

# Bulli High School

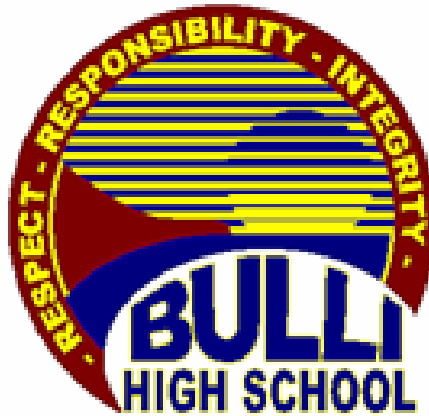
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## *YEAR 11 ASSESSMENT GUIDE 2024*

*Respect - Responsibility - Integrity*

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2024	Year 11 Resources	Credentials, qualifications, resources and links								
Term 1	Introduction to the HSC & Links on NESA website	<ul style="list-style-type: none"> <li>➤ Student Guide: Everything you need to know about the HSC... <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide</a></li> </ul>								
Term 1	Students Online	<p>Activate your 'Students Online' account to receive and download your timetable.</p> <ul style="list-style-type: none"> <li>➤ Link to <b>Students Online</b> Account: <a href="https://studentonline.nesa.nsw.edu.au/">https://studentonline.nesa.nsw.edu.au/</a></li> </ul> <p>Write your <b>NESA STUDENT NUMBER HERE</b>:</p> <table border="1" data-bbox="533 483 1509 568"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>								
Terms 1, 2 & 3 Catch-ups	Additional Mandatory Qualifications	<ul style="list-style-type: none"> <li>➤ HSC Minimum Standards Tests: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard</a></li> <li>➤ HSC All My Own Work Modules: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work</a></li> <li>➤ Life Ready Modules – School-based Courses &amp; events throughout Year 12</li> </ul>								
Term 1	Disabilities Provisions for school assessments & HSC exam	<ul style="list-style-type: none"> <li>➤ Disability Provisions Guide: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions</a></li> </ul> <p>For more information, see our HT Wellbeing &amp; Learning &amp; Support, Mr Hickey. Also, turn to page 12 for NESA guidelines.</p>								
Term 1	Student Wellbeing Hub	<ul style="list-style-type: none"> <li>➤ HSC Student Wellbeing: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/student-wellbeing">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/student-wellbeing</a></li> </ul>								
Terms 2 - 3	Early Entry, Access Schemes & Scholarship Applications	<ul style="list-style-type: none"> <li>➤ UAC Guide: <a href="https://www.uac.edu.au/">https://www.uac.edu.au/</a></li> </ul> <p>For more information, see our Careers Advisor, Mr Harding.</p>								
Term 3	Compulsory Work Placement Hours	<ul style="list-style-type: none"> <li>➤ Work Placement 35 hours for VET &amp; EVET Courses must be completed.</li> </ul>								
Term 3	Bulli High Yearly Examination period: Monday 16 <sup>th</sup> September - Friday 27 <sup>th</sup> September 2024	<ul style="list-style-type: none"> <li>➤ Rules &amp; Procedures: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC</a></li> <li>➤ Exam Equipment List: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list</a></li> </ul>								
Term 3	RoSA & Year 11 Certificate	<ul style="list-style-type: none"> <li>➤ RoSA Achievements: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement</a></li> </ul>								
Term 4	HSC 2025	<ul style="list-style-type: none"> <li>➤ 2025 HSC Cohort commences 14<sup>th</sup> October 2024</li> </ul>								

