expelled in accordance with the Department of Education and Communities' policy on *Suspension and Expulsion of School Students Procedures* for unsatisfactory participation in learning.

What are the Consequences for Post Compulsory Students (over 17 years) for Not Meeting Course Requirements or Unsatisfactory Participation in their Courses?

The following consequences apply to students who for whatever reason, do not qualify for a Preliminary Higher School Certificate Year 11 RoSA. They may be:

- required to repeat the course in the following year or repeat all courses/ the whole year.
- deemed ineligible for a particular course or courses to be included on their Preliminary Higher School Certificate Year 11 Record of School Achievement as a result of an N Determination.
- expelled in accordance with the Department of Education's Student Behaviour policy; *Student Behaviour Procedures* for unsatisfactory participation in learning, where:
 - a student has received a minimum of 2 written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course)
 - the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

A principal and director, educational leadership may only expel a student for unsatisfactory participation in learning where a student has received a minimum of 2 written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements) for this course if the principal has:

- advised the student of the tasks or actions to be undertaken in time for the problem to be corrected and alerted the student to the possible consequences of receiving two written 'N' warnings or an 'N' determination
- advised the parent or carer in writing of the initial 'N' warning
- requested a written acknowledgement of the 'N' warning from the student, parent or carer
- issued at least one follow-up 'N' warning letter if the first letter is not effective
- the student has been given a formal written notice of potential expulsion from the school
- following the written 'N' warning letters and notice of potential expulsion, the student has been given the opportunity, time and appropriate support to complete the course requirements but has not done so.

Students Transferring Into or From This School – HSC And Year 11 Courses

The only students who will be enrolled into the Year 11 or HSC years at Winmalee High School will be those who can fit the exact pattern of study undertaken at their former school. The school, in consultation with the student, will make decisions about how the student will be assessed. For VET courses, previous schools will be asked to provide the competencies achieved.

Late enrolment into the Year 11 Course, may mean that where possible a student's yearly examinations are adjusted to suit the topics or texts completed at the previous school. If this is not possible, students complete (in their yearly examination) what they have studied since their arrival but are given an exam mark equivalent to the sections of the yearly examination completed. In these circumstances, they are not provided with an examination rank or any final rank. A rank on any individual task completed since their enrolment would be the only rank they receive.

Transferring Between Courses

Transfer of students can occur at the commencement of courses as students reconsider choices or 'drop' subjects. This window period is limited as it is untenable to catch up work in an alternative subject. There are some unusual circumstances requiring attention e.g. A student who 'dropped' a course at the start of the HSC or Year 11 Course but is wishing to resume study of it again after reconsidering their decision. The principal will authorise any such instance in consultation with the relevant deputy principal, the student, the parents and the head teacher. To enter the HSC course, students must have satisfactorily completed the Year 11 Course for that subject or a clear and exceptional arrangement made for concurrent study.

Periods of Leave such as Overseas or Interstate Travel

Extended leave is not recommended for students completing the Year 11 ROSA or HSC course. It impacts on their ability to satisfy course completion requirements i.e. applying themselves with diligence and sustained effort to the set tasks provided in the course.

If a student is intending to apply for extended leave, they need to Report to the supervising deputy principal to find out the procedure.

General and Specific Feedback to students for Assessment Tasks

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback. NESAS

There is no limit to feedback for everyday classwork; this applies to Years 7-12.

What feedback is ok to give to an individual student, without needing to provide this feedback to all other students in the course?

For assessment tasks, all students have an opportunity to seek individual feedback on a draft, prior to the submission of the task; however, the following guidelines apply:

- all students have an opportunity to receive individual feedback on a task, provided it is given to the teacher by the specified due date for feedback. This date should be identified on the assessment task notification when issued to students.
- to ensure equity, all students should have equal access to feedback, which requires all students to have the same amount of opportunities to receive individual feedback. This should be negotiated with the students in the course and made clear to all students.
- the feedback can be specific about what areas require attention (for example, 'analysis requires more depth, incorporate more key terms, refer to specific examples/quotes/sources, attention to grammar or spelling, look at best use of examples etc).

What type of Feedback should be Shared with the Whole Class?

