

# Girraween High School

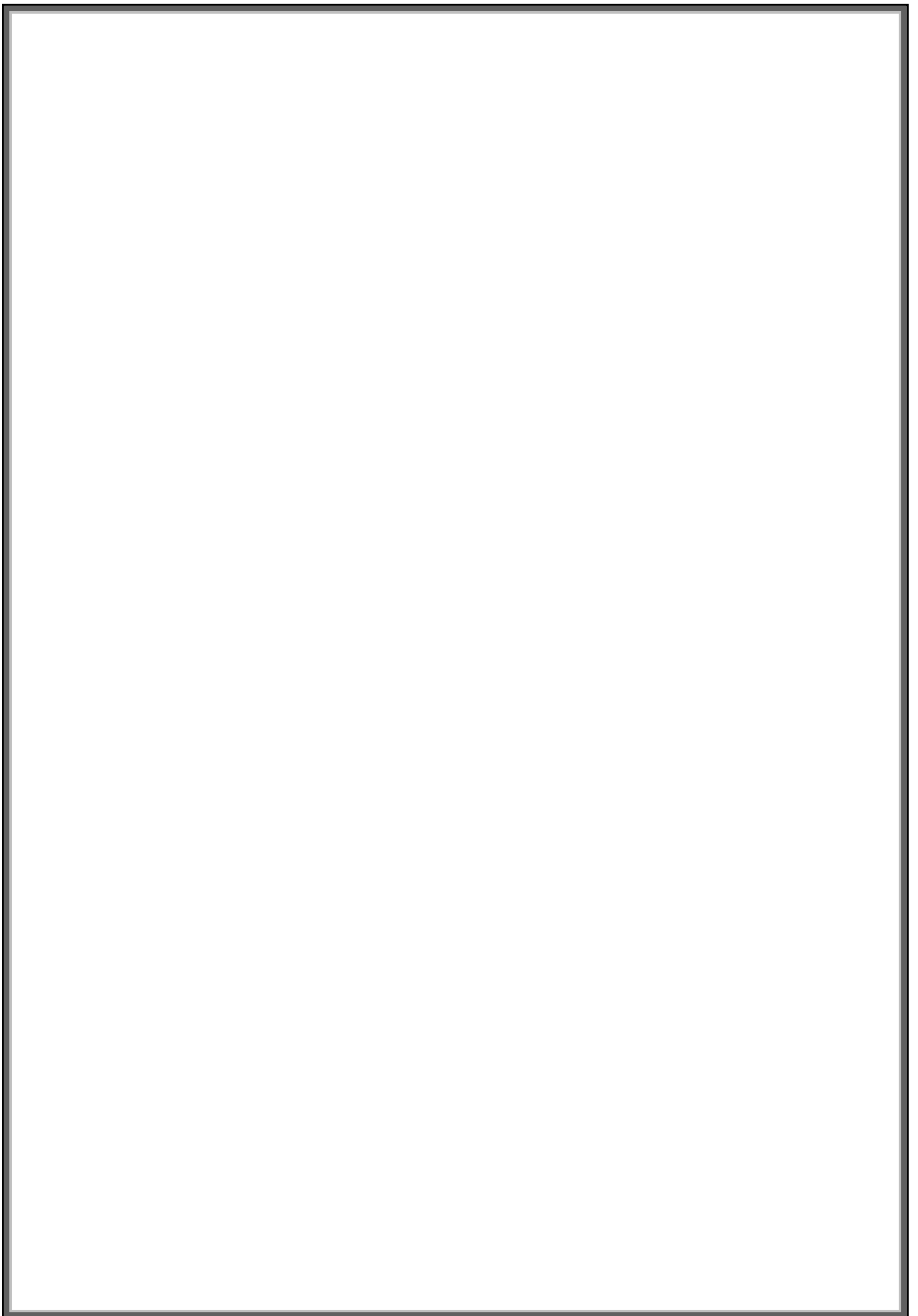


2020

Year 11

## Assessment Policy Booklet

as at 17/12/2019



## Contents

1. General Information about The Higher School Certificate .....	4
1.1 introduction.....	4
1.2 The Higher School Certificate .....	4
1.3 Pattern of Study .....	4
1.4 Satisfactory Completion of a Course.....	4
1.5 Record of School Achievement (RoSA).....	5
2. School Assessment Procedures.....	6
2.1 Rights and Responsibilities.....	6
2.2 Assessment Schedule Booklet and Time Frame.....	6
2.3 Notification of Assessment Marks.....	7
2.4 Absence When a Task is Notified .....	7
2.5 Submission of Tasks .....	8
2.6 Extension to Submit or Complete an Assessment Task .....	8
2.7 Prior Knowledge of Absence.....	8
2.8 Illness / Misadventure.....	9
2.8.1 Evidence of Illness / Misadventure.....	9
2.8.2 Illness / Misadventure Procedures .....	10
2.9 Absence on the Day Before a Task and Attendance on the Day of a Task .....	12
2.10 Major Examinations.....	12
2.11 Late Submission or Completion of Tasks.....	13
2.12 Granting of an Illness or Misadventure Application .....	13
2.13 Marks Awarded for Substitute Tasks / Extensions of Time .....	13
2.14 Excursions and Field Trips .....	13
2.15 Technology and Assessment Tasks .....	14
2.16 Oral Tasks.....	15
2.17 Zero Marks.....	15
2.18 Non-Attempt of Tasks or Non-Serious Attempt of Tasks .....	16
2.19 Completion of 50% of Total Value of Tasks.....	16
2.20 Malpractice in Assessment Tasks .....	16
2.21 Non-Discriminating or Invalid Tasks .....	17
2.22 Course Changes, Late Enrolments, Accelerants and Pathways Students.....	18
2.23 Disputes Regarding Assessment Tasks .....	18
2.24 Warning of “N” Determination .....	18
2.25 “N” Determinations and Appeals .....	19
2.26 Confidentiality of Final Mark.....	19