2024	Term 1	Term 2	Term 3	Term 4 HSC Commences
<b>Week 1</b>	1-2 Feb	29/4 *Staff only 30 Apr – 3 May	22/7 *Staff only 23 – 26 Jul	14 – 18 Oct
<b>Week 2</b>	5 – 9 Feb	6 – 10 May	29 Jul – 2 Aug	21 – 25 Oct
<b>Week 3</b>	12 - 16 Feb	13 – 17 May	5 – 9 Aug	28 Oct – 1 Nov
<b>Week 4</b>	19 - 23 Feb	20 – 24 May	12 – 16 Aug	4 – 8 Nov
<b>Week 5</b>	26 Feb – 1 Mar	27 – 31 May	19 – 23 Aug	11 – 15 Nov
<b>Week 6</b>	4 – 8 Mar	3 – 7 June	26 – 30 Aug	18 – 22 Nov
<b>Week 7</b>	11 – 15 Mar	10 June - King's Birthday 11 – 14 June	2 – 6 Sep	25 – 29 Nov
<b>Week 8</b>	18 – 22 Mar	17 – 21 June	9 – 13 Sep	2 – 6 Dec
<b>Week 9</b>	25 – 29 Mar	24 – 28 June	16 – 20 Sep <i>Year 11 Yearly Examination Week</i>	9 – 13 Dec
<b>Week 10</b>	1 – 5 Apr	1 – 5 July	23 – 27 Sep <i>Year 11 Yearly Examination Week</i>	16 - 18 Dec (Wednesday last day for students)
<b>Week 11</b>	8 – 12 Apr	<b>School Holidays</b>	<b>School Holidays</b>	<b>School Holidays</b>
	<b>School Holidays</b> 13 April – 29 April	6 April – 21 July	28 September – 13 October	19 December 2024 – 30 January 2025

## 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 12**.

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 jeopardize 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 2024

#### 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

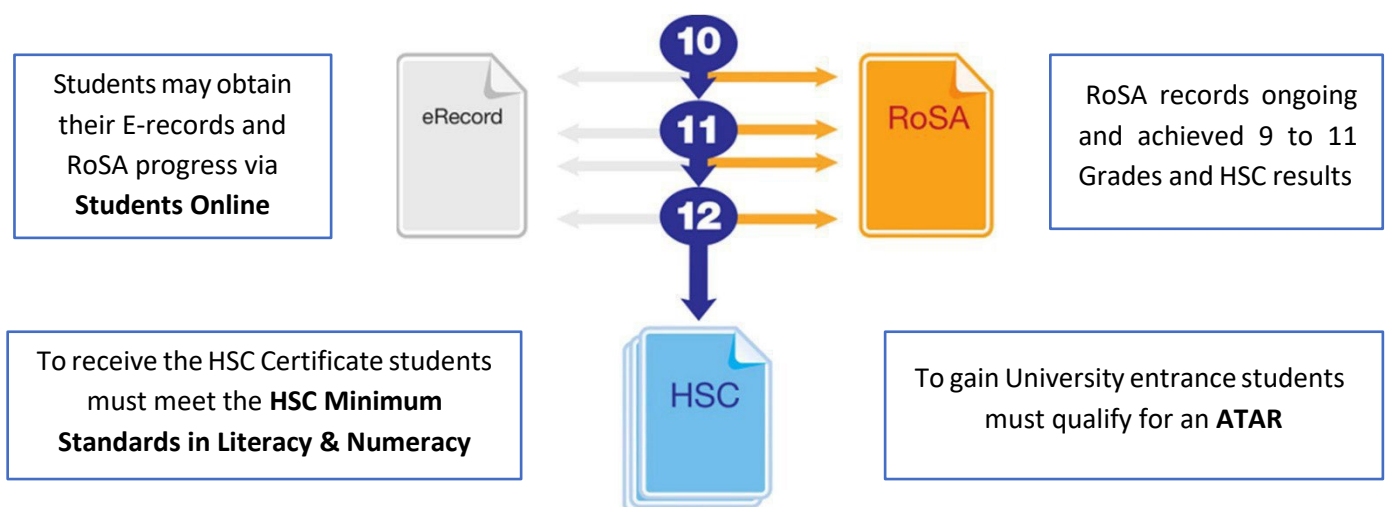
#### Year 11 COURSES

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 Secondary Studies, 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 Secondary Studies 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 Secondary Studies
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 Secondary Studies.
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.
5. Using Artificial Intelligence (AI) tools or other sources without appropriate citation may lead to a determination of 'malpractice' and incur a mark of 'zero' if the integrity and content of your task is compromised. Always reference your sources to ensure you always demonstrate academic integrity.

## 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](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.



## 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.

\*Students will be placed on the Senior Student Monitoring to support their resolution of their Unsatisfactory status.

