



# JINDABYNE HIGH SCHOOL

Rivers of Learning, Mountains of Opportunity



## 2024 YEAR 11 ASSESSMENT BOOKLET

Edited: January 2024

RESPECT • INTEGRITY • COURAGE





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# Welcome to Year 11

Dear Year 11 Parents and Students,

This assessment book for the Year 11 Course is provided to:

- assist students in understanding the place of assessment in their Senior Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

It is **our** responsibility to provide you with these guidelines and explain them to you.  
It is **your** responsibility to read and ensure that you understand them.

A senior student must develop a work ethic that reflects a serious commitment to their studies that will provide a solid foundation to maximise their potential. If you need to discuss any welfare or personal issues, please make contact with any of the following staff members:

- Mr Charles Dean (Year Adviser)
- Ms Lauren Sewell (Head Teacher Wellbeing)
- Ms Rayna Green (Careers Adviser)
- Mrs Melissa Phillips (School Counsellor)
- Ms Sheryn West (Deputy Principal)
- Mrs Kelly Henretty (Principal)

If you have a subject specific matter, please make contact with the relevant head teacher or coordinator:

- Mrs Sharn Stewart (Head Teacher English & History)
- Ms Olivia Belshaw (Head Teacher Science & TAS)
- Mr Michael Kowalewski (Head Teacher PDHPE, CAPA & LOTE)
- Mrs Angela Moore (Head Teacher Secondary Studies & Mathematics)
- Mrs Belinda Bell (Head Teacher Administration & HSIE, TAFE & Distance Education Coordinator)

We look forward to a very productive, enjoyable and successful year for all.

Yours sincerely,

*Kelly Henretty*

**Principal**



# Aims and Purpose of Assessment

Students are required to complete school-based assessment tasks for all Year 11 Courses. The key reasons for assessment are to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform the reporting process
- Assist accountability

Internal assessment plays an important role in assessing overall student achievement in a Year 11 course by:

- Assessing student achievement of a wider range of syllabus outcomes than may be measured by the external examination
- Assessing outcomes that are more easily assessed in settings other than an examination, e.g. fieldwork, practical tasks, performance assessment
- Providing multiple opportunities for students to demonstrate their achievements
- Providing different ways, other than approaches used in an exam, for students to demonstrate their achievements

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements are determined by the NSW Education Standard Authority (NESA) and are set out in the syllabus for each HSC subject.

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
JCS	Jindabyne Central School
TAFE	Technical and Further Education
TVET	TAFE Vocation Education and Training
VET	Vocation Education and Training
UAC	University Admission Centre

Students must follow the principles set out in **HSC: All My Own Work** and make a genuine and serious attempt in all tasks.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (except VET and Life Skills Courses). This mark equates to a 'rank' (a student's position in relation to other students) in a course. This is a mark out of 100 for 2 Unit courses and a mark out of 50 for 1 Unit (and Extension 1) courses.



The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark, given by one school compares with marks given to students doing the same course/s in a different school. In this moderation, the assessment rank order (the student's place in the class) will not be changed.

School-based assessment contributes 50% of a student's final HSC mark in each course. It contributes equally with the HSC examination in the calculation of the ATAR.

Vocational Education and Training (VET) courses are competency based. A student's performance is judged as being either **competent** or **not yet competent** against a prescribed standard. The judgement is made on the basis of evidence that can be in a variety of forms.

Competency-based assessment focuses on the **requirements of the workplace**. Assessment of competence involves the assessment of skills and knowledge combined.

**Students must be aware that work-placement is a mandatory requirement in VET courses and if not completed could result in failure to satisfactorily complete the course and as such mean not enough units to complete the requirements for the Year 11 Course or Higher School Certificate.**

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the **optional** VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

At the conclusion of the Year 12 assessment program, the school will submit a school-based assessment mark to NESA for each of your courses, based on your performance in the tasks in the school's assessment program.

The assessment submitted is adjusted (moderated) by NESA to produce the assessment mark that appears on your results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

The assessment requirements for each Board Developed Course are set out in each syllabus. Feedback from past HSC exams (formerly called 'Notes from the Marking Centre') is now [available online](#) for most courses.

### **Disclaimer**

The Assessment Policy and the procedures detailed in your Assessment Booklet are intended to ensure that:

- I. each student's school assessment mark is an accurate reflection of the student's work, and
- II. the mark has been derived in a manner that is fair to all students.

At any time the school reserves the right to change any part of this policy and these procedures so that an individual student, or a group of students, cannot gain an unfair advantage over others, due to circumstances that the school is unable to predict and/or change. Every effort has been made to ensure that the task types and assessment dates in your Assessment Booklet are accurate. However, there may be times when it is necessary to make changes to assessments and/or dates.



# NSW Education Standards Authority Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus and lists the prescribed texts and specifications for each course. In order for you to qualify for the Higher School Certificate, the Principal must certify to the NSW Education Standards Authority that you have:

1. Satisfactorily completed a pattern of courses which meets the Board's requirements
2. Completed the requirements for each course, including any necessary practical, or project work, or work placements
3. Completed tasks designed by the school for the internal assessment program in each HSC course
4. Sat for, and made a genuine attempt at, the required HSC examinations.

## **Pattern of Study:**

The Year 11 course must include a minimum of 12 units of study composed of:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- At most, 6 units of courses in Science can count towards HSC eligibility

Though you can include English Studies in your 6 units of Board Developed Courses, you cannot count it as the 2 units of English that UAC uses to calculate an ATAR.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

## **Satisfactory Course Completion:**

- i. To complete a course satisfactorily, you must fulfil all requirements of the syllabus e.g. Assignments, practical work and participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for the course.
- ii. The Principal must be satisfied that there is sufficient evidence that you have:
  - a) Followed the course developed or endorsed by the Board
  - b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school
  - c) Achieved some or all of the outcomes



### **'N' Determinations:**

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

The Principal will:

1. Advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
2. Advise the parent or guardian in writing (if the student is under 18 years of age)
3. Request from the student / parent a written acknowledgement of the warning
4. Issue at least one follow-up warning letter if the problem has not been corrected
5. Retain copies of the warning notice(s) and other relevant documentation

You have the right to appeal to the school and then to the Board against the Principal's 'N' determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from the Board in that course.

Two or more 'N' determination warning letters in any one subject **regardless** of whether the work has been caught up or not can lead to an 'N' determination by the Principal. Do not let this be you.

Students undertaking a Stage 6 Life Skills course can be issued with 'N' Determinations.

Until a student receives results in 12 x Year 11 units and 10 x Year 12 units, he/she will not be eligible for the award of a Higher School Certificate. All of these units must include at least *two* units of English.

### **Disability Provisions (Special examination provisions for students with special needs):**

**Who can apply?** Any HSC student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.



If assessed eligible, students may be given provisions such as:

- readers and/or writers
- time to rest
- time to take medication
- large print
- separate or small group supervision
- adjustments to the physical environment; e.g. special furniture or lightning.

