



**BELMONT HIGH SCHOOL**

**YEAR 11**

**ASSESSMENT BOOKLET**

**2024**

Version 2  
Update 16/2/2024

## CONTENTS

### Senior Assessment Information

Rationale .....	5
Eligibility Requirements for the HSC.....	5
Attendance.....	5
Participation.....	5
Year 11 Course and HSC Course.....	6
Record of School Achievement (RoSA).....	6
HSC Minimum Standards .....	6
Pattern of Study Requirements .....	6
Pathways.....	7
Vocational Education and Training (VET) Courses .....	7
HSC: All My Own Work.....	7
Australian Tertiary Admissions Rank (ATAR) Requirements.....	7
Assessment .....	8
What is the Purpose of Assessment? .....	8
How will a student be assessed? .....	8
Year11Course Assessment .....	9
HSC Course Assessment .....	9
The HSC Assessment Mark.....	9
Course Completion Criteria .....	10
Stage 6 Assessment Overview.....	10
Notice of Assessment .....	11
Return of Completed Tasks.....	11
Feedback .....	11
Assessment Procedures .....	11
Submission of Assessment Tasks .....	12
Non-Assessment Periods .....	12
‘N’ Determination .....	12
‘N’ Warning Letters .....	13
Assessment of VET Courses .....	13
School Sanctioned Activities .....	13
Illness and Misadventure Appeals.....	14
The Illness and Misadventure Appeal Process.....	14
Appeal Upheld.....	15
Appeal Rejected .....	15
Reporting.....	15
Access to Technology .....	15
Malpractice and Plagiarism .....	16
Examinations and Assessment Task Rules and Procedures .....	17
VET Industry Curriculum Frameworks/English Studies/Standard 1 Mathematics .....	18
Disability (Special) Provisions .....	18
Responsibilities .....	19
Variation of Senior Assessment Policy .....	19
HSC Credentials.....	19
Assessment Procedures Flow Chart.....	20
Assessment Task Notification .....	21

## Course Assessment Schedules

Ancient History .....	24
Biology.....	25
Business Studies.....	26
Chemistry .....	27
Community and Family Studies (CAFS) .....	28
Engineering Studies.....	29
English Extension 1 .....	30
English Advanced .....	31
English Standard .....	32
English Studies .....	33
Food Technology.....	34
Geography.....	35
Legal Studies .....	36
Mathematics Extension 1.....	37
Mathematics Advanced .....	38
Mathematics Standard .....	39
Mathematics Numeracy CEC .....	40
Modern History.....	41
Music 1.....	42
Personal Development, Health and Physical Education (PDHPE).....	43
Photography, Video and Digital Imaging (PVDI) CEC .....	44
Physics.....	45
Society and Culture .....	46
Sport, Lifestyle and Recreation (SLR) CEC.....	47
Visual Arts .....	48
Work Studies CEC.....	49
VET Assessment Schedules	
VET Construction (Year 10 2024 Accelerated).....	51
VET Hospitality.....	52

## Appendices

Appendix 1: Malpractice Notes .....	54
Appendix 2: Illness / Misadventure Appeals Form.....	58
Appendix 3: Calendar Planner .....	61

Belmont High School's Senior Assessment Policy aligns with the Rules and Processes of the New South Wales Education Standards Authority (NESA): <https://www.educationstandards.nsw.edu.au>  
The syllabus for each subject can be found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

In this document we use the following abbreviations:

- **AQF** (Australian Qualifications Framework)
- **ATAR** (Australian Tertiary Admission Rank)
- **BDC** (Board Developed Course)
- **CEC** (Content Endorsed Course)
- **HSC** (Higher School Certificate)
- **NESA** (New South Wales Education Standards Authority)
- **RoSA** (Record of School Achievement)
- **RTO** (Registered Training Organisation)
- **UAC** (University Admissions Centre)
- **VET** (Vocational Education and Training)

### **Belmont High School Support Services**

There are many support services available to assist students with this demanding period of their education. Support services include:

- Year Advisor (YA) – Miss Dunford
- Class Teachers
- Head Teachers (HT)
- Head Teacher Learning and Wellbeing – Mrs Newman
- Deputy Principal – Mrs Gee
- Deputy Principal Inclusion and Support – Mrs Durie
- Careers Advisor – Mrs Hilder
- Senior Learning Hub – Miss Lester
- Learning and Support Teachers (LaSTs) – Ms Ankeney, Mr Druery
- Student Support Officer (SSO) – Mrs Sawyer
- School Counsellors – Ms Brunt, Mrs Lantry
- Student Learning Support Officers (SLSOs)

# SENIOR ASSESSMENT

## Rationale

Belmont High School is focused on establishing a positive learning environment for students so that they can achieve their optimum potential and strive for academic success. Year 11 and 12 students are expected to be self-directed learners who approach their work in a mature manner and always demonstrate appropriate behaviour. We aim to prepare students for the challenges and rigours of HSC study in the senior years. The Senior Assessment Policy provides a framework for students, parents and staff to assist in the effective delivery and completion of assessable tasks to a high standard.

## Eligibility Requirements for the Higher School Certificate

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

- Have gained the Record of School Achievement (RoSA) or such other qualifications as NESA considers satisfactory.
- Have attended a government school, an accredited non-government school, a school outside NSW recognized by NESA or TAFE.
- Have completed HSC: All My Own Work.
- Have demonstrated a minimum standard of literacy and numeracy.
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC.
- Sit for and make a serious attempt at the requisite HSC examinations.

<https://ace.nesa.nsw.edu.au/ace-8004>

## Attendance

At Belmont High School, at least 90% attendance in each course is expected. The Principal may determine that, as a result of absence, the course completing criteria might not be met (ACE Manual 4016).

- Any extended leave requires the approval of the Principal prior to the student commencing their leave.
- There should be no unexplained absences.
- Unsatisfactory attendance impacts a student's ability to satisfactorily complete coursework.
- An Illness and Misadventure Appeal form accompanied with appropriate documentation is required to explain absences on the day of an assessment task.
- Failure to provide documentation may result in zero marks being awarded for the assessment task.

## Participation

A **genuine attempt** must be made concerning assessment tasks and the teaching and learning activities of a course. Participation in a course involves:

- Completing and submitting all assessment tasks on time and to the best of the student's ability.
- Completing set tasks, homework and assignments, even if they are not assessment tasks.
- Completing mandatory work placement for Vocational Education and Training (VET) Courses.

***To complete a course successfully a student must do all set homework and assignments and attend lessons, not just complete assessment tasks.***

## Year 11 Course and HSC Course

The Higher School Certificate (HSC) program is divided into two courses, the Year 11 Course and the HSC Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into the HSC Course.

In Year 11, each student will be assessed against course outcomes and this assessment will be used in order to award grades for the RoSA. The marks a student receives for assessment tasks reflect the level to which the student has achieved those specified outcomes at that time in the course. There is no pre-determined number of students in each mark range and there is not a limit on the number of students achieving top marks. At the end of the course, grades are awarded based on each student's final demonstration of the course descriptors.

The HSC Course comprises two components: the external HSC examination and the internal HSC assessment program. Both the examination and internal assessment are reported on the final Higher School Certificate and both contribute equally to the Australian Tertiary Admission Rank (ATAR).

## The Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy tests (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements upon leaving school. School leavers who are not eligible for the RoSA will receive a Transcript of Study. Further information on the RoSA can be found on the NESA website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## HSC Minimum Standards

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC.

Students planning to leave school before completing their HSC may also take these tests to show their level of literacy and numeracy skills. Further information on the Minimum Standard Online Tests can be found on the NESA website: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## Pattern of Study Requirements

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

- At least six (6) units from Board Developed Courses.
- At least two (2) units of a Board Developed Course in English.
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses).
- At least four (4) subjects.

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

<https://ace.nesa.nsw.edu.au/ace-8005>

## Pathways

There is no time restriction on the accumulation of the 12 units required for the Preliminary courses.

A student may take up to five (5) years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Accumulation of HSC courses cannot extend over more than five years.

<https://ace.nesa.nsw.edu.au/ace-8036>

## Vocational Education & Training (VET) Courses

Students undertaking VET courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

Students taking VET courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank (ATAR).

If a student fails to undertake any mandatory work placement component of a VET course, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal will indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' determination.

<https://ace.nesa.nsw.edu.au/ace-8028>

## HSC: All My Own Work

All students undertaking one or more Year 11 or Year 12 courses must first complete the HSC: All My Own Work program in ethical scholarship. Students undertaking only Stage 6 Life Skills courses are not required to complete HSC: All My Own Work.

