



CANTERBURY GIRLS HIGH SCHOOL



YEAR 11 ASSESSMENT POLICY & SCHEDULE 2024



ASSESSMENT POLICY HANDBOOK

YEAR 11

2024

To the Student:

This booklet contains important information about your Stage 6 Year 11 Assessment which will occur throughout Terms 1, 2 and 3, 2024. Your Year 11 Assessment Tasks will commence in Term 1, 2024.

It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of that course before the task is attempted.

You are expected to attempt ALL assessment tasks as required and be present for any examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments, work placements or fieldwork which may not be part of the actual assessment program but which is still vital for you to achieve the outcomes of each course.

A calendar is provided on the next page to map your assessment tasks. You are advised to complete this calendar using the assessment notifications provided and by accessing the Student Assessment Calendar via the Student intranet and school's website. This is a simple tool that will assist you for planning your study purposes and ensuring your tasks are completed by the due dates.

Items which should be included in your calendar:

- Hand-in and In-Class tasks as per schedules
- Work Placements (for students enrolled in VET or TVET courses)
- Fieldwork
- Practical Assessment Tasks and Milestones
- Key tasks assigned by your teacher which are not assessable but are still required to hand-in
- Other commitments which may impact on your time to complete assigned work and assessments

The Principal is required to certify to the NSW Education Standards Authority (NESA) that you have satisfactorily completed each course you are studying.

Remember that it is your responsibility to keep this handbook, to refer to it when necessary and be familiar with all its contents.

I would like to wish you a very successful Year 11 and hope that every student will achieve their Personal Best!



Robyn Andrews
Deputy Principal

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Year 11 Assessment Task Planner and Calendar

		Monday	Tuesday	Wednesday	Thursday	Friday
TERM 1	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					
	Week 9					
	Week 10					
	Week 11					
TERM 2	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					
	Week 9					
		Week 10				
TERM 3	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8	Yearly Examinations				
	Week 9					
		Week 10				

Year 11 Record of School Achievement Certificate

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). These students will receive a cumulative credential called the Record of School Achievement (RoSA).

As part of the RoSA, schools award students grades based on their achievements in the Stage 5 and Stage 6 Year 11 courses they complete.

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course with a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade is reported on the student's Record of School Achievement.

Assessment Using a Standards-Referenced Framework

All Year 11 students undertake a program of assessment tasks. These tasks are conducted throughout Year 11 and each has a weighting determined by the school within guidelines provided by the NESA. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement.
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment mark for each student. These assessment marks provide a rank order of students and show relative differences between students' performances.

Assessment tasks are marked by one or more common markers. This ensures the Standards-Reference Framework developed for each task has been consistently applied to the candidature in that course. The fact that all assessment tasks have been assessed by common markers ensures marks are fairly and consistently allocated to students.

The Allocation of Grades

The school awards each student who completes a Year 11 Course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's HSC Record of Achievement using the following process.

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, subject teachers keep student work samples and corresponding assessment tasks representing the upper, middle and lower range of achievement. Each of these work samples demonstrates performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

Common Grade Scale for Year 11 Courses

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

- 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.

Year 11 Requirements

1. Student Obligations

Students are obliged to:

- Maintain attendance of at least 90%
- Hand in all assessment tasks on the day and time they are due
- Make a serious attempt at all assessment tasks
- Hand work in on time to avoid penalties
- Provide evidence for missed tasks (e.g. Doctor's Certificate) and complete an Illness/Misadventure form.

2. School's Obligations

The school is obliged to provide written notice 10 school days before the due date of:

- assessment components and weighting
- the nature of each assessment task
- duration and time of each task
- the mark value of each task
- course outcomes being assessed.

3. Application

Satisfactory application is essential for the award of a Year 11 Record of School Achievement (RoSA) Certificate. The Principal must certify as to whether students have applied themselves at school to a degree that warrants the award of this Certificate. In determining this judgement, the Principal will consider the degree of effort shown by students and their attitude towards their studies.

Determinations regarding satisfactory completions are decisions which affect the award of the RoSA. Determinations regarding individual courses are made in terms of the requirements for satisfactory completion by the Head Teacher responsible for that course. In circumstances where overall application is unsatisfactory, no record of the RoSA will be issued.

4. Completion of Course Requirements

Students must have satisfactorily completed course totalling at least 12 units in Year 11 in order to progress to the Year 12 coursework.

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by **effort and application**, achieved the desired student outcomes of the various syllabuses as laid down by the NESA.

If such evidence does not exist, the school MUST apply an 'N' determination for that course.

In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' based on some minimum acceptable achievement nor will you be regarded as satisfactory if you do no more than attend regularly. Account is taken of both your application and the degree of achievement of NESA's objectives and outcomes of the course.

If a student has not engaged in an acceptable level of class or assessment work, they CANNOT be regarded as satisfactorily completing that course as they are not achieving course outcomes.

Also, students may be judged not to have satisfactorily completed a course if there is sufficient evidence of:

- omission to a significant degree, of experiences which are integral requirements of the syllabus. e.g. assignments, work placement, field studies, practical work, participation In Class
- preparation so insubstantial that poor examination performance is likely to result
- failure to make a genuine attempt at assessment tasks which contribute more than 50% of the available marks. If you score zero in a particular task it is matter for your teacher's professional judgement whether the attempt is a genuine one.

5. Completion of Assessment Tasks

Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, work placements, examinations, and hand-in tasks.

5.1 Requirements

To meet minimum NESA requirements, students must:

- undertake tasks which contribute in excess of 50% of the available marks for that course; and
- complete non-assessable tasks worth more than 50% of the available marks to be considered to have satisfactorily completed a course

It is emphasised that completion of tasks totalling exactly 50% is NOT sufficient. Failure to comply with these rulings is considered as unsatisfactory completion.

If a student does not comply with the above requirements in any course a moderated assessment mark or examination mark for that course will not apply and an N determination will be applied. In the case of Extension 1 or Extension 2 courses, if the assessment requirements are not met for the common component (2 unit or Extension 1), then a student will not receive a result in the course at all.