- Any type of scaffold, instructions, further information or resources issued to one student, should be issued to all students in the course. This should be consistent across courses. Any information which could give a student an unfair advantage should be shared with all students in the course.
- Any misconceptions, misunderstandings or clarification should be shared with all students in the course.

Timeframes for Individual feedback for Assessment Tasks

- If a date is specified on the assessment task, students need to submit their draft within the timeframe specified.
- If feedback is to be issued, the teacher should provide this no later than a minimum of 48 hours before the task is due, to allow students to make use of the feedback.
- Students are responsible for following up on the collection of feedback from teachers.

SUMMARY - STUDENT RESPONSIBILITIES

1. Assessment tasks must be completed on or by the due date

Failure to complete a task as required will not be accepted and a **zero mark** will be awarded unless special conditions apply (see Illness and Misadventure). The following are requirements:

- Students must be at school for the whole school day to undertake an assessment task during the designated lesson on that day and participate in all other lessons on that day.
- Tasks may be submitted to their teacher the day before the due date of a hand in assessment task otherwise the Illness and Misadventure application procedures will apply.
- Tasks submitted on the due date by a student who is not recorded as presented at school are subject to Illness and Misadventure procedures.

2. All work must be that of the students

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the deputy principal after consultation with the relevant head teacher and class teacher.

3. All work, not only assessment tasks, is to be completed

Students should be aware that the principal must certify that all courses of study have been satisfactorily studied in both Year 11 and HSC Courses i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc. Failure to complete set work may place the students' Higher School Certificate in jeopardy as 10 units of study must be satisfied to be eligible for the Higher School Certificate.

4. A genuine attempt at all tasks must be made

Failure to make a **genuine** attempt at Assessment Tasks totalling **in excess of 50%** of the available marks will result in the course not appearing on the student's Record of Student Achievement as they are deemed ineligible in that course. It may place the award of the Higher School Certificate in jeopardy. Completion of tasks adding up to a total of exactly 50% is not sufficient to be eligible in a course.

Non-serious or non-genuine attempts at a task will result in a NESA warning letter being issued and the student will be required to redo the task to a standard reflective of their ability.

Note: The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not complete the task to a standard reflective of their ability.

You are at risk if:

- you have received at least 2 or more warning letters in any subject and work remains outstanding - may be given an 'N Determination' in that subject.
- you have received a zero for 50% or more of your assessment in any subject and will be given an 'N Determination' in that subject.

In the case of competency-based courses, the principal will determine whether the attempts made by the student to complete the course are genuine. Students who do not meet course completion requirements may jeopardise the award of a Preliminary Record of Student Achievement.

5. Regular school attendance is expected

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 90% or more, unless on explained sick leave.

6. Work must be submitted in an appropriate form and according to an acceptable standard

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher.

THE SCHOOL'S RESPONSIBILITIES

Your school develops an assessment program for each course. This means your school is required to:

1. Set tasks that will be used to measure your performance in each component of a course.
2. Specify the relative value of each of these tasks.
3. Inform you in writing of:
 - the components and their weightings for each course
 - when assessment tasks will take place
 - the mark value of each task in relation to the total number of marks for the course
 - the nature of each assessment task (e.g. assignment, test, project, etc)
 - the administrative details associated with each task (e.g. student absence, late submission of work, etc)
4. Provide adequate written notice of the precise timing of each assessment task. (Two weeks prior to the due date of the task).
5. Keep records of your performance in each task.
6. Provide you with information on your progress. This includes your mark for each task and the related ranking.

VOCATIONAL EDUCATION & TRAINING (VET)

Course Requirements

Students must attempt:

- **ALL** compulsory units of competency for their Industry Framework
- **AND** a selection of elective units of competency to varying levels of indicative hours depending on the Industry Framework being undertaken.

NOTE: Work placement is a mandatory HSC requirement within all VET frameworks and appropriate hours have been assigned to each course.

Assessment

An external written Higher School Certificate examination will be conducted for VET framework Courses. This examination is optional. Students undertaking a VET framework course will nominate during their HSC year whether or not they elect to undertake the external written examination. Students who undertake the examination can have their mark contribute to their ATAR.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

The courses within the Industry Curriculum Frameworks are **competency-based** courses. The AQTF requires that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. **A participant is judged either 'competent' or 'not yet competent'**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

A number of elements of competency or even several units of competency can be assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes. A qualified assessor must conduct assessment. VET courses require that a workplace component be completed during the HSC year. This involves 35 hours of industry based work.



Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- Understand what plagiarism means.
- Know the procedures that will be used when plagiarism occurs.
- Develop strategies to avoid plagiarism including the correct use of referencing.

What is plagiarism?

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.' (NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

Plagiarism is dishonest. It is a legal, moral and scholarly requirement that you must acknowledge the ideas of others when you use them to build your own insights and understanding.

Plagiarism detection methods are getting more and more sophisticated. Using "spinner" software to hide your cheating such as Quillbot confirms your intention to cheat.

As an HSC student, you are seeking an academic qualification of high standing. Part of gaining this is learning academic conventions which demonstrate the depth of your research and your intention not to plagiarise.

Intended or deliberate plagiarism means that a student has decided to cheat. Unintended plagiarism means you have not recognise the sources of your information by failing to meet the citation and bibliography requirements of the school and NESA.

What are the most common forms of plagiarism?

- Copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person-such as a parent, tutor or another student who is not acknowledged.
- Paying someone or using software applications to write or prepare material that is associated with a task, such as process diaries, logs and journals.

(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

NESA penalties

- If you plagiarise in submitted works, you may receive zero marks for the task, and you may lose that course from your HSC award. (NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

School penalties

- If plagiarism is detected, your school may refuse to certify your project as 'authentic work'.
- You may be awarded a zero mark for the entire task.
- Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home.
- Any help you have received must be acknowledged.
- Schools may use procedures similar to the NESA's rules.

Acknowledgement and Sign Off

By signing for the Year 11 Assessment Handbook, I confirm receipt, understand and acknowledge my responsibilities (in particular plagiarism) and confirm that I have had the opportunity to clarify any queries/concerns.

Student Name

Student Signature

Date

HOW TO REFERENCE SOURCES/Writing A BIBLIOGRAPHY



*A Guide to Writing
Bibliographies
Based on the Harvard Style
©Syba Signs 2003
www.sybasigns.com.au*

Background

- A bibliography is a list of resources used in preparing a piece of work.
- When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.
- Bibliographical references need to be cited in two different places:
 1. Where a document is referred to in the text.
 2. In a list at the end of the work, which is arranged alphabetically by author then by date.

This author/date system of description is referred to as the Harvard System.

Books (incl. reference)

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

For a reference book:

Title of book, (italics) (comma)
Year, (comma)
Edition, (comma)
Publisher, (comma)
Place of publication. (full stop)

Dixon, J. 1993, *How to be a successful student*,
Penguin Books, Ringwood.

Books (Edited):

Include the following information in this order:

1. Editor's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

Harvey, J. 2002, *Water pollution*,
Penguin Books, Ringwood.

For an Article in an edited book:

For example:

Bryant, S. 1999, 'The energy crisis of 1920', in P. Jarman (ed.)
World wide energy, Blackwell, Sydney.

CD-ROMS

Include the following information in this order:

1. Subject, (in single quotation marks) (comma)
2. Date, (comma)
3. Title of CD ROM (italics)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

'Snakes', 1994, *Habitats of reptiles* [CD ROM]. Crunch Media, N.Y.

Databases

Include the following information in this order:

1. Title of the database, (comma)
2. The producer, (comma)
3. The vendor, (vendor in brackets) (comma)
4. Frequency of updating. (full stop)

AGRIS database, United Nations Food and Agriculture Organisation,
SilverPlatter (vendor), annual updating.

E-mail

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Email, (comma)
4. Day and month of email, (comma)
5. Email address. (full stop)

Saville, A. 2001, email, 24 April, asaville@rockets.com.au.

Interviews

Include the following information in this order:

1. Surname of person being interviewed, (comma) initials. (full stop)
2. Month and Year of interview, (comma)
3. Title of interview, (*italics*) (comma)
4. Interviewer's name

Type of interview e.g. tape recording, transcript, video recording [in square brackets]

Place of interview. (full stop)

Berger, P. Aug 2002, *Teaching in L.A.*, Interviewed by J. Smith
[Transcript of Interview] Melbourne Conference Centre.