### 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 Secondary Studies 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 Secondary Studies 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 ADVISOR 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.**

<b>BOARD DEVELOPED COURSE: ABORIGINAL STUDIES</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2024</b>	
<b>Assessment Task</b>	<b>Task 1: Essay / Report</b>	<b>Task 2: International Indigenous Community Study</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Report on student's topic of choice.	Research task on an international Indigenous community.	2-hour examination covering the majority of work studied.	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P1.1, P2.1, P2.2, P4.1, P4.3	P1.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	5	15	20	<b>40%</b>
<b>Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</b>	5	5	5	<b>15%</b>
<b>Research and inquiry methods, including aspects of the local community case study</b>	5	15	-	<b>20%</b>
<b>Communication of information, ideas and issues in appropriate forms</b>	15	5	5	<b>25%</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: ANCIENT HISTORY</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2024</b>	
<b>Assessment Task</b>	<b>Task 1: In-class Test/Source Analysis</b>	<b>Task 2: Historical Investigation</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Content knowledge and source analysis questions based on Tutankhmum's Tomb	Historical research project consisting of a research proposal, analysis of source reliability and a written essay.	2-hour examination covering key course work studied.	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	AH: 11-1, 11-4, 11-6, 11-7	AH: 11-2, 11-5, 11-8. 11-9	AH: 11-1, 11-3, 11-9, 11-10	
<b>Components</b>				
<b>Knowledge &amp; understanding of course content</b>	15	-	25	<b>40%</b>
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	10	5	5	<b>20%</b>
<b>Historical inquiry and research</b>	5	15	-	<b>20%</b>
<b>Communication of historical understanding in appropriate forms</b>	-	10	10	<b>20%</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: BIOLOGY</b>			<b>KLA: SCIENCE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2024</b>	
<b>Assessment Task</b>	<b>Task 1: Depth Study Data Analysis</b>	<b>Task 2: Practical Investigation</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Ecosystems	Action of Enzymes	2-hour written examination	
<b>Proposed Week</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	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>				
<b>Skills in working scientifically</b>	25	25	10	<b>60%</b>
<b>Knowledge and understanding of course content</b>	5	5	30	<b>40%</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: BUSINESS</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2024</b>	
<b>Assessment Task</b>	<b>Task 1: Business Report</b>	<b>Task 2: Extended Response</b>	<b>Task 3: Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Writing Task (business Report based on a hypothetical case study).	At home research and in-class extended written response.	2-hour examination covering Topics 1, 2 and 3.	
<b>Proposed Week</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	P2, P7, P9	P4, P6, P8	P1 – P10	
<b>Components</b>				
<b>Knowledge &amp; understanding of course content</b>	10	10	20	<b>40%</b>
<b>Stimulus-based skills</b>	10	5	5	<b>20%</b>
<b>Inquiry and research</b>	5	5	10	<b>20%</b>
<b>Communication of business information, ideas and issues</b>	5	10	5	<b>20%</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>



BOARD DEVELOPED COURSE: CHEMISTRY			KLA: SCIENCE	
UNITS: 2 (ATAR)			YEAR 11 2024	
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	Term 1 Week 10	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%
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: COMMUNITY AND FAMILY STUDIES (CAFS)</b>			<b>KLA: PDHPE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2024</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.	Written task on a female leader: leadership style <ul style="list-style-type: none"> <li>▪ effectiveness</li> <li>▪ adaptability</li> <li>▪ flexibility</li> </ul>	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>	10	10	20	<b>40%</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	20	25	15	<b>60%</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100%</b>

VET COURSE: CONSTRUCTION PATHWAYS Certificate II (VET Course)			KLA: TECHNOLOGY (VET)	
Units: 2 (ATAR Optional)			YEAR 11 2024	
<p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognized 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 II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p>				
Assessment Task	Task 1	Task 2	Weighting	All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority
Task Overview	Mandatory completion of 35 hours of industry work placement	Yearly Examination. 2 hour written examination assessing course content.		
Proposed Date	Dates vary dependent on student sourced placements	Term 3 2024 Weeks 1 - 2		
Total	N/A	100	100%	
Units of Competency				
CPCCWHS1001 Prepare to work safely in the construction industry CPCCCM1001 Undertake basic estimation and costing CPCCOM1015 Carry out measurements and calculations CPCCOM2001 Read and interpret plans and specifications CPCCPM1013 Plan and organise work CPCCBL2001 Handle and prepare bricklaying and blocklaying materials CPCCBL2002 Use bricklaying and blocklaying tools and equipment		CPCCCM2006 Apply basic levelling procedures CPCCCA2002 Use carpentry tools and equipment CPCCCM2005 Use construction tools and equipment CPCCCA2011 Handle carpentry materials CPCCVE1011 Undertake a basic construction project CPCCOM1012 Work effectively and sustainably in the construction industry		

