



**BELMONT HIGH SCHOOL**

**YEAR 11**

**ASSESSMENT BOOKLET**

**2021**

## CONTENTS

Senior Assessment Policy .....	3-11
Minimum Standards .....	12-13
Senior Assessment Policy Flow Chart.....	14
Ancient History .....	16
Biology .....	17
Business Studies .....	18
Chemistry.....	19
Community and Family Studies (CAFS) .....	20
Engineering Studies .....	21
English Extension 1 .....	22
English Advanced.....	23
English Standard .....	24
English Studies.....	25
Food Technology .....	26
Geography .....	27
Industrial Technology – Timber .....	28
Investigating Science .....	29
Legal Studies.....	30
Mathematics Extension 1 .....	31
Mathematics Advanced .....	32
Mathematics Standard 2 .....	33
Maths in Trade .....	34
Modern History .....	35
Music 1 .....	36
Personal Development, Health and Physical Education (PDHPE).....	37
Physics .....	38
Society and Culture .....	39
Sport, Lifestyle and Recreation (SLR) .....	40
Visual Arts.....	41
Visual Design – Timber .....	42
Work Studies .....	43
VET Construction .....	45
VET Hospitality .....	46
VET Retail.....	47
Appendix 1 - Malpractice .....	49-52
Appendix 2 - Illness and Misadventure Appeal Form .....	53-54
Calendar of Year 11 Assessment Tasks.....	55

# Senior Assessment Policy



Belmont High School supports and implements the NSW Department of Education Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 PD20050290V09 available at <https://education.nsw.gov.au/policy-library>  
Then select curriculum-planning-and-programming,-assessing-and-reporting-to-parents-k-12  
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## Foreword

The entry into the senior years of schooling (Year 11 & 12) can be a difficult and demanding process for students. Students are expected to be self-directed learners who approach their work in a mature manner and demonstrate appropriate behaviour at all times. **Students are responsible for knowing and understanding the contents of this document. All students will be provided with an assessment schedule and will need to sign for receipt.**

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 Higher School Certificate 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).

Students will need to maintain constant effort, complete all set tasks and assignments and be aware that factors such as oral participation, field work, group work and other instruments may form part of the internal assessment. Parents should be aware that students will be receiving continuous feedback on their progress during the senior years of schooling.

There are many support services available to assist students with this demanding period of their education. Support services include the Year Adviser, Teachers, Head Teachers, Senior Executive, Careers Adviser, Student Support Officer, Counsellors and the Senior Learning Hub.

We aim to establish a positive learning environment for students so that they are able to achieve their optimum potential and strive for academic success at Belmont High School.

## Rationale

Senior assessment requires that a standards referenced approach be used for assessing and reporting student achievement. This approach must be used for both Year 11 and 12 courses. In order that students satisfy requirements for a Year 11 course they 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.

The NSW Education Standards Authority (NESA) requires that all students sitting for the HSC be awarded assessments by their school. The HSC certification will provide a performance band based on these two marks per subject. The two marks will comprise one exam mark and one moderated school assessment. This latter mark will allow for reporting of student achievement in relation to the complete range of syllabus outcomes. This will include those not readily assessed in an examination and lessen the pressure of the final examination on students by providing several forms of measurement taken over a period of time.

### **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, which although evident to course teachers, may not be adequately assessed in a single external examination. **Each task assesses the student's actual performance, not potential performance.**

### **What is included in a Standards Referenced Assessment Program?**

1. Assessment is used by schools to determine the rank order and relative position of students. These measurements will be determined by the School Assessment Programs that are published and distributed to students at the commencement of both Year 11 and Year 12 courses.
2. A variety of measurement instruments should be used e.g. practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance assessments, journals etc.
3. Assessment should be made over time with a maximum of 3 assessment tasks in the Year 11 Course (weighting between 20% and 40%) and a maximum of 4 assessment tasks in the Year 12 Course (weighting between 10% and 40%) and in formal exam maximum weighting is 30%.
4. A maximum of one formal written examination that mimics the HSC examination per course, with a maximum weighting of 30% for the Year 12 course. Additional tasks or variations to the written program can occur only with the concurrence of the Deputy Principal. Students must also be informed in writing and sign for receipt of this notification.
5. Students are assessed and reported on in reference to specific standards of performance to be determined by teachers and administrators of the course.
6. Marks awarded to students reflect the standards they have achieved.
7. All course outcomes listed in the relevant syllabus must be assessed at least once.
8. The total assessment program allows for the demonstration of a range of achievement of outcomes.

### **Confidentiality**

A student's performance in any assessment task or cumulatively in a course is a matter of concern and interest to the subject teacher, the Year Adviser, the relevant Head Teacher, the Deputy Principal and Principal, the student's parents and of course, the student. **Results relating to one student's performance are not released to another student, unless with the express permission of that student.**

### **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.

### **Communication**

Each faculty will inform students in writing about the faculty assessment procedure in a schedule, providing details of:

- what outcomes will be assessed
- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course
- description of how the task will be marked

For each formal task, the school will provide a formal task notification at least two weeks before the due date. The notification must include:

- Task number
- Task weighting
- Outcomes assessed
- Description of the nature of the task
- Marking criteria
- Marking guidelines (where appropriate)
- Feedback to be provided.

Students will be required to sign for receipt of the task notification. This may be at the exclusion of major assessment exercises such as the Yearly Examination and Trial HSC, which affects all students and is clearly indicated on all schedules.

### Reporting

1. The NESAs ACE Manual states that to meet the course completion requirements, principals must have sufficient evidence that a student has:
  - (I) **Followed the course developed or endorsed by NESAs; and**
  - (II) **applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
  - (III) **achieved some or all of the course outcomes.**
2. At any point during Stage 6, when a student is not meeting NESAs requirements, the student will be interviewed, counselled and the following procedure followed:

#### Step 1:

The student is advised by the class teacher of the problem. The assignments/class work /tasks that need to be completed to solve the problem are outlined in writing and a time-frame for completion given.

#### Step 2:

If the work is not completed within the set time the student is advised orally that an “N Determination Warning” has been made and a written notification is mailed to the student’s home.