Journal Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the journal, (*italics*) (comma)
5. Volume, (comma) number, (comma) month/season, (comma)
6. Page numbers of article. (full stop)

Burns, S. 1989, 'There's more than one way to learn',
Australian Wellbeing, Vol 6, No 33, October, pp42-44.

Newspaper Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the newspaper, (*italics*) (comma)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. 1997, 'Saving the future',
Weekend Australian, 7 February, p2.

Videos

Include the following information in this order:

1. Title (*italics*)
2. Date, (comma)
3. Format, (video recording) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

South American wetland 1982, video recording, BBC, London.

World Wide Web

Include the following information in this order:

1. Author – person or organisation responsible for the site
2. Site date, the date the site was created or last revised (comma)
3. Name of sponsor or publisher, (comma)
4. Place of sponsor or publisher, (comma)
5. Date of viewing of the site, (comma) year, (comma)
6. URL. (full stop)

Department of Finance and Administration 2001, Department of Finance and Administration, Canberra, viewed 7 August, 2001, <http://www.finance.gov.au>.

Harvard Bibliography Generator - This service enables you to simply type bibliographic details about your resource and have them reproduced in the required format.

<http://www.neilstoolbox.com/bibliography-creator/index.htm>

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words 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 NESA documents. Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

Account	Account for, state reasons for, report on. Give an account or narrate a series of events or transactions
Acknowledge	Indicate the source of information given
Analyse	Identify components and the relationship between them, draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Bibliography	A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
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	Add a degree or level of accuracy depth, knowledge and understanding (analyse) logic, questioning, reflection and quality to (analysis/evaluation) (evaluate)
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
Electronic database	resources such as Encarta, Encyclopedia Britannica and various other collections of reference materials from CD or the internet
Evaluate	Make a judgment based on criteria, determine the value of
Examine	Inquire into
Explain	Relate causes and effect, makes the relationship 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
Inadvertent	Without intending to or without realizing
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Misconduct	Behaviour that is wrong and for which a penalty can be applied
Onus	A duty or responsibility
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
Recommended	Provide reasons in favour
Recount	Retell a series of events
Reference	The method used to indicate the original information source
Summarise	Express, concisely the relevant details
Synthesise	Putting together various elements to make a whole



WINMALEE HIGH SCHOOL
Application for Illness, Accident, Misadventure Form
Preliminary (Year 11) and HSC Assessment Tasks/Examinations

This form is to be completed and given to the subject Head Teacher within **48 hours** of your return to school if you apply:

- (i) For an **extension of time** on an assessment task, prior to due date **OR**
- (ii) For **special consideration** because a task **has not** been submitted / **has not** been completed on the due date.
- (iii) Non-attendance to examinations

STUDENT NAME: _____ YEAR: _____

CLASS TEACHER: _____ SUBJECT: _____

ASSESSMENT/EXAMINATION TASK TITLE: _____

DATE DUE: _____ DATE SUBMITTED: _____

DATE SCHOOL ADVISED OF MISADVENTURE: _____ by (name) _____

ACTION REQUESTED: Extension of Time Special Consideration Opportunity to Sit Task at New Date
(Attach all supporting documentation such as medical certificates, include evidence of work in progress if applying for an extension of time)

STUDENT REASON FOR APPLICATION *(Completed by student, signed by parent before completion by Head Teacher)*

STUDENT SIGNATURE: _____ PARENT SIGNATURE: _____

RECOMMENDATION BY HEAD TEACHER *(all original documentation attached):*

- Application successful – mark to stand or student given opportunity to complete alternate task at a negotiated time/date.
- Application successful - extension granted until ___ / ___ / ___ *(Note: If task not submitted on this day a zero mark will apply).*
- Application successful - estimated mark to be given. *(Note: This mark will not be finalised until the end of the course based upon performance across the course).*
- Application unsuccessful – no extension granted.
- Zero mark awarded – reasons not substantiated/assessment policy not followed. *(Note: Task must still be submitted).*

HEAD TEACHER: _____ DATE: _____

CLASS TEACHER: _____ DATE: _____

APPROVED:

DEPUTY PRINCIPAL _____ DATE: _____

Office: Entered Sentral Incident # _____ Date entered: _____ Copy to HT Copy to Teacher



WINMALEE HIGH SCHOOL
Application for Appeal related to an Illness, Accident, Misadventure Application
Preliminary (Year 11) and HSC Assessment Tasks/Examinations

STUDENT NAME: _____ YEAR: _____

COURSE: _____

ASSESSMENT TASK TITLE: _____

CLASS TEACHER: _____

STUDENT REASON FOR APPEAL

STUDENT SIGNATURE: _____

This form needs to be submitted to the supervising Deputy Principal/Principal.

