

# Bulli High School

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## *YEAR 11 ASSESSMENT GUIDE*

*2020*

*Respect - Responsibility - Integrity*

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This booklet was published in February 2020 and is subject to change. Students and parents are advised to refer to the school's website for the latest version:

<https://bulli-h.schools.nsw.gov.au/>

**Bulli HS website**



**Learning at our school**



**Assessment and Reporting**



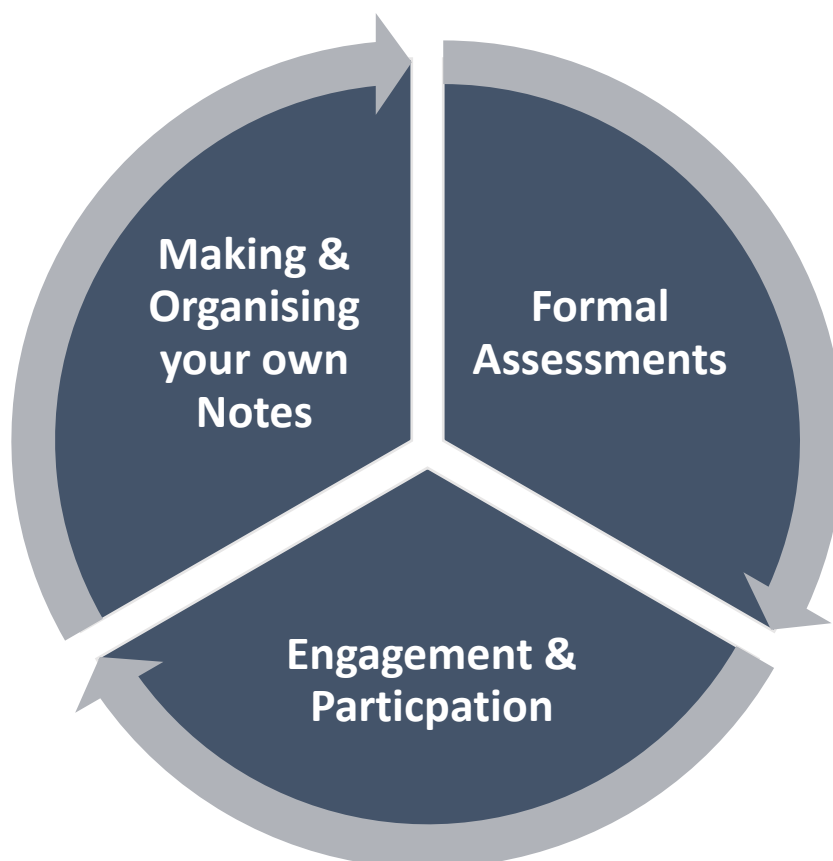
**Year 11 Assessment Guide 2020**

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## Learning Expectations for Success

If you wish to exceed your own expectations in learning, the following non-negotiable rules of engagement apply:

1. Display a **positive attitude** and **strong work ethic** in every lesson.
2. Come fully prepared to learn and **take risks with your learning**.
3. **READ, READ, READ** – in class and beyond.
4. Work **collaboratively** with your peers and your teacher.
5. Develop a **habit of drafting, editing, refining** final versions of your work.
6. Complete all classwork and homework to a **high standard**.
7. **Reflect** on your progress and assess your work.
8. Show how you **incorporate feedback** into your work.
9. Use '**Checklist for Success**' table when you self-assess.
10. Understand that **ALL your work will contribute to your learning** and school reports. Every component counts – your class notes will be checked; your evidence of learning will be checked; your attitude and behaviours will be noted. See the pie chart below:



## Key Points to Remember

This booklet provides you with the GUIDELINES and PROCESSES to be a successful YEAR 11 student at Bulli High. It also outlines Bulli High School's and the NSW Education Standards Authority (NESA) policies to ensure equity for all students undertaking their YEAR 11 education at Bulli High School.

**Use this booklet as a guide.**

**Meeting all requirements and expectations is now**

**YOUR RESPONSIBILITY**

- ✓ You must **hand in the task on or before the due date** to avoid a penalty. You should submit all tasks at the beginning of the due date, due period or time, as per scheduled on your Assessment Notification.
- ✓ Submitted tasks must be **a serious attempt** and be a reasonable standard according to your stage and ability.
- ✓ All submitted tasks must be **your own work**.
- ✓ If you are **unexpectedly sick or away on the day of a task you still have to hand in your task or attempt it on the next available day**.
- ✓ If you know you are going to be away because of a school event or another reason – **talk to your teacher before you go – you may hand in your task before the due date**.
- ✓ Reading the **correct due date and time/period** for tasks is **YOUR RESPONSIBILITY**.
- ✓ **TECHNOLOGY MALFUNCTION is NOT A VALID REASON to hand work in late**.
- ✓ Read the notes on Policy on 'Technology Use for Assessment Tasks' on **Page 10**.

Understanding the School, NSW Department of Education and NESA rules and guidelines is ultimately the student's responsibility.

Not following the procedures or guidelines set out in this booklet may jeopardise your ability to successfully meet all the criteria and requirements for the Year 11.

See your teachers, work with them and communicate to them any variations or changes before the due date of tasks.

# BULLI HIGH SCHOOL

## YEAR 11

### ASSESSMENT GUIDE 2020

#### INTRODUCTION

Welcome to the start of your senior years at secondary education where you will be working towards attaining the Year 11 RoSA Certificate leading up to the Higher School Certificate (HSC) – the highest qualification you can reach at school. In order to be successful and work towards realizing your potential, you need to be actively engaged in and aware of the following information about course and assessment requirements, policies and procedures, as outlined in this guide. You are encouraged to set high learning goals and to work closely and communicate with your teachers about the support you need to achieve your goals.

#### YEAR 11 CREDENTIALS

- ✓ Record of School Achievement
- ✓ RoSA transcript

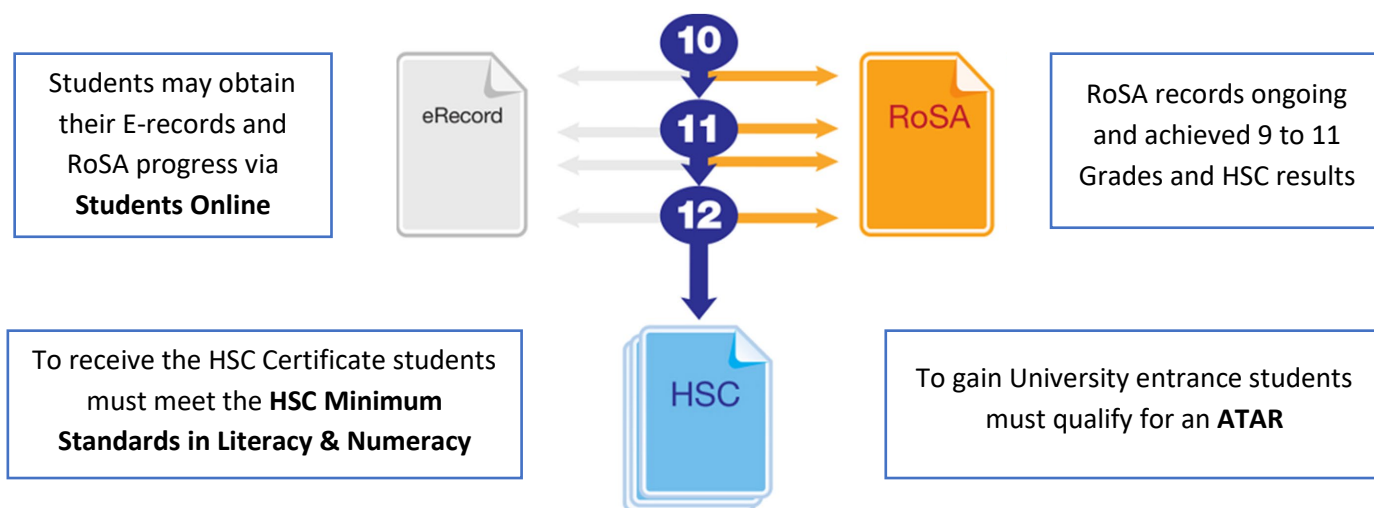
#### Year 11 COURSES

There are two types of courses offered at Bulli High School to ensure you complete Year 11:

- ✓ **Board Developed Courses** – which require students to sit for an external HSC examination, and
- ✓ **Board Endorsed Courses** – which do not have an external examination. This includes T-VET TAFE Courses, some two unit courses and 1 unit courses.