BOARD DEVELOPED COURSE: DESIGN AND TECHNOLOGY			KLA: TAS	
UNITS: 2 (ATAR)			YEAR 11 2024	
Assessment Task	Task 1	Task 2	Task 3	Weighting
Task Overview	Preliminary Project 1	Preliminary Project 2	Designer Case Study / Yearly Examination 1 ½ hour written examination	
Proposed Week	Term 2 Week 2	Term 3 Week 5	Term 3 Weeks 9 - 10	
Outcomes	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>				
Knowledge and understanding of course content	10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60%
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

BOARD DEVELOPED COURSE: EARTH AND ENVIRONMENTAL SCIENCE			KLA: SCIENCE	
UNITS: 2 (ATAR)			YEAR 11 2024	
Assessment Task	Task 1: Practical Examination	Task 2: Research Depth Study	Task 3: Yearly Examination	Weighting
<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>Total</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 2024	
Assessment Task	Task 1: Written 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 written 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 their 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.  Paper 1 – Common Module (1 ½ hrs)  Paper 2 – Modules A & B (1 hr 20 m)	
<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>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

BOARD DEVELOPED COURSE: ENGLISH EXTENSION 1			KLA: ENGLISH	
UNITS: 1 (ATAR)			YEAR 11 2024	
Assessment Task	Task 1: Critical Response and Reflection Task	Task 2: Independent Research Project (multimodal presentation)	Task 3: Yearly Examination	Weighting
<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 2-hour Yearly Examination.	
<b>Proposed Week</b>	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-3, EE11-4, EE11-5	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>Total</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 2024	
Assessment Task	Task 1: Written response with reflection statement - <i>Reading to Write</i>	Task 2: Multimodal Presentation	Task 3: Yearly Examination	Weighting
<b>Task Description</b>	Students will compose a written in-class 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 their 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.  Paper 1 – Common Module (1 ½ hrs)  Paper 2 – Modules A & B (1 hr 20 m)	
<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	1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	1-1, EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	15	15	20	<b>50%</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	15	15	20	<b>50%</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100%</b>



BOARD ENDORSED COURSE: ENGLISH STUDIES			KLA: ENGLISH	
UNITS: 2 (ATAR Optional)			YEAR 11 2024	
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. 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%
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

BOARD DEVELOPED COURSE: FRENCH BEGINNERS			KLA: LANGUAGES	
UNITS: 2 (ATAR)			YEAR 11 2024	
Name of Task	Task 1	Task 2	Task 3	Weighting
<b>Task Description</b>	Reading & Responding Q&A with Teacher	Listening, Reading and Responding	Yearly Examination	
<b>Proposed Date</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9 - 10	
<b>Subject Outcomes</b>	1.1, 1.2, 2.1, 2.2	2.3, 2.4, 3.1, 3.2	1.2, 1.3, 2.3, 2.4,3.3	
<b>Components</b>				
<b>Listening</b>	-	20	10	<b>30%</b>
<b>Reading</b>	20	-	10	<b>30%</b>
<b>Speaking</b>	10	-	10	<b>20%</b>
<b>Writing</b>	-	10	10	<b>20%</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: GEOGRAPHY</b>			<b>KLA: HSIE</b>	
<b>UNITS: 2 (ATAR)</b>			<b>YEAR 11 2024</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 field work. Deliver a report and presentation of findings.	2-hour examination covering the majority of work studied.	
<b>Proposed Week</b>	Term 1 Weeks 9 - 11	Term 2 Ongoing assessment Presentation due Week 10	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	GE11.1, GE11.2, GE11.4, GE11.5	GE11.3, GE11.4, GE11.7, GE11.8, GE11.9	GE11.2, GE11.5, GE11.8, GE11.9	
<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>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