5.2 Electronic Presentation of Tasks

Unless otherwise specified, all tasks and assessments are to be submitted as a hard copy. Electronic presentation of a task must be at the discretion of the Head Teacher of the course. In the event of an electronic submission of a task, save a back-up copy of the task on a USB or school network or other device or a cloud based software.

In the event there is a computer failure, the student must contact the Head Teacher immediately. In support of their claim, **students must be able to present a back-up copy of the task at the first available opportunity and other supporting evidence showing progress made in relation to the task.**

It is the responsibility of the student to back up their own work regularly. Illness/Misadventure applications will not be considered without a back up copy of the task and or evidence of progress.

In the event of illness or misadventure preventing attendance, **the task should be presented electronically by the due date and time.** Students should complete an illness/misadventure application and provide a hard copy of the Assessment task on their first day of return (see section 6.7).

6. Submission of Assessment Tasks, Malpractice, Breaches of Assessment Procedures and Illness/Misadventure

6.1 Submission of Assessment Tasks

- 6.1.1 Students will be issued with an Assessment Schedule, as part of this policy, showing the proposed assessable tasks in all subjects, including the task name and week for completion.
- 6.1.2 Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will be given for variations to the published Assessment Calendar or content of tasks.
- 6.1.3 Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, tests and hand in tasks.
- 6.1.4 No assessable task will be set for submission on the last day of the term, although students may be required to complete practical tasks and hand in associated materials.
- 6.1.5 All executive staff will monitor the Assessment calendars to ensure task due dates are distributed to support students' learning. Whilst every effort will be made to manage the assessment load for students, there is NO maximum number of tasks that a student could be asked to undertake or hand in on a single day.

6.2 Late Submission of Assessment Tasks

If the task is a hand in assessment students must still submit via email or Google classroom.

If an assessable task has to be submitted and a student fails to do so by the specified date, a mark of 0 will be given, unless a Medical/Misadventure Certificate covering the period of absence or effect and giving acceptable reasons is given to the Head Teacher or the Deputy Principal.

If a student fails to hand in an assessable task before a holiday period, a mark of 0 will be given unless evidence is provided. Parent/carer letters and Medical/Misadventure Certificates are necessary if medical reasons are given for late submission. They must be produced on the morning of the first day of the student's return and an Illness/Misadventure application completed. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason, a mark of 0 will be given. Students cannot absent themselves from class to prepare for tasks. This will result in a mark of 0 being given.

6.3 Non-Submission of Assessment Tasks

6.3.1 A mark of 0 will be given for non-submission of an assessable task.

6.3.2 If a student does not submit or present assessment tasks totalling at least 50% of the final Assessment mark of a course neither the examination mark nor the assessment mark will be reported for that course.

6.3.3 Written notification (N-Warning) will be given of each occurrence of a zero assessment mark.

6.4 Non-Attendance at an Examination, Field Study, VET Work Placement, Practical Assessment or prior to an assessment task

6.4.1 If a valid reason (see below 6.6) is given for non-attendance (illness or approved leave) then students may be issued with a substitute task and assessed on their performance in that task. Failure to complete a substitute task will mean a zero mark will be given.

6.4.2 In exceptional circumstances, where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the task will be removed from a student's assessment schedule, and the completed assessment marks converted to a mark out of 100.

6.4.3 If a student is late for a written or practical examination, no extra time will be given except in extraordinary circumstances and an Illness/Misadventure application has been lodged with the relevant Head Teacher for consideration.

6.4.4 If no valid reason for non-attendance is given, a mark of 0 will be awarded.

6.4.5 If a student misses scheduled classes before an assessable test, without a valid reason, a mark of 0 will be awarded. (This includes Extension classes scheduled outside normal periods).

6.4.6 In the event of work placement, the student will be required to complete the required hours on an alternative date as arranged in consultation with the VET Teacher and VET Coordinator.

6.4.7 If a student does not attend school on the day before an assessable task is due, the student must apply for Illness and/or Misadventure and show good cause for their absence. This application must be submitted on the first day of their return.

6.4.8 Failure to show good cause for their absence prior to the due date is a form of malpractice and will result in an N warning and a mark of zero. (Refer to 6.5)

6.5 Malpractice during an Examination or Assessment Task

6.5.1 Malpractice is any activity that allows students to gain an unfair advantage over other students.

6.5.2 Examples of malpractice include but are not limited to cheating, non-serious attempt, copying other students work, plagiarism, paying someone to write or prepare material, breaching school examination

rules, using non-approved aids or materials during an assessment task or exam, giving false explanations to explain work not handed in by the due date, assisting another student to engage in malpractice or absence from school prior to a task without an appropriate reason.

- 6.5.3 If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of 0 will be awarded.
- 6.5.4 If a student submits a prepared task, which her teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a mark of 0.
- 6.5.5 Cheating includes plagiarism. See section 6.8 for additional information.

6.6 Valid Reasons for Late Submissions, Non-Attendance, Lateness

- 6.6.1 Medical reasons i.e., Illness verified by a medical certificate from a health professional.
- 6.6.2 Non-Medical Reasons: leave approved only by the Principal, attendance at Court etc. – to be verified by Deputy Principal.

