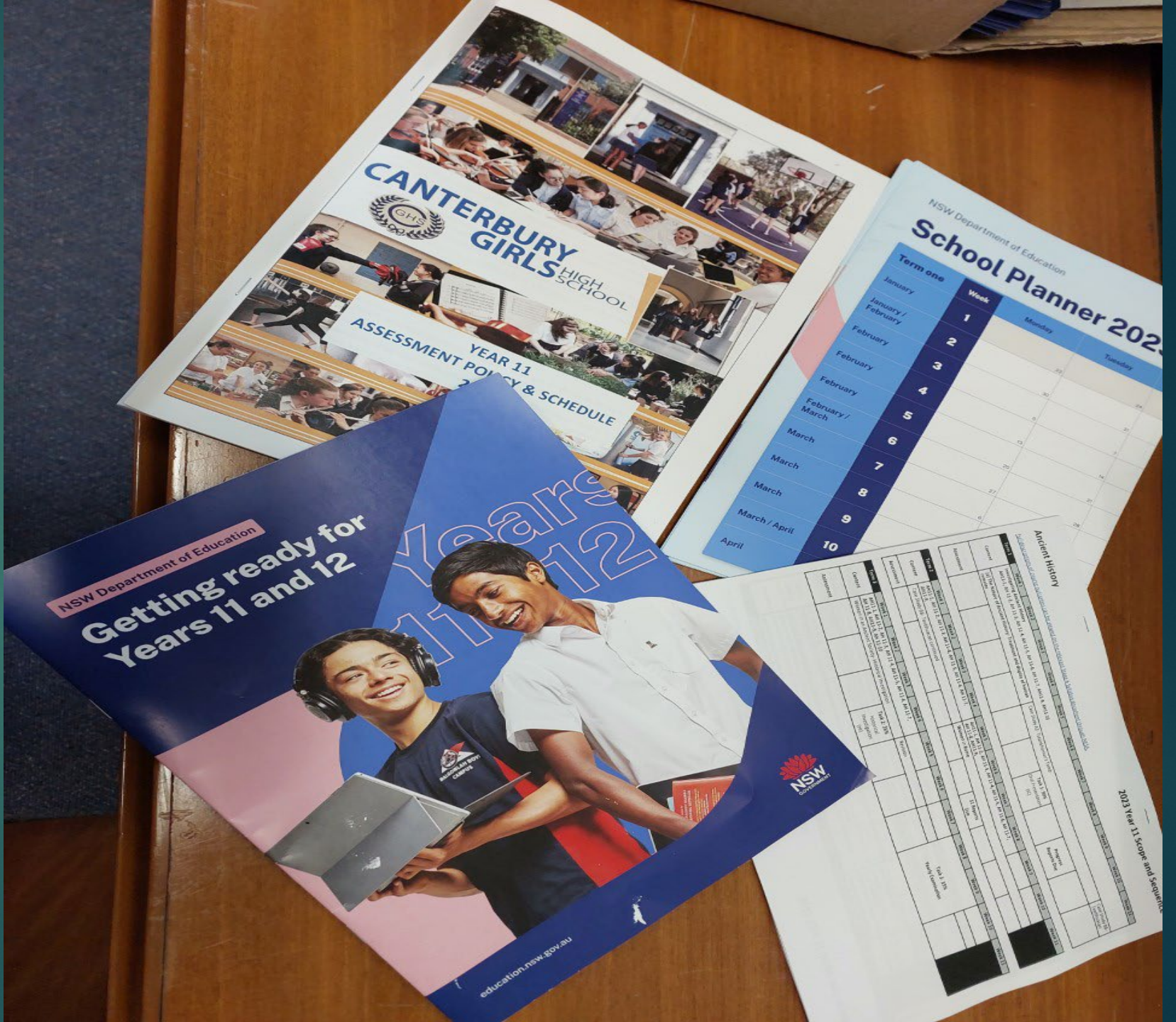


# Year 11 2024 Preliminary RoSA Assessment Information

SUPPORTING YOUR TEEN IN  
THE SENIOR YEARS OF STUDY

[/HTTPS://HEADSPACE.ORG.AU/YOUNG-PEOPLE/HOW-TO-REDUCE-STRESS-AND-PREPARE-FOR-EXAMS](https://headspace.org.au/young-people/how-to-reduce-stress-and-prepare-for-exams)