#### TO BE ELIGIBLE FOR THE YEAR 11 RoSA, YOU MUST:

- ✓ Complete HSC: All My Own Work (or its equivalent) before you submit any work for Year 11 courses, unless you are only entered for Year 11 Life Skills courses
- ✓ Satisfactorily complete courses and assessments in the patterns of study approved for Year 11
- ✓ Sit for and make a serious attempt at the required Year 11 examinations
- ✓ Optional - Achieve the **HSC Minimum Standards in Literacy & Numeracy** (required before the end of your HSC year to receive the certificate)



## COURSE OUTCOMES AND ASSESSMENT TASKS

Bulli High School is required by NESA (NSW Educational Standards Authority), to provide a Standards'- Referenced Grade for each student's achievement in the courses they have chosen. Assessments and coursework are important because they allow the school to measure a number of skills. The assessment tasks also provide students and teachers with opportunities to assess and discuss progress throughout the Year 11 courses.

The school submits an assessment grade for each student enrolled in the course. This grade is not moderated by NESA and is reported on the "Record of Achievement".

The following information sets out the **Roles and Responsibilities of the School, Teachers, Students and Senior Review Panel**. It is important that students are aware of their responsibilities so they can follow processes required to ensure success. When in doubt about the process or policy relating to course work, assessment tasks, attendance or absences from tasks, refer closely to the guide or see your Teacher, Head Teacher, Head Teacher (Teaching and Learning), Year Adviser or Deputy. The main message is that the student needs to be responsible and communicate with their teachers to ensure they are supported to meet all the requirements of the YEAR 11 in a successful manner.

Should you require further information or explanation, please do not hesitate to see the Head Teacher (Teaching and Learning) who is responsible for compiling this Assessment Guide.

### 1 SCHOOL RESPONSIBILITIES

1. The school has the responsibility to ensure that all students enrolled in Year 11 courses are informed of the rules and requirements for Year 11 assessments tasks. This publication serves that purpose. Further information regarding the rules and regulations for the Year 11 can be obtained from the NSW Educational Standards Authority website.
2. Each faculty will develop an assessment program for each Year 11 course it offers. This assessment program will be issued to all students enrolled in the course and will:
  - Inform each student of the requirements for each course
  - Indicate the type of task which will be used to measure performance in each component of the course
  - Specify values for each of these tasks and the component weightings
  - Provide information in regard to the term and week that tasks are due
  - A written copy of all course assessment outlines to be lodged with the Head Teacher (Teaching and Learning)
3. Each faculty will keep records of each student's performance in each task and will provide students with information regarding their progress. Students will be informed of individual ranks in each subject at the completion of the assessment task.

4. Student progress will be reviewed and warnings given to students at risk in regards to satisfactory course completion.
5. The school will provide links and updates of information regarding Year 11 produced by the NSW Educational Standards Authority in a timely fashion.

## 2 TEACHER RESPONSIBILITIES

Teaching staff are responsible for ensuring information concerning tasks is conveyed clearly to students.

1. Teachers will regularly check on the progress of all students. Course work, Major Projects and ongoing work will be checked at regular intervals. Subjects with major projects and ongoing work leading to the completion of major projects are:
  - Design & Technology
  - Industrial Technology
  - Community & Family Studies (IRP)
  - English (Extension 2)
  - Visual Arts
  - Film & Video
  - Society & Culture (PIP)
  - Drama
2. Teachers will monitor student progress, document any concerns and parents will be notified. The Principal will interview students who are deemed to be unsatisfactory for any subject. Parents/Carers may be invited to attend this meeting.
3. Students whose ongoing work or major projects fall seriously behind the expected progress rate are to receive an official NESA Teaching and Educational Standards “N” warning. Students who receive these warnings and who do not attempt to “catch-up” may be N-Determined for the Year 11 in that subject.
4. While students have been issued with assessment guidelines for each course, teachers will still need to notify students in writing at least **two weeks** in advance of a task being due. This notification must state the:
  - Actual date of assessment and task number
  - Specific nature and requirements of the assessment
  - Weighting of the assessment task.
5. The date for an assessment task can only be changed under **extenuating circumstances**. Teachers are to:
  - Discuss the circumstances with their Head Teacher
  - Negotiate a new date with students referring to the calendar of assessment tasks



- Ensure all students in the course are informed of the change in writing and that each student sign to say they have noted the new date
  - Inform the Head Teacher (Teaching and Learning).
6. Year 11 assessment tasks will not be set **in Week 8 of Term 3 or in the week before** the Year 11 Yearly Examinations (starting Week 9 of Term 3). Variations to routine, such as incursions or excursions are to be avoided except in the case of elements of major projects contributing to the examination mark.
  7. Under NSW Educational Standards Authority policy, **NO discounting** of marks is allowed for work handed in late. A mark of 'Zero' is issued for late submission of tasks.
  8. If a student fails to submit a task on the due date, the procedure outlined in the following pages under **Student Appeal Process** should be followed or a non-attempt recorded and a letter sent to the student and the student's Parent/Carer, if the student is under 18 years of age.
  9. If a teacher receives a written request from a student regarding discrepancies or mistake in a grade or mark, the teacher must:
    - Check all marks and calculations relevant to the assessment task
    - Report the student request to their Head Teacher

If there has been an error, the whole class must be re-issued with a copy of their grade or mark showing the alteration

**OR**

If the teacher can find **NO** error and the student is still not satisfied, then the matter must be referred to the Senior School Review Panel via the Faculty Head Teacher, accompanied by written documentation, for their consideration.

**NOTE: This is NOT classified as an Accident/Misadventure/Illness/Special Circumstances, but will be considered by a Special Meeting of the full Senior School Review Panel**

### **3 STUDENT RESPONSIBILITIES**

1. It is a requirement that each student satisfactorily completes each course in which they are enrolled. In order to do this, students are required to demonstrate that they have:
  - Followed the course which has been developed or endorsed by NESA Teaching and Educational Standards.
  - Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course, and
  - Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all tasks. This includes oral assessment tasks.

3. Students must **submit their work on or before** the due date. **Note that students must attend all scheduled classes on the due date** and any absences must be supported by appropriate documentation and a misadventure form submitted.
4. Students must present their own work at all times. See Appendix A for the School's Integrity Policy.
5. **Malpractice, Invalid or Unreliable Tasks will be awarded a mark of zero '0'**. The Senior Review Panel will determine the procedure to be implemented to resolve the task, which may include an alternative task. A new date may be negotiated and the same course outcomes addressed. Malpractice is recorded on the NES Administration site.
6. In courses where students are required to submit a major project for assessment they must:
  - Show consistent progress over a period of time
  - Provide all supporting evidence of where they obtained their information or carried out their work
  - Maintain a log or process diary detailing the progress of the project
  - Major projects that have not gone through the process of supervision and are only produced on the due date will not be validated for submission by the school.
7. In the event of a student failing to complete a set task on the due date, they must complete the **Bulli High School Application for Accident/Misadventure/Illness/Special Circumstances** following the procedures set out in this booklet if they wish to have the task considered for assessment purposes. (**Flowchart & Checklist for Appeals** sets out a summary of the procedure to be followed on pages 12- 14). The Senior School Review Panel will consider the request and determine whether:
  - An estimate based on all other assessment tasks be given
  - A substitute task be set and completed
  - An extension of time be granted
  - A mark of zero be given
  - A 'non-attempt' awarded and an 'N-Determination Warning' be issued.

Regardless of the outcome of the Senior Review Panel, the student must still complete the task to a satisfactory standard to be deemed to have fulfilled course requirements. The student should submit the task or attempt the examination on their return to school. The student must notify their teacher of the anticipated date of their return to school.