Disability provisions are available to students who need them to complete a task (e.g. for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

Appropriate documentation must be provided (e.g. medical certificates, medical reports that are no older than 12 months in nature and must be specific).

Students must be aware that School Based Disability Provisions granted for school based tasks may not be approved by NESA for external HSC examinations.

If a student has a special need that would, in a normal examination situation, prevent them from reading the examination questions and/or communicating responses, the Board may approve special examination provisions (see the NESA website for further information).

An application must be submitted and approved by NESA for disability provisions in the HSC exams. Applications for known conditions are done through interview with the Principal, the Learning Support Teacher, the Year Advisor, the Deputy Principal, or the School Counsellor.

Emergency provisions can be arranged if a student has an accident just before the HSC examination, if it impairs your ability to undertake the examination. You must immediately notify the Principal in such a case.

Disability provisions are not available:

- As compensation for difficulties in undertaking a course and preparing for the examination
- For lack of familiarity with the English language.





# Rights and Responsibilities

## School Responsibilities

- Students will be provided with electronic or hard copies of the relevant part of the syllabus for each course.
- Students will be provided with a scope and sequence for each course.
- Students will be provided with a Year 11 Assessment Guide.
- The assessment schedules for each course will include the number, mark values and types of tasks to be set.
- A meeting will be held to explain school policies and procedures, NESA requirements and assessment schedules.
- Students will be given adequate written notice of the nature and timing of assessment tasks. Generally, at least two weeks' notice will be given.
- Meaningful feedback will be provided on students' performance on all assessment tasks.
- The school will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks.
- Students will be advised in writing when they are not meeting NESA requirements for each course. The notification will include what is necessary to enable the students to meet the requirements satisfactorily.
- Students will be informed of their entitlements to school reviews.

## Student Responsibilities

- Students are required to sign a register to indicate receipt of these documents. They are to familiarise themselves with syllabus requirements, course scope and sequence, Year 11 Assessment policies, procedures and assessment schedules and to retain these documents for the duration of the course.
- Students are required to attend the meeting and sign a register to indicate that they have received copies of the Year 11 Assessment Guide and have listened to an explanation of school policies and procedures, assessment schedules and NESA requirements.
- Students will sign an Assessment Task Notification to indicate that they have received written notification of each assessment task.
- Students are to use feedback from assessment tasks to guide further improvement.
- Students will be bound by our stated policies and procedures in regard to illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks
- In order to avoid an 'N' Award Determination in a Year 11 course, students will address concerns in relation to meeting NESA requirements within the specified time frame.
- Students will utilise the appropriate appeal process when necessary.



# Year 11 and the Record of School Achievement (RoSA)

## **What is the Record of School Achievement (RoSA)?**

The Record of School Achievement (RoSA) recognises student academic achievement before receiving their Higher School Certificate (HSC). It is a cumulative credential; instead of just showing what student results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

## **What will be shown on the RoSA?**

The RoSA will show your Year 10 grades, as well as any grades for Year 11 courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.

## **How do I qualify for a RoSA?**

The RoSA will be awarded to all eligible students when they leave school. If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time. To qualify for a result in a subject you must meet all completion criteria for it, including all formal and informal forms of assessment. To receive a RoSA you will need to meet your school's attendance requirements. You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you. It is important that students complete all set class work, homework and assignment work to be eligible for the RoSA. It is essential that all students complete and make a serious attempt at all tasks.

## **What results will be on my RoSA?**

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks and class tasks that you are required to do throughout the year. Assessment tasks may include tests developed and used in your school. The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades as outlined in the Course Performance Descriptors for each course. The RoSA credential will report on your achievements in Year 11 courses, using the general Board of Studies A to E grade table.

## **What are the literacy and numeracy tests?**

If you have told your school you want to leave before the end of the Higher School Certificate, you will have the choice to sit for literacy and numeracy testing. The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy. The Board will provide more information on this as the procedure is developed.



# JHS School Assessment Policy

It is your responsibility to **read** and **understand** this information. The following points apply to all students studying any subject in any Faculty at Jindabyne Central School.

## **SATISFACTORY COMPLETION OF A COURSE**

### **Course Completion Criteria**

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

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. As a guide, however, where a student's attendance falls below **85%** of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the specific course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal.

If at any time it appears that a student is at risk of receiving an 'N' Determination (this is a non-successful completion of course), the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Year Advisor, Head Teacher and the Deputy Principal. Students who are in danger of receiving an 'N' determination will be interviewed, and if deemed necessary, a note will be sent home informing parents/guardians of their child's status and a HSC support plan will be established.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the 'N' determination.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.



## **NOTIFICATION OF A TASK**

Teachers will give students at least 2 weeks written notice of the details of an assessment task.

This notice will refer to the outcomes to be assessed, the type of task to be completed, the due date, and what the students need to do to demonstrate their achievement of the outcomes.

Students will be required to sign to acknowledge they have received each assessment task notification. This will be completed on the record of assessment notification sheet kept by each teacher. If the student is absent when the Assessment Task is given out, it is the responsibility of the student, upon returning to school, to check with the teacher about the missed Assessment Task Notification. If a student has not returned to school within 3 school days, written notice of the Assessment Task may be mailed home. If an assessment task has been altered then notification must be provided to the students with a **Change in Stage 6 Assessment Task** form.

It is the student's responsibility to notify the relevant teacher or faculty Head Teacher if they have not received complete details of assessment information for any course. This may have resulted because of absences, illness or other circumstances that prevented the student being given the information.

## **SCHEDULING OF ASSESSMENT TASKS**

Students will need to refer to the Assessment Schedules in this booklet.

## **SUBMISSION OF A TASK - DUE DATES**

**All** submitted tasks must be handed to the designated person (if not in attendance, then the Head Teacher, Deputy Principal) **at the nominated lesson and/or notified time**, on the due date (or earlier if needed). The relevant teacher and student will sign a register to indicate that the task has been submitted and the date of submission. Tasks must not be left on a teacher's desk. No responsibility will be taken for tasks which are not submitted according to the procedure. Electronic submission by email or fax will not be accepted, except in rare circumstances with the prior and documented consent of the school. In the event of this, students must ensure that they have appropriate backup copies and hard copies are kept. Failure of technology e.g. corrupt files, computer crashes, printer failure, is not acceptable as a reason for late or non-submission.

If required to submit files electronically, a closing time will be specified after which tasks cannot be submitted.

**Students who fail to complete or submit an assessment task at the notified submission date and time, will automatically receive a mark of ZERO. This is in accordance with NESA guidelines.**

No marks will be awarded for late assessments without approved illness / misadventure applications.

If a student has been granted leave (e.g. work placement, sport representation) and will be absent from school on the day an assessment task is due for submission, **they must complete a Misadventure Form PRIOR to the leave**. An alternative arrangement will be negotiated, which will usually involve submitting the task on the day prior to the leave.