6.7 Illness/Misadventure

- 6.7.1 All students are required to comply with the school's assessment policies as outlined in the assessment handbooks for school Year 11 Higher School Certificate students.
- 6.7.2 Students may be prevented from completing an assessment task on time, attending in the lessons or days before or completing an assessment to a standard commensurate with their ability, due to them experiencing Illness/Misadventure.
- 6.7.3 A student must lodge an Illness/Misadventure Appeal form in support of any assessment task not completed or adversely affected by Illness and/or Misadventure. Note: Illness/Misadventure does NOT cover:
- difficulties in preparation
 - alleged deficiencies in tuition
 - family celebrations / commitments / holidays
 - loss of study time prior to the formal study vacation
 - misreading the examination timetable
 - misreading of examination instructions, and,
 - long-term illnesses or disability such as glandular fever, asthma, epilepsy, hearing and vision impairment etc. unless there is evidence of a sudden reoccurrence during the examination period.
- 6.7.4 To complete an Illness/Misadventure application (Attachment 1) students must:
- Have Parent/Carer speak to the School and Head Teacher or Deputy on the morning of the task and let them know you are going to miss the assessment task and why.
 - Attend a doctor to obtain a **Medical/Misadventure certificate** (Attachment 2) or obtain other supporting documentation which covers the period of absence.
 - Visit the relevant Head Teacher or Deputy Principal before school on the first day of return to school, submit a completed Illness/Misadventure form (Attachment 1) and **be prepared to sit the examination or submit the task unless otherwise negotiated.**
 - Completed Illness/Misadventure forms must be submitted along with the required supporting documentary evidence no more than five calendar days after the examination.
- 6.7.5 Student Medical/Misadventure Certificates must be completed using the form (Attachment 2).
- Include the Practitioner's details and stamp
 - Include the date of the missed task
 - Include testimony and signature of the practitioner
 - Show the length of time the student will be unfit for school.
- 6.7.6 A decision as to whether the appeal will be upheld should be made within three working days by the Deputy Principal in consultation with the Head Teacher. The Deputy Principal will inform the student and their

parents/carers of this decision. The authenticity of documentary evidence may be confirmed with the named provider. A parent/carer note in most instances is not sufficient.

- 6.7.7 If the appeal is upheld, a decision will be made as to whether to allow the student to re-sit/resubmit the assessment task, or to adjust the result in accordance with their performance in previously undertaken tasks.
- 6.7.8 If the appeal is not upheld, the existing assessment mark will remain for any task attempted; a zero allocated and a warning letter sent for any task not attempted.
- 6.7.9 Applications will be discreetly managed on a case by case basis – no blanket rule in the case of illness and misadventure can apply.

6.8 Plagiarism

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with the increased access to the internet. In the end it is an act which can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Plagiarism includes using work of another individual and presenting it as one's own. (Macquarie University, *Plagiarism Policy*, 2003). The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material i.e. repeated long quotations. (The Learning Centre, *Avoiding Plagiarism*, UNSW)
- A student submitting work that a **detecting program identifies as generated by artificial intelligence** (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question.

Strategies to avoid Plagiarism:

- Make sure you understand the set question and the sub-components of the question. If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set question as quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment, then make sure you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc. (This means a bibliography).
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

Consequences of Plagiarism:

Plagiarism is a form of malpractice and as such a zero will be awarded to any student for the work they are found guilty of actively plagiarising.

Mandatory Work Placement (VET Courses)

- All VET courses have a minimum number of hours of work placement, which are not at the discretion of students and/or families.
- The school has set certain weeks in the calendar as work placement weeks.
- Students are expected to check they have no other assessable tasks due, during this time. (It may be that a hand in task is required).
- Work placement is no reason for lack of completion of other tasks.
- Failure to complete work placement, will result in an ‘N’ award and may mean you cannot proceed to Year 12 or receive your HSC.

Yearly Examinations

Students are required to wear full school uniform for the yearly examinations. During these times the Presiding Officer is responsible for supervision. Any malpractice or breach of procedures will be reported to the Deputy Principal which will then submit an official report to the Principal.

Examination Rules

In assessment tasks and examinations

Students **MUST**:

- Follow the day to day rules of the school
- Follow the supervisor’s instructions at all times behaving in a polite and courteous manner
- Make a serious attempt at answering all questions in the assessment task/test.

Students **MUST NOT**:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Take a mobile phone or any other electrical device not approved by the NESA.

Disability Provisions

Disability provisions are practical supports that help students access the curriculum and participate in assessments on the same basis as students without disability. Disability provisions address students’ exam needs related to learning, medical, vision or hearing disabilities. Please see examples of provisions below. **Note: students must supply a diagnosis of their disability.**

Provision	Disability/condition/symptom
Extra Time to Write	Impaired written output due to a physical or cognitive disability
Individual Supervision	Condition that causes disruption to others, e.g. Tourette’s syndrome
Reader	Reading disability (YARC Level 2), Irlen syndrome/Scotopic sensitivity
Rest Breaks	Anxiety disorder, fatigue, concentration difficulties (ADHD)
Small group supervision	Social anxiety disorder, hearing impairment
Writer	Pain, impaired written output

Canterbury Girls High School provides advice and accommodates students’ disability provision needs based on the information provided by health professionals and NESA’s principles for exam modifications. Where appropriate the school submits applications for the HSC examinations on their behalf. **The decision to approve the application is made by NESA, not the school. Approved provisions must not confer an advantage.**

What is not covered:

- Conditions that may or may not occur during an exam (episodic), e.g. migraines. An occurrence of this type of condition would be covered by an illness/misadventure application, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.

- Loss of preparation time or difficulty undertaking a course, e.g. a musical instrument being broken some months prior to the HSC.
- Difficulty with reading due to English being an additional language/dialect for a student.
- Short term illnesses.

What is needed for the application process to NESA:

- NESA medical, vision or hearing form(s) need(s) to be completed by a qualified health professional relevant to the condition(s). This can include a GP with a history of a relationship with the student. The health professional's comments must include the impact on the student's ability to access and respond to questions in an exam situation.
- NESA Teacher comments forms, completed by each of the student's teachers.
- Functional evidence i.e., the impact of the disability in an examination situation such as, writing samples or testing results.
- Completed Student Declaration.
- Completed Principal Declaration.

Students benefit from early and complete applications for provisions. Applying for provisions on time gives students the opportunity to practice their approved provisions in school-based tasks and address any unforeseen issues prior to the HSC exams.

Students with a diagnosed disability receive a personal learning and support plan (PLaSP) in consultation with a member of the learning and support team, the student and parent. This plan will contain any provisions which should be enacted for school based tasks. The plan is presented to the teachers and updated by the learning and support team.