8. Students will receive a ZERO mark for tasks:
  - Which are not their own work
  - Which have not been submitted on the due date
  - Which have not been exempted by following the procedure in Section 5 or 7
  - Where student malpractice in an examination has been detected.
9. Students must make a genuine attempt at completing assessment tasks that contribute at least 51% of the available marks for that course. Students who do not meet this requirement will be deemed to have not completed the course.

10. If a student decides to question the grading or mark awarded on a Year 11 assessment task, a request must be made to the course teacher within **two school days** of the task being returned.
11. Students are also required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course outcomes or course requirements. Non-assessable tasks include homework tasks, class work, revision and drafts.
12. Bulli High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to the NSW Educational Standards Authority.
13. Unless specifically requested by the teacher, assessment should be presented in 'hard copy' – that is on paper.
14. Students must make a serious attempt in all examinations. The School may award zero for an examination if a student is found to have engaged in malpractice or made a non-serious attempt at the examination.
15. Students must follow the procedures set out in the "Examination Rules" (**Appendix B**) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.

#### **POLICY ON TECHNOLOGY IN ASSESSMENT TASKS:**

1. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage, etc.), students are responsible for keeping a backup copy of the entire task.
2. Students who hand in their task using an electronic/digital storage device must demonstrate to the teacher **AT THE TIME** the task is submitted that the file can be opened and accessed by the teacher. Task guidelines are to be followed.
3. Technology malfunction is **NOT A REASON FOR APPEAL**. This includes, but is not limited to: poor or unreliable internet access, losing files on a device, files or storage devices that are unable to be read or opened by the teacher, problems with cloud-based storage, problems with mailing or uploading files, corruption of files or computer malfunction the day before or on the day of the due date of the task.
4. To mitigate technology issues, students are advised to ensure that they retain back-up copies and hard copies of draft work, feedback and final copies of their assessment task before submission.

## 4 DISABILITIES PROVISIONS

NESA may approve disability provisions if you have a disability that would, in a normal examination situation, prevent you from:

- Reading the examination questions
- Communicating responses.

Any Year 11 student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. The definition of 'disability' in the Disability Discrimination ACT 1992 includes:

- Physical
- Intellectual
- Psychiatric
- Sensory
- Neurological, and
- Learning disabilities, as well as
- Physical disfigurement and • The presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an examination situation.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations. At Bulli High School, disability provision examinations are usually conducted in the Library.

Speak to the Principal, Deputy Principal, Year Adviser or School Counsellor if you would like to apply for disability provisions. You should apply as soon as possible.

Your application should include recent evidence of your disability, so you may need to organise testing early in the year so that you can apply by the closing date. You may also need to include work samples. If you don't have enough evidence, the decision may be delayed.

NESA cannot approve disability provisions to compensate you for:

1. Difficulty completing a course or preparing for the examination
2. Lack of familiarity with the English language.

More information:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Year 11/rules-and-processes/rules-procedures-guide-students>

## 5 STUDENT APPEAL PROCESS

### 1. ACCIDENT, ILLNESS AND MISADVENTURE

- If a student believes that their performance in a YEAR 11 assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
- Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. **The School must be informed at once if a student is unable to sit for an examination.** Parents/Carers or the Student should ring the front office and ask for the message to be passed onto their teacher.
- Misadventure appeals include incidents which are outside the student's control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, the death of a family member or disruption at the examination centre, etc.

### 2. SPECIAL CIRCUMSTANCES

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (e.g. representative sporting commitments/performing arts festivals, etc.) then the student must lodge an appeal at least **ONE WEEK PRIOR** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation. Family holidays should be scheduled outside of assessment periods and will only be considered as cause for special consideration in exceptional circumstances.

### 3. THE APPEALS PROCESS DOES NOT COVER

- Matters relating to long-term loss of preparation time
- Matters that could have been avoided e.g. Misreading a timetable, missing a bus, misreading the due date, et
- Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a documented "flare up" during the time of the task or examination
- Technology failure such as computer malfunction, printer malfunction, internet failure, etc. (see Page 10)

### 4. EVIDENCE FOR APPEAL

Students must be able to provide evidence that clearly identifies the disadvantage experienced.

Supporting evidence must include:

- A detailed statement by the student explaining how she/he has been affected
- A detailed medical certificate with dates as well as a statement as to how performance has been affected. In the case of misadventure, a statutory declaration should be provided with dates and times
- Any other evidence the student believes to be appropriate

➤ **NOTE: Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.**

### 5. TIME FRAME FOR LODGING AN APPEAL

Student absent on the day of the task submission/formal examination	The misadventure form and evidence must be supplied <b>on the day that the student returns to school.</b>
Student has prior knowledge of an absence coinciding with a task submission/formal examination	The misadventure form and written evidence must be supplied <b>AT LEAST ONE WEEK before the due date</b> of the task/examination.

➤ **NOTE: Appeals lodged outside these times will only be considered by the SRP in EXCEPTIONAL cases.**

## Checklist to APPEAL a PLANNED ABSENCE

If you plan to be absent on the due date of the assessment or examination, you must complete each of the following steps:

1. Notify your teacher of the dates for your planned absence ASAP – or at least one week prior to the assessment or examination date.
2. Collect and complete all the details for the Appeal for Illness/Misadventure form and follow the guidelines regarding timeframe for lodging an appeal, and providing detailed and independent supporting evidence (this may include a medical certificate, statutory declaration signed by an independent observer, e.g. Police or Justice of Peace).
3. Give the completed form and supporting evidence to your class teacher/Head Teacher to complete. The teachers will finalise their recommendations then submit it to the Senior Review Panel.
4. Resolve the task by attempting it on the new due date or an alternative task as directed by your Teacher or Head Teacher of the course. Expect to be given a task to complete on your earliest return to school.
5. Once the task is attempted and submitted for making by the new due date, you will be deemed satisfactory in this assessment task.
6. In order for you to have your mark awarded, the appeal form needs to be endorsed by the Senior Review Panel. You and your Parents/Carers will be notified of this in the written form.

### Types of Planned Absences that may qualify for an Appeal

- ✓ **Involvement in extra-curricular activities:** If you are involved in a school competition, rehearsal for a school performance or any other extra-curricular activity **as a school representative**, to qualify for an appeal you must notify your teacher well ahead of the due date.
- ✓ **Extended Leave from school:** If you require time off school for an extended period of time you **MUST SEEK THE PRINCIPAL'S LEAVE**. You may not qualify for an appeal if you do not receive the Principal's permission for leave.

### Types of Planned Absences that may not qualify for an Appeal

- ✗ **Work Placement** – Students undertaking Work Placement are responsible for checking the due dates of their tasks prior to booking in the dates for Work Placement.
- ✗ **School Excursion & Incursion** – Students who opt to attend a non-compulsory excursion or incursion (event at school) will be disqualified from seeking an appeal. Students are required to prioritise assessments and examinations above all other school commitments, **unless they are required as a representative of the school** for the event.

# Checklist to **APPEAL** an UNPLANNED ABSENCE

If you are unexpectedly absent on the due date of the assessment or examination, you must complete each of the following steps:

1. Notify your teacher of your absence ON THE DAY OF or ONE DAY AFTER the assessment or examination date.
2. Notify your teacher of your anticipated return date to school.
3. Collect and complete all the details for the Appeal for Illness/Misadventure form and follow the guidelines regarding timeframe for lodging an appeal, and providing detailed and independent supporting evidence (this may include a medical certificate, statutory declaration signed by an independent observer, e.g. Police or Justice of Peace).
4. Give the completed form and supporting evidence to your class teacher/Head Teacher to complete. The teachers will finalise their recommendations then submit it to the Senior Review Panel.
5. Resolve the task by attempting it on the new due date or an alternative task as directed by your Teacher or Head Teacher of the course. Expect to be given a task to complete on your earliest return to school.
6. Once the task is attempted and submitted for marking by the new due date, you will be deemed satisfactory in this assessment task.
7. In order for you to have your mark awarded, the appeal form needs to be endorsed by the Senior Review Panel. You and your Parents/Carers will be notified of this in the written form.