Where an assessment item will be conducted over more than one day (e.g. oral presentations) students must be prepared to complete the assessment item from the first lesson of the due date.



## **ATTENDANCE**

On the day of a task it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present, a completed **Stage 6 'Illness/Misadventure' form** with a medical certificate, or other appropriate documentation will be required if there is an assessment task due.

With the HSC Examinations, it is important that you attend the examinations where possible, even in the case of illness/misadventure. NESA will not uphold an illness/misadventure application if the reason for your absence is not considered to be sufficiently serious. You must consult the Principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your application, indicating why you were unable to attend the examination.

## **SUSPENSION**

It is the student's responsibility to determine whether any assessed tasks were set or due during the period of suspension.

### **Out-of-Class Assessments**

To avoid any advantage to suspended students, the assignment (or similar) task is due for suspended students at the same time as it is due for the rest of the students in the class. Submission of the task is to be organised through the front office only. A receipt of submission will be completed by the Deputy Principal.

### **In-Class Assessments**

It is the student's responsibility to arrange, with their Subject Teacher and respective Head Teacher after the student's return from suspension, for an alternative task to be set, should it be required. Under special circumstances, the Principal may request the student to attend school for the time span only during which the in-school Assessment Task is being completed.

## **EXPLAINED ABSENCES FOR ASSESSMENT TASKS**

In cases where a student has been genuinely sick, has had an accident or any other misadventure on the day of an Assessment Task, where that task is to be done at school, a Doctor's Certificate must be sighted by the relevant Head Teacher immediately upon return to school. The student will complete an **Illness/Misadventure form**, found in the handbook, or obtained from the Deputy Principal. This must be completed and handed to the Deputy Principal **within 3 days** of the student's return to school. In such cases, a similar task may be set. In rare cases, such as an extended illness, an estimate may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form. Absences that extend over a holiday period will incur an estimate.

If the student is feeling ill/unwell *during* a task/exam, notification must be made to the class teacher/exam supervisor before departure of the task/exam.

The outcome of the Illness/Misadventure will be determined by the Deputy Principal.



**The Illness/Misadventure appeals process does not cover:**

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;
- loss of study time prior to the formal study vacation;
- misreading the Exam timetable;
- misreading of Exam instructions; and
- illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.

Where the appeal is upheld the student will be provided with an alternate task or a new date for the same task if this does not compromise assessment procedures.

Where the appeal is overturned, the student will receive a zero determination for the task.

**UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

In all cases and for all students, any unexplained absence from an Assessment Task will result in a ZERO being awarded for that task.

**FAILURE TO SUBMIT ASSESSMENT TASKS**

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you may / will not be eligible to receive the award of the Higher School Certificate, depending on the number of subjects (units) that you are studying.

**REVIEW OF ASSESSMENTS**

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the **Deputy Principal**, who will consult with the Head Teacher and Year Advisor. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **Principal**. The School will review the mark/grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Advisor

Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school. A review will NOT be considered once the course is completed.



## **ASSESSMENT RANKINGS and RANK APPEALS**

After the final HSC Examination, students can obtain their rank order for assessment in each course via their Students Online account. If you feel that your placement in any course is not correct, you should talk to your teacher immediately. If you are still not satisfied that the ranking is correct, you may apply to the Principal for a review.

- There is no provision for a review of the marks you received for individual assessment tasks. Reviews are limited to the assessment process.
- If you wish to apply for a review, you must do so by the date specified by NESA.
- If you are dissatisfied with the outcome of the school review, you may advise the Principal that you wish an appeal be sent to NESA.
- NESA will not review the assessment marks or rank order. NESA will only consider whether the school review was adequate, and that the conduct of the review was proper in all respects.
- If an appeal is upheld NESA will direct the school to carry out a further review.

## **ACADEMIC INTEGRITY POLICY**

The NSW Education Standards Authority has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to receiving zero marks and may jeopardise your Year 11 and Year 12 results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students have the right to appeal a malpractice determination, if they believe they have acted with integrity. When submitting an appeal, students will be required to provide evidence that they did not breach any of the assessment task rules or take part in any form of malpractice. Such evidence might include, but is not limited to, providing documentation of and explaining the processes of the work. which might include study notes, diaries, journals, working plans or sketches, and/or progressive drafts to show the development of ideas.



## **CONDUCT DURING ASSESSMENT TASKS, INCLUDING EXAMINATIONS**

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark may be awarded:

- communicates with another student
- looks at another student's work
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher
- non-serious attempt or answers contain frivolous or objectionable material or
- cheats in any way.

### ***Before the examination***

- Familiarise yourself with the location and time of your exam well in advance.
- Obtain sufficient rest the night before each examination. Eat an adequate breakfast.
- Arrive at your exam location at least 10 minutes before the due starting time. No additional time will be granted for students arriving late.
- Make sure you have made your restroom stop before the examination starts.
- Turn off all mobile phones.
- No mobile phones or electronic devices are to be on or with the student during an exam.
- No hats, beanies, hoods, sunglasses, food or drink are allowed in exams, other than a small clear bottle of water (HSC ruling).
- Non-programmable watch, to be placed on the desk in clear view (HSC ruling).
- Bring the correct equipment. No borrowing is allowed. Bags will be stored as directed by exam supervisors.
- Approved calculators may be used (See NESA website for list).
- Calculators on mobile phones cannot be used.
- No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations.
- School uniform is to be worn to all examinations.
- During a Stage 6 examination period, students need only attend their scheduled examinations.

### ***During the examination***

- The examination supervisors are in charge of all students.
- You must follow their instructions at all times and behave in a polite and courteous manner.
- Students must sit where directed and remain in their seat until instructed otherwise.
- Students must face the front, and not talk or communicate in any way with other students.
- Students may not commence reading or writing until instructed to start the examination.
- Students are not permitted to leave the examination room until the completion of the examination.
- Students may not use the toilets during the first 30 minutes or the last 30 minutes of an examination. Permission must be sought from the supervisor before leaving your seat.
- Students must cease writing when instructed to do so and remain silent until they are outside the examination room.





***After the examination***

- Students must not remove any examination booklets or papers from the examination room.
- When instructed to do so, leave the examination room quietly and in an orderly manner. Some students may still be working on longer examinations.
- Students must not discuss the examination paper with an absent student.

Note: the time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Reading time is provided at the beginning of each examination whereby students are not permitted to write, highlight, or annotate their paper in anyway.