Please note: Diagnosis and professional recommendation alone will not mean provisions are approved. Teachers must comment on adjustments that have been trialled at school and provide functional evidence **gathered by observing the student during exams using the special provisions. The decision to approve the application is made by NESA, not the school.**

Assessment Free Periods

The week prior to formal examination periods such as the HSC Trial Examination will be variation and assessment free to minimise disruption to classes and to allow appropriate support for examination preparation.

Practical examinations (e.g. Biology, Chemistry, Physics, Music Performance, Drama Performance, Dance Performance and Language Listening Tasks) may be scheduled in the week prior or after formal examinations to ensure an appropriate time is allocated to the completion of these tasks and to avoid clashes with written examinations. Students will be advised of these times with at least 2 weeks' notice.

Student Reports

The school will issue 2 reports to students and parents during Year 11.

- **Progress Report**

This is an interim report issued towards the end of Term 1 providing an initial guide as to whether have commenced their Year 11 coursework satisfactorily, or whether there are areas of concern that need to be discussed with students and parents/carers.

- **Semester 1 Report**

This is a progress report containing information on student progress and is based on assessment tasks and coursework completed during the first Semester. This report will contain:

- A cumulative mark and rank
- A student profile reflecting the level of student application to their coursework and learning
- Standards of achievement on outcomes that have been assessed
- A teacher comment and strategies for improvement

- **Final Report**

This is a summative report containing information on a student's overall progress across Year 11 coursework. This report will contain:

- Yearly Examination Mark (out of 100)
- Yearly Examination Rank (across the whole course)
- Cumulative Assessment Mark for the course (out of 100 for 2 unit courses and 50 for 1 unit courses)
- Cumulative Assessment Rank for the course
- A student profile reflecting the level of student application to their coursework and learning
- Standards of achievement on course outcomes
- A teacher comment which provides strategies to consolidate their skills and understanding as they commence their HSC coursework.

Assessment Schedules for Specific Courses

ANCIENT HISTORY 2 UNIT _____	16
BIOLOGY 2 UNIT _____	17
BUSINESS STUDIES 2 UNIT _____	18
CHEMISTRY 2 UNIT _____	19
CHINESE BEGINNERS 2 UNIT _____	20
CHINESE CONTINUERS 2 UNIT _____	21
CHINESE IN CONTEXT 2 UNIT _____	22
CHINESE AND LITERATURE 2 UNIT _____	23
COMMUNITY AND FAMILY STUDIES 2 UNIT _____	24
DANCE 2 UNIT _____	25
DRAMA 2 UNIT _____	26
EARTH AND ENVIRONMENTAL SCIENCE 2 UNIT _____	27
ECONOMICS 2 UNIT _____	28
ENGLISH STANDARD 2 UNIT _____	29
ENGLISH ADVANCED 2 UNIT _____	30
ENGLISH EXTENSION 1 UNIT _____	31
GEOGRAPHY 2 UNIT _____	32
LEGAL STUDIES 2 UNIT _____	33
MATHEMATICS STANDARD 2 UNIT _____	34
MATHEMATICS ADVANCED 2 UNIT _____	35
MATHEMATICS EXTENSION 1 1 UNIT _____	36
MODERN HISTORY 2 UNIT _____	37
MUSIC 1 2 UNIT _____	38
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT _____	39
PHYSICS 2 UNIT _____	40
SOCIETY AND CULTURE 2 UNIT _____	41
SPORT, LIFESTYLE & RECREATION 2 UNIT _____	42
TEXTILES AND DESIGN 2 UNIT _____	43
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ANCIENT HISTORY

2 UNIT

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%
Historical inquiry and research including mandatory historical investigation	20%
Communication of historical understanding in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Investigating Ancient History Case Study	Term 1 Week 7	Presentation (Hand In and In Class)	30%
Historical Investigation: Features of Ancient Societies	Term 3 Week 4	Historical Investigation (Hand In)	30%
Investigating Ancient History The Nature of Ancient History Case Study Features of Ancient Societies	Term 3 Week 8-9	Yearly Examination: Section I: Short answer responses Section II: Extended Response	40%
TOTAL			100%

BIOLOGY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Module 3</u> Biological Diversity <u>Module 4</u> Ecosystem Dynamics	Term 2 Week 5	<u>Mandatory Depth Study</u> Working Scientifically Skills and Knowledge and Understanding	30%
Working Scientifically Skills	Term 3 Week 5	Practical Examination	30%
<u>Module 1</u> Cells as the Basis of Life <u>Module 2</u> Organisation of Living Things <u>Module 3</u> Biological Diversity <u>Module 4</u> Ecosystem Dynamics	Term 3 Week 8-9	Written Examination Knowledge and Understanding	40%
TOTAL			100%

BUSINESS STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of business information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Nature of Business	Term 1 Week 6	Contemporary Business Investigation (Hand In and In Class)	30%
Business Management: Key Business Functions	Term 2 Week 6	Research and Oral Presentation on a case study (In Class). Inquiry and research	30%
Nature of Business Business Management Business Planning	Term 3 Week 8-9	Yearly Examination: Section I: Objective Response Section II: Short-Answer Section III: Business Report	40%
TOTAL			100%

CHEMISTRY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Module 1</u> Properties and Structure of Matter	Term 1 Week 9	<u>Mandatory Depth Study</u> Working Scientifically Skills and Knowledge and Understanding	30%
<u>Module 2</u> Introduction to Quantitative Chemistry <u>Module 3</u> Reactive Chemistry Working Scientifically Skills	Term 2 Week 6	Practical Examination	30%
<u>Module 1</u> Properties and Structure of Matter <u>Module 2</u> Introduction to Quantitative Chemistry <u>Module 3</u> Reactive Chemistry <u>Module 4</u> Drivers of Reactions	Term 3 Week 8-9	Written Examination Knowledge and Understanding	40%
TOTAL			100%