#### Step 3:

Steps 1 and 2 are followed with further unsatisfactory progress/task completion.

If there are 2 “N Determination Warnings” totalling 50% or more of available marks, a Final N Determination and the following may apply:

- (a) 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;
- (b) The student may be expelled due to “Unsatisfactory Participation in Learning” by the Principal (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.

3. 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.
4. 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.
5. Final assessment marks are confidential and under no circumstances can be published to any party other than the NESAs.

### **Submission of Tasks**

Tasks must be submitted 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.

If an Illness/Misadventure form is to be lodged on a submitted task, it is desirable that it be made prior to the day the task is due with work done up to that point attached.

### **Non-Assessment Periods**

There will be no assessable tasks scheduled two weeks before the Yearly Examinations in Year 11 or in the two weeks preceding the Trial HSC Examinations, nor within the period of the examinations other than the assessable examinations themselves, unless under extreme circumstances.

### **Assessable Tasks**

Examples of assessment tasks include essays, field study reports, practical and skill tests, and multimedia presentations, oral and listening tasks. All senior study activities are significant in preparation for the final examination. All assessable tasks gain marks which lead to the final assessment. All work required of senior students is evaluated by teachers, but only particular specified tasks are used for assessment.

### **Illness – Misadventure Appeals**

It is a serious situation if a student is absent on the day of a task or absent on the day a task is due. A Doctor's Certificate or Statutory Declaration is required to explain the absence. Students must be prepared to do the task on the day of their return to school.

It is the student's responsibility to lodge within 2 days an Appeal Form (with the Doctor's Certificate or Statutory Declaration attached) with the respective Head Teacher. As much detail as possible should be provided to support the student's case.

Appeals will be considered as follows:

In the case of medical problems, the Head Teacher will advise the relevant classroom teacher that consideration is to be given

OR

In other cases, the respective Head Teacher will organise a panel consisting of the Deputy Principal, the relevant Head Teacher and class teacher to consider the application.

Zero marks may be given if the panel does not feel there is a genuine case.

### **Internal Assessment Programs**

If a student fails to complete a task specified in the assessment program and the Head Teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy:

- (a) an extension of time may be granted
- (b) a mark be awarded based on a substitute task
- (c) 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. Zero marks will be awarded if a student is guilty of truancy or avoidance.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task. **Appeal forms are available from the Classroom Teacher and/or Faculty Head Teacher.** A sample of an appeal form is included in this booklet.

### **Student Absences**

If a student is absent in any period preceding an assessable task shown on the assessment calendar it is the student's responsibility to seek confirmation of the task's date from the classroom teacher.

Absence from class on the day of an assessment task – A student must attend all classes timetabled on the day of any assessment task. Failure to attend all classes on the day, including timetabled Period 0 classes, may result in zero being awarded for the task.

**If a student has prior knowledge that they will be absent when an assessment task is due, or needs to be submitted, it is the responsibility of the student to arrange a time prior to the date of the task, for submission. Failure to follow this procedure may result in zero marks being awarded for the task.** Only in an emergency, the task can be e-mailed to Belmont High School on: [belmont-h.school@det.nsw.edu.au](mailto:belmont-h.school@det.nsw.edu.au). Please ensure you say who the e-mail is to be forwarded to and that you have discussed this with the class teacher.

Absence from the exams or tasks completed in class - If a student is absent from any exam or in-class task, it is the responsibility of the student to notify the school immediately and submit an appeal form to the relevant HT or exam coordinator. Students absent for school-based work placement and school representation must also follow this process. NESA does not recognise family holidays as a legitimate reason for missing an examination or assessment task. Students who are absent from formal exams and in class assessment tasks due to holidays will be required to complete an alternative task immediately on their return to school.

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).

#### **Student Attempts the Task but is Unable to Make a Genuine Attempt at the Task**

- If the student attempts the task but is unable to make a genuine attempt at the task because of illness or misadventure, an Illness/Misadventure Appeal form should be submitted on the day of the task or within 24 hours. The intention of this statement is to support a student who is unable to complete the task due to unexpected illness or misadventure that occurs during the task. The statement is not meant to infer that a student can complete the task, then submit an Illness/Misadventure Appeal form retrospectively claiming that the task was completed under duress (e.g. sickness)
- For a student who sits a task, the mark for that task stands. An Illness/Misadventure Appeal cannot be submitted retrospectively. It is often not possible to provide an estimate about how a student may have performed. Marks can only be awarded for evidence of learning.
- Students who are unable to sit or submit a task due to illness/misadventure are able to submit an Illness/Misadventure Appeal Form as per school policy.
- All Illness/Misadventure Appeal Forms must include independent evidence (eg: doctor's certificate, police report, pharmacist's letter, psychologist report).
- Please note there is a different Illness/Misadventure Appeal procedure for HSC exams.

#### **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 teachers 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.

#### **VET Mandatory Work Placement**

As with all other HSC courses, students undertaking Vocational Education and Training (VET) courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination. It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

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

240-hour VET Industry Curriculum Framework courses have a HSC optional written examination. Students must nominate at the time of entry 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 Maths also have the optional HSC written examination that they must nominate if they choose to sit the examination.

### **Malpractice and Plagiarism**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work. (9.4 ACE Manual). Plagiarising is the act of copying.

Assessment tasks requiring work to be prepared by students in their own time and then submitted on a particular day must be written without copying directly from any information source e.g. Textbooks, reference books, magazines, internet sites. Students may use such resources for their own understanding, then write information in their own words. Students who are found guilty of plagiarising may be allocated zero marks for that part of the task. Any student who lends material for copying will be similarly penalised.

Malpractice includes paying someone to prepare material, submitting work completed by somebody else, stealing or copying another person's work.

Any student found guilty of academic misconduct may be awarded zero marks for the task and will be recorded on the NESA Malpractice Register if it is a HSC assessment.

### **Technological Malfunction**

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer generated work should be saved in more than one format.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request you to submit your task by e-mail, CANVAS or other electronic means determined by the Faculty.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher **on the due date**. It is recommended that students do not leave the printing of an assessment task until the day before the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary. Only in an emergency, the task can be e-mailed to Belmont High School on: [belmont-h.school@det.nsw.edu.au](mailto:belmont-h.school@det.nsw.edu.au). Please ensure you say who the e-mail is to be forwarded to.