## Short Guide to JHS Assessment Policy

SITUATION	RESPONSE
Student is not applying himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.	An 'N' determination warning letter will be issued, indicating work required to rectify the situation.
Student misses class because of school commitments.	It is the responsibility of the student to inform the teacher in advance, to collect any material issued and to complete set work. Failure to do so may result in an N determination warning letter detailing work required.
Student's attendance is of concern, eg, below 85%.	An 'N' Determination warning letter will be issued, indicating work required to rectify the situation.
Repeated failure to complete homework.	An 'N' Determination warning letter will be issued, indicating work required to rectify the situation.
Non-serious attempt at task.	Zero marks awarded. 'N' Determination warning letter sent home. A genuine attempt at the task must be made.
Student knows in advance that he/she is unable to sit for a task on the designated day because of a school endorsed activity or leave.	Student must submit an Illness/Misadventure Form on or before the designated date for the assessment.
Student knows in advance that he/she is unable to submit a task on the designated day because of a school endorsed activity or leave.	Student must submit the task <b>before the due date</b> or arrange for the task to be submitted on the due date
Student fails to sit for a task on the designated date.	Illness/Misadventure Appeal Form must be submitted on the due date or within 3 days of student's return to school. If not possible within 3 days, contact the school. <b>The student should expect to complete the task on the first day of return to school.</b>
Task is submitted after the due time and/or date.	Zero marks will apply unless there are grounds for Illness/Misadventure. <b>If absent, the student should expect to submit the task on the first day of return to school.</b> An Illness/Misadventure Appeal Form must be provided within 3 days of the student's return to school. If not possible within 3 days, contact the school. If present, the student should submit an Illness/Misadventure Appeal on the day the task is due.
Student is unable to submit Illness/Misadventure Appeal Form within three days of the task.	Contact must be made with the school, preferably on the day, but within three days. Arrangements must be made for submission of the Illness/Misadventure Form. An 'N' Determination warning letter will be issued, indicating negotiated task completion details.



Student submits an Illness/Misadventure Appeal Form within the required time.	Head Teacher considers the appeal in consultation with class teacher and notifies student of the outcome.
Illness/Misadventure appeal is upheld.	Marks awarded for completed task.
Illness/Misadventure appeal is denied.	Zero marks awarded and letter sent notifying of this. Student may appeal the decision. 'N' Determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Student fails to submit an Illness/Misadventure Appeal Form as required above.	Zero marks awarded and letter sent notifying of this. 'N' Determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Task is not completed or submitted on the due date and student has no grounds for illness/misadventure appeal.	Zero marks awarded and letter sent notifying of this. 'N' Determination warning letter sent home. Student is still required to complete the task.



## Supplementary Material

1. NESAs Glossary of Key Words
2. How to reference
3. Flow Chart for 'N' Determinations
4. Illness / Misadventure Form
5. Assessment Mark / Grade Appeal Form
6. Common Questions and Answers

## Study Skills and Time Management

Being able to manage your time is a key study skill. Study at Stage 6 in both Year 11 and Year 12 does require a commitment to your work.

The human mind forgets at an alarming rate. The amount of information people forget increases over time, following a typical pattern of degradation:

- Within one hour, an average of 50 percent is lost
- Within 24 hours, an average of 70 percent is lost
- Within one week, an average of 90 percent is lost



### **Tips to assist in successfully revising and retaining your work:**

1. Ensure that you organise your day so that ample time is allocated to your studies.
2. Develop your own study timetable - Keep a balance between subjects.
3. Contact your teacher to discuss aspects of your work or any problems you may encounter.
4. Keep up-to-date with your work. Do not fall behind.
5. Remember that personal research and extensive reading is an important feature of your study program.
6. Aim at developing your personal best.
7. Develop study habits that suit your personal needs. Learning styles vary from person to person. You may be visual, auditory, or a kinaesthetic learner.
8. Discussing your work with interested people is often thought provoking.
9. Allow for some leisure time to avoid becoming stressed and overwhelmed.
10. Revise your work regularly. If you study a little bit every day, it will help you understand it better.



# Glossary of Key Words

HSC subject syllabuses, school internal assessment tasks and examination questions have **key words** that state what students are expected to be able to do.

This glossary of key words has been developed to help provide a common language and **consistent** meaning in Higher School Certificate tasks and examinations. Using the **glossary** will help you understand what is expected in answers to questions in examinations and assessment tasks.

<b>Key Word</b>	<b>Definition - what you have to do</b>
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse / evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from