## Types of Unplanned Absences that may qualify for an appeal

✓ **Severe Illness on the day of the task**: If you are severely ill on the due date of the task, you must take the following steps: Contact the school and notify your teacher of your absence and your return date to school.

1. Get a support document, such as a medical certificate, to verify your illness.
2. Collect an Illness/Misadventure Appeal form to appeal your mark of zero. Complete all the mandatory sections then hand it into your teacher.

Please note: Students who are absent on the day of the task are required to 'resolve'/attempt their missed assessment task on the earliest return date to school.

## Types of Unplanned Absences that may not qualify for an Appeal

✗ **Illness without independent verification** – If you are ill and do not have an independent document, such as a doctor's certificate or a STATUTORY DECLARATION SIGNED BY A JUSTICE OF THE PEACE (JP).

✗ **Travel, car or misreading of timetable, assessment notification issues.**

✗ **Extra-Curricular activity without class teacher's permission** – if you did not notify *your class teacher for which you have an assessment due*, of an involvement in extracurricular activities, such as excursions, incursions, rehearsals, etc., you will not qualify to seek an appeal to your mark of zero.

## 6 SENIOR REVIEW PANEL RESPONSIBILITIES

1. The Senior School Review Panel will oversee:
  - The implementation of Bulli High School's Year 11 Assessment Policy
  - Monitor student progress in Year 11 courses
  - Make determinations on appeals relating to Student Assessment
2. The Panel will comprise of the Head Teacher (Teaching and Learning) and one or both of the following:
  - Deputy Principal in charge of Year 11
  - Year 11 Adviser.
3. The convener of the Senior School Review Panel will communicate decisions relating to student appeals to the Faculty Head Teacher and the Class Teacher.
  - It will be the Head Teacher's responsibility to communicate this decision to their staff and ensure any recommendations are implemented
  - It will be the Class Teacher's responsibility to communicate this decision to the student and to liaise with the Faculty Head Teacher to ensure the student understands the decision and complies with any subsequent tasks
  - A written notification will be sent to the student's Parents/Carers in cases where the student is under 18 years of age.
4. If a student or Parent/Carer continues to dispute the decision of the Senior School Review Panel, or continues to question the appeals process, then a **SPECIAL MEETING** will be convened to resolve the issue. This meeting must be convened within **one week** of the original decision.

This meeting will:

- Be chaired by the Principal or nominee
- Receive and consider only written documentation and evidence relevant to the appeal in dispute
- Hear only relevant verbal and/or written representations from the student or their Parent/Carer pertaining to the dispute or complaint
- Give fair deliberation to the evidence presented by all parties concerned and make a decision based on the guidelines provided by the NSW Educational Standards Authority.

**NOTE: The decision of this special meeting will be binding and a full report on the procedures and all relevant documentation will be forwarded to the:**

- Faculty Head Teacher and the subject teacher
- Student, Parent/Carer
- School Education Director



## 7 REVIEW OF GRADE IN YEAR 11 COURSES

Students may seek a review of their Year 11 Grade. This would be based on information given to the student by the teacher during the assessment period. The review will be in relation to the student's achievements and demonstration of outcomes in the relevant subject. A review of assessment task marks will not be undertaken.

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or "N-Determination", for a particular course. Should a student be awarded an N-Determination, the course will not appear on the cumulative RoSA Certificate. This may result in the students being unable to access entering into the HSC for that course.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive two or more warnings before the Principal will recommend to NESA that an N-Determination be awarded.

### **What are N-Warning notifications?**

Students must be 'satisfactory' in their course in order to receive a Year 11 Grade. Students who do not comply by completing course work (class tasks) or (assessment tasks) may be at risk of being 'unsatisfactory' in their course. Teachers are responsible for reminding or alerting students to their unsatisfactory status, but it is the student's responsibility to ensure they resolve tasks to rectify the situation and become satisfactory by following the teacher's instructions on N-warning notifications.

N-Warnings may be issued by for Malpractice, Integrity concerns, Plagiarism, Non-diligent Attempt of coursework and assessments.

### **FIRST WARNING LETTER:**

This N-Award Warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The class teacher and /or Faculty Head Teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation will interview the student. Parents/Carers will be informed in writing.

### **SECOND WARNING LETTER:**

This N-Award Warning indicates that the student must speak immediately with his /her class teacher and make every effort to correct the problem. The Head Teacher and/or Head Teacher (Teaching and Learning) or Principal or Deputy Principal will interview the student. Parents/Carers will be contacted and/or may be asked to attend the interview.

### **CONTINUED OR FURTHER CONCERN:**

If the N-Award Warnings have not been resolved, the student may receive a formal N-Award Determination for that subject. Students will be notified and/or interviewed by the Principal who will explain what actions, if any, the student can take to meet requirements. The Principal will notify Parents/Carers.

## 8 HEAD TEACHER RESPONSIBILITY

1. Faculty Head Teachers are responsible for ensuring that all assessment tasks issued to students by their staff are in accordance with the NSW Educational Standards Authority guidelines.
2. Where students fail to present assessment tasks on the due date, a ZERO mark is to be awarded, warning letters issued and interviews with student and Parents/Carers organised, where applicable.
3. Appeals from students relating to assessment tasks are to be dealt with promptly. Appropriate documentation be completed. Copied and forwarded to the Head Teacher (Teaching and Learning) for deliberation by the Senior School Review Panel.
4. Decisions of the Senior School Review Panel to be communicated to their staff and follow up action monitored

## 9 YEAR ADVISER RESPONSIBILITY

Year Advisers can assist students to maintain a sense of focus or provide wellbeing support on the students' process towards achieving their Year 11. They can provide the following:

1. Assist in the monitoring of student progress in Year 11 courses
2. Identify any student experiencing difficulties and refer these to the Deputy Principal (Year 11) and the Head Teacher (Teaching and Learning) or Faculty Head Teacher.

## 10 ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order. The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification at least two weeks before each task with the exception of examinations falling within the scheduled examination period.

It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible, however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning, you should fill in the summary calendar on the back page.

### PLEASE NOTE:

- ❖ **Although great effort was made to ensure this document is error free at the time of publication, there may be some typographical errors.**
- ❖ **Where there is variation between this booklet and the final ASSESSMENT notification or VERBAL INSTRUCTION given to you by your teacher – the final notification and teacher's amendment will stand.**

BOARD DEVELOPED COURSE: BIOLOGY			KLA: SCIENCE	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1: Depth Study Data Analysis	Task 2: Practical Investigation	Task 3: Yearly Examination	Weighting
Task Overview	Ecosystems	Action of Enzymes	2-hour written examination	
Proposed Week	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9 - 10	
Outcomes	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
<b>Components</b>				
Skills in working scientifically	25	25	10	<b>60%</b>
Knowledge and understanding of course content	5	5	30	<b>40%</b>
Marks	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: BUSINESS STUDIES</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1: Business Planning</b>	<b>Task 2: Business Report</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Assignment: Hypothetical business plan.	Writing task (Business report based on a hypothetical case study)	2-hour written examination covering Topics 1, 2 and 3 of the course.	
<b>Proposed Week</b>	Term 2 Week 3	Term 3 Week 3	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1, P2, P4, P7, P8, P9	P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	-	10	25	<b>35%</b>
<b>Stimulus –based skills</b>	10	-	10	<b>20%</b>
<b>Inquiry and research</b>	10	-	-	<b>10%</b>
<b>Communication of business information, ideas and issues</b>	20	10	5	<b>35%</b>
<b>Marks</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100%</b>

BOARD DEVELOPED COURSE: CHEMISTRY			KLA: SCIENCE	
UNITS: 2			YEAR 11 2020	
Assessment Task	Task 1 Data Analysis	Task 2 Depth Study	Task 3 Yearly Examination	Weighting
Task Overview	Analysis of Secondary Data – Quantitative Chemistry	Design, perform and report on a First-Hand Investigation and respond to skills-based questions.	2-hour written examination	
Proposed Week	Term2 Week 5	Term 3 Weeks 1 and 2	Term 3 Weeks 9 - 10	
Outcomes	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
<b>Components</b>				
Skills in working scientifically	20	30	10	60%
Knowledge and understanding of course content	10	-	30	40%
Marks	30	30	40	100%