### **Late Submission of Tasks**

Assessment tasks must be completed and submitted **before or on the due date**. Tasks not submitted by the due date must be completed. When submitted a written explanation must be attached. Explanations must follow the guidelines set out in the Assessment Policy under the heading of "Illness-Misadventure". If an explanation is deemed unsatisfactory, zero marks will be awarded for the task. Tasks submitted late will be marked and the student will receive feedback from their teacher.

If a student does not submit a task, a "non-attempt" will be recorded for that task. Students must make a serious attempt at over 50% of the total course assessment. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Students have the right to appeal any decision (information concerning appeals is found in the "Illness-Misadventure" section of the Assessment policy).

### **Tasks Delivered Over Extended Periods of Time**

Some tasks might extend over a period of time. Students should demonstrate their readiness to perform the task at the commencement of the task time and must maintain readiness over the extended time, e.g. Industrial Arts project, Personal Interest Project (PIP). Students who are absent should follow the appeal process.

### **Unsatisfactory Assessment**

Where there is no valid reason for non-completion of an assessment task, a zero mark will be recorded for that task; however, all assessment tasks must still be completed even though no marks will be awarded. If a student fails to attempt over 50% of the final course assessment, then the Principal must certify to NESAs that the Year 11, or HSC course has been unsatisfactorily studied. An N-Determination will result.

### **Special Provisions**

It is the responsibility of students with special needs to show their card (as provided by the Learning and Support Teacher) at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

### **Two Weeks Written Notice**

Students will receive a minimum of two weeks notification (unless under exceptional circumstances) prior to all assessment tasks, for which they will be required to acknowledge in writing. If a student is absent it is their responsibility to enquire as to any missed notifications.

If an assessment task needs to be rescheduled, your teacher will issue you with an amended copy of the assessment schedule for that course AND TASK, for which you will be required to sign acknowledgement of receipt. No assessment tasks shall change due date, without the 2 weeks' notice to students of a date change or approval by the Deputy Principal.

It is the student's responsibility to know when assessment tasks are scheduled.

### **Invalid or Unreliable Results**

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.

### **School Based Examinations/Assessment Tasks**

The majority of students are well behaved and will always meet the expectations. The purpose of these procedures is to reassure students that there are expectations and that there are consequences for those few students who do not do the right thing. The procedures are modelled on those used in external testing situations.

#### **Expectations:**

- All students must follow the supervising teachers' instructions and the school rules and values.
- Students are required to wear school uniform.
- All bags must be placed at the front / rear of the room as instructed by the supervisor / teacher.
- Students are required to have only the necessary pens, pencils, rulers on the desk (no pencil cases). Additional equipment as set out in the HSC rules is permitted for specific exams – e.g. calculators HSC approved (no case), compasses etc.
- All water bottles must be clear/ see through with labels removed.
- No speaking at all unless communicating with the teacher and then your hand must be raised and you must WAIT for the teacher to attend to you.
- Students may not talk to, communicate with or share materials with another student during an examination.
- ANY STUDENT CAUGHT communicating in any way with another student- speaking, signalling, gesturing or electronically AFTER THE COMMENCEMENT OF THE TASK MAY RECEIVE ZERO.
- 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 ALSO RESULT IN ZERO AWARDED FOR THE TASK AND DISCIPLINARY ACTION.

### **Examinations in the hall**

- Mobile phones, iPods, smart watches, and other electronic equipment are all prohibited in the examination room. It may be appropriate for such items to be cared for at a central location such as the office. It is preferred that students do not bring such items to school.
- Students must not bring paper or materials of any type into the examination room.
- Watches must be removed and placed in clear view on the examination table (No smart watches allowed).
- Students are not to behave in any manner at any time during the exam that disrupts their fellow students during the course of the examination.
- Students should go to the toilet prior to exams but should they need to use the toilet during the task, students will have their name recorded by the exam supervisor and must not have any materials with them while away from the exam room.
- Students are required to return their exam questions with their answers at the end of an exam. Any part removed from the exam room will not contribute to marks earned due to the possibility of alteration or addition.
- 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.
- In the case of students not bringing the required equipment for the examination there is no loaning or borrowing of equipment from other students in the exam nor from the school. They may have organised to borrow from other students not involved in the exam but must do so prior to the starting time.
- Late arrivals receive only the time left and must then appeal through the appropriate school procedures to receive any consideration.
- Students caught with materials for the purpose of cheating (whether it appears to be used or not) may be red carded and may receive zero marks for the task or exam.
- No food in exams unless it is part of special provisions.
- Students may bring a full clear plastic bottle of water without any labels into the exam room but cannot leave to refill.
- Students are to leave the examination room immediately when instructed. Exit the room as quietly as possible; several exams may be being conducted simultaneously, each with different ending times.

### **Use of Coloured Cards in Examinations**

#### **Yellow:**

WARNING. You have been observed behaving in a way that does not meet examination rules and expectations. Your name and behaviour will be recorded.

DO NOT ATTEMPT TO DISCUSS THIS NOW.

If you continue to behave inappropriately you will be issued a Red Card and you will be required to leave the room. You may receive a 'zero' for this exam.

#### **Red:**

You have not followed examination rules and expectations. You are to leave the exam room now, quietly. You are to report to the Deputy Principal. You may receive a 'zero' for this task.

DO NOT ATTEMPT TO DISCUSS THIS NOW.

### **Consequences**

Students will receive one official warning (a Yellow card) placed on their desk, then should the behaviour continue the student will be dismissed from the examination room (a Red card). This will result in a data base entry and a suspension warning letter (involving the Deputy Principal). It may also result in other consequences depending on the result of the interview with the Head Teacher and or Deputy Principal.

Student conduct must be in accordance with the rules set for the HSC examinations. Students **will not** be allowed to leave examinations early. Students must make a serious attempt at all examinations.

Where it is deemed that a student has made a non-serious attempt a 'zero' may be awarded and an N-Award warning will be issued.