2.27 Order of Merit / Final Ranking.....	19
2.28 Review of Assessments .....	19
2.29 Assessment Concerns .....	20
3. Acknowledging Sources in Assessment Tasks.....	20
3.1 Referencing.....	20
3.2 Plagiarism.....	21
3.3 Harvard Style Referencing Guide .....	21
3.3.2 Creating a Reference List .....	22
3.4 Referencing Summary.....	24
4. Sample Illness / Misadventure Forms and “N” Determination Letters .....	26
Individual Subject Assessments.....	30
Biology .....	31
Business Studies .....	32
Chemistry.....	33
Economics.....	34
Engineering Studies .....	35
English - Advanced.....	36
English Standard.....	37
English Extension 1 .....	38
Investigating Science .....	39
Japanese Continuers.....	40
Legal Studies .....	41
Mathematics Advanced .....	42
Mathematics Extension 1.....	43
Modern History.....	44
Music 1 .....	45
Music 2 .....	46
PDHPE.....	47
Physics .....	48
Society and Culture.....	49
Software, Design & Development.....	50
Visual Arts.....	51
Summary of Year 11 Assessment Tasks .....	52

### **A message from the Principal**

This booklet contains important information which will assist you in fulfilling all the requirements for Year 11 Courses leading to the HSC. The Year 11 Courses, as well as being mandatory, are important building blocks in developing the skills needed for the HSC.

A sound foundation in the Year 11 Courses will enable you to approach Year 12 with the expertise and confidence necessary to succeed.

There are four sections in the booklet:

- General Information about the Year 11 and Higher School Certificate Courses
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of NESA (NSW Education Standards Authority) requirements and Girraween High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks.

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment.

Commitment, organisation and planning will be the keys to a successful year for you. It is most important that you draw up your own personal assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in keeping up, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately.

These people will be able to advise you:

- Head Teacher or your classroom teacher for subject specific issues
- Year Adviser
- Head Teacher Welfare
- School Counsellor
- Deputy Principals
- Principal.

Make sure that you include in your planning some relaxation time, some exercise and some time with friends. This will help you reduce stress and be more focussed when you are working.

I wish each of you a successful and fulfilling Year 11.

Mr L. Crangle

Principal

## 1. General Information about The Higher School Certificate

### 1.1 introduction

Performance in Year 11 and the Higher School Certificate Assessment is as important as your performance in the HSC Examination. NESA (the NSW Education Standards Authority) has set requirements for both schools and students. Syllabus and assessment information is available on the NESA website:

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) Students must ensure they are aware of these requirements. Further information or any other matter relating to senior assessment can be obtained from the Year Adviser, Faculty Head Teachers or Deputy Principal.

### 1.2 The Higher School Certificate

To be eligible for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- b) have completed *HSC: All My Own Work* (or its equivalent)
- c) have **satisfactorily completed courses** that comprise the pattern of study required by the Board for the award of the Higher School Certificate
- d) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

### 1.3 Pattern of Study

#### 1.3.1 NESA Requirements

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses.

Both the Year 11 and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses which are of two unit value (or greater), and
- at least four subjects.

Note: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Year 11 units and six HSC units can be counted from Science courses.

#### 1.3.2 Girraween High School Requirements

All students must do **at least 12 units** throughout Year 11 Terms 1–3, and **at least 11 units** in Year 11 Term 4. HSC Course subject changes will NOT be considered until Year 12 Term 1 Week 6. The school **strongly recommends** that students **do no less than 11 units** in their HSC Course and in their HSC Examinations.

### 1.4 Satisfactory Completion of a Course

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

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are**

**required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

**Attendance is an integral part of satisfactorily completing a course.** The school recognises a **minimum of 85% attendance** for satisfactory completion of course work.

(See Section 4, ages 23 and 24 for sample copy of Official Warning Letter).

## 1.5 Record of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's achievements up until the time they choose to leave school. BOSTES stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

Course Performance Descriptors developed by NESA provide a basis for awarding Grades A – E (or equivalent) for student achievement at the end of Stage 5 (Years 9 and 10) and at the end of Stage 6 Year 11 (Year 11). The table below shows the Common Grade Scale for Year 11 Courses, which describes performance at each of the grade levels A – E.