CHINESE BEGINNERS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Listening	30%
Reading	30%
Speaking	20%
Writing	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Family Life	Term 1 Week 8	Response to spoken/visual texts/oral presentation (Listening 20%, Speaking 10%)	30%
Recreation	Term 2 Week 10	Responses in English and Chinese to a series of emails (Reading 20%, Writing 10%)	30%
Yearly Examination	Term 3 Week 8-9	Listening (10%) Reading (10%) Speaking (10%) Writing (10%)	40%
TOTAL			100%

CHINESE CONTINUERS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Listening	30%
Reading	30%
Speaking	20%
Writing	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Listening Speaking	Term 1 Week 8	Response to a spoken/visual text 20% Oral presentation 10% (In Class)	30%
Reading Writing	Term 2 Week 10	Response to multimodal and texts 20% Designing an Information Brochure 10% (Hand In)	30%
Yearly Examination	Term 3 Week 8-9	Speaking 10% Listening 10% Reading 10% Writing 10%	40%
TOTAL			100%

CHINESE IN CONTEXT**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening	25%
Reading	25%
Speaking	30%
Writing	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Speaking	Term 1 Week 8	Oral Interaction (In Class)	20%
Listening Reading Writing	Term 2 Week 10	Response to Spoken/Visual Texts in English/Chinese (In Class) (15% and 15%) Analyse and Respond in Chinese to Texts/Magazine Article (Hand In) (10%)	40%
Yearly Examination	Term 3 Week 8-9	Listening (10%) Speaking (10%) Reading (10%) Writing (10%)	40%
TOTAL			100%

CHINESE AND LITERATURE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening	20%
Reading	40%
Speaking	10%
Writing	30%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Listening Reading	Term 1 Week 8	Listen to a range of texts in different contexts and discourses and respond by speaking or writing (In Class) (20%) Communicate in Chinese in writing in a variety of contexts and/or initiate interaction and respond to the Chinese language used by others in combinations of listening, speaking and viewing (Hand In) (10%)	30%
Speaking Writing	Term 2 Week 10	Oral presentation (In Class) (10%) Read a range of texts and write critical response in Chinese (Hand In) (20%)	30%
Yearly Examination	Term 3 Week 8-9	Reading (30%) Writing (10%)	40%
TOTAL			100%

COMMUNITY AND FAMILY STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysis and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Resource Management	Term 1 Week 7	Film Analysis (Hand In)	30%
Families and Communities	Term 2 Week 6	Primary Research Task (Hand In)	30%
Yearly Examination	Term 3 Week 8-9	Examination	40%
TOTAL			100%

DANCE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Performance	50%
Composition	30%
Appreciation	30%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Performance	Term 1 Week 8	Performance: 3 – 4 minutes solo dance followed by a 5 minute interview (In Class) 30% Performance: Safe Dance Portfolio (Hand In) 10%	40%
Composition	Term 2 Week 5	Composition: Generate and organise 2 – 3 movement phrases based on a specific intent (In Class) 20% Composition: Digital process journal (Hand In) 10%	30%
Performance / Appreciation	Term 3 Week 8-9	Performance: Evaluation (Hand In) 10% Appreciation: Written Examination (In Class) 20%	30%
TOTAL			100%

DRAMA**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Making	40%
Performing	30%
Critically Studying	30%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Theatrical Traditions/ Playbuilding / Improvisation	Term 1 Week 9	Performance (10%) Written and extended response (10%) (In Class and Hand In)	20%
Elements of Production in Performance Design /Performance	Term 2 Week 9	Individual Project – Performance (10%) Presentation, Portfolio of Process and Rationale (30%) (In Class and Hand In)	40%
Playbuilding / Performance Analysis of Production Techniques & Conventions	Term 3 Week 8-9	Performances (20%) and written response (20%) (In Class and Hand In)	40%
TOTAL			100%

EARTH AND ENVIRONMENTAL SCIENCE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Module 4:</u> Human Impacts	Term 1 Week 10	<u>Mandatory Depth Study</u> Skills in Working Scientifically and Knowledge and Understanding	30%
Working Scientifically Skills	Term 3 Week 3	Practical Examination	30%
<u>Module 1:</u> Earth's Resources <u>Module 2:</u> Plate Tectonics <u>Module 3:</u> Energy Transformations <u>Module 4:</u> Human Impacts	Term 3 Week 8 - 9	Knowledge and Understanding Examination	40%
TOTAL			100%

ECONOMICS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of economic information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Introduction to Economics Consumers & Business	Term 1 Week 7	Stimulus Based Skills: Oral Presentation Report (Hand In and In Class)	30%
Markets Labour Markets	Term 2 Week 6	Research, Inquiry and Extended Response (In Class)	30%
All Topics including Financial Markets, Government and the Economy	Term 3 Week 8-9	Yearly Examination Section I: Objective Response Section II: Short Answer Questions Section III: Extended Response	40%
TOTAL			100%

ENGLISH STANDARD**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module Reading To Write - Transition To Senior English	Term 1 Week 10	Portfolio of Writing and Reflection Task (In Class and Hand In)	30%
Module A - Contemporary Possibilities - Study of a Substantial Digital Text	Term 2 Week 9	Multimodal Presentation (Hand In)	30%
Common Module and Module B	Term 3 Week 8-9	Yearly Examination Paper 1 - Common Module + Module B	40%
TOTAL			100%

ENGLISH ADVANCED**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module: Reading To Write -	Term 1 Week 10	Portfolio of Writing and Reflection Task (Hand In and In Class)	30%
Module A: Narratives That Shape Our World	Term 2 Week 8	Multimodal Response (Hand In)	30%
Common Module and Module B	Term 3 Week 8-9	Yearly Examination Paper 1 - Common Module + Module B	40%
TOTAL			100%

ENGLISH EXTENSION 1**1 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Texts, Culture and Values	Term 1 Week 10	Imaginative Response: Textual intervention task and reflection (Hand In)	30%
	Term 2 Week 10	Comparative Essay Response (Hand In)	30%
	Term 3 Week 6	Independent Research Project: Multimodal presentation	40%
TOTAL			100%