<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

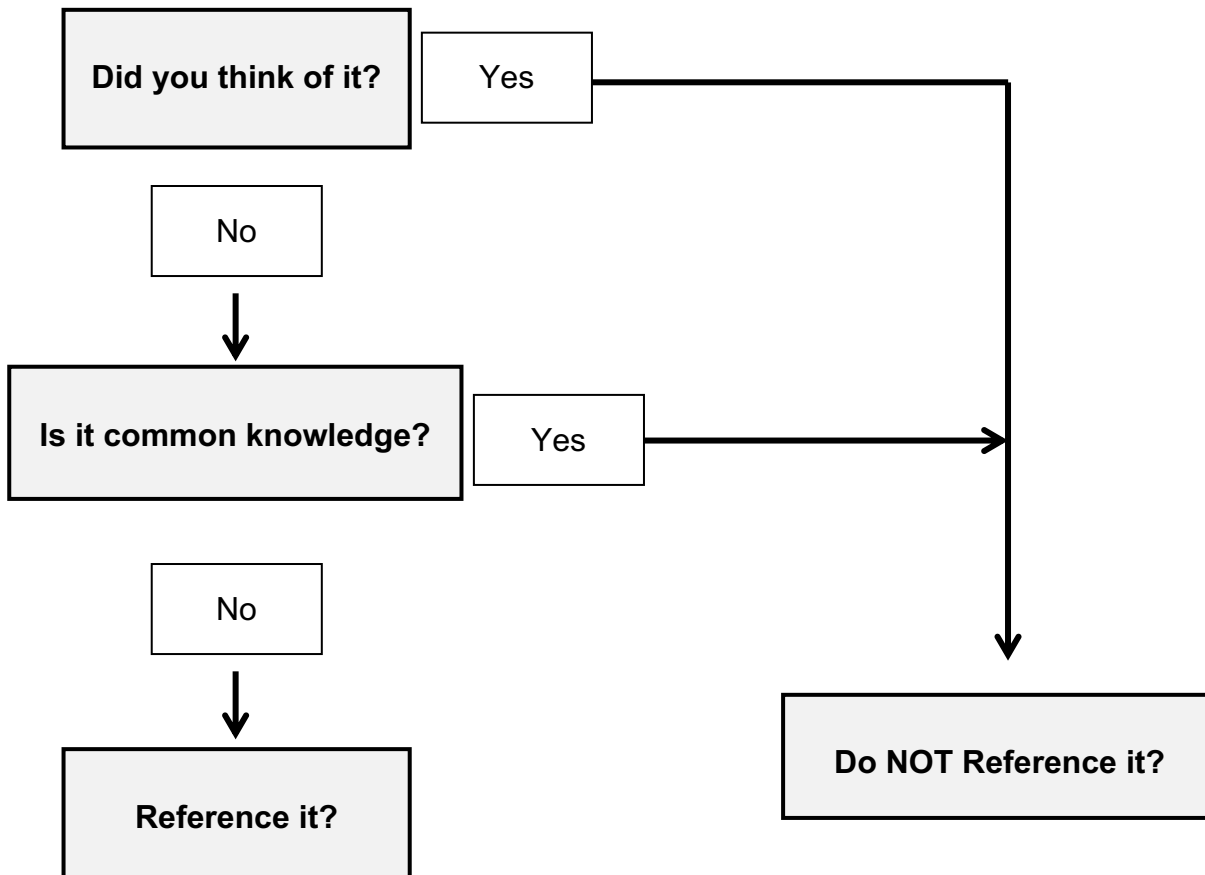
## Other Useful Terms

<b>Cite</b>	To quote as an authority, to mention in support of an argument, refer to as an example
<b>Cohesive</b>	Connected, consistent argument with parts flowing smoothly
<b>Concept</b>	A thought, idea or notion that may develop from a generalisation
<b>Details</b>	Individual parts of a whole; details add substance to a response
<b>Evidence</b>	Information and details presented in a given passage
<b>Example</b>	Instance that serves to illustrate; part of something used to show the characteristics of the whole
<b>Fact</b>	That which can be observed or verified; objective
<b>Factors</b>	Influences or facts that cause some effect or result
<b>Feature</b>	A characteristic of a passage
<b>Illustrate</b>	To explain and make clear with examples
<b>Implications</b>	Possible or suggested outcomes/results of decisions or actions
<b>Integrate</b>	Bring together (parts) into a whole
<b>Issues</b>	Ideas or situations about which there is some discussion and/or disagreement
<b>Logical</b>	Reasonable, convincing, of sound sense
<b>Opinion</b>	A belief or idea held with confidence but not substantiated with direct proof or knowledge
<b>Options</b>	Things that are or may be chosen as possible alternatives
<b>Passage</b>	A piece of text, such as a story, poem, recipe, graph, cartoon, blurb, excerpt
<b>Relationship</b>	Links or connections between two or more things/ideas/people
<b>Strategy/ies</b>	Action/s consciously chosen as part of a plan
<b>Sustain/ed</b>	Keep up or keep going, for example an argument or position in an essay



# Referencing – Harvard Style Referencing

**SUMMARY** (please refer to the All My Own Work modules referencing details)



## What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks outside the classroom.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference** at the end of the assessment task giving full details of all sources referred to in the task.

## Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

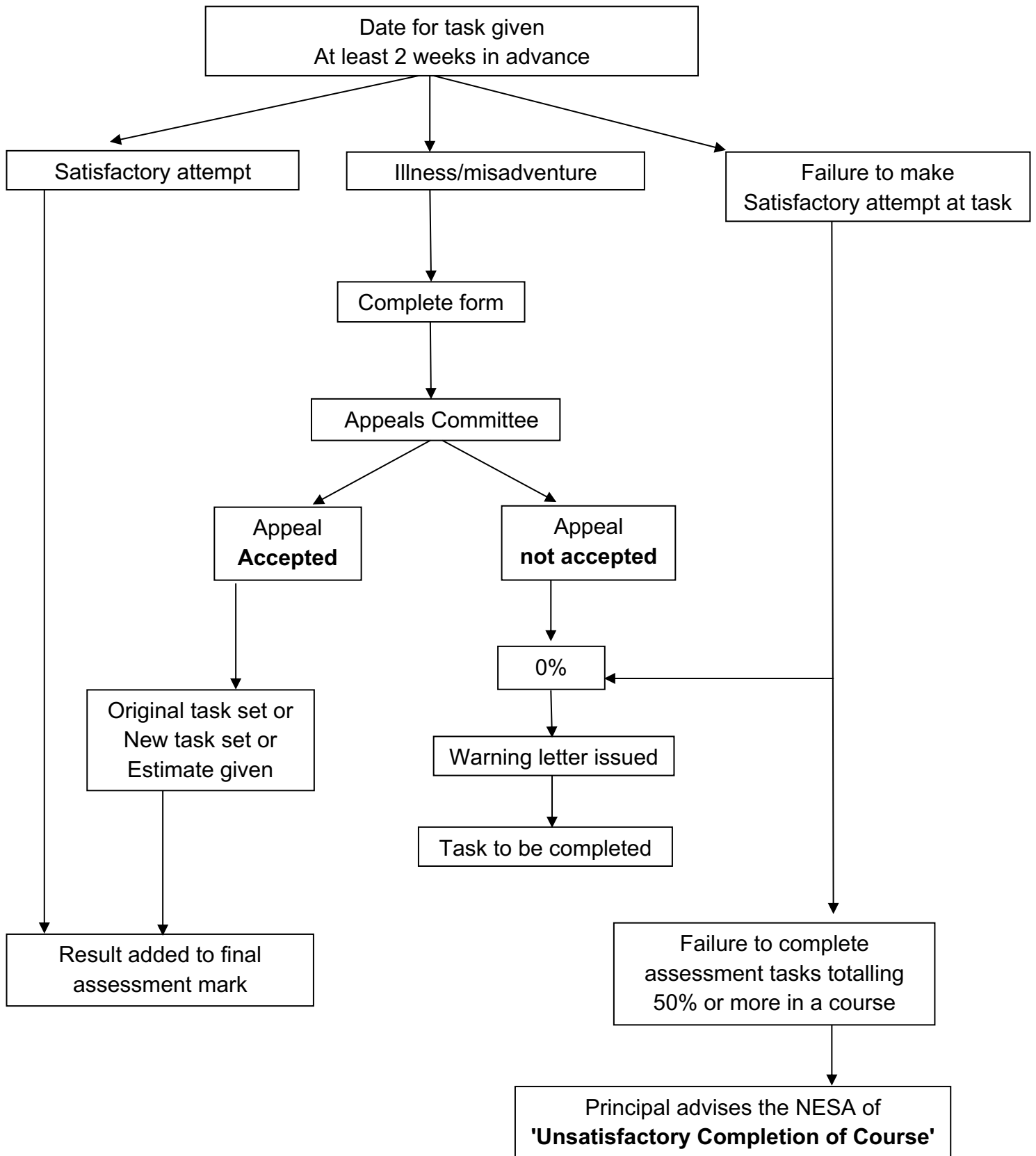
## What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.