VET COURSE: HOSPITALITY Certificate II in Cookery			KLA: TECHNOLOGY (VET)	
Units: 2 (ATAR Optional)			YEAR 11 2024	
<p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognized 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 II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p>				
Assessment Task	Task 1	Task 2	Weighting	All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority
Task Overview	Mandatory completion of 35 hours of industry work placement	Yearly Examination. 2 hour written examination assessing course content.		
Proposed Date	Dates vary dependent on student sourced placements	Term 3 2024 Weeks 1 - 2		
Total	N/A	100	100%	
Units of Competency				
SITXFSA005, Use hygienic practices for food safety SITXWHS005, Participate in safe work practices SITHCCC023, Use food preparation equipment SITHCCC027, Prepare dishes using basic methods of cookery SITHCCC034, Work effectively in a commercial kitchen SITHKOP009, Clean kitchen premises and equipment SITXINV006, Receive, store and maintain stock		SITHCCC025, Prepare and present sandwiches SITXFSA006, Participate in safe food handling practices SITXCCS011, Interact with customers SITXCOM007, Show social and cultural sensitivity SITHCCC024, Prepare and present simple dishes SITHCCC026, Package prepared foodstuffs		

<b>BOARD DEVELOPED COURSE: INDUSTRIAL TECHNOLOGY (MULTI-MEDIA and TIMBER)</b>				<b>KLA: TAS</b>
<b>UNITS: 2 (ATAR)</b>				<b>YEAR 11 2024</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 7	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>Total</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 2024	
Assessment Task	Task 1: Media Portfolio	Task 2: Research Task	Task 3: Yearly Examination	Weighting
Task Overview	<i>The Legal System</i> Media File & In-class	<i>The Individual and the Law</i> Research Task	2-hour examination covering most of the work studied.	
Proposed Week	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9 - 10	
Outcomes	P2, P3, P4, P8, P9	P1, P5, P6, P8, P10	P1, P4, P6, P7, P9	
<b>Components</b>				
Knowledge and understanding of course content	10	10	20	<b>40%</b>
Analysis and evaluation	5	5	10	<b>20%</b>
Inquiry and research	10	10	-	<b>20%</b>
Communication of legal studies information, ideas and issues	5	5	10	<b>20%</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

BOARD ENDORSED COURSE: MARINE STUDIES			KLA: SCIENCE	
UNITS: 2 (NON-ATAR)			YEAR 11 2024	
Assessment Task	Task 1: Marine Employment	Task 2: Local Area Study	Task 3: Yearly Examination	Weighting
<b>Task Overview</b>	Students research a marine career path of their choice and write a report describing the area and explaining what skills and training would be required.	Students conduct a detailed study of their local area, highlighting the marine and aquatic ecosystems present and relating the effects of the land, its use and human population in these systems. It provides an ideal opportunity to put previously acquired investigative skills into practice.	2-hour written examination	
<b>Proposed Week</b>	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	1.2, 2.3, 4.1, 4.2	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4	
<b>Components</b>				
<b>Skills in working scientifically</b>	15	25	20	<b>60%</b>
<b>Knowledge and understanding of course content</b>	5	15	20	<b>40%</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

BOARD DEVELOPED COURSE: MATHEMATICS ADVANCED			KLA: MATHEMATICS	
UNITS: 2 (ATAR)			YEAR 11 2024	
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 10	Term 2 Week 6 <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	<b>50%</b>
Reasoning & Communication	10	15	25	<b>50%</b>
<b>Total</b>	<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 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 2024	
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 10	Term 2 Week 7 <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>
<b>Total</b>	<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 2024	
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 Chapters 1, 2, 3 & 4	Independent Project Submission. Chapters 5 & 6	2-hour formal examination. Formal written examination assessing course content.	
Proposed Week	Term 1 Week 10	Term 2 Week 9 <b>*Before 8:50 am</b>	Term 3 Weeks 9 - 10	
Syllabus Outcomes	MS11-1, 2, 5, 6, 8, 10	MS11-3, 4, 5, 9, 10	All outcomes	
<b>Components</b>				
Understanding, fluency and communication	15	15	20	<b>50%</b>
Problem solving, reasoning and justification	15	15	20	<b>50%</b>
<b>Total</b>	<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 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 otherways
- 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 COURSE: MODERN HISTORY			KLA: HSIE	
UNITS: 2 (ATAR)			YEAR 11 2024	
Assessment Task	Task 1: Research Task/ In-class Response	Task 2: Historical Investigation	Task 3: Yearly Examination	Weighting
<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>Total</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 2024</b>
<b>NAME OF TASK</b>	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>	
<b>Task Description</b>	Musicology 25% Performance 10%  Methods of Notating Music	Composition 25% Performance 15%  Music of Small Ensemble	Aural Skills 25%  Australian Music	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10	
<b>Syllabus Outcomes</b>	P1, P2, P4, P5, P6, P7, P8	P1, P3, P7, P8, P10 P11	P4, P5, P6, P9	
<b>Course Components</b>				<b>Weightings</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>Total</b>	35	40	25	<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 2024</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>	Analysis of movement and how it enhances performance	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>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