DECISION AND ACTIONS BY APPEAL COMMITTEE *(all original documentation to file):*

- Appeal upheld – mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
- Appeal declined – zero mark to stand. Assessment policy not followed.
- Zero mark awarded – reasons not substantiated/assessment policy not followed. *(Note: Task must still be submitted).*
- Appeal documentation placed in student file. *(Front Office)*
- Letter sent to student and parent/carer stating basis for appeal committee decision.

SIGNATURE (Appeal Committee member): _____ DATE: _____

SUBJECT ASSESSMENT SCHEDULES

ENGLISH

English Advanced	30
English Standard	31
English Studies	32
English Extension 1	33

MATHEMATICS

Mathematics Advanced	34
Mathematics Standard	35
Mathematics Extension 1	36

SCIENCE

Biology	37
Chemistry	38
Earth and Environmental Studies (EES)	39
Physics	40

H.S.I.E

Business Studies	41
Legal studies	42
Society and Culture	43
Modern History	44
Ancient History	45

APPLIED TECHNOLOGY

Design and Technology	46
-----------------------	----

INDUSTRIAL TECHNOLOGY

Industrial Technology – Timber Products and Furniture Technologies	47
Engineering Studies	48

PDHPE

Community and Family Studies	49
Personal Development, Health and Physical Education (PDHPE)	50
Sport Lifestyle and Recreation (SLR)	51
Dance	52

CREATIVE AND PERFORMING ARTS

Music 1	53
Music 2	54
Drama	55
Photography, Video and Digital Imaging	56
Visual Arts	57

**COURSE: ENGLISH - ADVANCED
YEAR 11 ASSESSMENT SCHEDULE 2024**

Nature of Task	Task 1 Common Module: Reading to Write	Task 2 Module A: Narratives that Shape our World	Task 3 Common Module and Module B Yearly Examination	
	Imaginative or Discursive Response with Reflection	Multimodal Presentation	Critical Responses	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes being assessed in task	EA11-3, EA11-5, EA11-7, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8	EA11-1, EA11-4, EA11-5, EA11-6, EA11-8	
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

**COURSE: ENGLISH – STANDARD
YEAR 11 ASSESSMENT SCHEDULE 2024**

Nature of Task	Task 1 Common Module: Reading to Write	Task 2 Module A: Contemporary Possibilities	Task 3 Common Module and Module B Yearly Examination	
	Imaginative or Discursive Response with Reflection	Multimodal Presentation	Critical Responses	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes being assessed in task	EN11-3, EN11-5, EN11-7, EN11-9	EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EA11-9	EN11-1, EN11-4, EN11-5, EN11-6, EN11-8	
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

**COURSE: ENGLISH STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Nature of Task	Task 1 CV and Cover Letter Mandatory Module: Achieving through English	Task 2 Film Review and Reflection Anthology The Big Screen	Task 3 Multimodal Presentation and Portfolio Who Do I Think I Am?	Weighting %
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	ES11-1, ES11-3, ES11-5	ES11-5, ES11-6, ES11-7	ES11-1, ES11-2, ES11-3, ES11-6	
Components				
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

**COURSE: ENGLISH - EXTENSION 1
YEAR 11 ASSESSMENT SCHEDULE 2024**

Nature of Task	Task 1	Task 2	Task 3	
	Critical Response	Multimodal Presentation	Yearly Examination	
	Term 2, Week 4	Term 3, Weeks 3-4	Term 3, Weeks 9-10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

**COURSE: MATHEMATICS ADVANCED
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 In Class Test	Task 2 Assignment/Investigation	Task 3 End of Course Exam
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9/10
		Algebra, Equations & Inequalities, Functions	Further Functions, Trigonometry, Intro to Calculus	All Preliminary topics
Outcomes assessed		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
Total %	100	30	30	40