# Flow Chart for 'N' Determination

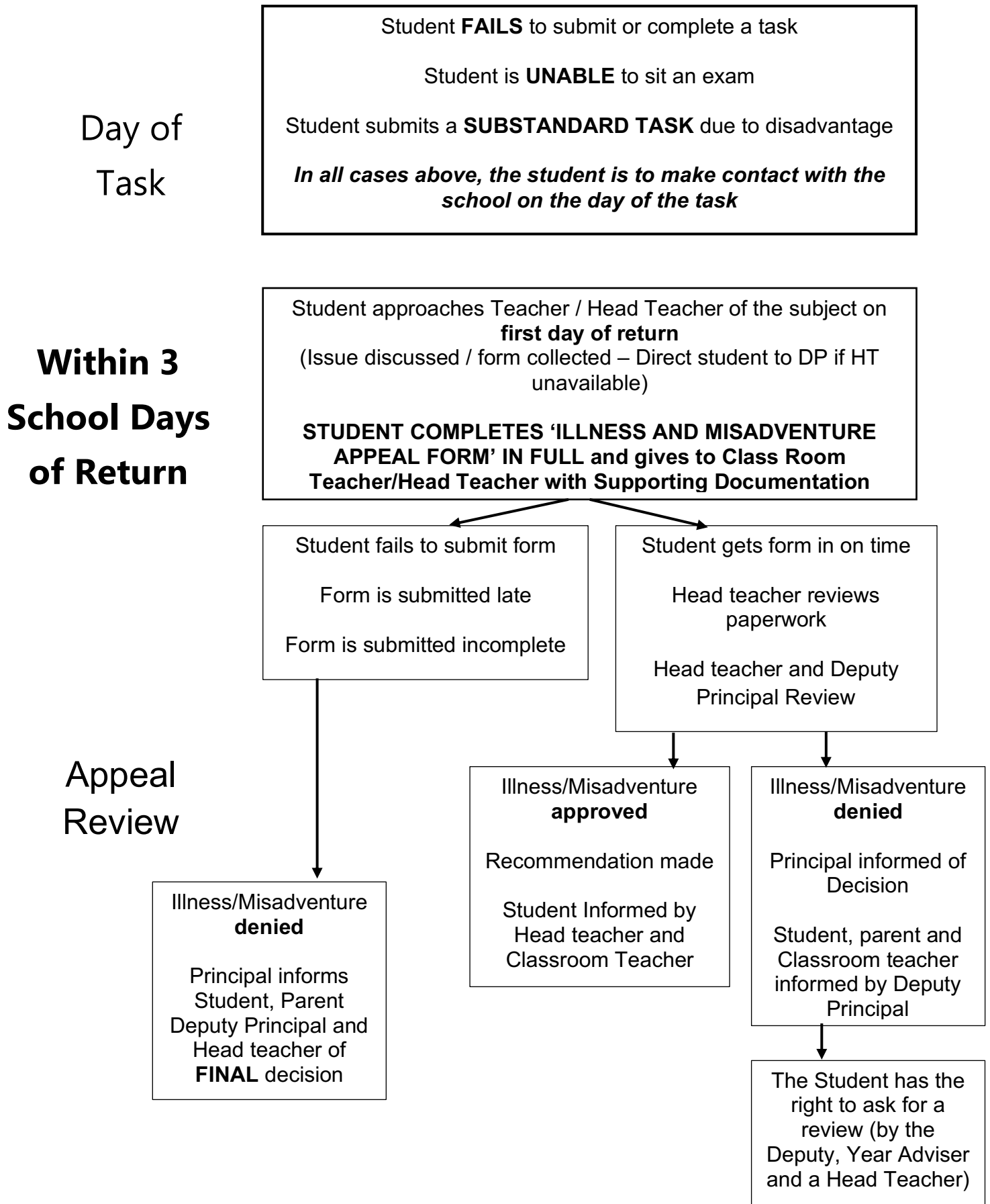
(Unsatisfactory completion of Course)







# Illness / Misadventure Process





# Jindabyne High School Illness/Misadventure Form

This form should be used when students have missed or are unable to complete an assessment task/examination on the due/scheduled date.

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Task No: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Date Scheduled: \_\_\_\_\_

**Reasons for Failure to meet Requirements:**

**Supporting Evidence must be attached e.g. medical certificate**

Signature Student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature Parent: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return to the **Head Teacher** no later than 2 days after the scheduled date of the Assessment Task. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher at least one week beforehand.*

**Head Teacher Decision:**

Head Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appeal Panel Decision (where applicable):**

Signed: \_\_\_\_\_

Principal

\_\_\_\_\_

Year Advisor

\_\_\_\_\_

HT on Panel



# Assessment Mark / Grade Appeal Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Head Teacher before you complete this form. If the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supporting documentation (list the documents that you are attaching to this appeal).

\_\_\_\_\_

### *Office Use Only - Outcome of Appeal*

Declined / Upheld	Reasons:

Name: \_\_\_\_\_ Signed: \_\_\_\_\_



# Information for Students and Parents/Caregivers

The following material is provided for the information of senior students at Jindabyne High School and their parents/caregivers regarding Year 11 and Year 12 Assessment. It is not definitive and reference should be made to school policy documents for further details.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

## **1. What is meant by assessment?**

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

## **2. What must I do to have satisfactorily studied a course?**

*NESA expects students to have:*

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved some or all of the course outcomes; and/or
- d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

*Where a candidate has failed to satisfactorily study a course, the Principal will:*

- a) apply a "N" (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- b) advise the candidate of the submission and the right of appeal.

## **3. What happens if I feel I cannot submit an assessment task on time and have a valid reason?**

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

## **4. What happens if I fail to attempt or submit a task on time without a valid reason?**

You will be awarded a zero for that task.

## **5. What happens if I fail to attempt or submit a task?**

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted you will be awarded zero for that task.

## **6. What are valid reasons?**

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.



### **7. What if I am absent when an assessment task is notified?**

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

### **8. What happens if I know I am going to be absent for an assessment task?**

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

This clause will not apply to any student who continually hands in class work late, truants or who are absent without justification, as determined by the NSW Department of Education and Communities.

### **9. What happens if I am unable to sit for an examination?**

If you are going to be absent from an examination (Midcourse or Trial HSC Examinations) you must notify your class teacher, the Head Teacher of that subject and the Year 11/12 Student Adviser, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Doctor's Certificate may be required to cover an absence from an examination. You must complete the "Student Appeal Form" as soon as you return to school after your absence. This form is available from Head Teachers and the Deputy Principal.

### **10. Will my parents or caregiver be informed of any non-attempt?**

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

### **11. Will my general behaviour throughout the year be taken into account for assessment purposes?**

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that "students apply themselves with diligence and sustained effort."

### **12. Are there specific behaviours which will affect my assessment?**

Yes, any of the following actions will incur a zero mark for any assessment task:

- a) cheating during an assessment task;
- b) copying from another student and claiming that work as your own;
- c) presenting an assignment which is clearly not your own work, which includes work completed by another individual on your behalf;
- d) allowing other students to copy your work;
- e) copying material with no due acknowledgement;
- f) disrupting an assessment task; and/or
- g) truancy or absence from an assessment task without providing a satisfactory explanation.

### **13. What if I don't make a serious attempt at an assessment task?**

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

### **14. Can I leave an examination or set assessment task prior to the time set for its completion?**

No, except with the supervisor's permission in legitimate emergencies.



**15. Am I entitled to a review of my final assessment?**

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then a panel comprising the Principal, a Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

**16. When may I lodge an appeal against a final HSC assessment?**

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the "Student Appeal Form". No appeals will be considered after this date. A "Student Appeal Form" is available from Head Teachers and the Deputy Principal.