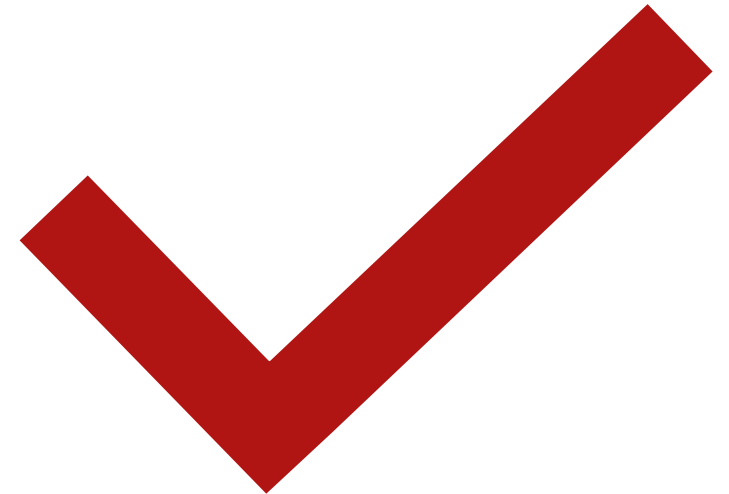
Creativity Perspective  
Judgment Curiosity  
Honesty Bravery Fairness  
HUMOR Zest  
PERSEVERANCE Teamwork  
Love Kindness Leadership  
Social Intelligence Love of Learning  
Forgiveness HOPE PRUDENCE  
Appreciation of Beauty & Excellence Humility  
Spirituality SELF-REGULATION Gratitude  
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Preliminary -  
Terms 1-3, 2024

HSC -  
Term 4 2024,  
Terms 1-3 2025.

# HSC Requirements

- ▶ 85% attendance
- ▶ Meet course outcomes
- ▶ Make a **genuine attempt** at assessment tasks
- ▶ Sit HSC exams and make a serious attempt
- ▶ Meet subjects demands
- ▶ Apply themselves with **diligence and sustained effort**
- ▶ At least 2 units of English
- ▶ At least 6 units of Board Developed Courses
- ▶ At least 3 courses of 2 units or greater
- ▶ At least 4 subjects
- ▶ No more than 6 units of Science.
- ▶ A maximum of 7 units of Science may be included in the Year 12 pattern of study.



# Preliminary RoSA Grades

The school awards each student who completes a RoSA course a grade to represent that student's achievement using the following process.

- Establish an assessment program that consists of several assessment activities that cover the full range of outcomes.
- Determine a mark based on their assessment using the weightings of each activity.
- determine the order of merit for the group.
- Use course performance descriptors to relate the order of merit to grades awarded.
- Review the grade awarded to each student to make sure that no anomaly has occurred.

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.

# NESA Confirmation of Entry

In the next few weeks, students will be required to sign a Confirmation of Entry document for NESA.

- ▶ This document contains
  - The courses you study for RoSA
  - Your official name
  - Address
  - Email (det email not personal email)

Check all entries and sign the document.

# Requirements for the HSC – meeting the minimum standard in literacy and numeracy

- ▶ Students need to demonstrate they have met a minimum HSC standard in literacy and numeracy to be eligible for a HSC.
- ▶ Students with Band 8 Year 9 NAPLAN results will have demonstrated they exceed the standard. These students will not need to sit the online tests.
- ▶ Students need to pass online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

## About the tests:

- ▶ Reading: 45 multiple choice (45 minutes)
- ▶ Numeracy: 45 multiple choice (45 minutes)
- ▶ Writing: answer one question out of a choice of two prompts.
- ▶ Refer to the [NESA website](#) for more information and resources for parents, students and schools :

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

# Year 11 Assessment Requirements

(pg 7-11 of Yr 11 Assessment Policy & Schedule Booklet)

## 1. Student Obligations

Students are obliged to:

- Attend all lessons
- 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.