If a student completes Year 11 courses, a result in the form of an A to E grade would be recorded. If a student partially completes a Year 11 or HSC course the RoSA will list the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.

If a student takes HSC courses but is not entitled to an HSC, these HSC results will be recorded on their RoSA. When a student has completed HSC courses and has met eligibility requirements, they will receive the HSC testamur and will have their Year 11 and HSC results recorded on the HSC Record of Achievement. This credential will supersede the RoSA.

### THE COMMON GRADE SCALE FOR YEAR 11 COURSES

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## 2. School Assessment Procedures

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

**School assessment results will not be increased to compensate for factors such as extended illness or misadventure that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not the potential performance.**

### 2.1 Rights and Responsibilities

***The school is responsible for:***

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task
- d) keeping records of each student's performance on each assessment task
- e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

***Students are responsible for:***

- a) meeting all course requirements, including attendance at classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course (see 2.24 and 2.25).
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before the due date
- g) being present for all 'in-class' tasks and examinations.

### 2.2 Assessment Schedule Booklet and Time Frame

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 23-37). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see page 38) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.



## 2.3 Notification of Assessment Marks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for the notice to be given two weeks prior, provided the task is not being brought forward. ***Any changes of date will be notified in writing.***

**Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet** – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Booklet. When this occurs, students **MUST** be informed of any changes to the date – in writing, and **TWO WEEKS** in advance. The Principal is to be consulted if it is not possible to give notice two weeks in advance for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed and students will be informed in writing of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

**For assessment tasks completed outside the classroom**, the written notification must also include:

- a *Statement of Authenticity and Academic Integrity* (this must be signed by the student and submitted with the completed assessment task – see 2.5 and 2.20).

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the School Calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal responsible for their Year or the Principal **well before the date** (see 2.6, 2.7 below).

## 2.4 Absence When a Task is Notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their Year or the Principal an ***Illness / Misadventure Application Form*** (with relevant documentation – see 2.6, 2.8 below. See pages 26, 27 for sample copy of form).

## 2.5 Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which is part of the written notification) must be signed by the student and submitted with the completed assessment task (see 2.3 and 2.20)
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* (see 3.1 – 3.4) to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE (see 2.8, 2.11 and 2.17 below). All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

## 2.6 Extension to Submit or Complete an Assessment Task

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Deputy Principal or Principal, the late submission or completion of a task will result in a **20% reduction of marks per day being awarded** for that task (see 2.11 and 2.17 below).

Extensions for assessment tasks completed outside the classroom must be given to the Deputy Principal responsible for the student's Year or the Principal using the school's *Illness / Misadventure Application Form* (see sample copy pages 26, 27) **well before the due date** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Deputy Principal responsible for their Year or the Principal using the school's *Illness / Misadventure Application Form* (see 2.8 below).

Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task on the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Deputy Principal or Principal after consultation with the appropriate Head Teacher. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

## 2.7 Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must **NOTIFY THEIR CLASS TEACHER well before the due date.**

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE (see 3.5 above; see 2.8, 2.11 and 2.17 below).

## 2.8 Illness / Misadventure

### 2.8.1 Evidence of Illness / Misadventure

Illness / misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's actual task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- **illness or injury:** that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task (e.g. influenza, stomach virus)
- **misadventure:** that is, any other event beyond the student's control which affects the student's performance in the task (e.g. the recent death of a family member or friend, or an exceptional circumstance).

Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for Illness / Misadventure.

The school's illness / misadventure procedures aim to replicate the NESA HSC process. NESA will not uphold an Illness / Misadventure Application if the reason for your absence is not considered to be sufficiently serious.

The school does not expect you to attend school to complete or submit an assessment task against specific medical advice. If you cannot attend school because of illness or misadventure, you must follow the school's Illness / Misadventure Procedures (see 2.8.2 below).

All applications must be submitted on an **Illness / Misadventure Application Form** (sample form on pages 26, 27). When completing an **Illness / Misadventure Application Form**, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

It is very important to provide evidence with your application. If possible, this should be from an independent source (that is, the person providing the evidence is not related to you in any way and is not a friend or work colleague of your parents). You should seek evidence on the same day, either immediately before or after each assessment task for which you are applying. The documentation you provide must be current, specific to the date and time of the assessment task, and submitted with the application form.

A medical certificate is always required to support an Illness / Misadventure Application due to illness.

**A medical certificate that merely states you were unfit for work / study is unacceptable.**

The medical certificate must be completed by a medical practitioner registered with the Australian Health Practitioner Registration Agency (AHPRA) (this can be checked via [www.ahpra.gov.au](http://www.ahpra.gov.au) ).

The medical certificate MUST include:

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of all consultations / meetings relating to this illness
- description of how your condition / symptoms could affect your assessment task performance
- if you are absent on the day of an assessment task or on the day an assessment task is to be submitted, the doctor MUST certify that you are medically unfit to sit for the assessment task or attend school.