<b>BOARD DEVELOPED COURSE: PHYSICS</b>				<b>KLA: SCIENCE</b>
<b>UNITS: 2 (ATAR)</b>				<b>YEAR 11 2024</b>
<b>Assessment Task</b>	<b>Task 1 Depth Study</b>	<b>Task 2 Skills and Data Task</b>	<b>Task 3 Yearly Examination</b>	<b>Weighting</b>
<b>Task Overview</b>	Depth Study	Skills and Data Task	2-hour written examination based on content studied.	
<b>Proposed Week</b>	Term 2 Week 3	Term 3 Week 4	Term 3 Weeks 9 - 10	
<b>Outcomes</b>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-8, PH11/12-9, PH11/12-10, PH11/12-11	PH11/12-5, PH11/12-6, PH11/128, PH11/12-9	PH11/12-1 – PH11/12- 10	
<b>Components</b>				
<b>Skills in working scientifically</b>	25	25	10	<b>60%</b>
<b>Knowledge and understanding of course content</b>	5	5	30	<b>40%</b>
<b>Total</b>	<b>30</b>	<b>30</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 2024</b>	
<b>Assessment Task</b>	<b>Task 1: Aquatics</b>	<b>Task 2: Athletics</b>	<b>Task 3: Practical skills – Team Games</b>	<b>Task 4: Outdoor education</b>	<b>Weighting</b>
<b>Task Overview</b>	Technique and proficiency of aquatic skills	Complete online course, workbook and officiate at Athletics Carnival	Ongoing skill and technique assessment in a variety of team games	Research task – planning an expedition.	
<b>Proposed Week</b>	Term 1 Weeks 3 - 7	Term 2 Weeks 1 - 5	Term 3 Weeks 3 - 10	Term 3 Week 6	
<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	5	-	30	<b>40%</b>
<b>Skills</b>	15	15	30	-	<b>60%</b>
<b>Total</b>	<b>25</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 2024	
Assessment Task	Task 1: Artmaking Practice & The Frames	Task 2: Artmaking Practice & The 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  In-class Essay – Practice & CFW	Artmaking 3D/4D forms Visual Arts Process Diary – Supporting material and coursework.  1 ½ hour written examination	
<b>Proposed Week</b>	Term 1 Week 10	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>	15	15	20	<b>50%</b>
<b>Artmaking</b>	10	20	20	<b>50%</b>
<b>Total</b>	<b>25</b>	<b>35</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 2024</b>	
<b>Assessment Task</b>	<b>Task 1 Visual Elements and Principles of Design of Card Design Task</b>	<b>Task 2 Poster Design</b>	<b>Task 3 Container Design</b>	<b>Weighting</b>
<b>Task Overview</b>	Design Journal: documentation of class work and understanding of the Visual Elements and Principles of Design of Card Design. Research Task.	Poster Design: printmaking Card Design – 2D materials.	Design Journal: documentation of class work and understanding of Design practices. Container Design – ceramics.	
<b>Proposed Week</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8	
<b>Outcomes</b>	DM3, DM4, DM5, DM6, CH2,	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	
<b>Components</b>				
<b>Making</b>	20	20	30	<b>70%</b>
<b>Historical and Critical</b>	10	10	10	<b>30%</b>
<b>Total</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 plagiarizing 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 jeopardize 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 – 2024	TERM 2 – 2024	TERM 3 – 2024
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>