<https://ace.nesa.nsw.edu.au/ace-9001>

## Australian Tertiary Admissions Rank (ATAR) Requirements

For students sitting their HSC in 2025, there will be no distinction between Category A and Category B subjects. This categorisation has been removed and any course that offers an HSC exam can count toward an ATAR.

To be eligible for an ATAR in NSW, a student must satisfactorily complete at least 10 units of HSC courses. This includes:

- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subjects

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units

<https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

## Assessment

Senior assessment requires that a standards referenced approach be used for assessing and reporting student achievement. This approach refers to the process of collecting and interpreting information about students' learning and uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards referenced assessment must be used for both Year 11 and 12 courses. To satisfy requirements for a Year 11 course students must have completed the documented faculty-based assessment program. Students who do not satisfy this requirement are ineligible for the award of a Year 11 grade on their RoSA for each subject they do not demonstrate requirements. **A student cannot continue studying courses at a Year 12 level if they have not met Year 11 requirements.**

<https://ace.nesa.nsw.edu.au/higher-school-certificate/school-based-assessment>

## What is the Purpose of the Assessment?

The purpose of assessment is to:

- Determine the rank order and relative position of students in the course.
- Provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Measure performance over the whole course rather than by a single end examination.
- Measure performance in wider areas of the course including those that cannot be tested in a formal examination e.g., fieldwork skills, laboratory practical work.
- Enable students to demonstrate what they know and can do.
- Identify areas to improve.
- Prove a student has satisfactorily completed a course.
- Contribute to the final HSC mark.

## How will a student be assessed?

- Students will be required to complete a set of assessment tasks for each of their subjects.
- A variety of tasks may be used and could be practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance assessments, journals etc. The mark you score for each task will be used by the school as part of your course assessment.
- Marks awarded to students reflect the standards they have achieved.
- All course outcomes listed in the relevant syllabus must be assessed.
- Each task assesses the student's actual performance, not potential performance.
- The total assessment program allows for the demonstration of the achievement of course outcomes.

<https://ace.nesa.nsw.edu.au/ace-8069>



## Year 11 Course Assessment

- The maximum number of formal assessment tasks is three (3) per course with weightings between 20% and 40%.
- At the conclusion of the Year 11 course, students will be awarded an A to E grade based on their overall results for the course.
- The general performance descriptors describe performance at each of the five grade levels.

<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

## HSC Course Assessment

A student's final HSC mark for each Board Developed Course studied in Year 12 is determined by two components:

- The student's performance on school based formal assessment tasks.
  - The student's performance on the external HSC Examination.
- 50% of the final HSC mark comes from school based formal assessment tasks. Therefore, performance in these tasks is important in calculating the student's final HSC mark.
  - The maximum number of formal assessment tasks is four (4) per course with weightings between 10% and 40%.
  - Only one formal written examination task per course is permitted in the HSC course with a maximum weighting of 30%.

## The HSC Assessment Mark

The final HSC Assessment Mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement and gives students credit for what they have achieved throughout their courses in addition to their final examination. Each task assesses the student's actual performance, not potential performance.

## Course Completion Criteria

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

- followed the course developed or endorsed by the NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute more than 50% of available marks in courses where school-based assessment marks are submitted. (<https://ace.nesa.nsw.edu.au/ace-8020>)

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give the student early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the parent / guardian in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the 'N' Determination.

<https://ace.nesa.nsw.edu.au/ace-8019>

## Stage 6 Assessment Overview

Each course will inform students about the course assessment procedures in an Assessment Schedule. The schedule will provide details of:

- The components of each course as specified in the course requirements and their respective weightings.
- The weightings of each task in relation to the total requirements for the course.
- The nature of each assessment task e.g., written task, oral task, formal examination.
- The term and week the task will be assessed.
- The outcomes that will be assessed for each task.

The school is required to calculate an assessment mark for every student in applicable HSC courses. The mark ranks the students, relative to each other, in each course. In calculating the report mark for each subject where internal assessments are submitted, 50% of the mark comes from the accumulated school assessments. The other 50% of marks comes from the HSC examination.

Variations to the published Assessment Schedule can only occur with the concurrence of the Deputy Principal. Students must also be informed in writing and sign for receipt of this notification.

Whilst every attempt is made to ensure that students complete assessment tasks on time, the due date is not flexible under normal circumstances.

A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner.

## Notice of Assessment

As well as the Assessment Booklet, each course will inform students of upcoming tasks by issuing an Assessment Task Notification via CANVAS for each formal task at least **two weeks** before the due date for each task, unless under exceptional circumstances. Students will be required to acknowledge receipt of this notification via a CANVAS quiz and by signing the class teacher's Assessment Task Register. Each notification will include the following information:

- Task number
- Task weighting
- Timing (due date and time)
- Outcomes assessed
- Nature of the task
- Description of the nature of the task
- Marking criteria
- Feedback to be provided.

The notification sheet must reflect the assessment schedule for a course. Students will receive a minimum of two weeks' written notice for any variation to the Assessment Schedule and/or Assessment Task, unless due to exceptional circumstances.

## Return of Completed Tasks

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

## Feedback

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or oral.

## Assessment Procedures

If a student is absent on the day an Assessment Task Notification Sheet is issued, they are responsible for obtaining a copy of it via CANVAS and following up with the class teacher. No extra time will be given to students for a task because they did not receive the task information sheet when it was issued in class, unless in the case of an upheld Illness / Misadventure Appeal, where appropriate.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks not submitted on the due date will be regarded as late. If a task is not submitted by the time stipulated on the due date it will be regarded as late.

Late submission of an assessment task will result in a zero mark being awarded for the task unless an Illness and Misadventure Appeal Form is submitted and upheld.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this were to occur, a student would also receive an 'N' Award letter.

If a task produces invalid or unreliable results, the weighting of the invalid task may have to be reduced or the task voided. You will be informed if this happens and of the subsequent impact on the assessment program affected e.g., any additional task or changes to weightings of other tasks.

## Submission of Assessment Tasks

The due date and time for an assessment task is published on the Assessment Task Notification. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. Most tasks will be submitted via CANVAS unless otherwise indicated on the Assessment Task Notification Sheet. CANVAS electronically records the date and time the task is submitted. Tasks not submitted via CANVAS must be given to the classroom teacher on the due date and students must sign the register acknowledging completion. If the teacher is absent or unavailable, then the task must be submitted to the relevant Head Teacher. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks submitted after the due date without an Illness and Misadventure Appeal being submitted and upheld will receive an automatic zero mark.

## Non-Assessment Period – Year 11 and Year 12

In Year 11 and 12, there will be no assessable tasks scheduled one week before the Yearly Examinations or in the one week preceding the Trial HSC Examinations, nor within the period of the examinations other than the assessable examinations themselves, unless under extreme circumstances or the subject is exempt from this stipulation (e.g., Music/Drama).

## 'N' Determinations

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a course, the following may occur:

- The student will be excluded from that course. This usually means the student will have insufficient units of work for the award of Year 11 completion or the HSC and/or;
- The student may be expelled by the Principal due to 'Unsatisfactory Participation in Learning' (student of post-compulsory age).

If a final 'N' determination is made, the student will be given an official NESAs Appeal Form that can be submitted to the Principal.

An 'N' determination will have the following consequences:

- In a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study.
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study.
- In the Extension course, that course only will not contribute in that year to the required pattern of study.

## 'N' Warning Letters

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. 'N' Warning Letters may be issued to students for any of the following circumstances:

- A student is absent for an assessment task and has not submitted a successful Illness and Misadventure Appeal form.
- A student is found to be cheating in an Assessment Task.
- A student has plagiarized work from any source, without providing appropriate acknowledgement of the use of another person's work.
- A student has provided a false explanation for the late submission of an assessment task.
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.
- A student is not satisfactorily meeting course outcomes as a result of poor attendance.
- A student is not satisfactorily meeting course outcomes due to the non-completion of set classwork and/or assignment work and/or homework tasks.

When a student is issued an 'N' Warning, a letter will be sent to the parents/guardians. The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESAs. The letter provides information on what the student has not completed and what the student needs to do to resolve the 'N' warning. To negate an 'N' Warning, the student must complete the outstanding work detailed in the letter by the due date.

A minimum of two 'N' Warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N Determination', and it may result in the student being ineligible for the award of the HSC.

If a student has not completed over 50% of tasks by the end of the assessment period or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by NESAs.