The medical practitioner may choose to include these mandatory items on their own medical certificate, or instead complete page 2 of the Girraween High School ***Illness / Misadventure Application Form*** (sample form on pages 26, 27).

A pdf copy of the ***Illness / Misadventure Application Form*** can be downloaded from the school website [www.girraween-h.schools.nsw.edu.au](http://www.girraween-h.schools.nsw.edu.au)

*Our School → Rules & Procedures → School Policies → Illness / Misadventure*

**Medical certificates obtained after the event will not be accepted.**

## 2.8.2 Illness / Misadventure Procedures

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time (see 3.6 and 3.7 above). This will not be varied unless there are **exceptional circumstances** and only after consultation with the Deputy Principal or Principal (see ***Misadventure*** in 2.8.1 above).

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

- 1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date, **or to ensure a parent notifies the school by telephone by 9:00 am** on the day the assessment task is due:
  - to speak to the relevant Head Teacher to make arrangements for the task to be submitted by email or by delivery to the school's Front Office on that day
  - or**
  - to inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted.

**On the day of their return to school**, the student must see the Deputy Principal or Principal to submit an ***Illness / Misadventure Application Form*** (sample form on pages 25, 26) and to provide evidence of the facts, detailing why the circumstances prevented them from submitting the task on time (see 2.8.1 above). Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness MUST provide a medical certificate ***for the relevant time period*** (see 2.8.1 above).

A reduction of 20% per day from the original submission date will be recorded for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the Illness / Misadventure Application submitted by the student is not approved (see 2.17).

- 2) A student who is absent from school for a valid reason on the day of an assessment task MUST ensure a parent notifies the school by telephone by 9:00 am on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school.

On the day of their return to school, the student must see the Deputy Principal or Principal to submit an ***Illness / Misadventure Application Form*** (sample form on pages 26, 27) and to provide evidence of the facts, detailing why the circumstances prevented them from attempting the task (see 3.8.1 above). Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness MUST provide a medical certificate certifying the illness ***occurred on the day of the assessment task*** (see 3.8.1 above).

The student must be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school (see 2.12).

During major examinations (see 2.10 below), students must be prepared to undertake an examination on the school day following the expiry of their medical certificate. Students MUST contact the Deputy Principal to organise the date for any re-scheduled examinations. It is expected that re-scheduled examinations will be undertaken within the major examination period.

A mark of **ZERO** will be recorded for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the Illness / Misadventure Application submitted by the student is not approved (see 2.17).

- 3) If a student completes an assessment task but believes that a misadventure adversely affected their performance, the student MUST commence an Illness / Misadventure Application on the day of the task by seeing the Deputy Principal or Principal to obtain an ***Illness / Misadventure Application Form*** (sample form on pages 26, 27) and providing an explanation as to why they feel their performance in the assessment task had been adversely affected (see 2.8.1 above). Note that misadventure does not include sickness. The student must return the completed ***Illness / Misadventure Application Form*** to the Deputy Principal or Principal, with the required evidence, with-in an agreed time-frame.

If the Illness or Misadventure Application is not approved, then the student will receive the mark they gained on the task. If the Illness / Misadventure Application is approved, the Deputy Principal or Principal will advise the student of the course of action to be taken (see 2.12 below).

- 4) Steps to be taken if a student is sick DURING the completion of an assessment task at school:

- (i) The student MUST notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher.
- (ii) If the student chooses they can continue with the completion of the task. NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.
- (iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Head Teacher will notify the Deputy Principal responsible for the student's Year or the Principal.

On the day of their return to school, the student must see the Deputy Principal or Principal to submit an ***Illness / Misadventure Application Form*** (see 2.6 and 2.12) and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task MUST be provided (see 2.8.1 above).

**Note: Illness / Misadventure Applications initiated after assessment task results have been issued will NOT be considered in any circumstances.**

## **2.9 Absence on the Day Before a Task and Attendance on the Day of a Task**

Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **Medical certificates obtained after the event will not be accepted (see 2.8.1 above)**.

If proof of illness or leave is not approved, then the student's assessment mark for that task will be **reduced by 10%**.

The steps outlined in 3.8.2 above must be followed if a student is sick **DURING** the completion of a task at school, or if a student believes that a **misadventure** have adversely affected their performance.

## **2.10 Major Examinations**

The major examinations in the HSC Course are the Year 11 Yearly Examinations and the Year 12 Trial HSC.

***In the two school weeks prior to these major examinations:***

- 1) students **MUST** attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks pages 53, 54). Any student absent in this time will require a medical certificate to verify their absence and **MUST** see the Deputy Principal for their Year or the Principal, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their medical certificate (see 1.4, 3.8, 3.24 and 3.25. See pages 28, 29 for sample copy of Official Warning Letter). Medical certificates obtained after the event will not be accepted.
- 2) the expectation is that all classes are taught by the regular class teacher. During this time the school will endeavour to minimise teachers being on an excursion for another year group or being on Professional Learning activities.
- 3) if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the start** of the major examinations – documentary evidence will be required for verification (see 2.8.1 above).