## **Special Notes**

The school may vary the assessment procedure at any time, but students must be informed in writing at least 2 weeks prior to the scheduled time of the task (unless under exceptional circumstances).

NESA has determined special policies in relation to students who change schools during the assessment period and those who repeat the HSC. The Deputy Principal should be approached in these circumstances.

The principal or his nominee has the right to make rulings in special cases when exceptional circumstances make the procedures of this policy inappropriate.

## **Responsibilities of Each Student**

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education. Students should:

1. Be familiar with all assessment requirements and deadlines.
2. Organise an efficient program of study and work.
3. Complete and submit all assessable tasks by the due date.
4. Seek from teachers the best advice and assistance with all work and discuss openly difficulties and needs.
5. Seek clarification from teachers when there is misunderstanding regarding marks allocated for specific tasks

It is emphasised that marks can only be queried at the time the tasks are returned.

## **Responsibilities of Each Teacher**

1. Design and implement tasks consistent with NESA, school and faculty policies.
2. The Head Teacher and Deputy Principal MUST sign off the assessment task prior to the task being issued to students.
3. Record dates and times of assessment tasks in the school diary and on the assessment calendar
4. Ensure that students are notified in writing of assessment task and given at least two weeks' notice.
5. Keep records of student acknowledgement and completion of notification of assessment tasks.
6. Record marks on the appropriate faculty register or computer.
7. Provide meaningful feedback to students.
8. Provide alternative tasks or estimates only on the written advice of the Deputy Principal.
9. Communicate with parents using the appropriate letter when student performance is poor or non-existent.
10. Keep final assessment marks confidential.
11. Become familiar with the performance bands and the syllabus standards.
12. Maintain Year 11 and 12 Monitoring Folders and related documentation in all faculty courses.

## **Responsibilities of Each Head Teacher**

1. Prepare/Approve annual assessment schedules for inclusion in the appropriate Assessment Booklet indicating required syllabus components, weightings, type of tasks, outcomes assessed and timing in line with the relevant NESA Syllabus and/or Subject Manual.
2. Maintain Year 11 and Year 12 Monitoring Folders and related documentation for their faculty.
3. Document a faculty policy and a set of procedures for Year 11 and Year 12 Assessment.
4. Ensure all faculty staff are aware of NESA, school and faculty policies on Assessment.
5. Maintain a portfolio of sample responses to set tasks to establish standards and performance bands.

## **Responsibilities of the Deputy Principal**

1. Distribute and document BHS Assessment Policy to all students – a signed receipt register to be supplied and filed in all Year 12 and Year 11 Monitoring Folders.
2. Communicate the scheme to parents, teachers and students.
3. Operate the Illness/Misadventure provisions.
4. Operate the Appeals Provisions at the end of each year if necessary.
5. Review Monitoring Folders for their year groups.
6. Ensure all Head Teachers are complying with NESA and School Assessment Policies during annual Audit.
7. Amend the school policy to reflect changes made by the NSW Education Standards Authority (NESA) or Department of Education.

## **Variation to the Year 11 and Year 12 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.

## **MINIMUM STANDARDS**

For students sitting their HSC exams in or after 2021, you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students' master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

### **What will the online tests involve?**

- Minimum Standard Reading Test – 45 multiple choice questions
- Minimum Standard Numeracy Test – 45 multiple choice questions
- Minimum Standard Writing Test – one question based on a visual or text prompt with up to a 500-word response.

### **When will the test be sat?**

Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test they don't have to sit it again. Many Year 11 students sat their Minimum Standards Testing at the end of Year 10 during the Transition to Senior School Program run in late Term 4. Only those who did not meet minimum standards, or were absent during testing will need to resit some or all tests.

Schools will enrol students to attempt the test on specific days. Students will be notified in advance of their test date. They will also be able to access practice tests beforehand, guided by their classroom teachers. Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills for employers or other education services.

### **What will I need to achieve?**

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test.

### **What happens if I don't meet the HSC Minimum Standard?**

From 2020 onwards, only students who meet the HSC minimum standard will receive a HSC credential. Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

### **When will results be released?**

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

**What if students don't pass the tests by Year 12?**

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note, students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school. Students will be able to sit their HSC exams and receive their results regardless of whether they attain the HSC minimum standard, however, without the minimum standard, they will not receive the Higher School Certificate.

Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school.

The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.

Further information about the minimum standard online tests can be found at:

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

**A Final Note**

If you have any concerns about the progress or learning of your son or daughter, or any problems relating to attendance or other matters which may affect his or her eligibility or success, do not hesitate to contact the Year Advisor or relevant Deputy Principal so that solutions can be found.

# Senior Assessment Policy Flow Chart



**YEAR 11**

**ASSESSMENT**

**SCHEDULE**

## YEAR 11 - ANCIENT HISTORY

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> In class task - Investigating Ancient History  <b>Date:</b> Term 1, Week 6  <b>Outcomes:</b> AH 11-6, AH11-7, AH11-9, AH11-10	<b>Task 2:</b> Research essay - Historical Investigation  <b>Date:</b> Term 2, Week 10  <b>Outcomes:</b> AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Week 9/10  <b>Outcomes:</b> AH11-1, AH11-2, AH11-6, AH11-7, AH11-9
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:

- 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1</b> Practical Investigation Cell Requirements  <b>Date:</b> Term 1, Week 9  <b>Outcomes:</b> BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-7, BIO 11-9	<b>Task 2</b> Depth Study Competition and adaptations  <b>Date:</b> Term 2, Week 9  <b>Outcomes:</b> BIO 11/12-1, BIO 11/12-2, BIO 11/12-4, BIO 11/12-5, BIO 11/12-7, BIO 11-10, BIO 11-11	<b>Task 3</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11
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 specialisation 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Business Report and Research  <b>Date:</b> Term 1, Week 10  <b>Outcomes:</b> P1, P2, P3, P7	<b>Task 2:</b> Stimulus-Based Skills  <b>Date:</b> Term 3, Week 4  <b>Outcomes:</b> P4, P5, P6, P10	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, weeks 9/10  <b>Outcomes:</b> 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Practical Investigation Properties and Structure of Matter  <b>Date:</b> Term 1, Week 7  <b>Outcomes:</b> CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-7, CH11-8	<b>Task 2:</b> Depth Study Research and Presentation Dynamics  <b>Date:</b> Term 2, Week 10  <b>Outcomes:</b> CH11/12-1, CH11/12-2, , CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-11	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> CH11/12-1, CH11/12-7, CH11-8, CH11/12-4, 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Resource Management Case Study  <b>Date:</b> Term 1, Week 7  <b>Outcomes:</b> P1.2, P4.1, P4.2, P5.1, P6.1, P6.2	<b>Task 2:</b> Individuals and Groups Research Task  <b>Date:</b> Term 2, Week 6  <b>Outcomes:</b> P2.1, P2.3, P4.1, P4.2	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> 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
<b>Total</b>	<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 interrelationships 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 STUDIES

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weightings ↓	<b>Task 1:</b> Development of an Engineered Product – Braking Systems  <b>Date:</b> Term 2, Week 3  <b>Outcomes:</b> P1.2, P2.1, P3.3, P4.1, P6,2	<b>Task 2:</b> Engineering Report – Bio Medical Engineering  <b>Date:</b> Term 3, Week 3  <b>Outcomes:</b> P2.2, P3.2, P4.2, P4.3, P5.1, P5.2	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> P1.1, P3.1, P6.1
Knowledge and understanding of 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
- P3.3 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Imaginative Response  <b>Date:</b> Term 1, Week 8  <b>Outcomes:</b> EE11-1, EE11-2, EE11-3	<b>Task 2:</b> Analytical Response  <b>Date:</b> Term 2, Week 8  <b>Outcomes:</b> EE11-4, EE11-5, EE11-6	<b>Task 3:</b> Multimodal Presentation  <b>Date:</b> Term 3, Week 6  <b>Outcomes:</b> EE11-1, EE11-2, EE11-5, EE11-6
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Multimodal Presentation Module: Reading to Write  <u>Date:</u> Term 1, Week 9  <u>Outcomes:</u> EA11-3, EA11-5, EA11-9	<u>Task 2:</u> Critical Response Critical Study of Literature  <u>Date:</u> Term 2, Week 8  <u>Outcomes:</u> EA11-1, EA11-2, EA11-8, EA11-9	<u>Task 3:</u> Imaginative Response Narratives that Shape our World  <u>Date:</u> Term 3, Week 9  <u>Outcomes:</u> EA11-4, EA11-6, EA11-7
Knowledge and understanding of course content	50	20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	20	15	15
<b>Total</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

### Outcomes:

#### A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Common Module: Reading to Write Discursive Writing  <b>Date:</b> Term 1, Week 10  <b>Outcomes:</b> EN11-1, EN11-6, EN11-8, EN11-9	<b>Task 2:</b> Contemporary Possibilities Multimodal Presentation  <b>Date:</b> Term 2, Week 9  <b>Outcomes:</b> EN11-2, EN11-3, EN11-5	<b>Task 3:</b> Critical Response Close Study of a Text  <b>Date:</b> Term 3, Week 9  <b>Outcomes:</b> EN11-1, EN11-4, EN11-7
Knowledge and understanding of course content	50	20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	20	15	15
<b>Total</b>	<b>100</b>	<b>40</b>	<b>30</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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> <b>Reading Writing Task</b> Mandatory Module: Achieving through English  <u>Date:</u> Term 1, Week 9  <u>Outcomes:</u> ES11-1, ES11-5, ES11-6	<u>Task 2:</u> <b>Multi-modal Presentation</b> Module C: On the Road English and the experience of travel  <u>Date:</u> Term 2, Week 8  <u>Outcomes:</u> ES11-2, ES11-3, ES11-7	<u>Task 3:</u> <b>Portfolio</b> Module E: Playing the Game- English in Sport  <u>Date:</u> Term 3, Week 6  <u>Outcomes:</u> ES11-4, ES11-8, ES11-9, ES11-10
Knowledge and understanding of course content	50	15	15	20
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	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 texts 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<u><b>Task 1:</b></u> Food Availability and Selection Research and Food Preparation  <u><b>Date:</b></u> Term 1, Week 9  <u><b>Outcomes:</b></u> P1.1, P4.1, 4.2, P5.1	<u><b>Task 2:</b></u> Food Quality Experiment and Food Preparation  <u><b>Date:</b></u> Term 2, Week 8  <u><b>Outcomes:</b></u> P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	<u><b>Task 3:</b></u> Year 11 Final Exam  <u><b>Date:</b></u> Term 3, Weeks 9/10  <u><b>Outcomes:</b></u> P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching and evaluating	30	10		20
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Fieldwork and Skills Task  <u>Date:</u> Term 2, Week 1  <u>Outcomes:</u> P1, P2, P4, P6	<u>Task 2:</u> Senior Geography Project  <u>Date:</u> Term 3, Week 4  <u>Outcomes:</u> P7, P8, P9, P10, P11	<u>Task 3:</u> Year 11 Final Exam  <u>Date:</u> Term 3, Weeks 9/10  <u>Outcomes:</u> P3, P5, P12
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	10		10
Geographical inquiry and research, including fieldwork	20	5	15	
Communication of geographical 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 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

## YEAR 11 - INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Industry Study Task  <u>Date:</u> Term 2, Week 2  <u>Outcomes:</u> P1.1, P1.2, P5.1, P7.1, P7.2	<u>Task 2:</u> Design Project and Folio  <u>Date:</u> Term 3, Week 6  <u>Outcomes:</u> P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	<u>Task 3:</u> Year 11 Final Exam  <u>Date:</u> Term 3, Weeks 9/10  <u>Outcomes:</u> P2.1, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of the course content	40	15	10	15
Knowledge and skills in the management, communication and production of projects	60	5	30	25
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