GEOGRAPHY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Geographical tools and skills	20%
Geographical Inquiry and research including fieldwork	20%
Communication of geographical information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Earth's Natural Systems	Term 1 Week 8	In- Class Test including skills	25%
Geographical Investigation	Term 2 Week 9	Inquiry and research – Report (Hand In)	35%
People, Patterns and Processes	Term 3 Week 8-9	Yearly Examination: Section I: Objective Response Section II: Short-Answer Section III: Extended Response	40%
TOTAL			100%

LEGAL STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	60%
Inquiry and research	20%
Communication of Legal Studies information, issues and ideas in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core I: The Legal System	Term 1 Week 8	Multiple-choice and short answer quiz (In Class)	30%
Core II: Individual and the Law	Term 2 Week 9	Research and In-Class extended response (unseen question)	30%
All Topics	Term 3 Week 8-9	Yearly Examination: Section I: Objective response Section II: Short-Answer Section III: Extended Response	40%
TOTAL			100%

MATHEMATICS STANDARD**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
TOTAL	100%

Note: All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of topics for this course is available on the school website as Year 11 Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 1 Week 7	Written Task (In Class)	30%
Task 2	Term 2 Week 6	Take-home task and Validation Test (Hand In and In Class)	30%
Task 3	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MATHEMATICS ADVANCED**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
TOTAL	100%

Note: All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of topics for this course is available on the school website as Year 11 Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 (Topics Will be Advised on Assessment Notification)	Term 1 Week 7	Written Task (In Class)	30%
Task 2 (Topics Will be Advised on Assessment Notification)	Term 2 Week 5	Take-home Task	30%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MATHEMATICS EXTENSION 1**1 UNIT**

COURSE COMPONENTS	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
TOTAL	100%

Note: All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of topics for this course is available on the school website as Year 11 Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 (Topics Will be Advised on Assessment Notification)	Term 1 Week 8	Written Task (In Class)	30%
Task 2 (Topics Will be Advised on Assessment Notification)	Term 2 Week 6	Written Task (In Class)	30%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MODERN HISTORY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Nature of Modern History - The Contestability of the Past	Term 1 Week 8	Oral Presentation (In Class)	25%
The Historical Investigation Case Study B - The Cuban Revolution	Term 2 Week 8	Research Task (Hand In)	35%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MUSIC 1**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Performance	25%
Composition	25%
Musicology	25%
Aural	25%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Topic 1: Methods of Notation	Term 1 Week 9	Compose an Original song (15%) Written response to aural excerpts (10%) Written analysis of ONE Notation type (5%) (In Class and Hand In)	30%
Topic 2: Jazz	Term 2 Week 9	Perform a piece representative of the topic (10%) Present a group Viva Voce style podcast/vodcast (20%) (In Class and Hand In)	30%
Topic 3: Music for radio, film, television and multimedia.	Term 3 Week 9	Compose a Jingle (10%) Perform a piece representative of the topic (15%) Written responses to aural excerpts (15%) (In Class and Hand In)	40%
TOTAL			100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research, analysis and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Better Health for Individual	Term 1 Week 9	Written Analysis (Hand In and In Class)	30%
Body in Motion & First Aid	Term 3 Week 2	Scenario (Hand In)	30%
All Topics	Term 3 Week 8 - 9	Yearly Examination	40%
TOTAL			100%

PHYSICS

2 UNIT

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Module 3:</u> Waves and Thermodynamics	Term 2 Week 4	<u>Mandatory Depth Study</u> Skills in Working Scientifically and Knowledge and Understanding	30%
<u>Module 4:</u> Electricity and Magnetism Working Scientifically Skills	Term 3 Week 5	Practical Examination	30%
<u>Module 1:</u> Kinematics <u>Module 2:</u> Dynamics <u>Module 3:</u> Waves and Thermodynamics <u>Module 4:</u> Electricity and Magnetism	Term 3 Week 8-9	Knowledge and Understanding Examination	40%
TOTAL			100%

SOCIETY AND CULTURE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methods	30%
Communication of information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Social and Cultural World	Term 1 Week 6	Oral Presentation	25%
Personal and Social Identity	Term 3 Week 5	Mini PIP (Hand In)	40%
All topics including Intercultural Communication	Term 3 Week 8-9	Yearly Examination: Section I: Objective response Section II: Short answer responses Section III: Structured Response	35%
TOTAL			100%

SPORT, LIFESTYLE AND RECREATION**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in critical thinking, research, analysis and communicating	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Sports Administration	Term 1 Week 11	Task 1: Organisational Task (Cross Country Organisation)	30%
Fitness	Term 2 Week 9	Task 2: Development of a Fitness Program	30%
Yearly Examination All topics	Term 3 Week 8-9	Task 3: Yearly Examination	40%
TOTAL			100%

TEXTILES AND DESIGN**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of textiles and the textile industry	50%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Australian Textile, Clothing, Footwear and Allied Industries	Term 1 Week 9	Research Task (Hand In)	20%
Year 11 Textile Project 2	Term 3 Week 5	Practical Task and Portfolio of Work (Hand In)	40%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

VISUAL ARTS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Making	50%
Historical & Critical Study	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Art Study Art Making	Term 1 Week 8	Body of Work VAPD (10%) Written Analysis (25%) (Hand In)	35%
Art Study	Term 2 Week 9	Written Exam (In Class)	25%
Art Making	Term 3 Week 5	Body of Work (Hand In)	40%
TOTAL			100%



Business Services
Education Qualification: BSB30120 Certificate III in Business
 Cohort 2024 - 2025
 Training Package BSB Business Services Training Package

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

School Name: Canterbury Girls High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week
		Term	Term	Term	Term
		Date	Date	Date	Date
Code	Unit of Competency				
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	

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

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

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



Education

Business Services

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

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

School Name: Canterbury Girls High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
BSBPEF201	Support personal wellbeing in the workplace	x				
BSBPEF301	Organise personal work priorities		x			
BSBTEC301	Design and produce business documents		x			
BSBSUS211	Participate in sustainable work practices			x		
BSBTWK301	Use inclusive work practices			x		
BSBTEC303	Create electronic presentations			x		
BSBCRT311	Apply critical thinking skills in a team environment				x	
BSBOPS301	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary Yearly Examination and HSC Trial Examination marks (weighting 25% Preliminary examination and 75% HSC Trial Examination)

* Examinable units to be confirmed by teacher.