**COURSE: MATHEMATICS STANDARD
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 In Class Topic Test	Task 2 Assignment/Investigation	Task 3 End of Course Exam
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9/10
		Formulae & Equations, Measurement, Linear Relationships	Earning & Managing Money, Interest & Depreciation	All Preliminary Topics
Outcomes assessed		A1, M1.1, M1.2	S1, F1	All topics completed to date
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
Total %	100	30	30	40

**COURSE: MATHEMATICS EXTENSION 1
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 In Class Test	Task 2 Assignment/Investigation	Task 3 End of Course Exam
		Term 2 Week 3	Term 3 Week 3	Term 3 Week 9/10
		Permutations & Combinations, Equations & Inequalities, Polynomials	Inverse Functions, Further Functions, Intro to Calculus	All Preliminary Topics
Outcomes assessed		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1 to ME11-7
Development of knowledge, understanding and skills	25	7.5	7.5	10
Reflects ability to reason, interpret, explain and communicate	25	7.5	7.5	10
Total %	50	15	15	20

**COURSE: BIOLOGY
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Research Task	Task 2 Depth Study	Task 3 End of Course Exam
		Term 2 Week 4	Term 3 Week 6	Term 3 Week 9/10
Outcomes assessed		Bio11/12-1 to Bio11/12-7	Bio11/12-1 to Bio11/12-7 and Bio11-8 to Bio11-11	Bio11/12-1 to Bio11/12-7 and Bio11-8 to Bio11-11
Skills in working scientifically	60	10	30	20
Knowledge and understanding of course content	40	10	10	20
Total %	100	20	40	40

**COURSE: CHEMISTRY
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 In Class task or Take home research	Task 2 Depth Study	Task 3 End of Course Exam
		Term 1 Week 10	Term 3 Week 1	Term 3 Week 9/10
Outcomes assessed		Ch11/12-1 to Ch11/12-7	Ch11/12-1 to Ch11/12-7 and Ch11-8 to Ch11-10	Ch11/12-1 to Ch11/12-7 and Ch11-8 to Ch11-11
Skills in working scientifically	50	10	30	10
Knowledge and understanding of course content	50	10	10	30
Total %	100	20	40	40

**COURSE: EARTH AND ENVIRONMENTAL STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Research/Written Task	Task 2 Depth Study	Task 3 End of Course Exam
		Term 2 Week 2	Term 3 Week 5	Term 3 Week 9/10
Outcomes assessed		EES 11-3, EES11-4, EES11-5, EES11-6	EES11-2, EES11-3, EES11-4, EES11-5, EES11-6	EES11-1, EES11-5, EES11-6, EES11-7 and EES11-8 to EES11-11
Skills in working scientifically	60	15	35	10
Knowledge and understanding of course content	40	5	5	30
Total %	100	20	40	40

**COURSE: PHYSICS
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Depth Study	Task 2 Practical Task	Task 3 End of Course Exam
		Term 2 Week 3	Term 3 Week 5	Term 3 Week 9/10
Outcomes assessed		Ph11/12-1 to Ph11/12-7 and Ph11-8 to Ph11-11	Ph11/12-1 to Ph11/12-7	Ph11/12-1 to Ph11/12-7 and Ph11-8 to Ph11-11
Skills in working scientifically	60	30	20	10
Knowledge and understanding of course content	40	10		30
Total %	100	40	20	40

**COURSE: BUSINESS STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Nature of Business Topic Test	Business Management Research Report	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100

**COURSE: LEGAL STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P3, P4, P5	P5, P6, P7, P8, P10	P1, P2, P6, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10	10		20
Total %	30	40	30	100

**COURSE: SOCIETY & CULTURE
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Research & Report Task The Social and Cultural World	Research & Report Task Personal and Social Identity	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	Outcomes assessed P1, P3, P6, P9, P10	Outcomes assessed P1, P2, P3, P5, P8, P10	Outcomes assessed P3, P4, P7, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

**COURSE: MODERN HISTORY
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Historical account & source analysis Investigating Modern History	Research and essay Historical Investigation	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Components				Weighting %
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	25	40	100

**COURSE: ANCIENT HISTORY
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Investigating Ancient History	Research & Essay Historical Investigation	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Components				Weighting %
Knowledge and understanding of course content	10	5	20	35
Historical skills in the analysis and evaluation of sources and interpretations	10	5	10	25
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