# Assessment task planner

Your student should use this template to plan their assessment and ensure that they meet the deadlines

Your student should Implement a study program to help them achieve their best in the Preliminary RoSA

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 4 2020	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 1 2021	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2021	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2021	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					



About our school

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Learning at our school

Notes and curriculum guides

Parents and Citizens

Contact us



[Student and Parent Sentral Portal](#) 

[Student Calendar](#) 

# Ancient History

# Year 11 Scope and Sequence

Full descriptions of course outcomes can be viewed on the relevant Stage 6 Syllabus document through NESAs.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Content	Investigating Ancient History AH11-1, AH 11-2, AH 11-3, AH 11-4, AH 11-5, AH 11-6, AH 11-7, AH11-9, AH11-10											
	(a) The Nature of Ancient History- Treatment and display of human remains				Case Study A2- Tutankhamun's Tomb						Case Study B8- Teotihuacan	
Assessment								Task 1: 30% Presentation	Progress Reports Due			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Content	AH11-1, AH 11-2, AH 11-3, AH 11-4, AH 11-5, AH 11-6, AH 11-7, AH11-9,				AH11-1, AH 11-2, AH 11-3, AH 11-4, AH 11-5, AH 11-6, AH 11-7, AH 11-8, AH11-9,							
	Case Study B8- Teotihuacan continued				Women in Rome							
Assessment							S1 Reports Due					
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Content	AH11-1, AH 11-2, AH 11-3, AH 11-4, AH 11-5, AH 11-6, AH 11-7, AH 11-8, AH11-9, AH 11-10							Task 3: 35% Yearly Examination				
	Women in an Ancient Society- Historical Investigation				Revision							
Assessment				Task 2: 35% Historical Investigation								

**The Scope & Sequence set out topics, content and assessment to be covered each term in each course**

**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%
<b>TOTAL</b>	<b>100%</b>

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module Reading To Write - Transition To Senior English- Australian Voices and Visions	Term 1 Week 7	Multimodal Task (Hand-In and In-Class)	30%
Module A - Contemporary Possibilities - Study of a Substantial Digital Text	Term 2 Week 9	Imaginative Response with Reflection (In-Class)	30%
Common Module and Module B	Term 3 Week 8-9	Yearly Examination Paper 1 - Common Module + Module B	40%
<b>TOTAL</b>			<b>100%</b>

*Use the Scope & Sequence, and the assessment schedules for your courses, to complete a personalised Assessment Calendar using the blank calendar on page 4 of the Assessment Booklet*

# The CGHS Student Calendar is linked to the Stage 6 Assessment Calendar

Canterbury Girls High School Login

Calendars

Student Calendar Print

Subscribed Calendars: [Stage 4/5 Assessments](#), [Stage 6 Assessments](#) D W WL M T

	Mar 3	Mar 4	Mar 5	Mar 6	Mar 7	Mar 8	Mar 9
6	Week B	Y8 Drama Ensemble	Y7 Drama Ensemble	Sport Dance rehearsals	Senior Drama Ensemble	Percussion Ensemble	
		Theatre Sports Ensemble	Dance Ensemble	Stage 6 Assessments: 12IPT IC 25% (P3)	Production Ensemble	Period 3 Year 7 Mentoring	
		Choir Ensemble	Ukulele Ensemble	Stage 6 Assessments: 12 CNIT 10% IC/Hi (P1)	Choir Ensemble	Stage 4/5 Assessments: 8M HI (P1)	
		Monday assembly	String Ensemble	Stage 6 Assessments: 11SC 25% HI/IC (P2)	Band Ensemble	Art Express excursion	
		Zone Swimming Carnival	Stage 6 Assessments: 12PDHPE 25% IC/Hi (P2)		Stage 6 Assessments: 11MX1 30% IC (P2)	Stage 6 Assessments: 12BS 20% IC (P2)	
		Stage 6 Assessments: 11MS/MA 30% IC (P4)	Stage 4/5 Assessments: 9M IC Task 1		PYLO Visit - Year 10	Stage 6 Assessments: 11BS 30% HI/IC (P2)	
		Stage 6 Assessments: 12MX2 25% IC (P2)	Year 11 Assessment Informat...		Stage 6 Assessments: 12 CNIT 20% ICHI (P2)	Stage 6 Assessments: Yr 12 Dr Oz Ex Res P2 10%	
		More...	More...		More...		
	Mar 10	Mar 11	Mar 12	Mar 13	Mar 14	Mar 15	Mar 16
	Week A	Year 7 Camp	Year 7 Camp	Year 7 Camp	Senior Drama Ensemble	Percussion Ensemble	
		Y8 Drama Ensemble	Y7 Drama Ensemble	Sport Dance rehearsals	Production Ensemble	Stage 4/5 Assessments: 9ITM IC (P4)	
		Choir Ensemble	Dance Ensemble	Stage 6 Assessments: 11ENA 30%	Choir Ensemble		

# Completion of Course Requirements

- ▶ In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' nor will you be regarded as satisfactory if you do no more than attend regularly.
- ▶ **Application** and the degree of achievement of NESAs objectives and outcomes of the course are taken into account.
- ▶ 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.