### Outcomes

#### A student:

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

## YEAR 11 – INVESTIGATING SCIENCE

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> <b>Depth Study</b> Literature Review Modules 1  <b>Date:</b> Term 1, Week 8  <b>Outcomes:</b> INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-7, INS11-8	<b>Task 2:</b> <b>Practical Investigation</b> Modules 2  <b>Date:</b> Term 2, Week 8  <b>Outcomes:</b> INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11-9	<b>Task 3:</b> <b>Year 11 Final Exam</b> Modules 1-4  <b>Date:</b> Term 3, Week 9/10  <b>Outcomes:</b> INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11
Knowledge and understanding of course content	60	20	20	20
Skills in working scientifically	40	20	10	10
<b>Total</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

### Outcomes

#### A student:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11/11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11/11-9	examines the use of inferences and generalisations in scientific investigations
INS11/11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11/11-11	describes and assesses how scientific explanations, laws and theories have developed

**YEAR 11 - LEGAL STUDIES**  
Term 1 (2021) – Term 3 (2021)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b>Task 1:</b> The Legal System – Annotated Media File  <b>Date:</b> Term 1, Week 9  <b>Outcomes:</b> P1, P3, P4, P6	<b>Task 2:</b> Case Study - The Individual and the Law  <b>Date:</b> Term 2, Week 7  <b>Outcomes:</b> P1, P4, P6, P8, P9	<b>Task 3:</b> Year 11 Final Exam  <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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> <b>Assignment</b> Topics: Permutations and Combinations (Ch 3)  <b>Date:</b> Term 1, Week 8  <b>Outcomes:</b> ME11-5, ME11-6, ME11-7	<b>Task 2:</b> <b>Test (annotated reference sheet)</b>  Topics: Ch 2 (plus Ex 4.10) Ch 3, Ch 6, Ch 8, Ch 10  <b>Date:</b> Term 2, Week 10  <b>Outcomes:</b> ME11-1, ME11-2, ME11-4 →ME11-7	<b>Task 3:</b> Year 11 Final Exam Topics: All Topics  <b>Date:</b> Term 3, Week 9/10  <b>Outcomes:</b> ME11-1 → 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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> <b>Test (annotated revision)</b> Topics: Algebraic Techniques (Ch 1) Equations and Inequalities (Ch 2)  <b>Date:</b> Term 1, Week 10  <b>Outcomes:</b> MA11-1, MA11-2, MA11-8, MA11-9	<b>Task 2:</b> <b>Learning Journal</b>  Topics: Calculus (Ch 6)  <b>Date:</b> Term 2, Week 8  <b>Outcomes:</b> MA11-5, MA11-8, MA11-9	<b>Task 3:</b> <b>Year 11 Final Exam</b>  Topics: Ch 1-Ch 6, Ch 8, Ch 9  <b>Date:</b> Term 3, Week 9/10  <b>Outcomes:</b> MA11-1 →MA11-6, MA11-8, 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 2

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Contextual Assignment  <b>Date:</b> Term 1, Week 8  <b>Outcomes:</b> MS11-2, MS11-5, MS11-6, MS11- 9, MS11-10	<b>Task 2:</b> In Class Test with Study Aid  <b>Date:</b> Term 2, Week 8  <b>Outcomes:</b> MS11-1 to MS11-10	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> MS11-1 to MS11-10
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:

- 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 - MATHS IN TRADE

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> In class research project  <b>Date:</b> Term 1, Week 9  <b>Outcomes:</b> MS11-1, MS11-2, MS11-5, MS11- 6, MS11-8, MS11-9, MS11-10	<b>Task 2:</b> In class project  <b>Date:</b> Term 2, Week 9  <b>Outcomes:</b> MS11-3, MS11-4, MS11-9, MS11-10	<b>Task 3:</b> In class case study  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> MS11-1 to MS11-10
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</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 - MODERN HISTORY

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Case Study- The Cuban Revolution  <b>Date:</b> Term 1, Week 7  <b>Outcomes:</b> MH11.2, MH 11.7, MH 11.9	<b>Task 2:</b> Historical Investigation  <b>Date:</b> Term 2, Week 5  <b>Outcomes:</b> MH11.1, MH11.4, MH11.5, MH11.8, MH11.9, MH11.10	<b>Task 3:</b> Year 11 Final Exam  <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 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<p><b>Task 1:</b> <b>Performance, Musicology and Aural Task</b></p> <p>Solo or ensemble performance in class representing Topic 1 with Musicology research task and aural analysis of performance.</p> <p><b>Date:</b> Term 1 , Weeks 9</p> <p><b>Outcomes:</b> P1, P2, P6, P9</p>	<p><b>Task 2:</b> <b>Composition Portfolio and Musicology Task</b></p> <p>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.</p> <p><b>Date:</b> Term 2, Weeks 6</p> <p><b>Outcomes:</b> P3, P4, P7, P8</p>	<p><b>Task 3:</b> <b>Performance and Yearly Exam</b></p> <p>Solo or ensemble performance and written aural analysis.</p> <p><b>Date:</b> Term 3, Weeks 9/10</p> <p><b>Outcomes:</b> P1, P4, P6, P9</p>
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:**

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities and performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

**YEAR 11- PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION (PDHPE)**

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> <b>Theory Test with some pre-prepared responses</b>  <b>Core 1</b> Better Health for Individuals  <u>Date:</u> Term 1, Week 8  <u>Outcomes:</u> P1, P2, P3, P4, P5, P6, P15, P16	<u>Task 2:</u> <b>Research Task with in-class justification</b>  <b>Core 2</b> Body in motion  <u>Date:</u> Term 2, Week 9  <u>Outcomes:</u> P7, P8, P9, P10, P11, P16, P17	<u>Task 3:</u> <b>Year 11 Final Exam</b>  Core 1 and 2 Options: First Aid and Fitness Choices  <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 - PHYSICS**  
Term 1 (2021) – Term 3 (2021)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<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 Exam  <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**

**A student:**

- 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 thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

## YEAR 11 - SOCIETY AND CULTURE

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Topic: The Social and Cultural World Research Presentation  <b>Date:</b> Term 1, Week 10  <b>Outcomes:</b> P1, P3, P6, P9, P10	<b>Task 2:</b> Topic: Personal and Social Identity Extended Response  <b>Date:</b> Term 2, Week 8  <b>Outcomes:</b> P2, P5, P8, P10	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> 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 (SLR)