## Assessment of VET Courses

VET courses are competency-based. The NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO) of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence based on performance. A student is judged as either 'competent' or 'not yet competent'. This judgement is based on evidence, which may be in a variety of forms.

## School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines. Students must make prior arrangements with the teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. They must do this as soon as it becomes evident.

## Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness and misadventure. The school has an appeal process in place to support these students.

A student may submit an Illness and Misadventure Appeal Form if they are affected by:

- Illness or Injury – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand.
- Misadventure – any other event beyond the student's control which allegedly affected the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood.
  - Sporting Representation – for school approved activities
  - School Sanctioned Activities – VET work placement, Leadership commitments
  - Other – events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task. **Note:** There is a different Illness/Misadventure Appeal procedure for HSC exams.

## The Illness and Misadventure Appeal Process

It is the student's responsibility to collect an 'Illness and Misadventure Appeal Form' from the appropriate class teacher, Head Teacher, Senior Learning Hub Coordinator or Deputy Principal. An electronic form can also be submitted via the school website.

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave of absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form within **two (2) days** of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
- For a student who sits and completes a task, the mark for that task stands. An 'Illness and Misadventure Appeal Form' cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

### Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- The NESA guidelines of Illness and Misadventure shall form the basis for determination of applications.
- Holidays are not considered acceptable reasons for absence as per the NSW Department of Education and NESA guidelines. <https://ace.nesa.nsw.edu.au/ace-11004>

## Appeal Upheld

If a student submits an 'Illness and Misadventure Appeal Form' and the appeal is successful, then in accordance with the school's assessment policy:

- an extension of time may be granted
- a mark be awarded based on a substitute task
- an estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).
- ***The teacher must assess the student's actual performance, not potential performance.*** In the case where more than one faculty is involved a common approach will be used.
- To ensure the confidentiality and integrity of exam/task content, students will not be permitted to sit an exam/in-class task prior to the scheduled date (unless under extreme circumstances, with Principal approval and accompanying written confidentiality agreements).

## Appeal Rejected

If an 'Illness and Misadventure Appeal' is rejected for a task being handed in late, or the student is absent on the date the task is due, a zero mark will be recorded and the class teacher will issue an 'N' Warning Letter if required. Students are still required to complete the task for the purpose of meeting the syllabus outcomes and requirements. The task will be marked for the purpose of providing feedback to the student.

## Reporting

Students will receive at least two formal reports throughout Year 11 (Interim Report and Final Report) and two throughout Year 12 based on their achievement of course outcomes.

Students will also receive notification of their rank order in each subject, based on their school assessment, at the conclusion of their HSC course. Rank order at the completion of each formal assessment task can be made available if requested.

Results relating to one student's performance are not released to another student, unless with the express permission of that student.

Final assessment marks are confidential and under no circumstances can be published to any party other than the NESA.

## Access to Technology

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library before school, at recess and lunch, and in the Senior Learning Hub during Study Periods and Thursday afternoons. If students or parents have concerns about the requirements of a particular task, please contact the class teacher.

## Malpractice and Plagiarism

In accordance with NESAs requirements, all students must complete the All My Own Work program prior to commencing their Stage 6 program of study.

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is the act of copying. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work. Use of AI or Generative Large Language Model (GLLM) will also be treated in terms of malpractice/plagiarism.

Examples of malpractice include:

- Copying someone's work in part or in whole and presenting it as their own.
- Use of AI or Generative Large Language Model (GLLM).
- Using material directly from books, journals or the internet without reference to the source.
- Building on the ideas of another person without referencing the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person, such as a parent, tutor 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.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Any student found guilty of malpractice or plagiarism may be awarded zero marks for the task and will be recorded on the NESAs Malpractice Register if it is a HSC assessment. Any student who lends material for copying will be similarly penalised.

<https://ace.nesa.nsw.edu.au/ace-9023>



## Examinations and Assessment Tasks

Examinations (exams) are used to assess student knowledge. Exams may be electronic, written or verbal and vary in the length of time. Exams may be conducted throughout the year, from in class topic tests to formal examinations. The procedures to be followed are modelled on those used in the HSC Examinations.

### Rules for Examinations

#### Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to Illness and Misadventure.
- Students who are late for an exam will not be given extra time.

#### Procedures and Conduct:

- It is the student's responsibility to view the exam timetable on CANVAS and acknowledge receipt of the timetable via a CANVAS quiz.
- Students are to check the timetable carefully and note the days and times of exams.
- Students must be in attendance a minimum of 10 minutes prior to the commencement of each exam.
- Students are not required to attend school when they do not have an exam.
- School uniform is to be worn for all written exams, including the HSC.
- Bags are to be left outside or placed at the front or rear of the room, as instructed by the supervisor / teacher.
- Mobile phones, smart watches and any electronic devices are to be switched off and left in bags. Alternatively, they can be left at the front office.
- Enter the room in an orderly fashion and sit in the allocated seat. There is to be no talking from this time onwards.
- All students need to know their NESA student number. Student numbers are to be used on all examination papers.
- Complete the attendance slip for each examination. This will be collected by the supervisor.
- Make effective use of the reading time given at the commencement of each written paper to become familiar with the questions and requirements.
- Read all instructions carefully. Supervisors are not permitted to interpret questions.
- Write in black pen only. Pencil should only be used for diagrams or as directed.
- Go to the toilet before entering the exam room. A supervisor will accompany students who need to leave the exam room to go to the toilet for the duration of their absence.
- Pencil cases must be clear (see through). A clear plastic bag can be used.
- Water bottles must be clear (see through) with labels removed.
- Watches must be removed and placed on the student's desk. Smart watches are not allowed in the room.
- Only approved calculators may be used. These will be checked at the start of each exam that requires calculators.
- Students are not permitted to talk to, communicate with or share materials/equipment with another student during an examination.
- Students must raise their hand and wait for the supervisor to attend to them before speaking.
- Students are required to return all examination papers (questions and answers) at the end of the exam. Nothing is to be removed from the examination room.
- If a student becomes ill during an exam and cannot continue, he or she must let the exam supervisors know and will then be directed or escorted to the clinic and normal school procedures will be followed, including any appeal process.
- Students must remain in the exam room for the duration of the examination.

## Consequences

All students are expected to demonstrate diligence and sustained effort throughout the course and in examinations and assessment tasks.

- A student's response in a formal assessment task and/or examination may be deemed a non-serious attempt should they fail to attempt 50% of the task/examination content, or fail to respond with material relevant to the syllabus in the spirit in which it was written. Non-serious attempts may be awarded zero and be the grounds for an 'N' Warning letter.
- Any student caught communicating in any way with another student (speaking, signalling, gesturing or electronically) after the commencement of the exam may receive zero and 'N' Warning Letter.
- Any student caught with any material or device that may assist them in any way and give them an unfair advantage over other students may receive a zero and 'N' Warning Letter.
- Any student who behaves in a manner that disrupts their fellow students may receive a zero and 'N' Warning Letter.

Disciplinary action may also occur for any of the above breaches.

## **VET Industry Curriculum Frameworks/English Studies/Standard 1 Mathematics**

240-hour VET Industry Curriculum Framework courses, have an optional HSC written examination. Students must nominate whether they will attempt the examination. The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

The mark achieved by the student in the examination is shown on the Record of Achievement. The mark is used by UAC as the sole basis for determining the contribution of the course to the student's ATAR. Students receive a Course Report for the examination. Schools must provide an estimated examination mark for all students entered for any of the optional VET examinations. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Trial HSC.

Students enrolled in English Studies and/or Standard 1 Mathematics also have an optional HSC written examination they can choose to sit.

## **Disability (Special) Provisions**

Students may require provisions for:

- A permanent condition, such as diabetes or reading difficulty.
- A temporary condition, such as a broken arm.
- An intermittent condition, such as back pain when sitting for long periods.

Provisions may include assistance for students to read examination questions and write their answers, or to provide rest breaks and extra time. To apply for Special Provisions the school must submit an application to NESAs with current supporting evidence such as medical reports, reading results, writing samples and teacher comments. Applications must be submitted to NESAs by the end of Term 1 of the HSC Course.

Students who think they may require Special Provisions should discuss the matter with the Deputy Principal or Year Advisor at the commencement of the course.