- 4) the Deputy Principal or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures (see 2.8.1 above).

## 2.11 Late Submission or Completion of Tasks

All tasks are to be submitted/completed by/on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances. Unless the Deputy Principal or Principal receives a completed ***Illness / Misadventure Application Form*** that provides an acceptable explanation for the late submission/completion of a task (see 2.8 above), the student will receive a **reduction of 20% per day** from the original submission date for that task (see 2.17 below). For example, if an assignment was due on Tuesday, and submitted any time on Thursday of that week, then the student will lose 40% of their final mark. If an assignment was due on Thursday, and submitted any time on the Monday of the next week then the student will lose 80% of their final mark.

## 2.12 Granting of an Illness or Misadventure Application

If an Illness / Misadventure Application has been approved, then the Deputy Principal or Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the relevant Head Teacher).

**Important Note: There is no guarantee that your application for an Illness / Misadventure will be approved.**

## 2.13 Marks Awarded for Substitute Tasks / Extensions of Time

In those cases where a substitute task has been authorised (as above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task. Where a substitute task cannot be given, a mark will be allocated with the approval of the Deputy Principal or Principal.

## 2.14 Excursions and Field Trips

Students must attend those excursions and field trips, which are part of the HSC course assessment and complete the set work.

Excursions will not be scheduled in:

- 1) the two school weeks preceding the Year 11 Term 4 HSC Assessment Days
- 2) Year 12 after Term 1.

The Principal may allow excursions to run during these times but only in exceptional circumstances.

The school will always endeavour to minimise clashes with Assessment Tasks and school organised activities. Students involved in a school organised excursion, or school organised commitment, that is on the day before or the day of an Assessment Task in another subject, do NOT have to complete an Illness / Misadventure Application. In this case, the teacher organising the excursion / school commitment must give a copy of student names in attendance to the relevant Head Teacher and the Deputy Principal responsible for the student Year group.

## 2.15 Technology and Assessment Tasks

Most students use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other hand-in tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology for hand-in assessment tasks, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your hand-in assessment task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (see 3.10 above). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as



an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.

- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (see 2.10 above) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task (see 2.20 below).

## 2.16 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a **reduction of 20% per day off the marks for the written submission component of the task** (see 2.11).

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive ZERO for the oral presentation component of the task (see 2.11).

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive ZERO for the task, unless there are exceptional circumstances (see 2.11).

## 2.17 Zero Marks

A **ZERO** mark will be awarded when a student:

- submits a hand in task 5 or more days late (see 2.6 and 2.11 above)
- does not attempt a task (non-attempt) (see 2.18 below)
- does not make a serious attempt at a task (non-serious attempt) (see 2.18 below)
- is found to be involved in malpractice (see 2.20 below).

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course (see 2.19, 2.24 and 2.25. See pages 25, 26 for sample copy of Official Warning Letter).

## 2.18 Non-Attempt of Tasks or Non-Serious Attempt of Tasks

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded (see 2.17 above).

Where the Deputy Principal or Principal deem a student to have made a non-serious attempt, a mark of ZERO will be awarded (see 2.17 above).

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

## 2.19 Completion of 50% of Total Value of Tasks

Students **MUST** satisfactorily complete **more than 50%** of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course (see 1.4, 2.24 and 2.25).

## 2.20 Malpractice in Assessment Tasks

Each student's mark in an assessment task 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 the school's **Acknowledging Sources in Assessment Tasks** (see 4.1 – 4.4). Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. 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 (see 4.2 below), is unacceptable.

For assessment tasks which are completed outside the classroom, a **Statement of Authenticity and Academic Integrity** must be signed by the student and submitted with the completed assessment task (see 2.3 and 2.5). Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Booklet that has been issued to me).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 3.2 below), could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

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

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own

- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see 4.1 – 4.4)
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see 4.1 – 4.4)
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see 4.1 – 4.4)
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination. See 2.10, 2.15 above.)
- using non-approved aids during an assessment task
- gaining or attempting to gain marks through dishonest representation
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism (see 4.2 below), students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any submit an application against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see 3.17 above).

## 2.21 Non-Discriminating or Invalid Tasks

If a task, or a component /question within a task, is found to be non-discriminating between students, invalid or there were problems associated with its administration, the task may be discarded and an alternative task set; or the component / question within the task may be discarded while the rest of the task is deemed to be valid.

In these circumstances, the Head Teacher, in consultation with the relevant Deputy Principal, may determine whether it is necessary for another task to be set, and/or adjust the weightings accordingly. If it is decided

that the original task is still to be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Head Teacher and Deputy Principal may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

## 2.22 Course Changes, Late Enrolments, Accelerants and Pathways Students

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessment, but this cannot be guaranteed.

Pathways students are to meet the same satisfactory course completion requirements as other students.