<b>BOARD DEVELOPED COURSE: COMMUNITY AND FAMILY STUDIES (CAFS)</b>			<b>KLA: PDHPE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1: Film Study</b>	<b>Task 2: Report</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Apply knowledge and understanding of resource management to characters and circumstances within the film.	Participate in a Leadership Challenge and then apply theoretical concepts into a report.	2-hour written examination – multiple choice, short and extended responses.	
<b>Proposed Week</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1-1.2; P2.1-2.4; P3.1-3.2; P4.1-4.2; P5.1; P6.1-6.2	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	15	15	20	<b>50%</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	15	20	15	<b>50%</b>
<b>Marks</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100%</b>

<b>VET COURSE: CONSTRUCTION PATHWAYS CERTIFICATE II</b>			<b>KLA: TAS</b>
<b>UNITS: 2 (ATAR Optional)</b>			<b>YEAR 11 2020</b>
Course: NTIS code – <b>Certificate II in Construction Pathways (CPC20211) (240 indicative hours)</b> 2 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)			
This Industry curriculum framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework course assessment is competency based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full certificate II credential, all units of competency must be achieved or a statement of attainment will be awarded.			
<b>Units of Competency Compulsory</b>		<b>Elective</b>	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1013A	Plan and organise work	CPCCCA2011A	Handle carpentry materials
CPCCCM1014A	Conduct workplace communication	CPCCCM2004A	Handle construction materials
CPCCCM1015A	Carry out measurements and calculations	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2001A	Read and interpret plans and specifications	CPCCWHS1001	Prepare to work safely in the construction industry (White Card)
CPCCOHS1001A	Work safely in the construction industry	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCJN2001A	Assemble components
CPCCCM2005B	Use construction tools and equipment	CPCCJN2002B	Prepare for off-site manufacturing process
<b>Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.</b>			
<b>To meet ATAR and NESA requirements the following 2 tasks plus 35 hours of mandatory work placement must be completed at Bulli High School.</b>			
<b>Name of Task</b>	<b>Task 1: Work Placement</b>	<b>Task 2: Yearly Examination</b>	<b>Weighting</b>  All tasks are viewed as equally important. All tasks must be completed to be considered for the NSW Educational Standards Authority (NESA).
<b>Task Description</b>	Revision of course so far, multiple choice, short answer and extended response	Formal written examination of the course, multiple choice, short answer and extended response.	
<b>Proposed Date</b>	Dates vary dependent on student sourced placements	Term 3 Weeks 9 - 10	
<b>Syllabus Outcomes</b>	P1.2, P1.3, P1.4, P1.5, P2.1, P2.4	P1.2, P1.3, P1.4, P1.5, P2.1, P2.4	
<b>Marks</b>	<b>100</b>	<b>100</b>	

<b>BOARD DEVELOPED COURSE: DESIGN AND TECHNOLOGY</b>			<b>KLA: TAS</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Overview</b>	Preliminary Project 1 Memorabilia	Preliminary Project 2 Illuminate	Designer Case Study  Yearly Examination	
<b>Proposed Week</b>	Term 2 Week 2	Term 3 Week 5	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	10	10	20	<b>40%</b>
<b>Knowledge and skills in designing, managing, producing and evaluating design projects</b>	20	30	10	<b>60%</b>
<b>Mark</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>



BOARD DEVELOPED COURSE: DRAMA			KLA: CAPA	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Performance & Logbook	Task 2 Production Elements	Task 3 Performance & Yearly Examination	Weighting
<b>Task Overview</b>	A group devised performance work demonstrating elements of drama and the process of play building using dramatic forms & performance styles.  A reflective journal on the elements of drama & the process of vocal/movement practice, improvisation, performance style and dramatic forms used to develop the performance piece.	Application of the elements of technical production in performance.	Presentation of Individual Project: Monologue Performance (Week 7)  1 ½ hour written examination of course content (Weeks 9 – 10)	
<b>Proposed Week</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7 - 10	
<b>Outcomes</b>	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P3.1	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.1, P1.2, P1.3, P1.4, P1.5, P1.7, P1.8 P3.1, P3.2, P3.2, P3.4	
<b>Components</b>				
<b>Making</b>	20	10	10	<b>40%</b>
<b>Performing</b>	10	10	10	<b>30%</b>
<b>Critically studying</b>	10	-	20	<b>30%</b>
<b>Marks</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: EARTH AND ENVIRONMENTAL SCIENCE</b>			<b>KLA: SCIENCE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1 Practical Examination</b>	<b>Task 2 Research Depth Study</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Practical test based on some aspect of practical work covered in module 1 – Earth’s Resources.	Students will conduct a field work investigation and produce an Environmental Management Report about Introduced species in the Illawarra.	2-hour examination consisting of multiple choice, short answer and extended response questions.	
<b>Proposed Week</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	EES11/12-1, EES11/12-2	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-11	EES11-8, EES11-9, EES11-10, EES11-11	
<b>Components</b>				
<b>Skills/Research</b>	20	30	10	<b>60%</b>
<b>Knowledge and understanding of course content</b>	10	-	30	<b>40%</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

BOARD DEVELOPED COURSE: ENGLISH ADVANCED			KLA: ENGLISH	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Creative response with reflection statement <i>Reading to Write</i>	Task 2 Multimodal Presentation	Task 3 Yearly Examination	Weighting
<b>Task Overview</b>	Students will compose a creative response based on their knowledge and understanding of their prescribed text. Students will also complete a reflection statement that identifies their learning strengths and needs. In their reflection statement they will explain how their knowledge and understanding of the prescribed text have influenced the creative writing process.	Students will complete a multimodal presentation that requires them to demonstrate their knowledge, understanding and skills across a range of modes.	Students will sit for a formal Yearly Examination.	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	EN11-1, EN11-2, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	15	20	15	<b>50%</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	15	20	15	<b>50%</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: ENGLISH EXTENSION 1</b>			<b>KLA: ENGLISH</b>	
<b>UNITS: 1 (ATAR)</b>			<b>YEAR 11 2019</b>	
<b>Assessment Task</b>	<b>Task 1 Critical Response and Reflection Task</b>	<b>Task 2 Independent Research Project (multimodal presentation)</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Students will compose a critical response based on their knowledge and understanding of the prescribed module. They will also submit a self-reflection piece.	Students undertake an Independent Research Project that culminates in a multimodal presentation.	Students will sit for a formal Yearly Examination.	
<b>Proposed Week</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	Outcomes assessed EE11-2, EE11-3, EE11-6	Outcomes assessed EE11-1, EE11-3, EE11-4, EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
<b>Components</b>				
<b>Knowledge and understanding of complex texts and of how and why they are valued</b>	15	20	15	<b>50%</b>
<b>Skills in complex analysis, sustained composition and independent investigation</b>	15	20	15	<b>50%</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

BOARD DEVELOPED COURSE: ENGLISH STANDARD			KLA: ENGLISH	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Creative response with reflection statement - Reading to Write: Transition to Senior English	Task 2 Multimodal Presentation Contemporary Possibilities	Task 3 Yearly Examination	Weighting
Task Description	Students will compose a creative response based on their knowledge and understanding of their prescribed text. Students will also complete a reflection statement that identifies their learning strengths and needs. In their reflection statement they will explain how their knowledge and understanding of the prescribed text have influenced the creative writing process.	Students will complete a multimodal presentation that requires them to demonstrate their knowledge, understanding and skills across a range of modes.	Students will sit for a formal Yearly Examination.	
Proposed Week	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes	EN11-1, EN11-2, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50%
Marks	30	40	30	100%