If a student is approved for Special Provisions, it is the responsibility of the class teacher and the student to liaise with the Special Provisions Coordinator at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised. <https://ace.nesa.nsw.edu.au/disability-provisions>

## Responsibilities

### Each student has the responsibility to:

- Complete the All My Own Work program prior to commencing the Stage 6 program of study.
- Be familiar with and follow the school's Senior Assessment Policy and the HSC Rules and Procedures Guide.
- Confirm their pattern of study by signing the Confirmation of Entry form.
- Complete and submit all set tasks by the due date or talk to their teachers about Illness and Misadventure Appeal procedures.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism.
- Ensure that all assessment work is their own or acknowledges the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.
- To work in a mature manner and display appropriate behaviour at all times.
- Organise an efficient program of study and work.

***NOTE: To complete a course successfully students must do all set homework and assignments and attend lessons, not just complete assessment tasks.***

### The school has the responsibility to:

- Design and implement tasks consistent with NESA, school and faculty policies.
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year.
- Demonstrate an understanding of course content, objectives and outcomes.
- Implement classroom assessment procedures according to school and NESA requirements.
- Provide quality teaching and learning for senior students, establishing high expectations.
- Provide meaningful and timely feedback to students.
- Ensure students have copies of all relevant course documents.
- Ensure learning is based on current material and meets student/syllabus needs.
- Identify students causing concern and employ strategies to support them and communicate to parents/carers.
- Keep final assessment marks confidential.
- Implement Illness and Misadventure Appeal procedures.

## Variation of the Senior Assessment Policy

The Principal reserves the right to alter the Senior Assessment Policy should exceptional circumstances present themselves. In such cases advice from NESA will guide variations.

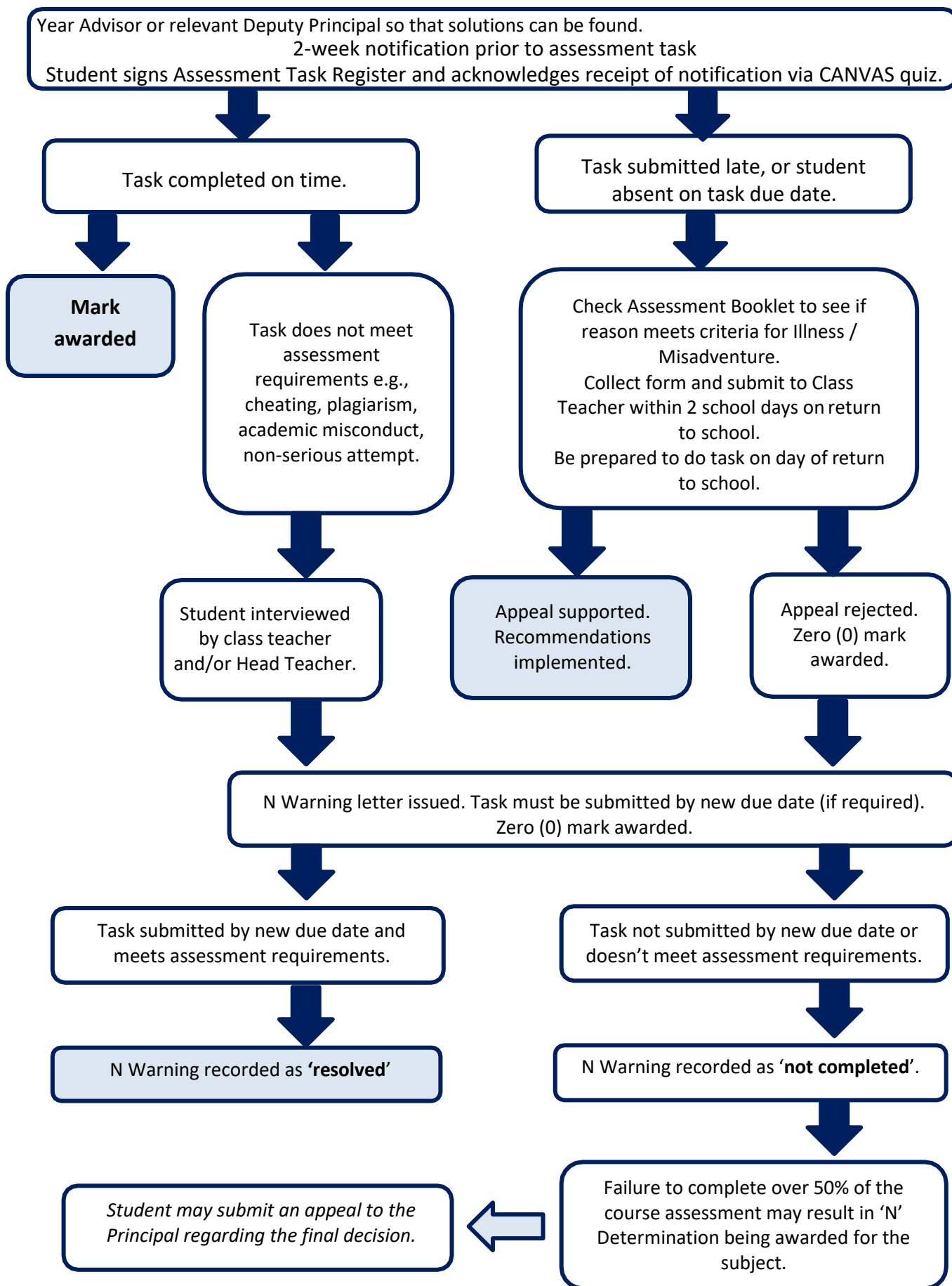
## HSC Credentials

Students are able to download their credentials via their [Students Online](#) account. The [HSC testamur](#) is delivered by post in January.

A student's HSC credentials will include an HSC Testamur, Record of Achievement detailing your Year 12, 11 and 10 results and personalized course reports for relevant HSC courses. You can also download your free VET credentials. After downloading, students need to save or print their credentials and their Students Online account only remains open until 30 June of the following year. For example, if a student completes their HSC in December 2024 their [Students Online](#) account remains open until 30 June 2025.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

## SENIOR ASSESSMENT POLICY FLOW CHART





## ASSESSMENT TASK NOTIFICATION - TEMPLATE

<b>COURSE</b>	
<b>TASK NAME</b>	
<b>TASK NUMBER</b>	
<b>TASK WEIGHT %</b>	
<b>DATE OF NOTIFICATION</b>	
<b>DUE DATE</b>	

### OUTCOMES ASSESSED

--

### TASK DESCRIPTION

--

### TASK INSTRUCTIONS

#### **ABSENCE/ILLNESS/MISADVENTURE**

In case of absence/ illness/misadventure, the procedures outlined in the Assessment Booklet must be followed. Failure to do so will result in a zero mark, while the task must still be completed.

### MARKING CRITERIA

***Teachers will delete one of the following comments relating to how the task will be marked.***

This task will be marked by the current teacher of the course as per the marking criteria/guidelines published. Check marking will be implemented by the Head Teacher for consistency.

**OR**

This task will be corporate marked by the course teachers with check marking processes implemented by the Head Teacher for consistency

Teacher \_\_\_\_\_

Head Teacher \_\_\_\_\_

Deputy \_\_\_\_\_

## MARKING GUIDELINES AND FEEDBACK

<b>STUDENT NAME</b>	
<b>COURSE</b>	
<b>TASK NAME and NUMBER</b>	
<b>TASK WEIGHT</b>	

Place marking guidelines /rubric below.

Teacher Comment:

Teacher's Name and signature: \_\_\_\_\_ Date: \_\_\_\_\_

**YEAR 11**

**ASSESSMENT**

**SCHEDULES**

**YEAR 11 - ANCIENT HISTORY**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b>Task 1:</b> In-class Source Analysis  <b>Date:</b> Term 1 - Week 10  <b>Outcomes:</b> AH11.3, AH11.4, AH11.6, AH11.7	<b>Task 2:</b> Historical Investigation  <b>Date:</b> Term 2 - Week 6  <b>Outcomes:</b> AH11.2, AH11.3, AH11.8, AH11.9, AH11.10	<b>Task 3:</b> Year 11 Final Examination  <b>Date:</b> Term 3 – Weeks 9/10  <b>Outcomes:</b> AH11.1, AH11.5, AH11.6, AH11.9, AH11.10
Knowledge and understanding of course content	40	15		25
Historical skills in the analysis and evaluation of sources and interpretations	20	15		5
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20		10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

**Outcomes:**  
**A student;**

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



**YEAR 11 - BIOLOGY**  
Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Depth Study Competition and adaptations  <u>Date:</u> Term 1 - Week 8  <u>Outcomes:</u> BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11- 10, BIO11-11	<u>Task 2:</u> Practical Investigation Cell Function  <u>Date:</u> Term 2 - Week 8  <u>Outcomes:</u> BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7, BIO11-8	<u>Task 3:</u> Year 11 Final Examination  <u>Date:</u> Term 3 - Weeks 9/10  <u>Outcomes:</u> BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Skills in working scientifically	60	20	20	20
Knowledge and understanding of course content	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