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Resistance Training program  <b>Date:</b> Term 1, Week 6  <b>Outcomes:</b> 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	<b>Task 2:</b> First Aid / CPR Assessment  <b>Date:</b> Term 2, Week 9  <b>Outcomes:</b> 1.3, 2.5, 3.6, 4.2, 4.4, 4.5	<b>Task 3:</b> Games and Sports Applications Practical Assessment  <b>Date:</b> Term 3, Week 6  <b>Outcomes:</b> 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
Knowledge and Understanding	50	15	15	20
Skills	50	10	10	30
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>50</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
- 1.4 explains the principles of skill development and training
- 1.5 analyses the fitness requirements of specific activities
- 2.1 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.1 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates competence and confidence in movement contexts
- 4.3 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**YEAR 11 - VISUAL ARTS**  
Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Environments  Analysis of modernism using 2D form through artmaking and critical and historical studies of art  <b>Date:</b> Term 2, Week 4  <b>Outcomes:</b> P1, P2, P5, P6, P7, P8, P10	<b>Task 2:</b> Human Image  Investigates the practice of the 3D form through artmaking and critical and historical studies of art  <b>Date:</b> Term 3, Week 6  <b>Outcomes:</b> P1, P3, P4, P5, P9, P10	<b>Task 3:</b> Year 11 Final Exam  Combination of short and extended responses assessing the frames, conceptual framework and practice in a 1 ½ -hour examination  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</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>	<b>40</b>	<b>40</b>	<b>20</b>

**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 ways 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 significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## YEAR 11 – VISUAL DESIGN – TIMBER FURNITURE

Term 1 (2021) – Term 3 (2021)

Syllabus Components ↓	Syllabus Weighting ↓	<b>Task 1:</b> Designer task  <b>Date:</b> Term 1, Week 9  <b>Outcomes:</b> CH1, CH2, DM3	<b>Task 2:</b> Minor Design Project  <b>Date:</b> Term 2, Week 6  <b>Outcomes:</b> DM1, DM4, DM5, DM6	<b>Task 3:</b> Major Design Project  <b>Date:</b> Term 3, Weeks 6  <b>Outcomes:</b> DM1, DM2, DM4, DM5, DM6, CH1
Designing and making	70	10	20	40
Critical and Historical Studies	30	10	10	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>50</b>

### Outcomes

#### A student:

##### Designing and Art making

- DM1 generates a characteristics style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range or works
- DM6 takes into account issues of Work Health and Safety in the making of a range of work

##### Critical and Historical Studies

- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

**YEAR 11 - WORK STUDIES**  
Term 1 (2021) – Term 3 (2021)

<b>Syllabus Components</b> ↓	<b>Syllabus Weighting</b> ↓	<b>Task 1:</b> In the Workplace Research task  <b>Date:</b> Term 2, Week 2  <b>Outcomes:</b> 1, 2, 3	<b>Task 2:</b> Work Placement  <b>Date:</b> Term 3, Week 6  <b>Outcomes:</b> 1, 2, 4, 5, 6, 9	<b>Task 3:</b> Year 11 Final Exam  <b>Date:</b> Term 3, Weeks 9/10  <b>Outcomes:</b> 3, 5, 7, 8
Knowledge and understanding	30	15		15
Skills	70	15	40	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</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**

COURSE: Construction

## Student Competency Assessment Schedule

Preliminary outcome: CPC20211 Certificate II in Construction Pathways

Assessment Events for CPC20211 Certificate II in Construction Pathways		Event No. 1	Event No. 2	Event No. 3	Work Placement 35 hours total	Yearly Exam*
		Let's Get Started	Work Safe, Stay Safe	When at Work		
		Date: 19/2/21 Week: 4 Term: 1 2021	Date: 3/9/21 Week: 4 Term 3 2021	Date: 20/8/21 Week: 6 Term: 3 2021	Date: Week: 3/4 Term: 2021	Date: Week:9/10 Term: 3 2021
Code	Unit of Competency					
<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry	✓				
<a href="#">CPCCOHS2001A</a>	Apply OHS requirements, policies and procedures in the construction industry.		✓			
<a href="#">CPCCCA2011A</a>	Handle carpentry materials		✓			
<a href="#">CPCCCA2002B</a>	Use carpentry materials		✓			
<a href="#">CPCCCM1015</a>	Carry out measurements and calculations		✓			
<a href="#">CPCCCM1014</a>	Conduct workplace communication			✓		
<a href="#">CPCCCM1012</a>	Work effectively and sustainably in the construction industry			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a **Certificate II in Construction Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

COURSE: SIT20316 Certificate II in Hospitality

Preliminary outcome: Statement of Attainment toward a SIT20316 Certificate II in Hospitality

Student Competency Assessment Schedule

<b>Delivery Strategy A</b> Assessment Events for SIT20316 Certificate II in Hospitality			Event 1	Event 2	Event 3	Event 6A	Event
			Cook Safe, Work Safe, Eat Safe	Love to Serve	Keeping up to date	Working in Industry (Work Placement A)	Preliminary Yearly Exam
			Term 1 2021 Week 9	Term 3 2021 Week 2	Term 3 2021 Week 6	Term 3 2021 Week 3	Term: 3 2021 Week 9-10
Cluster	Code	Unit of Competency					
<b>Event 1</b>  Cook Safe, Work Safe, Eat Safe	SITXWHS001	Participate in work safe practices	✓				
	SITXFSA001	Use hygienic practices for food safety	✓				
	SITHCCC001	Use food preparation equipment <i>Collecting evidence towards</i>	✓				
<b>Event 2</b>  Love to Serve	SITXCCS003	Interact with customer <i>Collecting evidence towards</i>		✓			
	SITHFAB007	Serve food and beverage		✓			
	SITHFAB004	Prepare and serve non-alcoholic beverages		✓			
	BSBWOR203	Work effectively with others <i>Collecting evidence towards</i>		✓			
	SITHCCC001	Use food preparation equipment <i>Collecting evidence towards</i>		✓			
<b>Event 3</b> Keeping up to date	SITHIND002	Source and use information on the hospitality industry			✓		
<b>Event 6A</b> Working in Industry (Work Placement A)	SITHIND003	Use hospitality skills effectively <i>Collecting evidence towards</i>				✓	
	SISTXCOM002	Show social and cultural sensitivity <i>Collecting evidence towards</i>				✓	

Depending on the achievement of units of competency the possible Preliminary qualification outcome is a Certificate II in Hospitality or a Statement of Attainment towards a Certificate II in Hospitality. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as 'not yet competent' or 'competent'. In some cases, other descriptive words may be used leading up to "competent".