BOARD ENDORSED COURSE: ENGLISH STUDIES			KLA: ENGLISH	
UNITS: 2 (ATAR Optional)			YEAR 11 2020	
Assessment Task	Task 1 Written Report on Community Engagement	Task 2 Multimodal Presentation	Task 3 Collection of Classwork	Weighting
Task Description	Mandatory Module: <i>Achieving through English</i> Students will research and report on a variety of career options.	Elective Module: <i>On the Road</i> Students will prepare and deliver a 5-minute presentation based on two texts studied in the ' <i>On the Road</i> ' module.	Various Modules Students will submit a writing portfolio of classwork completed throughout the course.	
Proposed Week	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
Outcomes	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-3, ES11-6 ES11-7, ES11-8	ES11-1, ES11-4, ES11-5 ES11-7, ES11-9	
<b>Components</b>				
Knowledge and understanding of course content	15	15	20	50%
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>	15	15	20	50%
Marks	30	30	40	100%

<b>VET COURSE: ENTERTAINMENT INDUSTRY</b>		<b>KLA: CAPA</b>	
<b>UNITS: 2 (ATAR Optional)</b>		<b>YEAR 11 2020</b>	
Course: NTIS code – <b>Certificate III in Live Production and Services</b> 4 Preliminary and/or HSC units in total Board Developed Course      Category B status for Australian Tertiary Admission Rank (ATAR)			
This Industry curriculum framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework courses assessment is competency based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full certificate III credential all units of competency must be achieved or a statement of attainment will be awarded.			
<b>Units of Competency Compulsory</b> BSBWOR301 Organise personal work priorities and development CPCCOHS1001A Work safely in the construction industry CUAWHS302 Apply work health and safety practices BSBWOR301 Work effectively in the creative arts industry CUAPPRP304 Participate in collaborative creative projects SITXCCS303 Provide service to customers		<b>Elective</b> CUALGT301 Operate basic lighting CUASTA301 Assist with production operations for live performances CUASOU301 Undertake live audio operations CUAVSS302 Operate vision systems CUASMT301 Work effectively backstage during performances CUASTA202 Assist with bump in bump out of shows	
<b>Assessment Task</b>	<b>Task 1: Work Placement</b>	<b>Task 2: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	All students are required to complete 35 hours of work placement outside of the school environment. This process is directed by the Illawarra Schools Workplace Learning Program. “Southern Stars” has been a popular choice for students in the past.	Written examination of the course consisting of multiple choice, short answer and extended response from topics studied in the student assessment packages.	All tasks must be completed to be considered for the Board of Studies Teaching and Educational Standards. Weightings, marks and ranks are not collected in this competency based course.
<b>Proposed Week</b>	Term 3, Week 6	Term 3, Weeks 9 - 10	
<b>Marks</b>	<b>Compulsory 35 hours of work placement</b>	<b>100%</b>	

<b>BOARD DEVELOPED COURSE: GEOGRAPHY</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1 Minnamurra Fieldwork and Research Essay</b>	<b>Task 2 Senior Geography Project</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Conduct Fieldwork, use of tools and skills. Research information and complete an essay.	Students select a local environmental issue and conduct fieldwork. Deliver a report and presentation of findings.	2-hour examination covering the majority of work studied.	
<b>Proposed Week</b>	Term 1 Weeks 5 - 7	Term 2 Ongoing assessment Presentation due Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1, P2, P3, P6, P7, P8, P9, P10, P12	P7, P8, P10, P11, P12	P1, P2, P3, P4, P5, P8, P10, P12	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	10	10	20	<b>40%</b>
<b>Geographical tools and skills</b>	5	10	5	<b>20%</b>
<b>Geographical inquiry and research, including fieldwork</b>	10	10	-	<b>20%</b>
<b>Communication of Geographical information, ideas, and issues in appropriate form</b>	5	10	5	<b>20%</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>



<b>VET: HOSPITALITY KITCHEN OPERATION</b>			<b>KLA: TAS</b>
<b>UNITS: 2 (ATAR Optional)</b>			<b>YEAR 11 2020</b>
<b>Course: NTIS code – Certificate II in Kitchen Operations (SIT20416) (240 indicative hours) 2 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)</b>			
<p>This Industry curriculum framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework course assessment is competency based which requires students' to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full certificate II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p>			
<b>Units of Competency Compulsory</b>		<b>Elective</b>	
BSBWOR203	Work effectively with others	SITXFSA002	Participate in safe food handling practices
SITXFSA001	Use hygienic practices for food safety	SITHIND002	Source and use information on the hospitality industry
SITXWHS001	Participate in safe work practices	SITHCCC003	Prepare and present sandwiches
SITXINV002	Maintain the quality of perishable items	SITHCCC006	Prepare appetisers and salads
SITHCCC001	Use food preparation equipment	SITHCCC002	Prepare and present simple dishes
SITHCCC005	Prepare dishes using basic methods of cookery	BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC011	Use cookery skills effectively		
SITHKOP001	Clean kitchen premises and equipment		
<b>Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.</b>			
<b>To meet ATAR and NESA HSC requirements the following 2 tasks plus all course work must be completed at Bulli High School.</b>			
<b>Name of Task</b>	<b>Task 1: Work Placement</b>	<b>Task 2: Yearly Examination</b>	<b>Weighting</b> All tasks are viewed as equally important. All tasks must be completed to be considered by the NSW Education Standards Authority.
<b>Task Description</b>	Mandatory completion of 35 hours of industry work placement	Examination of the course, multiple choice, short answer and extended response.	
<b>Proposed Date</b>	Dates vary dependent on student sourced placements	Term 3 Week 9 and 10	
<b>Marks</b>	<b>N/A</b>	<b>100</b>	

<b>BOARD DEVELOPED COURSE: INDUSTRIAL TECHNOLOGY (MULTI-MEDIA and TIMBER)</b>				<b>KLA: TAS</b>
<b>UNITS: 2 (ATAR)</b>				<b>YEAR 11 2020</b>
<b>Assessment Task</b>	<b>Task 1 Industry Study</b>	<b>Task 2 Design Project</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Students investigate and complete a documented Industry Study related to the specified industry.	Students design and manufacture/produce a project in response to a stated need and prepare specified aspects of a management folio.	1½ hours written examination based on knowledge and skills outcomes, core design and management, industry study, workplace communications and an Industry specific focus.	
<b>Proposed Date</b>	Term 1 Week 7	Term 3 Week 6	Term 3 Weeks 9 - 10	
<b>Syllabus Outcomes</b>	P1.1, P1.2, P5.1, P6.2, P7.1 P7.2	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P3.1, P3.3, P4.3, P5.1, P6.1, P6.2, P7.1	
<b>Components</b>				
<b>Knowledge and understanding of the organisation and management of, and manufacturing processes and the techniques used by, the focus area</b>	10	10	20	<b>40%</b>
<b>Knowledge, skills and understanding in designing, managing, problem solving, communicating and safe use of manufacturing processes and techniques through the production of projects</b>	10	30	20	<b>60%</b>
<b>Marks</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

BOARD DEVELOPED COURSE: LEGAL STUDIES			KLA: HSIE	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Media File	Task 2 Research Task	Task 3 Yearly Examination	Weighting
Task Overview	Annotated Media File	<i>The Individual and the Law</i> Research Assignment	2-hour examination covering the majority of work studied.	
Proposed Week	Term 1 Week 11	Term 3 Weeks 2 -3	Term 3 Weeks 9 - 10	
Outcomes	P1, P2, P3, P4, P6, P8	P1, P4, P6, P8, P9, P10	P2, P4, P5, P6, P8, P9, P10	
<b>Components</b>				
Knowledge and understanding of course content	5	5	30	<b>40%</b>
Inquiry and research	10	25	-	<b>35%</b>
Communication of legal studies information, ideas and issues	5	10	10	<b>25%</b>
Marks	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

BOARD DEVELOPED COURSE: ADVANCED MATHEMATICS			KLA: MATHEMATICS	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Assessment Task 1	Task 2 Mathematics Project (IPS)	Task 3 Yearly Examination	Weighting
Task Description	Test done in normal lesson time – maximum of 1 hour duration	Independent Project Submission.	2-hour formal examination.	
Proposed Week	Term 1 Week 9	Submission Friday Term 2 Week 9 <b>before 8:50 am</b>	Term 3 Weeks 9 - 10	
Syllabus Outcomes	F1, E1, C1	T1, F1, C1	C1, E1, F1, S1, T1, T2	
<b>Components</b>				
Concepts, skills & techniques	10	15	25	50%
Reasoning & Communication	10	15	25	50%
Marks	30	30	40	100