**Outcomes:**

**A student;**

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialization for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## YEAR 11 - BUSINESS STUDIES

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Business Report and Research  <u>Date:</u> Term 1 - Week 9  <u>Outcomes:</u> P1, P2, P3, P7	<u>Task 2:</u> Stimulus- Based Skills  <u>Date:</u> Term 2 - Week 9  <u>Outcomes:</u> P4, P5, P6, P10	<u>Task 3:</u> Year 11 Final Examination  <u>Date:</u> Term 3 - Weeks 9/10  <u>Outcomes:</u> P8, P9, P10
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20		10	10
Inquiry and research	20	15	5	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

### Outcomes:

#### A student;

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

**YEAR 11 - CHEMISTRY**  
Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Practical Investigation  <u>Date:</u> Term 1 - Week 7  <u>Outcomes:</u> CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-7, CH11/12-8	<u>Task 2:</u> Depth Study  <u>Date:</u> Term 2 - Week 9  <u>Outcomes:</u> CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	<u>Task 3:</u> Year 11 Final Examination  <u>Date:</u> Term 3 - Weeks 9/10  <u>Outcomes:</u> CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

**Outcomes:**

**A student;**

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

## YEAR 11 – COMMUNITY AND FAMILY STUDIES

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Resource Management Task  <u>Date:</u> Term 1 - Week 7  <u>Outcomes:</u> P1.2, P4.1, P4.2, P5.1, P6.1, P6.2	<u>Task 2:</u> Individuals and Groups Task  <u>Date:</u> Term 2 - Week 6  <u>Outcomes:</u> P2.1 P2.3, P4.1 P4.2	<u>Task 3</u> Year 11 Final Examination  <u>Date:</u> Term 3 - Weeks 9/10  <u>Outcomes:</u> All outcomes
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
Total	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

### Outcomes:

#### A student;

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

**YEAR 11 - ENGINEERING**  
Term 1 (2024) – Term 3 (2024)

Syllabus Components	Syllabus Weightings	<b>Task 1:</b> Development of an Engineered Product  <b>Date:</b> Term 1 - Week 8  <b>Outcomes:</b> P1.2, P2.1, P3.3, P4.1, P6.2	<b>Task 2:</b> Engineering Report  <b>Date:</b> Term 2 - Week 8  <b>Outcomes:</b> P2.2, P3.2, P4.2, P4.3, P5.1, P5.2	<b>Task 3:</b> Year 11 Final Examination  <b>Date:</b> Term 3 - Weeks 9/10  <b>Outcomes:</b> P1.1, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1
Knowledge and understanding of the course content	60	10	20	30
Knowledge and skills in research, problem-solving and communication related to engineering practice	40	10	20	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

**Outcomes:**

**A student;**

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P.3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering.
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

**YEAR 11 – ENGLISH EXTENSION 1**

Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b>Task 1:</b> Analytical response <b>Date:</b> Term 1 - Week 10 <b>Outcomes:</b> EE11-1, EE11-2, EE11-3	<b>Task 2:</b> IRP - Multimodal Presentation <b>Date:</b> Term 3 - Week 1 <b>Outcomes:</b> EE11-1, EE11-4, EE11-5, ES11-6	<b>Task 3:</b> Year 11 Final Examination <b>Date:</b> Term 3 - Weeks 9/10 <b>Outcomes:</b> ES11-1, ES11-2, ES11-5
Knowledge and understanding of complex texts and how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

**Outcomes:**

**A student;**

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## YEAR 11 - ENGLISH ADVANCED

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Imaginative and reflective response Common Module –Reading to Write: Transition to Senior English  <u><b>Date:</b></u> Term 1 - Week 9  <u><b>Outcomes:</b></u> EA11-1, EA11-3, EA11-4, EA11-5, EA11-9	<u><b>Task 2:</b></u> <b>Multimodal critical essay</b> Module A: Narratives That Shape Our World  <u><b>Date:</b></u> Term 2 - Week 9  <u><b>Outcomes:</b></u> EA11-2, EA11-6, EA11-7, EA11-8	<u><b>Task 3:</b></u> Year 11 Final Examination  <u><b>Date:</b></u> Term 3 - Weeks 9/10  <u><b>Outcomes:</b></u> EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

**Outcomes:**

**A Student;**

ENA11-1 responds to, composes and evaluates increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

ENA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

ENA11-3 analyses and uses language forms, features and structures of texts, considering appropriateness for purposes, audiences and contexts and evaluates their effects on meaning

ENA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

ENA11-5 thinks imaginatively, creatively, interpretively and critically to respond to and compose texts that synthesise complex information, ideas and arguments

ENA11-6 investigates and evaluates the relationships between texts

ENA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued

ENA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

ENA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

## YEAR 11 - ENGLISH STANDARD

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Imaginative response Common Module – Reading to Write: Transition to Senior English  <u><b>Date:</b></u> Term 1 - Week 9  <u><b>Outcomes:</b></u> EN11-1, EN11-3, EN11-4	<u><b>Task 2:</b></u> Multimodal presentation Contemporary Possibilities  <u><b>Date:</b></u> Term 2 - Week 9  <u><b>Outcomes:</b></u> EN11-5, EN11-7, EN11-8	<u><b>Task 3:</b></u> Year 11 Final Examination  <u><b>Date:</b></u> Term 3 - Weeks 9/10  <u><b>Outcomes:</b></u> EN11-2, EN11-6, EN11-9
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

### Outcomes:

#### A Student;

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



## YEAR 11 - ENGLISH STUDIES

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Reading/Written Mandatory Module: Achieving through English  <u><b>Date:</b></u> Term 1 - Week 8  <u><b>Outcomes:</b></u> ES11-1, ES11-5, ES11-6,	<u><b>Task 2:</b></u> Multimodal Module C: On the Road English and the experience of travel  <u><b>Date:</b></u> Term 2 - Week 8  <u><b>Outcomes:</b></u> ES11-2, ES11-3, ES11-7	<u><b>Task 3:</b></u> Portfolio Module E: Playing the Game - English in Sport  <u><b>Date:</b></u> Term 3 – Week 6  <u><b>Outcomes:</b></u> ES11-4, ES11-8, ES11-9, ES11-10
Knowledge and understanding of course content	50	15	15	20
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

### Outcomes:

#### A student;

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

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

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

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

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

ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

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

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

## YEAR 11 - FOOD TECHNOLOGY

Term 1 (2024) – Term 3 (2024)

Syllabus Components	Syllabus Weightings	<b><u>Task 1:</u></b> Food Availability and Selection Research and Food Preparation Practical  <b><u>Date:</u></b> Term 1 - Week 9  <b><u>Outcomes:</u></b> P1.1, P4.1, P4.2, P5.1	<b><u>Task 2:</u></b> Food Quality Experiment and Food Preparation  <b><u>Date:</u></b> Term 2 - Week 8  <b><u>Outcomes:</u></b> P2.2, P3.2, P4.1, P4.2, P4.3, P4.4, P5.1	<b><u>Task 3:</u></b> Year 11 Final Examination  <b><u>Date:</u></b> Term 3 - Weeks 9/10  <b><u>Outcomes:</u></b> P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1
Knowledge and understanding of the course content	40	5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	30	15	15	
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

### Outcomes:

#### A student;

P1.1 Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.

P1.2 Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.

P2.1 Explains the role of food nutrients in human nutrition.

P2.2 Identifies and explains the sensory characteristics and properties and functions of food

P3.1 Assesses the nutrient value of meals/diets for particular individuals and groups

P3.2 Presents ideas in written, graphic and oral form using computer software where appropriate.

P4.1 Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.

P4.2 Plans, prepares and presents foods which reflect a range of the influences on food selection.

P4.3 Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.

P4.4 Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.

P5.1 Generates ideas and develops solutions to a range of food situations.