**17. Am I entitled to a re-assessment of an individual assessment task?**

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required. If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students. If you need to appeal a Head Teacher's decision refer to the answer to Question 16.

**18. Will I be warned if my certificate is at risk?**

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

**19. How much warning will I get for each assessment task?**

A minimum of two (2) weeks' notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. You should also refer to the answer to question 7. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary, the School Calendar and consultation with the relevant Head Teacher.

**20. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?**

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

**21. What feedback will I be given on my performance?**

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports.

**22. How do I submit assessment tasks?**

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted.

**23. Where can I check the schedule of assessment tasks and/or seek advice?**

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Year 11 Assessment. You should retain it and refer to it if any questions or problems arise.



# YEAR 11 ASSESSMENT SCHEDULES 2024

## AGRICULTURE

Component	Weighting	Task 1	Task 2	Task 3
		Practical and Data Analysis Task	Farm Case Study	Yearly Examination
		Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 9-10
		P2.1, P3.1, P4.1	P1.1, P1.2, P2.1, P2.2, P3.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge of Production Systems	<b>40</b>	10	10	20
Knowledge of content	<b>40</b>	10	10	20
Research experimentation and communication	<b>20</b>	10	10	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## ANCIENT HISTORY

Component	Weighting	Task 1	Task 2	Task 3
		Source Analysis	Investigation Presentation	Yearly Examination
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9 & 10
		AH11-4, AH11-5, AH11-6	AH11-1, AH11-2, AH11-7, AH11-8	AH11-3, AH11-9, AH11-10
Knowledge and understanding of course content	<b>40</b>	10		30
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	10	5	5
Historical inquiry & research including mandatory historical investigation	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>	10	5	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## BIOLOGY

Component	Weighting	Task 1	Task 2	Task 3
		Invasive Species Depth Study	Enzymes Practical Task	Yearly Examination
		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9 & 10
		BIO11-1, BIO11-3 to 5, BIO11-7, BIO11-10	BIO11-2 to 4 BIO11-6, BIO11-8, BIO11-9	BIO11-1 to 11
Skills in working scientifically	<b>60</b>	25	25	10
Knowledge and understanding of course content	<b>40</b>	10	10	20
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## BUSINESS STUDIES

Component	Weighting	Task 1	Task 2	Task 3
		Media File	Business Plan	Yearly Examination
		Term 2 Week 1	Term 3 Week 6	Term 3 Week 9 & 10
		P2, P7, P9	P3, P4, P8, P9	P1-P6, P8-P10
Knowledge and understanding	<b>40</b>	5	10	25
Stimulus based skills	<b>20</b>	10	5	5
Inquiry and research	<b>20</b>	10	10	-
Communication in appropriate forms	<b>20</b>	5	5	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## CHEMISTRY

Component	Weighting	Task 1	Task 2	Task 3
		Research Task with in-class component	Practical Task (inc. Depth Study)	Yearly Examination
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 & 10
		CH11-2, CH11-4, CH11-6 to 9	CH11-1 to 5, CH11-10 to 11	CH11-1 to 11
Skills in working scientifically	<b>60</b>	25	25	10
Knowledge and understanding of course content	<b>40</b>	10	10	20
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>





## COMMUNITY & FAMILY STUDIES (CAFS)

Component	Weighting	Task 1	Task 2	Task 3
		Interview and Report Resource Management	Leadership Case Study Individuals and Groups	Yearly Examination
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9 & 10
		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2
Knowledge and understanding of course content.	<b>40</b>	10	10	20
Skills in critical thinking, research methodology, analysing and communicating.	<b>60</b>	20	20	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## DRAMA

Component	Weighting	Task 1	Task 2	Task 3
		Presentation of IP: Monologue	Presentation of GP: Improvisation	Research Essay and Group Performance
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
		P1.2, P2.1, P2.3, P2.4, P3.1	P1.1, P1.3, P1.4, P1.5	P1.6, P2.2, P3.2, P3.3
Making	<b>40</b>	20	10	10
Performing	<b>30</b>	-	20	10
Critically Studying	<b>30</b>	10	-	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## ENGLISH: Extension

Component	Weighting	Task 1	Task 2	Task 3
		Imaginative response	Multi modal	Yearly Examination
		Term 1 Week 10	Term 3 Week 1	Term 3 Week 9 & 10
		EE11-2, EE11-3, EE11-6	EE11-1 to EE11-5	EE11-1, EE11-2, EE11-3, EE11-5
Knowledge and understanding of course content	<b>50</b>	15	20	15
Skills in complex analysis composition and investigation	<b>50</b>	15	20	15
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>



## ENGLISH: Advanced

Component	Weighting	Task 1	Task 2	Task 3
		Portfolio	Multi modal Presentation	Yearly Examination
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9 & 10
		EA11-4, EA11-5, EA11-9	EA11-1 to 2, EA11-6	EA11-3, EA11-7, EA11-8
Knowledge and Understanding	<b>50</b>	20	10	20
Skills in Responding to Texts	<b>50</b>	10	20	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## ENGLISH: Standard

Component	Weighting	Task 1	Task 2	Task 3
		Portfolio	Multi modal Presentation	Yearly Examination
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9 & 10
		11-4 to 11-5, 11-9	11-1, 11-2, 11-6	11-3, 11-7, 11-8
Knowledge and Understanding	<b>50</b>	20	10	20
Skills in comprehending, communicating and using Language	<b>50</b>	10	20	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## ENGLISH: Studies

Component	Weighting	Task 1	Task 2	Task 3
		Job Application and Interview	Multi Modal Presentation	Portfolio
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 5
		ES-11-1, ES11-5, ES11-10	ES11-3, ES11-6, ES11-8	ES11-2, ES11-4, ES11-7, ES11-9
Knowledge and Understanding	<b>50</b>	10	20	20
Skills in comprehending, communicating and using Language	<b>50</b>	20	10	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## FOOD TECHNOLOGY

Component	Weighting	Task 1	Task 2	Task 3
		Food Quality – Digital Portfolio	Food Selection & Availability – Case Study and Practical	Yearly Examination
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9 & 10
		P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1
Knowledge and understanding of course content	<b>40</b>	5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	5	15	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	20	10	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## GEOGRAPHY

Component	Weighting	Task 1	Task 2	Task 3
		In class written response	Geographical Investigation	Yearly Examination
		Term 1 Week 11	Term 3 Week 3	Term 3 Week 9 & 10
		11-01, 11-02, 11-07, 11-09	11-01, 11-02, 11-05, 11-06 11-07, 11-08, 11-09	11-01 – 11-09
Knowledge and understanding	<b>40</b>	10	10	20
Geographical tools and skills	<b>20</b>	-	10	10
Geographical inquiry and research including fieldwork	<b>20</b>	5	10	5
Communication in appropriate forms	<b>20</b>	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>