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



Education

Cookery

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

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Canterbury Girls High School

Assessment Schedule for Year 11 - 2024

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

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

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

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



Education **Cookery**

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

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Canterbury Girls High School

Assessment Schedule for Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 Plate it up	Task 6 There's no I in team	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, store and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	
SITHCCC034	Work effectively in a commercial kitchen				X	

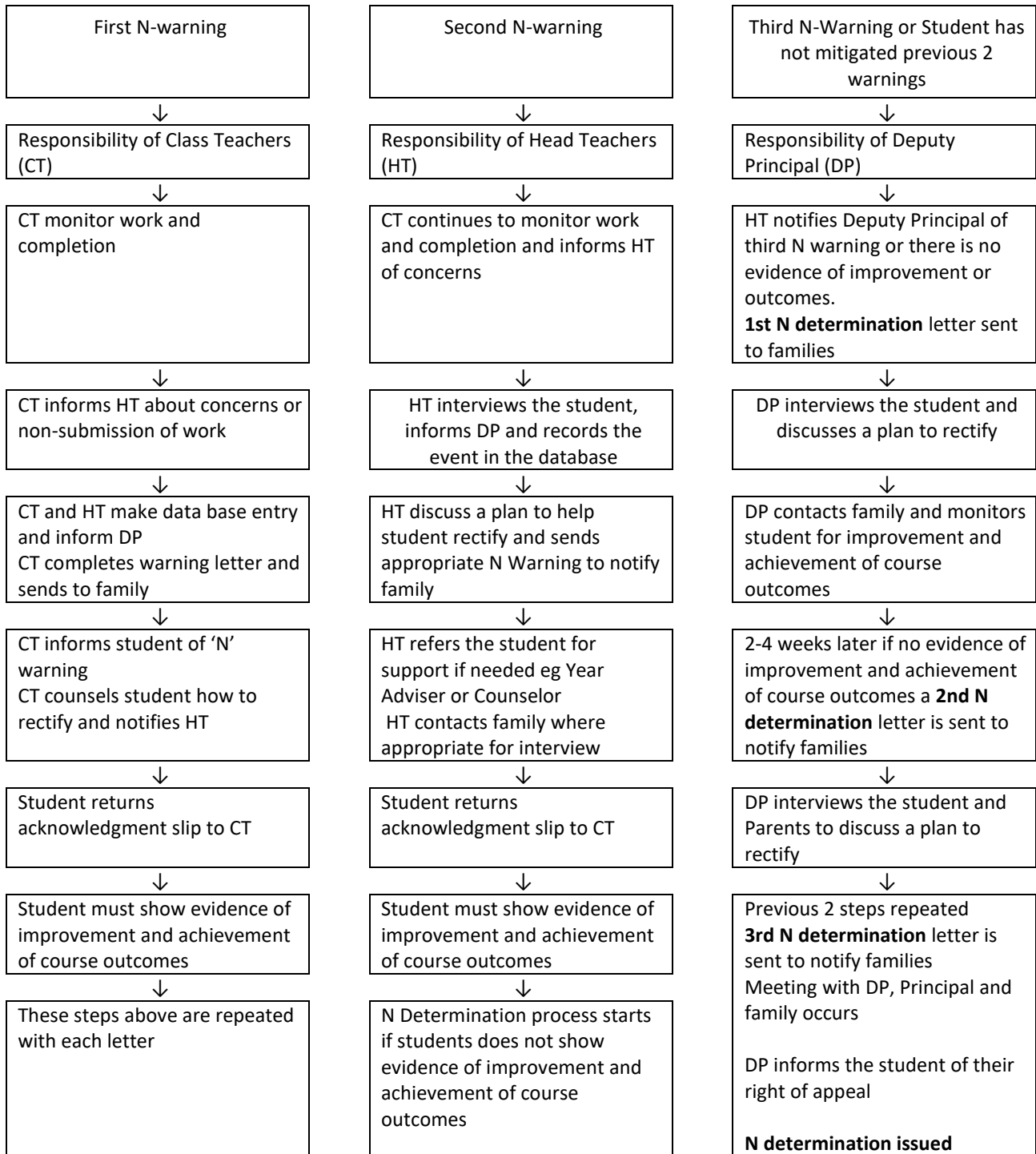
Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary Yearly Examination and HSC Trial Examination marks (Weighting 25% Preliminary Examination and 75% HSC Trial Examination).

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

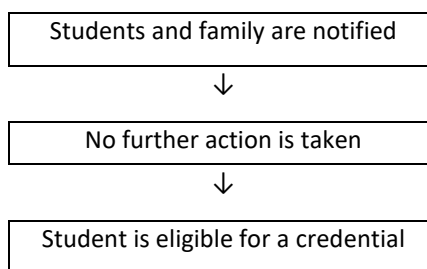
The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used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

‘N’ Determination For Year 11 & 12 Courses

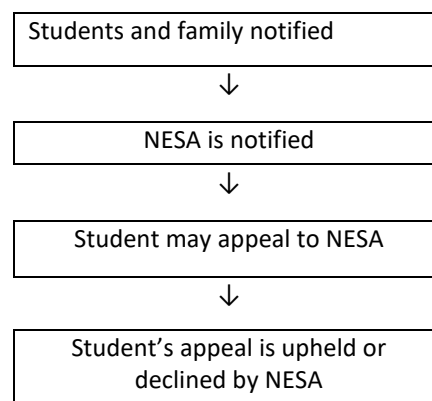


On the due date the Principal and Deputy Principal consider any student appeals:

When a student’s appeal at school is upheld:



When a student’s appeal at school is declined:



The HSC All My Own Work Program (AMOW)

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's *Respect and Responsibility Strategy* and complements other approaches such as brochures for teachers, students and parents/carer and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites

There is a Sitemap available if you wish to see a more detailed view of how the site is organised, and a Program Guide with detailed information on how to use the program.