## 2.23 Disputes Regarding Assessment Tasks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher as soon as possible.**

The Head Teacher's decision is final. Where the class teacher is the Head Teacher, the student has no further avenue for review.

Note: **The Principal is the final arbiter in all assessment matters.**

## 2.24 Warning of "N" Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course (see 1.4).**

It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation (see pages 27, 28 for sample copy of Official Warning Letter).

## 2.25 “N” Determinations and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation (see pages 28, 29 for sample copy of Official Warning Letter). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in an HSC course, an ‘N’ determination will be given. This means that the course will not be listed on the student’s Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

The final decision regarding any ‘N’ determination recommendation will be made by the Principal.

Any student given an ‘N’ determination has the right to appeal against the decision. The appeal review will be conducted by the Principal, Deputy Principal, relevant Head Teacher, Year Adviser, and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents and NESA.

## 2.26 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and may not be given to students.

## 2.27 Order of Merit / Final Ranking

Year 12 reports contain indicative ranks calculated from marks available at the time.

Assessment **Rank Order Notices** will be available to HSC candidates via Students Online after the final HSC examination.

## 2.28 Review of Assessments

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by the NESA. Marks awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

The School’s Review Panel (comprising of the Principal, the Deputy Principal and the Year 12 Year Adviser) will carry out a review to establish whether:

- the weightings specified by the school Assessment Schedules conform with NESA requirements
- the procedures used by the school for determining the final assessment mark conform with its stated Assessment Schedule (in particular the weightings used for the various tasks are consistent with those specified in the Assessment Schedule)
- there are no computational or other clerical errors in the determination of the assessment mark.

If the School’s Review Panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged to NESAA through the Principal if the student is dissatisfied with the school review procedures.

## 2.29 Assessment Concerns

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

If the Principal is absent, students should see the Deputy Principal responsible for their Year Group, or the other Deputy Principal if this is not possible.

### FURTHER INFORMATION

The **Assessment Certification Examination (ACE) website** provides up-to-date information about the rules and procedures set by NESAA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <https://ace.nesa.nsw.edu.au/>

## 3. Acknowledging Sources in Assessment Tasks

### 3.1 Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else (see 4.3.1 below)
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task (see 4.3.2 below).

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom (see 4.3 below). If an assessment task is not referenced in the required format, you may be suspected of plagiarism (see 3.20, 4.2).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 4.2 below), could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC) (see 2.20 above).

**Note:** Some Senior Courses require students to follow specific referencing systems:

- In English Extension 2, for the submitted Major Work, students must follow NESAs referencing requirements. These requirements will be outlined to students by their English teacher.
- In Year 11, HSC and Elective History courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their History teacher.
- In Legal Studies, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

## 3.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating** (see 2.20 above).

**Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.**

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List (see 3.1 above, and 3.3 – 3.4 below). Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task (see 2.20 above).

## 3.3 Harvard Style Referencing Guide

### 3.3.1 In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

### Quote

If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

### Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

*Example:* Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

### Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and also in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

## 3.3.2 Creating a Reference List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

### Books & Articles

Type	In-Text Citation	Reference List
<b>Book with one author</b>	... notes its prominence (Weller 2011) OR	Weller, M 2011, <i>The digital scholar: how technology is transforming</i>



	Weller (2011) notes that ...	<i>academic practice</i> , Bloomsbury Publishing, New York.
<b>Magazine Article</b>	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953.
<b>News Paper Article</b>	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45.