## INDUSTRIAL TECHNOLOGY – Timber

Component	Weighting	Task 1	Task 2	Task 3
		Industry Study	Practical Project & Folio	Yearly Examination
		Term 1 Week 8	Term 3 Week 7	Term 3 Week 9 & 10
		P1.1, P1.2, P3.2, P5.1, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1 to 3.3, P4.1 to 4.3, P5.1, P5.2, P6.1, P6.2, P7.2	P1.1, P1.2, P3.1, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of course content	<b>40</b>	20	-	20
Knowledge & skills in management, communication & production of projects	<b>60</b>	10	40	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## INVESTIGATING SCIENCE

Component	Weighting	Task 1	Task 2	Task 3
		Field work and Data Analysis – Trends and Inferences (including depth study)	Practical & Problem Solving Task	Yearly Examination
		Term 1 Week 10	Term 3 Week 1	Term 3 Week 9 & 10
		INS11-1, INS11-3 to 5, INS11-7 to 9	INS11-2 to 6, INS11-10, INS11- 11	INS11-1 to INS11-11
Skills in working scientifically	<b>60</b>	25	25	10
Knowledge and understanding of course content	<b>40</b>	10	10	20
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>



## MATHEMATICS: Advanced

Component	Weighting	Task 1	Task 2	Task 3
		In-Class test	Learning Journal & Assignment Investigation	Yearly Examination
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
		MA11-1 to 2, MA11-8 to 9	MA11-1 to 3, 5, MA11-8 to 9	MA11-1 to 9
Understanding, fluency and communication	<b>50</b>	17.5	17.5	15
Problem-solving, reasoning and justification	<b>50</b>	17.5	17.5	15
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## MATHEMATICS: Extension 1

Component	Weighting	Task 1	Task 2	Task 3
		In-Class test	Learning Journal & Assignment Investigation	Yearly Examination
		Term 1 Week 8	Term 3 Week 2	Term 3 Week 9 & 10
		ME11-1 to 2, ME11-5 to 7	ME11-1 to 2, ME11-5 to 7	ME11-1 to 7
Understanding, fluency and communication	<b>50</b>	17.5	17.5	15
Problem-solving, reasoning and justification	<b>50</b>	17.5	17.5	15
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## MATHEMATICS: Standard

Component	Weighting	Task 1	Task 2	Task 3
		JCS Mathematical in class test	NESA Assignment/ investigation	Yearly Examination
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 9 & 10
		MS11-1 to 2, MS11-5 to 6, MS11-9 to 10	MS11-3 to 4 MS11-6, MS11-8 to 10	MS11-1 to 10
Understanding, fluency and communication	<b>50</b>	20	20	10
Problem-solving, reasoning and justification	<b>50</b>	15	15	20
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>



## MUSIC

Component	Weighting	Task 1	Task 2	Task 3
		Performance & Viva Voce	Composition Portfolio & Viva Voce	Aural Skill Yearly Examination
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9 & 10
		P3-P8	P1, P2, P7, P9, P11	P4, P5, P8, P10
Musicology	<b>25</b>	15	10	-
Composition	<b>25</b>	25	-	-
Aural	<b>25</b>	-	-	25
Performance	<b>25</b>	-	25	-
<b>TOTAL</b>	<b>100</b>	<b>40</b>	<b>35</b>	<b>25</b>

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL ED

Component	Weighting	Task 1	Task 2	Task 3
		Research Task	First Aid Practical Test	Yearly Examination
		Term 1 Week 9	Term 2 Week 4	Term 3 Week 9 & 10
		P1 to P6, P15, P16	P6, P12, P15, P16	P1 to P9, P12, P14 to P16
Knowledge & understanding	<b>45</b>	15	15	15
Values and attitudes	<b>25</b>	5	10	10
Skills in critical thinking, research, analysis and communicating	<b>30</b>	10	10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

## PHYSICS

Component	Weighting	Task 1	Task 2	Task 3
		Practical Data and Analysis Task	Research Task (including Depth Study)	Yearly Examination
		Term 2 Week 1	Term 3 Week 1	Term 3 Week 9 & 10
		PH11-4 to 11-6, PH11-8, PH11-9	PH11-1 to 11-4, PH11-7, PH11-10, PH11-11	PH11-1 to PH11-11
Skills in working scientifically	<b>60</b>	25	25	10
Knowledge and understanding of course content	<b>40</b>	10	10	20
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>



## SOCIETY AND CULTURE

Component	Weighting	Task 1	Task 2	Task 3
		Social and Cultural Research Planning Template & Report	Mini Personal Interest Project	Yearly Examination
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 & 10
		P1, P6, P10	P1-P3, P5-P10	P1, P3-P10
Knowledge & understanding of course content	<b>50</b>	20	20	10
Application & evaluation of social and cultural research methods	<b>25</b>	5	10	10
Communication of information in appropriate forms	<b>20</b>	5	10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

## SPORTS COACHING

Component
All Tasks are in class assessments. Details to be confirmed during school terms.

## VISUAL ARTS

Component	Weighting	Task 1	Task 2	Task 3
		Elemental: Folio of Work + VAPD	Urban Decay/Narrative in Art: Folio of Work +VAPD	Yearly Examination
		Term 2 Week 2	Term 3 Week 6	Term 3 Week 9 & 10
		P1, P3, P4, P7, P9	P2, P5, P6, P8, P10	P7, P8, P9, P10
Artmaking	50	30	20	-
Art criticism and art history	50	10	10	30
<b>TOTAL</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

## TVET – provided by external providers

Students enrolled in TAFE must complete successfully 70 hours of structured work placement in the industry in order to obtain their VET accreditation and pass the HSC. This normally takes place during one of the school vacation periods. Students must ensure that they contact the Work Placement Coordinator at their delivery school at the start of the year to ensure that correct procedures and paperwork are completed.

# Y11 Assessment Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>TERM 1 2024</b>							MAS 35%	ANC 30% CAF 30% ENU 30% ITT 30% MAX 35%	BIO 35% DRA 30% MAA 35% PDH 30%	ENX 30% ISC 35% JAC 25% SAC 30%	CHE 35% ENA 30% ENS 30% FDT 30% GEO 20% MUS 40%
<b>TERM 2 2024</b>	AGR 30% BUS 30% PHY 35%	VAR 40%	<b>REPORTS TO HT</b>	PDH 35%		CAF 30% MAS 35%		DRA 30% MAA 35%	ANC 30% ENA 30% ENS 30% ENU 30% FDT 30%	BIO 35% CHE 35% MUS 35% SAC 35%	
<b>TERM 3 2024</b>	AGR 30% ENX 40% ISC 35% PHY 35%	MAX 35%	GEO 40%		ENU 40%	BUS 30% ITT 40% VAR 40%	<b>ASSESSMENT MORATORIUM</b>		AGR 40% ANC 40% BIO 30% BUS 40% CAF 40% CHE 30% DRA 40% ENA 40% ENS 40% ENX 30% FDT 40%	GEO 40% ISC 30% ITT 30% MAA 30% MAS 30% MAX 30% MUS 25% PDH 35% PHY 30% SAC 35% VAR 20%	