**YEAR 11 - GEOGRAPHY**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b>Task 1:</b> Research task Earth's Natural Systems  <b>Date:</b> Term 1 - Week 10  <b>Outcomes:</b> GE-11-01, GE-11-05, GE-11- 09	<b>Task 2:</b> Geographical Investigation  <b>Date:</b> Term 3 - Week 2  <b>Outcomes:</b> GE-11-05, GE-11-06, GE-11- 7, GE-11-09	<b>Task 3:</b> Year 11 Final Examination  <b>Date:</b> Term 3 – Weeks 9/10  <b>Outcomes:</b> GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-07, GE-11-08
Knowledge and understanding of course content	40	10	10	20
Geographical skills and tools	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

**Outcomes:**

**A student;**

- GE-11-01 examines places, environments, and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08 applies mathematical ideas and techniques to analyse geographical data
- GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

**YEAR 11 - LEGAL STUDIES**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b>	<b>Syllabus Weighting</b>	<b>Task 1:</b> The Legal System – Media Study  <b>Date:</b> Term 1 - Week 9  <b>Outcomes:</b> P1, P3, P6, P7	<b>Task 2:</b> Law Reform- Research  <b>Date:</b> Term 2 - Week 9  <b>Outcomes:</b> P1, P4, P6, P7, P8, P9	<b>Task 3:</b> Year 11 Final Examination  <b>Date:</b> Term 3 – Weeks 9/10  <b>Outcomes:</b> P1, P2, P4, P5, P7, P10
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	5	5	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

**Outcomes:**

**A student;**

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

## YEAR 11 - MATHEMATICS EXTENSION 1

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Assignment Topics: Equations and Inequalities Polynomials  <u><b>Date:</b></u> Term 1 - Week 11  <u><b>Outcomes:</b></u> ME11-1, ME11-2, ME11-6, ME11-7	<u><b>Task 2:</b></u> Test (study aid) Topics: Equations and Inequalities Polynomials Trigonometric Functions Permutations and Combinations  <u><b>Date:</b></u> Term 2 - Week 10  <u><b>Outcomes:</b></u> ME11-1, ME11-2, ME11-3, ME11-5, ME11-7	<u><b>Task 3:</b></u> Year 11 Final Examination Topics: All Topics  <u><b>Date:</b></u> Term 3 - Weeks 9/10  <u><b>Outcomes:</b></u> ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding, fluency and communication	50	10	20	20
Problem-solving, reasoning and justification	50	10	20	20
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

### Outcomes:

#### A student;

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams, and graphs

## YEAR 11 - MATHEMATICS ADVANCED

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Test (study aid) Topics: Algebraic Techniques Equations and Inequalities Functions  <u><b>Date:</b></u> Term 1 - Week 10  <u><b>Outcomes:</b></u> MA11-1, MA11-2, MA11-9	<u><b>Task 2:</b></u> Trigonometry Assignment Topics: Functions Trigonometric Functions  <u><b>Date:</b></u> Term 2 - Week 10  <u><b>Outcomes:</b></u> MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	<u><b>Task 3:</b></u> Year 11 Final Examination Topics: Functions, Trigonometric Functions, Calculus  <u><b>Date:</b></u> Term 3 - Weeks 9/10  <u><b>Outcomes:</b></u> MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-9
Understanding, fluency and communication	50	20	10	20
Problem-solving, reasoning and justification	50	20	10	20
<b>Total</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

### Outcomes:

#### A student;

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

## YEAR 11 - MATHEMATICS STANDARD

Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b><u>Task 1:</u></b> Contextual Assignment <b>Topics:</b> Earnings and Managing money F1.2  <b><u>Date:</u></b> Term 1 - Week 8 <b><u>Outcomes:</u></b> MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	<b><u>Task 2:</u></b> In Class Test with study aid <b>Topics:</b> Formulae & Equations A1, Relative Frequency & Probability S2, Budgeting F1.3, Measurement M1.1, M1.3, Interest & Depreciation F1.1, Perimeter, Area & Volume M1.2 <b><u>Date:</u></b> Term 2 - Week 8 <b><u>Outcomes:</u></b> MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	<b><u>Task 3:</u></b> Year 11 Final Examination <b>Topics:</b> All topics  <b><u>Date:</u></b> Term 3 - Weeks 9/10 <b><u>Outcomes:</u></b> All Outcomes
Understanding, fluency and Communicating	50	10	20	20
Problem solving, reasoning and justification	50	10	20	20
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

### Outcomes:

#### A student;

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

**YEAR 11 – NUMERACY CEC**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b><u>Task 1:</u></b> Assignment – Renovate and Redecorate <b>Topics:</b> Whole Numbers, Operations with Whole Numbers, Distance, Area & Volume  <b><u>Date:</u></b> Term 1 - Week 9  <b><u>Outcomes:</u></b> N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-2.5	<b><u>Task 2:</u></b> Assignment – Infographic <b>Topics:</b> Time, Data, Graphs & Tables, Time  <b><u>Date:</u></b> Term 2 - Week 9  <b><u>Outcomes:</u></b> N6-1.1, N6-1.2, N6-2.2, N6-2.3, N6-3.2	<b><u>Task 3:</u></b> Assignment – Travel Guide <b>Topics:</b> Metric Relationships, Length, Mass & Capacity  <b><u>Date:</u></b> Term 3 – Week 7  <b><u>Outcomes:</u></b> N6-1.1, N6-1.2, N6-2.2, N6-2.3, N6-3.2
Knowledge and understanding	50	17.5	15	17.5
Skills	50	17.5	15	17.5
<b>Total</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

**Outcomes:**

**A student;**

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



**YEAR 11 - MODERN HISTORY**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b>Task 1:</b> Case Study: The Cuban Revolution  <b>Date:</b> Term 1 - Week 7  <b>Outcomes:</b> MH11.2, MH11.7, MH11.9	<b>Task 2:</b> Historical Investigation  <b>Date:</b> Term 2 - Week 5  <b>Outcomes:</b> MH1.1, MH11.4, MH11.5, MH11.6 MH11.8, MH11.9, MH11.10	<b>Task 3:</b> Year 11 Final Examination  <b>Date:</b> Term 3 – Weeks 9/10  <b>Outcomes:</b> MH11.3, MH11.5, MH11.9
Knowledge and understanding of course content	40	10		30
Historical skills in the analysis and evaluation of sources and interpretations	20	5	10	5
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

**Outcomes:**

**A student;**

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

## YEAR 11 – MUSIC 1

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> <b>Performance, Musicology and Aural task</b> Solo or ensemble performance in class representing Topic 1 with Musicology research task and aural analysis of performance.  <u><b>Date:</b></u> Term 1 - Week 9  <u><b>Outcomes:</b></u> P1, P2, P5, P6, P9	<u><b>Task 2:</b></u> <b>Composition Portfolio and Musicology task</b> Composition or arrangement with reference to concepts of music relevant to the chosen topic. Musicology task demonstrating an understanding of the compositional techniques and features of the topic.  <u><b>Date:</b></u> Term 2 - Week 6  <u><b>Outcomes:</b></u> P3, P4, P7, P8, P10	<u><b>Task 3:</b></u> <b>Performance and Year 11 Final Examination</b>  Solo or ensemble performance and written aural analysis.  <u><b>Date:</b></u> Term 3 – Weeks 9/10  <u><b>Outcomes:</b></u> P1, P4, P6, P9, P10, P11
Performance	25	10		15
Composition	25		25	
Musicology	25	15	10	
Aural	25	5		20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

### Outcomes: A student;

- P 1 performs music that is characteristic of the topics studied
- P 2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P 3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P 4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P 5 comments on and constructively discusses performances and compositions
- P 6 observes and discusses concepts of music in works representative of the topics studied
- P 7 understands the capabilities and performing media, explores and uses current technologies as appropriate to the topics studied
- P 8 identifies, recognises, experiments with and discusses the use of technology in music
- P 9 performs as a means of self-expression and communication
- P 10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P 11 demonstrates a willingness to accept and use constructive criticism

**Core Performance (25%)** - Students participate in many forms of practical music making.

**Core Composition (25%)** - Students organise sounds and notate through continued involvement in a wide range of class activities

**Core Musicology (25%)** - Students study musical styles and genres from a number of perspectives through focusing on how the musical concepts have been used.

**Core Aural (25%)** - Students identify and discriminate between the musical concepts and make judgements about their wide use in a wide range of musical styles, periods and genres.