**COURSE: DESIGN AND TECHNOLOGY
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Research Task Report	Design Project Product and Folio	End of Course Examination	
Timing	Term 2 Week 4	Term 3 Week 4	Term 3 Exam Week	
Outcomes assessed	P1.1, P2.1, P2.2, P5.3, P6.1	P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	10	10	20	40
Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques in the production of projects.	20	30	10	60
Total %	30	40	30	100

**COURSE: INDUSTRIAL TECHNOLOGY –
TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Task	Task 1	Task 2	Task 3	
Nature of task	Practical Project and Design Folio Desk Organiser	Industry Research Task	End of Course Examination	
Timing	Term 2 Week 5	Term 3 Week 7	Term 3 Week 9 - 10	
Outcomes assessed	P3.1, P3.2, P4.1, P5.1, P5.2	P1.1, P5.1, P7.1, P7.2	P1.1, P1.2, P3.1, P6.1, P6.2, P7.1, P7.2	
Components				Weighting %
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.		30	10	40
Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques in the production of projects.	40		20	60
Total %	40	30	30	100

**COURSE: ENGINEERING STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components	Weighting %	Task 1	Task 2	Task 3
		Engineering Report	Engineering Report	End of Course Exam
		Term 2 Week 2	Term 2 Week 8	Term 3 Week 9/10
Knowledge and understanding of engineering principles and developments in technology	50	15	15	20
Skills in research, problem solving and communication related to engineering	30	10	10	10
Understanding of the scope and role of engineering including management and problem solving	20	5	5	10
Outcomes assessed		P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P6.1, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.3, P4.1, P4.2, P4.3
Total %	100	30	30	40

**COURSE: COMMUNITY & FAMILY STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components	Weighting %	Task 1	Task 2	Task 3
		Resource Management	Individuals and Groups	End of Course Exam
		Term 1 Week 9	Term 2 Week 7	Term 3 Exam Week
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
Outcomes assessed		P1.1, P2.1, P2.2, P2.3, P4.1, P4.2, P7.2	P1.2, P2.4, P3.1, P3.2, P4.1, P4.2 P6.1, P7.3	P1 – P7
Total %	100	30	30	40

**COURSE: PDHPE
YEAR 11 ASSESSMENT SCHEDULE 2024**

		Task 1	Task 2	Task 3
Assessment Task Overview		Core 1 – Better Health for Individuals Extended response question regarding risk behaviours and protective factors Extended response question examining the Ottawa Charter for Health and associated Health Promotion Programs	Core 2 – The Body in Action Video Analysis of Biomechanical Principles Unsighted extended response question	Yearly examination Core 1 Core 2 Option 1 – Fitness Choice Option 2 – First Aid
Task Due Date		Term 1 Week 7	Term 3 Week 2	Term 3 Weeks 9 & 10
	Weighting %	30	30	40
Knowledge and Understanding Factors that affect health The way the body moves	40	10	10	20
Skills in Influencing Personal and Community Health Taking action to improve participation and performance in physical activity	30	10	10	10
Skills in Critical Thinking, Research and Analysis	30	10	10	10
Outcomes		P1, P2, P3, P4, P5	P7, P9, P17	P1, P2, P3, P4, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16

**COURSE: SPORT, LIFESTYLE & RECREATION
YEAR 11 ASSESSMENT SCHEDULE 2024**

	UNIT 1 Athletics	UNIT 2 Games & Sports Applications	UNIT 3 Resistance Training	UNIT 4
Unit Overview	<p>In this module students will develop the knowledge, understanding and skills necessary to participate in and analyse athletic programs.</p> <p>Students investigate types of athletic events, ways to improve participant performance in athletics, the ethical and organisational responsibilities of participants and current approaches to specific events.</p>	<p>In these modules students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports.</p> <p>Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.</p>	<p>In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs.</p> <p>Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.</p>	
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Term & Week	Term 1 Week 2 - 10	Term 3 Week 1 –10	Term 2 Week 1 -10	Term 4 Week 1-10
Syllabus Outcomes	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.6, 4.1, 4.2, 4.4, 5.2, 5.4		1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
Assessment Task & Weighting %	Research Task / Practical Activities 20 20	Practical Activities 20	Research Task / Practical Activities 20 20	Practical Activities
Outcomes assessed	1.1, 1.3, 2.1, 2.2, 3.3, 3.4, 4.4, 4.5	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5, 5.2, 5.3	