How is HSC: All My Own Work related to HSC Eligibility?

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

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 the Higher School Certificate documents.

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

Useful Websites For Study: General Curriculum

The official NESA site for new syllabuses. This contains details of all the HSC subjects as well as links to other useful sites	http://syllabus.nesa.nsw.edu.au/
Online multiple choice trials for several HSC subjects	http://www4.boardofstudies.nsw.edu.au
NESA All My Own Work program which all HSC students must complete before they commence Year 11 course work.	http://amow.boardofstudies.nsw.edu.au

Media Sites

Media Publication	Link
<p>ABC News Australia's most trusted source of local, national and world news. Comprehensive, independent, in-depth analysis, the latest business, sport, weather and more.</p>	www.abc.net.au/news/
<p>The Sydney Morning Herald Breaking news from Sydney, Australia and the world. Features the latest business, sport, entertainment, travel, lifestyle, and technology news.</p>	www.smh.com.au
<p>The Australian (requires paid subscription; or subscription accessed via State Library) The Australian National and International News with in-depth Business News and Political coverage including Lifestyle, Arts and Sports and more online at The Australian.</p>	www.theaustralian.com.au/
<p>SBS Australia Australia's multicultural and multilingual broadcaster. Includes news, sport, entertainment, documentary, film, food, radio and television schedule with program information.</p>	www.sbs.com.au
<p>International Business Times International Business Times (IBTimes) is a growing digital global news publication that delivers international business news to an audience of over 7 million in the U.S. and 13 million people worldwide every month through its network of digital publishing platforms.</p>	www.ibtimes.com.au/
<p>Online Newspapers Thousands of newspapers from around the world, at your fingertips.</p>	www.onlinenewspapers.com

Public Library Access to Online Databases

One of the advantages of joining your local Public Library is that you get:

- free access to a number of online databases to assist with research
- Homework Assistance programs
- HSC support programs.

Public Library membership is free and open to everyone. If you are under the age of 18 you need:

- parent or guardian’s signature on a permission form
- photo ID
- proof of current address

Application and permission forms are available from the Library section of the relevant Council website (see details below) or in person at the Library.

Library	Link
<p>The State Library of NSW Phone: 9273 1414</p>	<p>www.sl.nsw.gov.au In order to use the online databases you need to join the State Library and be issued with a Library Card – this is free but takes a few days to process.</p> <ol style="list-style-type: none"> 1. Log in to the State Library website – see URL above. 2. Select the “Using the Library” tab from the top menu bar. 3. Select “Search our collections”. 4. Select “Electronic Resources”. 5. Click on the “access to databases from home link” 6. Click on the “apply online” link if you haven’t already joined the Library 7. Log in to the required database and search for the information you need.
<p>Canterbury City Library Phone: 9789 9405 Branches: Campsie, Earlwood, Lakemba and Riverwood.</p>	<p>www.cbccity.nsw.gov.au/community/library-knowledge-centres</p>
<p>Marrickville Council Libraries Phone: 9335 2173 / 9335 2174 Branches: Marrickville, Dulwich Hill, Stanmore and St. Peters / Sydenham</p>	<p>https://www.innerwest.nsw.gov.au/explore/libraries</p>
<p>Ashfield Public Libraries Phone: 9716 1810 Branches: Ashfield and Haberfield</p>	<p>https://www.innerwest.nsw.gov.au/explore/libraries</p>



ATTACHMENT 1

Illness/Misadventure Appeal

To be completed by a student who is unable to attend/submit an assessment task on due date or who believes their performance in the task has been adversely affected due to illness or misadventure. This form must be submitted to the Deputy Principal the first day back at school immediately after the assessment task. If the Deputy Principal is absent this must be submitted to the Head Teacher.

Name: Year:

Subject/course:

Head Teacher: Teacher:

Assessment Title:

Date of Notification: Due Date:

Date appeal submitted:

Either (tick option): Task missed/not submitted Task sat for

Seeking special consideration because of: Illness Misadventure

Details of appeal:
.....
.....
.....

(Attach all necessary medical and other certificates and letter from parent/caregiver)

Student Name: Signature:

Date:

Parent/Caregiver Name: Signature:

Date:

Head Teacher Recommendation:

Head Teacher Name: Signature:
HT to present appeal to Deputy Principal

School Response:

Deputy Principal Name: Signature:
Principal Name: Signature:



ATTACHMENT 2

Student Medical/Misadventure Certificate

Purpose of this Certificate

This form is used by students to apply for Illness/Misadventure in examinations or other assessable work in their studies at Canterbury Girls High School. Approval of applications is granted to students who are legitimately disadvantaged in their assessment due to factors beyond their control. To enable the validity of applications to be evaluated, this form should be completed by a doctor, dentist, or other appropriate authority (e.g. police officer, solicitor).

STUDENT NAME _____

I agree to Canterbury Girls High School requesting verification of the information provided on this certificate, if required.

Student Signature _____ Contact No: _____

Parent /Guardian Signature _____ Contact No: _____

PRACTITIONER DETAILS (to be completed by the doctor, dentist or other relevant authority)

NAME _____

ADDRESS _____

PHONE _____

<p>Stamp of practitioner or organisation</p>

I, _____, certify that I have seen _____ on ____/____/____.

In my opinion, the student has a medical condition or is experiencing matters which did/will affect their studies as follows:

	Tick as applicable	Provide applicable dates
Unable to attend classes		From ____/____/____ to ____/____/____
Unable to undertake private study		From ____/____/____ to ____/____/____
Unable to sit examinations		From ____/____/____ to ____/____/____

Additional Comments:

Signature of Practitioner _____ Date _____

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