# WHAT happens if students don't meet their obligations?

The school issues **warning letters** to students who are in danger of not meeting course completion criteria.

Advice and time is given so the problem can be corrected and consequences of not meeting course completion criteria is outlined.

3 warning letters without any attempt to "mitigate" or correct the issues is an example of not meeting the requirements for satisfactory completion of a course.

This will result in the Principal issuing an 'N' determination and no RoSA grade will be awarded in that subject.

To progress to the HSC year of study 12 units must be satisfactorily completed in the Preliminary Year, of which 2 units must be English.

All students have the right to appeal against the 'N' determination via the NESAs Schools Online website.

# 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.
- ▶ 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.**

## Late Submission of Assessment Tasks

- ▶ a mark of 0 will be given, unless Medical/Misadventure procedures are followed and a medical Certificate giving acceptable reasons is provided
- ▶ If not submitted by the due date
- ▶ ***If a student misses scheduled classes prior to the due date***
- ▶ ***arrives late on an assessable task day***

# Unable to complete or hand in an Assessment task

Call	Call the school and communicate with Head Teacher or DP on the day of absence (earlier if possible)
Follow	Follow Illness/Misadventure procedures
Complete	Complete relevant official school forms
Get	Get supporting documentation e.g. Medical/ Misadventure certificate that <b>covers the period of absence</b>
Submit	Submit forms on the <b>first day of return</b> and negotiate with Head Teacher
Be	Illness/Misadventure applications will be granted if students follow procedure, have appropriate supporting documentation and have a valid reason



# Correct documentation



## Canterbury Girls High School 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: .....

DP consults P; DP gives copy to HT; HT informs teacher and student of school response; DP enters in Sentral; DP gives original to SAM for student file and a copy to be mailed to Parent/caregiver



## ATTACHMENT 1

### STUDENT MEDICAL/MISADVENTURE CERTIFICATE

#### Purpose of this certificate

This form is used by students to apply for illness/misadventure in exams 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: .....

Stamp of practitioner or organisation

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	<input type="checkbox"/>	From ___/___/___ to ___/___/___
Unable to undertake private study	<input type="checkbox"/>	From ___/___/___ to ___/___/___
Unable to sit exams	<input type="checkbox"/>	From ___/___/___ to ___/___/___

Additional Comments: .....

.....

Signature of practitioner: ..... Date: .....



Church Street  
Canterbury NSW 2103  
Phone 02 9718 1800  
Fax 02 9718 3801

Email: [Canterbury-G.School@det.nsw.edu.au](mailto:Canterbury-G.School@det.nsw.edu.au)  
Web: [www.canterbury-g.schools.nsw.edu.au](http://www.canterbury-g.schools.nsw.edu.au)

# Why apply for I/M?

- ▶ To sit and be awarded marks for an exam or task missed due to illness.
- ▶ To seek an **extension** (must be done in advance) on the ground of illness/misadventure
- ▶ **Moderation** of marks due to performance being impacted by illness or Misadventure
- ▶ **If the student seeks an extension they cannot seek moderation**



# Valid Reasons for Late Submissions, Non Attendance, Lateness

- ▶ Medical reasons i.e. illness verified by a medical certificate from a health professional.
- ▶ Non-Medical Reasons:
  - ▶ approved leave approved by the Principal;
  - ▶ special leave e.g. to attend a funeral, an appearance at Court – verified by relevant persons e.g. parents, police.
  - ▶ Work placement
  - ▶ Participation in School Spectacular /Performing Arts Unit