Assessment Events for SIR30216 Certificate III in Retail			Event 1	Event 2	Event 3	Year 11 Yearly Exam	Work Placement
			There's no I in team	Better safe than sorry	Cash me outside		
			Term 1 Approximately Week 9-10	Term 2 Approximately Week 5 to 6	Term 3 approximately Week 6	Term 3 Weeks 9 to 10 HSC syllabus content ; Working in the industry, safety, customer service	Term 3 Weeks 3/4
Cluster	Code	Unit of Competency					
1	SIRXIND001	Work effectively in a service environment	✓				
	SIRXCOM002	Work effectively in a team	✓				
2	SIRXWHS002	Contribute to workplace health and safety		✓			
	SIRXIND002	Organise and maintain the store environment		✓			
3	SIRXCEG001	Engage the customer			✓		
	SIRXCEG002	Assist with customer difficulties			✓		
	SIRXCEG003	Build customer relationships and loyalty			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a SIR30216 Certificate III in Retail or a Statement of Attainment towards a SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy

RTO 90162 Public School NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESAs for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

**APPENDIX 1**  
**MALPRACTICE**

**APPENDIX 2**  
**ILLNESS**  
**and**  
**MISADVENTURE**

# Appendix 1: Malpractice

## 1. Plagiarism

The following information was downloaded from the site [http://www.lc.unsw.edu.au/onlib/plag\\_3.html](http://www.lc.unsw.edu.au/onlib/plag_3.html)

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**

### **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.

### **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.

### **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; and 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>

### 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.

### 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.

Northedge, A., The Good Study Guide, 1988, Open University Press, Milton Keynes. Purdue University Online Writing Lab, Avoiding Plagiarism [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

Westphal, D., Plagiarism, St. Cloud University, St. Cloud <http://leo.stcloudstate.edu/research/plagiarism.html> 10 August, 2000.

## 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 AND MISADVENTURE APPEAL FORM**

**Note: The following checklist must be completed prior to submission to relevant Head Teacher. This form must be submitted no later than 2 days after return to school. In cases of prolonged absence contact with the school is to be made via phone or email: [Belmont-h.school@det.nsw.edu.au](mailto:Belmont-h.school@det.nsw.edu.au)**

**See over for details of what constitutes valid illness or misadventure.**

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED**

- |   |  |
|---|--|
| <input type="checkbox"/> Course, subject, name of task and due date completed   | <input type="checkbox"/> Parental/Guardian signature and date completed      |
| <input type="checkbox"/> Classroom teacher comment completed                    | <input type="checkbox"/> Student signature and date completed                |
| <input type="checkbox"/> Reason for request for Special Consideration completed | <input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |

**Course:** (Tick one) HSC       Year 11 RoSA       Year 10 RoSA

**Subject:** \_\_\_\_\_ **Task Name:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

**Reason for Appeal:** (Tick one)    Illness       Misadventure

**Details:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teacher Comment:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Documentation attached:** (Tick one)

Medical Certificate       Statutory Declaration

**Parent/Guardian Signature:** \_\_\_\_\_

**Head Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appeal Upheld:**      Yes     No

**Deputy Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **What is Illness and Misadventure?**

NESA will only consider awarding special consideration in cases of **illness and misadventure**. These may be defined as follows:

**Illness:** Any sickness or injury that prevents a student from attending school. It is expected that a Doctor's Certificate would be acquired in such a case. If this is not possible the parent/guardian must contact the school by phone on the day of the task.

**Misadventure:** Any unforeseen circumstance or incident that prevents a student from attending school. It is expected that the parent/guardian would contact the school on the day of the task and provide a Statutory Declaration outlining the circumstances of the misadventure.

**Note:** Absence on the date of notification of a task does not warrant special consideration unless in cases of confirmed illness or misadventure.

These **do not** include:

- Sports representation (unless in special cases approved by the Principal)
- Work placement or job experience
- Other extracurricular activities (e.g. Starstruck)
- Technical failure (e.g. computer/printer)

If an Illness and Misadventure Appeal is rejected a mark of '0' will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness and Misadventure Appeal is approved the student will either:

- Complete a like task based on the same outcomes
- Receive an assessment based on estimate.

In completing and submitting this form those lodging the appeal agree to the conditions and policies above.

## YEAR 11 ASSESSMENT CALENDAR 2021

Week	Term 1	Term 2	Term 3
1		Geography	
2		Industrial Technology - Timber Work Studies	
3		Engineering Studies	Engineering Studies VET Work Placement
4		Visual Arts	Business Studies Geography VET Work Placement
5		Modern History Physics	
6	Ancient History SLR	CAFS Music 1 Visual Design - Timber	English Extension 1 English Studies SLR Industrial Technology - Timber Visual Arts Visual Design – Timber Work Studies
7	CAFS Chemistry Modern History	Legal Studies	<b>Non-Assessment Period</b>
8	English Extension 1 Investigating Science Mathematics Extension 1 Mathematics Standard 2 PDHPE	English Advanced English Extension 1 English Studies Food Technology Investigating Science Mathematics Advanced Mathematics Standard 2 Society and Culture	<b>Non-Assessment Period</b>
9	Biology English Advanced English Studies Food Technology Legal Studies Physics Maths in Trade Music 1 Visual Design - Timber	Biology English Standard Maths in Trade PDHPE SLR	<b>Final Year 11 Examinations</b>
10	Business Studies English Standard Mathematics Advanced Society and Culture	Ancient History Chemistry Mathematics Extension 1	<b>Final Year 11 Examinations</b>

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