**Concepts, skills & techniques:**

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems

**Reasoning & communication:**

- interpreting information from practical contexts given in writing, diagrammatic or graphical form, and representing information in other ways
- explaining terminology, concepts, techniques for solution, or aspects of a solution, using written and/or spoken language and diagrams interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems

BOARD DEVELOPED BOARD DEVELOPED COURSE: MATHEMATICS EXTENSION 1			KLA: MATHEMATICS	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Assessment Task 1	Task 2 Mathematics Project (IPS)	Task 3 Yearly Examination	Weighting
Task Description	Test done in normal lesson time – maximum of 1 hour duration	Independent Project Submission.	2-hour formal examination.	
Proposed Week	Term 1 Week 9	Submission Friday Term 2 Week 9 <b>before 8:50 am</b>	Term 3 Weeks 9 - 10	
Syllabus Outcomes	MA-C1, MA-E1, MA-F1, ME-F1, ME-A1	MA-F1, MA-T1, ME-F1, ME-F2,	MA: C1, E1, F1, T1, T2 ME: A1, C1, F1, F2, T1, T2	
<b>Components</b>				
Concepts, skills & techniques	10	15	25	<b>50%</b>
Reasoning & Communication	10	15	25	<b>50%</b>
Marks	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

**Concepts, skills & techniques:**

- recalling mathematical terminology and concepts,
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution, and
- applying appropriate techniques to solve routine problems.

**Reasoning & communication:**

- interpreting information from theoretical and practical contexts given in writing, diagrammatic or graphical form, and representing information in other ways,
- explaining terminology, concepts, techniques for solution, or aspects of a solution, using written and/or spoken language and diagrams,
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems, and
- evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

BOARD DEVELOPED COURSE: MATHEMATICS STANDARD			KLA: MATHEMATICS	
UNITS: 2 (ATAR if attempting Standard 2 in Year 12, ATAR Optional if attempting Standard 1 in Year 12)			YEAR 11 2020	
Assessment Task	Task 1 Assessment Task 1	Task 2 Mathematics Project (IPS)	Task 3 Yearly Examination	Weighting
Task Description	Test done in normal lesson time – maximum of 1 hour duration	Independent Project Submission.	2-hour formal examination.	
Proposed Week	Term 1 Week 9	Submission Friday Term 2 Week 9 before 8:50 am	Term 3 Weeks 9 - 10	
Syllabus Outcomes	S1.1, A1, F1.1, F1.2	M1.1, M1.2, M1.3, F1.3	All outcomes	
<b>Components</b>				
Understanding, fluency and communication	15	15	20	50%
Problem solving, reasoning and justification	15	15	20	50%
Marks	30	30	40	100%

**Concepts, skills & techniques:**

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems

**Reasoning & communication:**

- interpreting information from practical contexts given in writing, diagrammatic or graphical form, and representing information in other ways
- explaining terminology, concepts, techniques for solution, or aspects of a solution, using written and/or spoken language and diagrams interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems

<b>BOARD DEVELOPED COURSE: MODERN HISTORY</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1 Research Task/ In-class Response</b>	<b>Task 2 Historical Investigation</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Questions given to students based on Contestability and the first case study.	Historical research project consisting of a report and oral presentation.	2-hour examination covering the majority of work studied.	
<b>Proposed Week</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.8, MH1.9	MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.8, MH1.9	MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.9	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	5	5	25	<b>35%</b>
<b>Source-based skills</b>	5	5	5	<b>15%</b>
<b>Historical inquiry and research</b>	5	20	-	<b>25%</b>
<b>Communication of historical understanding</b>	5	10	10	<b>25%</b>
<b>Marks</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: MUSIC 1</b>				<b>KLA: CAPA</b>
<b>UNITS: 2 (ATAR)</b>				<b>YEAR 11 2020</b>
<b>Assessment Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Overview</b>	Musicology 25% Performance 10%  Methods of Notating Music	Composition 25% Performance 15%  Music of Small Ensemble	Aural Skills 25%  Australian Music	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 - 10	
<b>Outcomes</b>	P1, P2, P4, P5, P6, P7, P8.	P1, P3, P7, P8, P10 P11.	P4,P5,P6,P9.	
<b>Course Components</b>				
<b>Performance</b>	10	15	-	<b>25%</b>
<b>Composition</b>	-	25	-	<b>25%</b>
<b>Musicology</b>	25	-	-	<b>25%</b>
<b>Aural</b>	-	-	25	<b>25%</b>
<b>Marks</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100%</b>



<b>BOARD DEVELOPED COURSE: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)</b>				<b>KLA: PDHPE</b>
<b>UNITS: 2 (ATAR)</b>				<b>YEAR 11 2020</b>
<b>Assessment Task</b>	<b>Task 2: Movement Analysis task</b>	<b>Task 1: Case Study/Research</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Students analyse a movement skill that is performed.	Students research appropriate information and respond to questions from a case study.	2 hour written examination – multiple choice, short and extended responses.	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P7 - P11, P15, P16	P3 - P5, P15	P1 - P16	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	15	10	15	40%
<b>Skills in critical thinking, research, analysis and communicating</b>	20	20	20	60%
<b>Marks</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

BOARD DEVELOPED COURSE: PHYSICS			KLA: SCIENCE		
UNITS: 2 (ATAR)			YEAR 11 2020		
Assessment Task	Task 1 Skills Task	Task 2 Depth Study	Task 3 Yearly Examination	Weighting	
Task Overview	Skills and Data Task	Depth Study	2-hour written examination based on content studied.		
Proposed Week	Term 2 Week 1	Term 3 Week 7	Term 3 Weeks 9 - 10		
Outcomes	PH11/12-5, PH11/12-6, PH11/128, PH11/12-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-8, PH11/12-9, PH11/12-10, PH11/12-11	PH11/12-1 – PH11/12-10		
<b>Components</b>					
Skills in working scientifically	25	25	10		<b>60%</b>
Knowledge and understanding of course content	5	5	30	<b>40%</b>	
Marks	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>	

<b>BOARD DEVELOPED COURSE: SOCIETY AND CULTURE</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1 The Social and Cultural World</b>	<b>Task 2 Personal and Social Identity</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Student directed assignment.	Research methods essay.	2-hour written examination covering all aspects of the course.	
<b>Proposed Week</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
<b>Components</b>				
<b>Knowledge and understanding of course content.</b>	10	10	30	<b>50%</b>
<b>Application and evaluation of social and cultural research methods.</b>	5	20	5	<b>30%</b>
<b>Communication of information, ideas and issues in appropriate forms.</b>	5	10	5	<b>20%</b>
<b>Marks</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

<b>BOARD ENDORSED COURSE: SPORT, LIFESTYLE AND RECREATION</b>				<b>KLA: PDHPE</b>	
<b>UNITS: 2 (Non-ATAR)</b>				<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1 Aquatics</b>	<b>Task 2 Athletics</b>	<b>Task 3 Practical skills – Individual and Team Games</b>	<b>Task 4 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Technique and proficiency of aquatic skills	Complete online course and officiate at Athletics Carnival	Ongoing skill and technique assessment in a variety of (i) individual and (ii) team games	1-hour examination - multiple choice and short answer style questions.	
<b>Proposed Week</b>	Term 1 Week 5-6	Term 2 Week 5	(i) Term 2, Week 10 (ii) Term 3, Week 7	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1.3, P2.2, P2.5	P1.1,P 1.3, P1.6, P2.3, P2.5, P3.3, P4.4	P1.1,P 1.3, P2.1, P3.1-3.2, 4.1, P4.4	P1.6, P2.1-2.3, P2.5, P3.1, P3.6	
<b>Components</b>					
<b>Knowledge and Understanding</b>	10	10	-	30	<b>50%</b>
<b>Skills</b>	10	10	30	-	<b>50%</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