## YEAR 11 - PDHPE

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Short answer questions in class - Better Health for Individuals  <u>Date:</u> Term 1 - Week 10  <u>Outcomes:</u> P1, P2, P3, P4, P5, P6, P15, P16	<u>Task 2:</u> Research Task / Presentation - Body in Motion  <u>Date:</u> Term 2 - Week 9  <u>Outcomes:</u> P7, P8, P9, P10, P11, P16, P17	<u>Task 3:</u> Year 11 Final Examination  Cores and Options  <u>Date:</u> Term 3 - Weeks 9/10  <u>Outcomes:</u> P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysing and communicating	60	20	20	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

### Outcomes:

#### A student;

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

## YEAR 11 – PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Introduction to Photography  <u>Date:</u> Term 1 - Week 11  <u>Outcomes:</u> M3, M4, M5, M6, CH1, CH3, CH4	<u>Task 2:</u> Traditions, Conventions, Styles and Genres  <u>Date:</u> Term 2 - Week 10  <u>Outcomes:</u> M1, M2, M4, M5	<u>Task 3:</u> Developing a Point of View  <u>Date:</u> Term 3 - Week 6  <u>Outcomes:</u> M2, M4, CH2, CH5
Art Criticism and Art History	30	15		15
Artmaking	70	20	25	25
<b>Total</b>	<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>

### Outcomes:

#### A student;

M1 – generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 – explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 – investigates different points of view in the making of photographs and/or videos and/or digital images

M4 – generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 – develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 – takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 – generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 – investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 – distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 – explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 – recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

**YEAR 11 - PHYSICS**  
Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Practical Investigation Kinematics  <b>Date:</b> Term 1 - Week 9  <b>Outcomes:</b> PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-9	<b>Task 2:</b> Depth Study Research and Presentation Dynamics  <b>Date:</b> Term 2 - Week 5  <b>Outcomes:</b> PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	<b>Task 3:</b> Year 11 Final Examination  <b>Date:</b> Term 3 - Weeks 9/10  <b>Outcomes:</b> PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

**Outcomes:**

<b>A student;</b>	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermo dynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

## YEAR 11 - SOCIETY AND CULTURE

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Topic: The Social and Cultural World Research Presentation  <u><b>Date:</b></u> Term 1 - Week 8  <u><b>Outcomes:</b></u> P1, P3, P6, P7, P9, P10	<u><b>Task 2:</b></u> Topic: Personal and Social Identity Extended Response  <u><b>Date:</b></u> Term 2 - Week 8  <u><b>Outcomes:</b></u> P1, P2, P3, P5, P7, P8, P10	<u><b>Task 3:</b></u> Year 11 Final Examination  <u><b>Date:</b></u> Term 3 – Weeks 9/10  <u><b>Outcomes:</b></u> P1, P2, P3, P4, P5, P9, P10
Knowledge and understanding of course content	50	20	10	20
Application and evaluation of social and cultural research methods	30	5	20	5
Communication of information, ideas and issues in appropriate forms	20	5	10	5
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

### Outcomes:

#### A student;

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

## YEAR 11 - SPORT, LIFESTYLE AND RECREATION

Term 1 (2024) – Term 3 (2024)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Resistance Training Program  <b>Topic:</b> Resistance Training  <u>Date:</u> Term 1 - Week 8  <u>Outcomes:</u> 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	<u>Task 2:</u> First Aid/CPR In-Class Assessment  <b>Topic:</b> First Aid & Sports Injuries  <u>Date:</u> Term 2 - Week 8  <u>Outcomes:</u> 1.3, 2.5, 3.6, 4.2, 4.4, 4.5	<u>Task 3:</u> Practical Assessment & Assignment  <b>Topics:</b> Healthy Lifestyles, Games and Sports Applications  <u>Date:</u> Term 3 - Week 6  <u>Outcomes:</u> 1.1, 1.3, 1.5, 2.1, 2.3, 3.1, 3.2, 3.5, 4.1, 4.3, 4.4
Knowledge and Understanding	50	20	10	20
Skills	50	20	10	20
<b>Total</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

### Outcomes:

#### A student;

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**YEAR 11 - VISUAL ARTS**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b>	<b>Syllabus Weighting</b>	<b><u>Task 1:</u></b> Shock: Pushing Boundaries in Artmaking  Analysis of the human form through 3D artmaking and submitted written response with critical and historical studies of art.  <b><u>Date:</u></b> Term 1 - Week 10  <b><u>Outcomes:</u></b> P1, P2, P5, P6, P7, P8, P10	<b><u>Task 2:</u></b> Finger on the Pulse: Political and Social Threads in Artmaking  Analysis of artists reflecting their world. Investigated through 2D artmaking and in class timed written response for critical and historical studies of art.  <b><u>Date:</u></b> Term 3 - Week 4  <b><u>Outcomes:</u></b> P1, P3, P4, P5, P9, P10	<b><u>Task 3:</u></b> Year 11 Final Examination  Combination of short and extended responses assessing the frames, conceptual framework and practice in a 1 ½ hour examination  <b><u>Date:</u></b> Term 3 - Weeks 9/10  <b><u>Outcomes:</u></b> P7, P8, P9, P10
Art Criticism and Art History	50	15	15	20
Artmaking (C1)	50	25	25	
<b>Total</b>	<b>100</b>	40	40	20

**Outcomes:**

**A student;**

P1 explores the conventions of practice in artmaking.

P2 explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 identifies the frames as the basis of understanding expressive representation through the making of art.

P4 investigates subject matter and forms as representations in artmaking.

P5 investigates of developing coherence and layers of meaning in making art.

P6 explores a range of material techniques in ways that support artistic intentions.

P7 explores the conventions of practice in art criticism and art history.

P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.

P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.

P10 explores ways in which art histories, critical narratives and documentary accounts of the visual arts can be constructed.



**YEAR 11 - WORK STUDIES**  
Term 1 (2024) – Term 3 (2024)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<u><b>Task 1:</b></u> My Working Life: Career Planning - Booklet completion of activities & research  <u><b>Date:</b></u> Term 1 - Week 9  <u><b>Outcomes:</b></u> 1, 2, 3, 6, 8	<u><b>Task 2:</b></u> Preparing Job Applications: Complete a cover letter, CV and job application form for a specific job vacancy nominated.  <u><b>Date:</b></u> Term 2 - Week 6  <u><b>Outcomes:</b></u> 1, 2, 3, 4, 5, 6, 9	<u><b>Task 3:</b></u> Year 11 Final Examination  <u><b>Date:</b></u> Term 3 - Week 9/10  <u><b>Outcomes:</b></u> 1,2, 5, 6, 7, 8, 9
Knowledge and understanding	30	10	10	10
Skills	70	25	25	20
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

**Outcomes:**

**A student;**

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

**VET**

**ASSESSMENT**

**SCHEDULE**

SCHOOL NAME: Belmont High School

Construction Assessment Schedule Year 11 VET 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 6 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 9/10 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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”.

\* Examinable units to be confirmed by teacher.

**Hospitality Qualification: SIT20322 Certificate II in Hospitality Cohort 2024-25**

Training Package SIT Tourism, Travel and Hospitality RTO – Department of Education – 90333, 90222, 90072, 90162

School Name: Belmont High School

Assessment Schedule Year 11 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Term 2 2024	Term 3 2024	Term 3 2024
Code	Unit of Competency			Week 9/10
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		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* 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”.

# APPENDICES

## Appendix 1: Malpractice

### 1. Plagiarism

The following information was downloaded from the [University of NSW](#) website. Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 6 of their learning.

#### What is Plagiarism?

**Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.**

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

One of the contradictions of academic writing is that while you are expected to read, research and refer to experts and authorities, you are also expected to produce 'original' work. However, it is important to recognise that all scholarship involves understanding, researching, and expanding on the work of others to some degree. Most of the academic work undergraduate students do at university will be based on the words, information and ideas of other writers. In this case, an original contribution might consist mainly of selecting, ordering, summarising and interpreting what others have said. So, it is important to learn how to reference properly – that is, how to specify clearly and exactly what your debts are and how to acknowledge them. Then your own contribution can be clearly identified and appreciated.

#### Common Forms of 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 a section of a book or an article and submitting it as your own work.**
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- **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.**
- **Using significant ideas from someone else and presenting them as your own.**
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- **Copying the written expressions of someone else, even with proper acknowledgement.**
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- **Relying too much on other people's material** - Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

#### Plagiarism and the Internet

The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

#### Warning!

There are an increasing number of websites that feature HSC assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. Teachers are aware of these 'cheat' sites and have developed strategies to identify internet plagiarists. (Remember, if you found the paper, so can your teacher)

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. These materials are the words and ideas of people who deserve to be given credit. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material. If possible, print out the webpages.

## **How to Avoid Plagiarism**

### **a) Be Aware of What Constitutes Plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism is a violation of assessment rules.