# Illness/Misadventure does NOT cover:

1

difficulties in preparation

2

technology issues including printers

3

alleged deficiencies in tuition

4

family celebration s/commitments

5

loss of study time prior to the formal study vacation

6

misreading the assessment advice or examination timetable

7

misreading of examination instructions, and

8

long-term illness unless there is evidence of a sudden reoccurrence

# Why doesn't it cover Long Term conditions and Illnesses?

- ▶ Examples of long term conditions or illness - Anxiety, arthritis, irritable bowel syndrome etc
- ▶ Long Term illnesses are covered by disability provisions and adjustments made to tasks.
- ▶ Examples of adjustments - extra reading time, scribe, scaffolding, rest breaks etc

**I/M can only be applied for if there is a sudden decline or flare up of a condition/illness.**

# Malpractice

1

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks

2

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

# Malpractice includes, but is not limited to:

- ▶ copying
- ▶ plagiarism
- ▶ building on the ideas of another person without reference to the source
- ▶ buying, stealing or borrowing another person's work and presenting it as their own
- ▶ submitting work to which **AI** or another person, such as a parent, coach or subject expert, has contributed substantially
- ▶ using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- ▶ paying someone to write or prepare material
- ▶ **breaching school examination rules**
- ▶ **using non-approved aids** during an assessment task
- ▶ Giving **false explanations** to explain work not handed in by the due date
- ▶ assisting another student to engage in malpractice.

# The HSC All My Own Work Program (AMOW)

A program designed to help HSC students

- follow the principles and practices of good scholarship.
- understanding and valuing ethical practices when locating and using information as part of their HSC studies.

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

This is mandatory and all students must complete this before they undertake any assessment in Year 11



# Disability Provisions

Support with in school assessments is given to students who have special needs, including examinations. Examples of provisions available include: use of a writer, extension of test time, rest breaks, separate examination supervision etc.

Canterbury Girls is committed to ensuring all students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability.

Any student with a known disability receives a **Student Support Plan** developed in consultation with a member of the school's Learning Support Team, the student and parent. The Plan contains information relating to any disability provisions which should be enacted in relation to the student's assessment program.

Canterbury Girls assesses and accommodates students' disability provisions needs and, when necessary, submit applications for the HSC examinations on their behalf.