BOARD DEVELOPED COURSE: VISUAL ARTS			KLA: CAPA	
UNITS: 2 (ATAR)			YEAR 11 2020	
Assessment Task	Task 1 Artmaking Practice	Task 2 Frames and Conceptual Framework	Task 3 Artmaking Practice & Yearly Examination	Weighting
<b>Task Overview</b>	V.A.P.D: documentation of class work and development of ideas and techniques towards the production of artworks.  Artist Research Assignment	2D Portrait  Essay	3D/4D Artmaking and Visual Diary  1 ½ hour written examination	
<b>Proposed Week</b>	Term 1 Week 11	Term 2 Week 6	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1, P2, P3, P4, P5, P6, P7, P9, P10	P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
<b>Components</b>				
<b>Art History and Criticism</b>	10	20	20	<b>50%</b>
<b>Artmaking</b>	10	20	20	<b>50%</b>
<b>Marks</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

<b>BOARD ENDORSED COURSE: VISUAL DESIGN</b>			<b>KLA: CAPA</b>	
<b>UNITS: 2 (NON-ATAR)</b>			<b>YEAR 11 2020</b>	
<b>Assessment Task</b>	<b>Task 1 Elements and Principals of Design &amp; Critical Understanding of Design Practice</b>	<b>Task 2 Design Practice</b>	<b>Task 3 Design Practice</b>	<b>Weighting</b>
<b>Task Overview</b>	Visual Diary: documentation of class work + Research assignment	Visual Diary: documentation of class work, module research and Design Project	Visual Diary: documentation of class work, module research and Design Project	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
<b>Outcomes</b>	n/a	n/a	n/a	
<b>Components</b>				
<b>Art History and Criticism</b>	10	10	10	<b>30%</b>
<b>Artmaking</b>	20	20	30	<b>70%</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Appendix A: BHS Academic Integrity Policy

### School Responsibilities

- Provide students with assessment guidelines
- Provide advice for students on avoiding plagiarism, collusion and collaboration
- Provide guidance on referencing required
- Ensure that students are instructed on the academic skills required in all courses
- Ensure that all Year 11 students have an understanding of the Academic Integrity Policy
- Ensure that pertinent school publications (printed and electronic) have statements that:
  - ✓ State clearly that plagiarism and collusion are not acceptable;
  - ✓ Provide comprehensive rules on what constitutes collaboration;
  - ✓ Provide rules and guidelines on group work and assessment
- Implement suitable procedures on penalties
- Provide an appeals process
- Maintain records of academic misconduct
- **Malpractice, Invalid or Unreliable Tasks are referred to The Senior Review Panel.** The Panel will determine the procedure to be implemented that may include an alternative task. Malpractice is recorded on the NESA Administration site.

### Student Responsibilities

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity
- Ensure understanding of the referencing requirements for courses
- Ensure that original work is submitted, without plagiarising or cheating
- Understand all aspects of Assessment guidelines
- Avoid all undertakings that could be considered instances of academic dishonesty

### Procedures and Penalties for Suspected Plagiarism and/or Collusion

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated.

It is cheating, it is dishonest, and it could jeopardize your YEAR 11 examination results. (NESA, YEAR 11 Assessments and Submitted Works, Advice to Students, 2006)

'Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others' (NESA, All My Own Work, 2006)

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either; **Intended** or **Unintended** plagiarism

## Actions to be followed when:

### 1 Intended Plagiarism is detected:

- Review whether the student has received a previous written warning
- Compare the extent of the plagiarism with the student's original work
- Review how it will adversely affect other students
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.

### 2 Where the nature of the plagiarism is *not* considered very serious:

- Issue a written warning which refers to the consequences of any further actions of this nature
- The Head Teacher may also take the following action:
  - ✓ Student must re-submit the work
  - ✓ Student must re-submit another form of assessment
  - ✓ Give the student a fail mark

### 3 Where the nature of the Plagiarism *is* considered very serious:

- Refer the matter to the Principal, who may:
- Issue a written warning that refers to the consequences of any further actions of this nature
- Ask the student to re-submit the work
- Ask the student to re-submit another form of assessment
- Give the student zero marks for the work
- The student may lose that course from their YEAR 11 award (see NESAs, YEAR 11 Assessments and Submitted Works, Advice to Students, 2006)

## Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion
- The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher (Teaching & Learning) and Year 11 Adviser
- The student must apply in writing to the Principal
- The Appeals Committee will confirm or vary any recommendations that were originally made
- The student will be notified in writing of the Committee's decision and their reasons for their decision

## References

- Rules and Procedures Guide: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Year 11/rules-and-processes/rules-procedures-guide-students>
- Disabilities Provisions Policy: <http://ace.nesa.nsw.edu.au/ace-10001>
- Breaking YEAR 11 Rules: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Year 11/rules-and-processes/breaking-Year 11-rules>
- YEAR 11 All My Own Work Modules and Guides: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Year 11/Year 11-all-my-own-work>
- Academic Honesty & Plagiarism: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>
- UWS Code of Conduct: <https://policies.westernsydney.edu.au/view.current.php?id=00072>



## Appendix B: Bulli High School Examination Procedures

### Students are required to adhere to ALL SCHOOL RULES: Attendance, Uniform and Mobile Phone-Free Policy

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy. Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination. Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues, they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination. Students found to be cheating will receive zero for their examination.

#### Before the Examination:

- Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
- Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
- Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
- Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
- Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for the examination.
- Do not take paper or other written material into the examination.
- Bags for personal items must be left at the back of the room.

#### During the Examination:

- Enter the examination hall only after instructions from the supervisor.
- Sit in your allocated seat quickly.
- Do not touch/open the examination paper until instructed.
- Complete the attendance slip and place in the top right hand corner of your desk.
- Reading time is provided for all examinations. You must not write in this time.
- Write your student number on all examination papers. Do not write your name.
- Once the examination has commenced, you will not talk or communicate with other students in the room/hall.
- If you need to go to the toilet, raise your hand and wait for the permission of the supervisor.
- You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
- At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
- Wait quietly until you are instructed to leave.
- Do not remove any papers from the examination room.

## Appendix C: Honesty in Assessment

NESA have issued a statement in relation to Honesty in the Year 11 that includes the 'All My Own Work' program and special rules relating to submitted works such as major works.

The statement is reproduced below but you should also go to the website and read the attached documents. NESA and the School treat honesty very seriously – don't ignore their warnings!

*The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.*

*Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.*

*Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their YEAR 11. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption.*

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

### IMPORTANT LINKS TO NESA WEBSITE for more information on the following:

(Please note, the following links can be used on a digital platform, otherwise, search the NESA Website and click onto Year 11 and 12, or go to: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

STUDENTS ONLINE: <https://studentsonline.nesa.nsw.edu.au>

HSC Minimum Standards: [Outline of HSC Minimum Standards Tests](#)

YEAR 11 Exam Rules & Processes, including Exam Equipment List:

- [NESA Rules & Procedures for Students](#)
- [Submitted Works Advice to Students](#)
- [What constitutes Malpractice? ACE Manual](#)

HSC All My Own Work – guide to best practice & working with integrity: [Link to HSC All My Own Work](#)

NESA's Exam Resources for Students: NESA's Guide to Preparing for Exams: [Past papers and Exam tips](#)

## Appendix D: Assessment Planner

Week	TERM 1 – 2020	TERM 2 – 2020	TERM 3 – 2020
1			
2			
3			
4			
5			
6			
7			
8			
9			Year 11 Yearly Exam period
10			Year 11 Yearly Exam period
11			

## Appendix E: Assessment Mark Record

Course	Task 1	Task 2	Task 3	Total Marks
1.	/	/	/	/
2.	/	/	/	/
3.	/	/	/	/
4.	/	/	/	/
5.	/	/	/	/
6.	/	/	/	/
7.	/	/	/	/

### More Useful Links for the Year 11 Guides & Overviews:

- **Year 11 in a nutshell:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>
- **Course Syllabuses** – read and be familiar with your course outline, rubric and outcomes:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- **Study Guide Sydney Morning Herald & NESA** (all major subjects):  
<http://www.smh.com.au/national/education/Year-11-study-guide-2017>
- **Year 10, Year 11 & HSC Credentials** (certificates and records you can achieve):  
<http://www.boardofstudies.nsw.edu.au/Year-11-results/credentials.html>