### **b) Plan Your Work**

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

### **c) Learn How to Acknowledge your Sources of Information**

#### **The Golden Rule: Make sure your assignments are referenced correctly.**

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

#### **Why Reference?**

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all sources you used when reading and researching for an assignment.

#### **Referencing Methods**

There are several different referencing methods. Short referencing guides for three commonly used styles:

- the [Oxford \(footnote/bibliography\)](#);
- the [Harvard \(in-text\) method](#);
- the [APA \(American Psychological Association\)](#)

Commonwealth Style Guides for other referencing systems are available at many libraries and bookshops.

#### **Acknowledge ALL Your Sources**

Academic books are not the only sources that required acknowledgement. ANY words, ideas or information taken from ANY source requires reference.

## What kind of Information Should I Reference?

Referencing when you are using words or ideas from	No need to reference:
<ul style="list-style-type: none"> <li>• Books and journal articles;</li> <li>• Newspapers and magazines;</li> <li>• Pamphlets or brochures;</li> <li>• Films, documentaries, television programs or advertisements;</li> <li>• Web pages or computer-based resources;</li> <li>• Letters or emails;</li> <li>• Personal interviews;</li> <li>• Lecturers or tutors (this isn't always necessary, but check with your lecturer or tutor about their preferences before you draw on their ideas);</li> <li>• Reference when you reprint any diagrams, illustrations, charts or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• When you are writing your own observations or experiment results (for example, a report on a field trip)</li> <li>• When you are writing about your own experiences (for example, a reflective journal)</li> <li>• When you are writing your own thoughts, comments or conclusions in an assignment;</li> <li>• When you are evaluating or offering your own analysis;</li> <li>• When you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore'</li> <li>• When you are using generally accepted facts or information (this will vary in different disciplines of study. If in doubt, ask your tutor).</li> </ul>

### d) Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

### e) Writing in your own words: Summarising and Paraphrasing

You can integrate evidence/source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summarise or paraphrase in your own words and sentence patterns. Follow with a reference. However, just changing one or two words does not make a paraphrase, you must digest the ideas, understand them, and write them in your own words and phrasing.

### Why writing in 'your own words' is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your lecturers.

### Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

1. Present them between quotation marks and follow them with a citation.
2. Use quotation marks even when you borrow a phrase or a single, special word from another source
3. Always include page number in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White", followed by a quotation from White or your paraphrase or summary of White's ideas.



### Learn to make effective notes from sources

Students often plagiarise unintentionally when they take ‘word-for-word’ notes from sources and then simply reproduce these in their assignments. To make sure that you don’t accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method:

- Write the notes from a source in the **first** column
- Record the page number(s) in the **second** column
- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author’s.

### Example: Page Layout for Note taking

Bibliographic Details of the Source		
Your notes from the source	Page no.	Your comments, questions or ideas about the information

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from and all the information needed for referencing that source. You won’t want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time!

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can’t change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use ‘in-text’ referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the author’s name and the page number between brackets. This will help you reference the information when you use it in an assignment.

### References

Carroll, J., *A Handbook for deterring Plagiarism in Higher Education*, 2002, Oxford centre for staff and Learning Development, Oxford.

Davis, U.C., University of Southern California, *Avoiding Plagiarism: Mastering the Art of Scholarship*  
<http://sja.ucdavis.edu/avoid.htm> 25 October, 2001.

University of NSW, Sydney, *What is Plagiarism?* <https://www.student.unsw.edu.au/what-plagiarism> 24 October 2021.

University of NSW, Sydney, *Support for Refencing Assignments*, <https://www.student.unsw.edu.au/referencing> 24 October 2021.

## 2. Cheating

This is copying another student’s work during an exam task or bringing material into an exam to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for the penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who allow another student to copy their work are given the same penalty as the person cheating.

## 3. Disruption to Exams and Assessment Tasks

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

**BELMONT HIGH SCHOOL  
ILLNESS / MISADVENTURE APPEAL FORM**



*Note: All applications for Illness / Misadventure appeals must be submitted to your class teacher within two school days of your return to school. In cases of prolonged absence contact with the school is to be made via phone or email. See over for details of what constitutes valid Illness / Misadventure.*

1. Student Details		
Student Name:	Year:	Teacher:
2. Task Details		
Subject:	Teacher:	
Name of Assessment Task:		
Weighting of Assessment Task: (e.g., 20%)		Due Date:
Reason for Appeal (please tick)	External Documentation Required (Attach)	
Illness	Medical or Pharmacy Certificate or Positive PCR/RAT result	
Misadventure		
▪ Bereavement	Funeral Notice	
▪ Sporting or School Representation	Sport or School Representation Note	
▪ Excursion	Excursion Note	
▪ Other:	Statutory Declaration	
Details of Reason for Appeal:		
_____		
_____		
_____		
Student Signature:	Parent Signature:	Date:

3. School Recommendation (School Staff Only)					
Teacher Recommendation:	Appeal Supported:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
_____					
_____					
_____					
Teacher Signature:	Teacher Name:	Date:			
Head Teacher Recommendation:	Appeal Supported:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
_____					
_____					
_____					
Head Teacher Signature:	Head Teacher Name:	Date:			
DEPUTY PRINCIPAL'S FINAL DECISION	ACCEPTED	<input type="checkbox"/>	DECLINED	<input type="checkbox"/>	
Comment:					
_____					
_____					
_____					
Signature of Deputy Principal	Name of Deputy Principal	Date			
<i>Office use only - copy of completed form provided to:</i>					
Student:	<input type="checkbox"/>	Class Teacher:	<input type="checkbox"/>	Head Teacher:	<input type="checkbox"/>

## ILLNESS / MISADVENTURE APPEAL

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness and misadventure. The school has an appeal process in place to support these students.

A student may submit an 'Illness / Misadventure Appeal Form' if they are affected by:

- **Illness or Injury** – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand etc.
- **Misadventure** – any other event beyond the student's control which allegedly affected the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood etc.
  - Sporting Representation – for school approved activities.
  - School Sanctioned Activities – VET work placement, Leadership commitments etc.
  - Other – events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task.

## ILLNESS / MISADVENTURE APPEAL PROCESS

It is the student's responsibility to collect an 'Illness / Misadventure Appeal Form' from the appropriate class teacher, Head Teacher, Senior Learning Hub Coordinator or Deputy Principal. An electronic form can also be downloaded from the school website <https://belmont-h.schools.nsw.gov.au/> completed and emailed to the school: [belmont-h.school@det.nsw.edu.au](mailto:belmont-h.school@det.nsw.edu.au)

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave or absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form to their class teacher within **two (2) days** of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
- For a student who sits a task, the mark for that task stands. An Illness / Misadventure appeal form cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

### Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will **not** be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- The NESA guidelines of Illness and Misadventure shall form the basis for determination of applications.
- Holidays are **not** considered acceptable reasons for absence as per the NSW Department of Education and NESA guidelines.

<https://ace.nesa.nsw.edu.au/ace-11004>

Refer to this Assessment Booklet to check if the situation is grounds for appeal.

Collect and complete the Illness / Misadventure form, including parent/carer signature.

Submit the form to the Classroom Teacher or Head Teacher within 2 days of return to school.

The Head Teacher will meet with the Deputy Principal to discuss the appeal.

The Student, Classroom Teacher, Head Teacher and Parent/Carer are notified of the final decision.

*A student may submit an appeal to the Principal requesting a review of the decision if he/she considers they have met the requirements for Illness or Misadventure.*

## YEAR 11 ASSESSMENT CALENDAR 2024

Week	Term 1 2024	Term 2 2024	Term 3 2024
1			English Extension 1
2			Geography
3			
4			Visual Arts
5		Modern History Physics	
6		Ancient History CAFS Music 1 Work Studies	English Studies PVDI SLR Work Studies
7	CAFS Chemistry Modern History		Numeracy CEC
8	Biology Engineering Studies English Studies Society and Culture SLR	Biology Engineering Studies English Studies Food Technology Mathematics Standard SLR Society and Culture	
9	English Advanced English Standard Business Studies Food Technology Legal Studies Music 1 Numeracy CEC Physics Work Studies	Business Studies Chemistry English Advanced English Standard Legal Studies Numeracy CEC PDHPE	<b>Final Examinations</b>
10	Ancient History English Extension 1 Geography Mathematics Advanced Mathematics Standard PDHPE Visual Arts	Mathematics Extension 1 Mathematics Advanced PVDI	<b>Final Examinations</b>
11	Mathematics Extension 1 PVDI		

**VET COURSES** – please refer to your course Events Schedule for dates of tasks on pages 51 & 52.