# Provisions

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

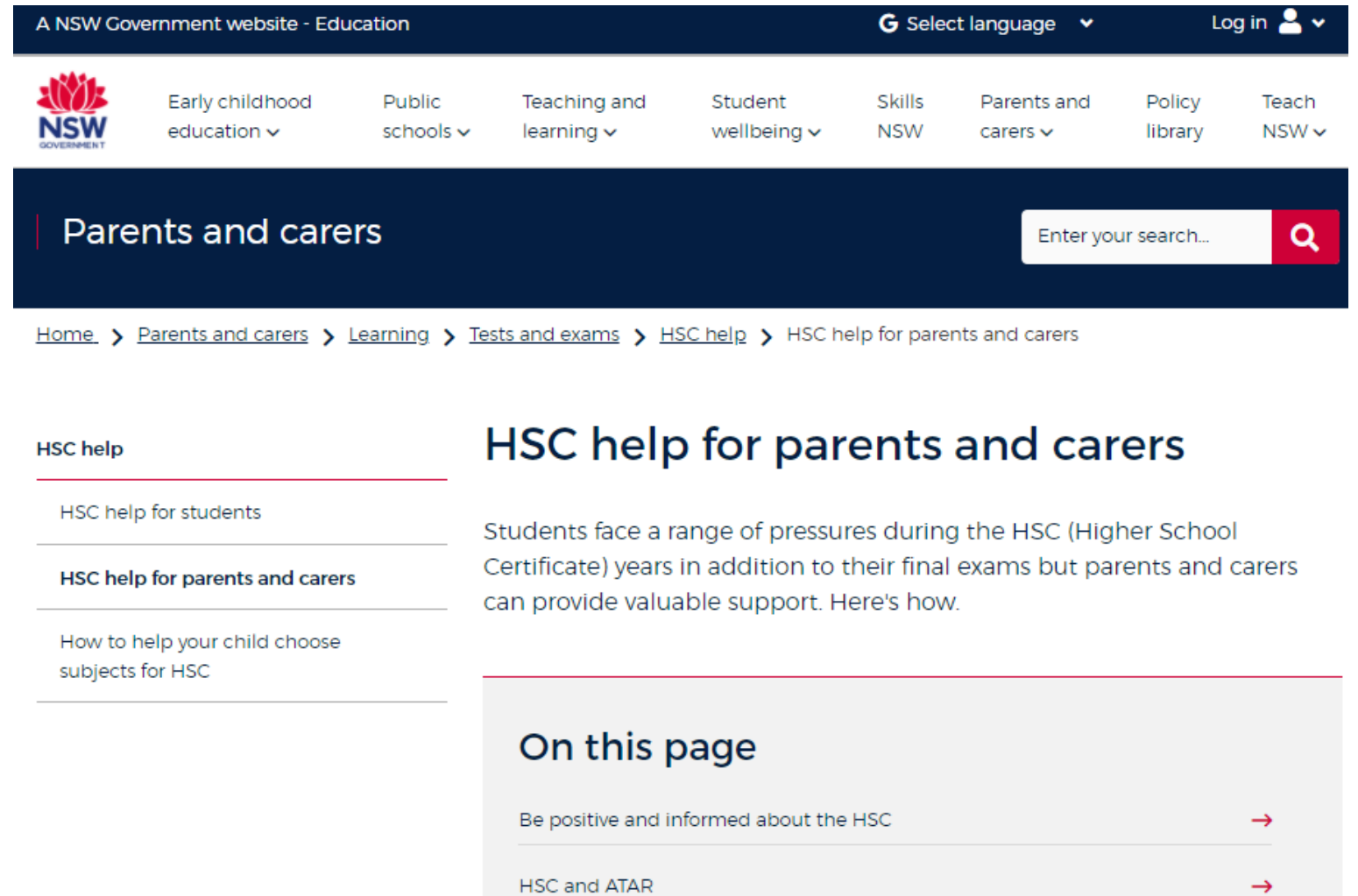
# What is needed for the application

- ❖ NESAs 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.
- ❖ NESAs 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.

**Please note: Diagnosis and professional recommendation alone will not mean provisions are approved.**

# Supporting Teens in the Senior Years of Study

▶ <https://education.nsw.gov.au/parents-and-carers/learning/tests-and-exams/hsc-help/parents>



A NSW Government website - Education Select language Log in

**NSW GOVERNMENT** Early childhood education Public schools Teaching and learning Student wellbeing Skills NSW **Parents and carers** Policy library Teach NSW

Parents and carers

[Home](#) > [Parents and carers](#) > [Learning](#) > [Tests and exams](#) > [HSC help](#) > HSC help for parents and carers

## HSC help

- HSC help for students
- HSC help for parents and carers**
- How to help your child choose subjects for HSC

## HSC help for parents and carers

Students face a range of pressures during the HSC (Higher School Certificate) years in addition to their final exams but parents and carers can provide valuable support. Here's how.

### On this page

- [Be positive and informed about the HSC](#) →
- [HSC and ATAR](#) →

# NSW Department of Education Wellbeing Resources

▶ <https://education.nsw.gov.au/parents-and-carers/wellbeing?q=>

A NSW Government website - Education

select language Log in

NSW  
Early childhood education  
Public schools  
Teaching and learning  
Student wellbeing  
Policy library  
Parents and carers

## Student wellbeing

Enter your search...

Home > Student wellbeing > Mental health and wellbeing

### Mental health and wellbeing

**I want help now**  
Having a tough time and need support right now? Help is available.

24/7 support services



**Support**  
**Students**



**Support**  
**Parents and carers**



**Support**  
**Teachers**





**Behaviour**



**Communicating  
& relationships**



**Development**



**Entertainment  
& technology**



**Family life**



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Development

Holidays

Life Skills

Literacy

Literacy (English)

Numeracy

Numeracy (Maths)

Nutrition

Presents

School

School stuff

Science

Starting school

Study

Studying

Technology

Wellbeing



# Important points

- ┌ Mid-term 3- Prefect Selection Process begins
- ┌ End of Term –week 8/9 –Examination period
- ┌ Term 4, week 2/3 – Subject Changes for Year 12, 2025

## Advice:

- ❖ make sure you know about N warnings and Illness/Misadventure processes
- ┌ Use the Assessment Hand book, especially the calendar
- ┌ Read emails daily
- ┌ Check newsletter and website for important information (Notes & Curriculum Guide / Stage 6 / Year 11)
- ┌ Communicate with your YA regularly
- ┌ Read Careers Adviser emails and Newsletters
- ┌ Avoid absences and lateness and keep attendance above 90% (higher if you want to be prepared for Year 12)