**COURSE: DANCE
YEAR 11 ASSESSMENT SCHEDULE 2024**

Component	Task 1	Task 2	Task 3	Weighting %
	<p style="text-align: center;">PERFORMANCE</p> <p>Presentation of Class Dance, Exercises, Interview and SDP Booklet</p>	<p style="text-align: center;">COMPOSITION and APPRECIATION</p> <p>A) COMPOSITION Presentation of Work in Progress solo composition dance, including informal discussion and journal</p> <p>B) APPRECIATION Analysis Task</p>	<p style="text-align: center;">END OF COURSEXAMINATION</p> <p>A) COMPOSITION Presentation of solo composition dance, including informal discussion and journal</p> <p>B) PERFORMANCE Solo Dance and Interview</p> <p>C) APPRECIATION Examination - 2 essay questions</p>	
	Term 2 Week 4	Term 2 Week 10	Term 3 Week 9-10	
	P2.1, P2.3, P2.4, P4.3	A - P3.4, P3.5 B – P4.3, P4.5	A – P3.2, P3.6 B – P2.5, P2.6 C – P4.1, P4.4	
Performance	25		B – 15	40
Composition		A – 15	A – 15	30
Appreciation		B – 20	C – 10	30
TOTAL %	25	35	40	100

**COURSE: MUSIC 1
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Composition/ Aural	Task 2 Performance/ Aural	Task 3 Musicology/ Performance
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 10
PERFORMANCE	25		15	10
COMPOSITION	25	25		
AURAL	25	5	20	
MUSICOLOGY	25			25
Outcomes being assessed in task		P5,P6,P7,P8,P10,P11	P1,P3,P4,P5,P6,P9,P10,P11	P1, P3,P4,P5,P6,P8,P9,P10,P11
	100%	30	35	35

**COURSE: MUSIC 2
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Composition/Aural	Task 2 Performance /Musicology/ Aural	Task 3 Musicology/ Performance
		Term 1 Week 11	Term 2 Week 9+10	Term 3 Week 9+10
PERFORMANCE	25		15	10
COMPOSITION	25	25		
AURAL	25	10	15	
MUSICOLOGY	25		10	15
Outcomes being assessed in task		P5,P6,P7,P8,P10,P11	P1,P3,P4,P5,P6,P9,P10,P11	P1, P3, P4,P5,P6,P8,P9,P10,P11
	100%	35	40	25

**COURSE: DRAMA
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Contemporary Theatre Practice	Task 2 Youth Theatre Festival	Task 3 Influential Directors Mini-GP
		Term 2 Week 1	Term 2 Week 9/10	Term 3 Week 9/10 End of Course Exam
Making	40	10	20	10
Performing	30	15		15
Critically Studying	30	10	5	15
Outcomes being assessed in task		P1.1, P1.2, P2.4, P1.4, P1.6, P2.5, P3.1	P1.1, P1.3,P1.6,P1.7, P3.1	P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8,P3.1, P3.2, P3.3
	100%	35	25	40

**COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3
		Photographic Portfolio 1 & Artist Case Study	Photographic Portfolio 2, Diary & Artist Case Study	Photographic Portfolio 3, Diary & Artist Case Study
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
Making	70	20	25	25
Critical & Historical	30	10	10	10
Outcomes being assessed in task		M1, M2, M3, M5, CH1, CH2	M1, M3, M4, M5, CH3, CH4	M2, M5, M6, CH3, CH4, CH5
	100%	30	35	35

**COURSE: VISUAL ARTS
YEAR 11 ASSESSMENT SCHEDULE 2024**

Components (syllabus)	Weighting %	Task 1 Art and Controversy	Task 2 Portraiture and Imagination	Task 3 End of Course Exam
		Term 2 Week 5	Part A: Week 5, Term 3 Part B: Week 8, Term 3	Term 3 Week 9/10
Critical and Historical Studies	50		30	20
Art Making	50	20	30	
Outcomes		P1, P2, P4, P6	P1, P2, P3, P4, P5, P6, P8, P9, P10	P7, P8, P9, P10
	100%	20	60	20