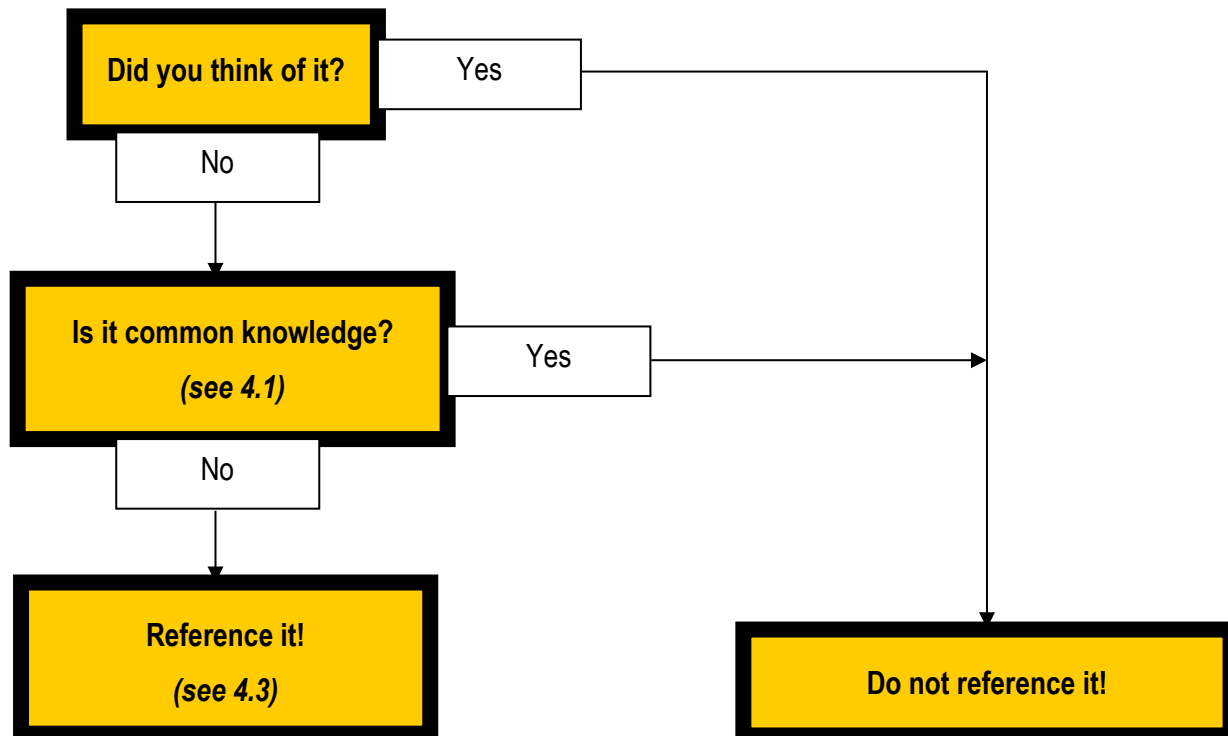
**Online Resources**

Type	In-Text Citation	Reference List
<b>Email</b>	<b>SENDER'S NAME (sender's email address), date. Subject of message. Email to RECIPIENT'S NAME (recipient's email address)</b> Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, <i>Writing essays</i> . Email to D. BROWN (d.brown@hotmail.com)
<b>eBook</b>	... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...	Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, <a href="https://ebookcentral.proquest.com">https://ebookcentral.proquest.com</a>
<b>Web page with author/s listed</b>  <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, <a href="http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/">http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/</a>
<b>Web page without author/s</b> <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise ( <i>\$250m funding boost for malaria vaccine 2003</i> ) <b>Subsequent entries:</b> ... ( <i>\$250m funding boost 2003</i> )	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, <a href="http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/">http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/</a>
<b>Web page without a date</b> <i>Use (n.d.) instead of a year</i>	...in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, <a href="https://www.midwives.org.au/what-mpr">https://www.midwives.org.au/what-mpr</a>
<b>On line Journal article with one author</b> <i>Follow this format for articles from databases or in print</i>	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , vol. 3, viewed 6 October 2009,

		<a href="http://mathdl.maa.org/mathDL/4/?pa=content&amp;sa=viewDocument&amp;nodeId=507">http://mathdl.maa.org/mathDL/4/?pa=content&amp;sa=viewDocument&amp;nodeId=507</a> .
<b>YouTube and other streaming video</b>	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, <a href="https://www.youtube.com/watch?v=evQsOFQju08">https://www.youtube.com/watch?v=evQsOFQju08</a>
<b>DVD on YouTube</b>	...ever-present question about art is how it impacts on us (Gough 2017).	Gough, P 2017, <i>What makes art good or bad?</i> , video recording, YouTube, viewed 17 July 2017, < <a href="https://www.youtube.com/watch?v=XNQVe4qgtx8">https://www.youtube.com/watch?v=XNQVe4qgtx8</a> >.

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style

### 3.4 Referencing Summary



#### What is Referencing?

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

It has two key elements:

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



**Why do you have to reference properly?**

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

**What if you don't reference properly?**

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

**What is a Bibliography?**

A bibliography is an alphabetical list of the sources (books, magazines, newspapers, CD-ROMS, internet, interviews etc.) used to prepare an assignment.

## 4. Sample Illness / Misadventure Forms and “N” Determination Letters



**GIRRAWEEEN  
HIGH SCHOOL**

110 Gilba Road, Girraween NSW 2145 T: 02 9636 7293 F: 02 9896 3274  
girraween-h.school@det.nsw.edu.au www.girraween-h.schools.nsw.edu.au

### Illness / Misadventure Application

#### Stage 5 (Year 10) / Preliminary / HSC Assessment Task

This form MUST be used for all Illness / Misadventure Applications.  
Refer to the *Evidence of Illness / Misadventure* section in your student Assessment Booklet.

Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_ Date of Task: \_\_\_\_\_  
Course: \_\_\_\_\_ Assessment Task: \_\_\_\_\_

- Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)  
Reason for application (please tick):  illness *or*  misadventure  
Category from Student Assessment Booklet (please tick ONE selection from below):
- Extension to submit or complete an Assessment Task
  - Absent on the day before an Assessment Task *or*  Absent in the two weeks prior to a Major Examination
  - Absent from school on the day an Assessment Task is due to be handed in
  - Absent from school on the day of an Assessment Task
  - Misadventure adversely affected performance during an Assessment Task (*Note: An Illness / Misadventure Application MUST be commenced on the day of the Assessment Task.*)
  - Sick during the completion of an Assessment Task at school. (*Note: A medical certificate MUST be obtained.*)

Reasons supporting application (to be completed by the student):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have attached evidence to support my application (please tick and complete ONE selection from below):

#### Independent Evidence of Illness:

- Section 1 of this Application form (see reverse) completed by Dr. \_\_\_\_\_ Dated: \_\_\_\_\_
- Medical Certificate (attached) completed by Dr. \_\_\_\_\_ Dated: \_\_\_\_\_

#### Evidence of Misadventure:

- Section 2 of this Application form (see reverse) completed by \_\_\_\_\_ Dated: \_\_\_\_\_
- Other (please describe): \_\_\_\_\_ Dated: \_\_\_\_\_

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

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

Deputy Principal / Head Teacher Administration / Principal recommendation:

- No loss of marks. Extension granted. Assessment task to be submitted by: \_\_\_\_\_
- No loss of marks for being absent on the day before an assessment task.
- No loss of marks for being absent in the two weeks prior to a Major Examination.
- No loss of marks. Organise with Head Teacher completion of original task on: \_\_\_\_\_
- No loss of marks. Organise with Head Teacher completion of substitute task on: \_\_\_\_\_
- Assessment task to be reduced by 10% due to: \_\_\_\_\_
- Other: \_\_\_\_\_

Signature Deputy Principal/Head Teacher Admin/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to:

- Central File  Student  
 Deputy Principal (Years 11 – 12)  Head Teacher Administration (Year 10)  
 Head Teacher(s): \_\_\_\_\_



**GIRRAWEEEN  
HIGH SCHOOL**

110 Gilba Road, Girraween NSW 2145 T: 02 9636 7293 F: 02 9896 3274  
girraween-h.school@det.nsw.edu.au www.girraween-h.schools.nsw.edu.au

### Independent Evidence of Illness / Misadventure

**SAMPLE**

### Stage 5 (Year 10) / Preliminary / HSC Assessment Task

This side of the form can be used to support Illness / Misadventure Applications.  
Refer to the *Evidence of Illness / Misadventure* section in your student Assessment Booklet.

Student Name: \_\_\_\_\_ Girraween High School Roll Call Class: \_\_\_\_\_

#### SECTION 1: Independent evidence of Illness: to be completed by a medical practitioner.

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of consultations / meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition / symptoms could affect their examination / assessment task performance. (If the student is **unable to attend exam/assessment task**, it is essential that you provide full details. If required, please attach extra).  Extra attached

Examinations / Assessment Tasks: I certify that the student is medically unfit to sit for an examination / assessment task, or to attend school to submit an assessment task, on:

Any other comments or information which may assist in the assessment of the student's application.  Extra attached

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or health professional providing this information: \_\_\_\_\_

Place stamp here

Profession: \_\_\_\_\_

Place of work / organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone: \_\_\_\_\_

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

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

#### SECTION 2: Evidence of Misadventure: to be completed by a relevant person.

Date of misadventure event: \_\_\_\_\_

Description of event: \_\_\_\_\_

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

Profession: \_\_\_\_\_

Place of work / organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone: \_\_\_\_\_

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

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

Further evidence attached (please describe): \_\_\_\_\_



110 Gilba Road, Girraween NSW 2145  
girraween-h.school@det.nsw.edu.au

T: 02 9636 7293 F: 02 9896 3274  
www.girraween-h.schools.nsw.edu.au

**SAMPLE**

**GIRRAWEEEN  
HIGH SCHOOL**

DATE

Dear [Parent/Caregiver]

**Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course**

I am writing to advise that your son/daughter *Student Name* of Roll Class 12X is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course *Course Name*.

The NSW Educational Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the *1st, ..., 4th official warning* we have issued concerning *Course Name*.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

**Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, *Student Name* has not satisfactorily met *indicate a), b) or c)* of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for *Student Name* to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with *Student Name* and contact the school if further information or clarification is needed.

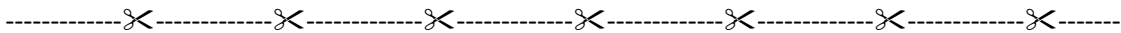
Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher  
*Name of Teacher*

\_\_\_\_\_  
Principal  
Mr L. Crangle  
Page | 28

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by *Student Name*.

<b>Task Name(s) / Course Requirement(s) / Course Outcome(s)</b>	<b>Percentage weighting (if applicable)</b>	<b>Original due date (if applicable)</b>	<b>Action required by student</b>	<b>Revised date to be completed by (if applicable)</b>



**Please detach this section and return to the school**

**Requirements for the satisfactory completion of a Higher School Certificate Course**

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_  
*(student name)*  
is in danger of not having satisfactorily completed \_\_\_\_\_.  
*(course name)*
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Caregiver’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **Part B: Individual Subject Assessments**



<b>Year 11 Assessment Schedule:</b>	<b>2020</b>	<b>Biology</b>	<b>2 Unit</b>
-------------------------------------	-------------	----------------	---------------

Task	Type and Description of Task	Skills in Working Scientifically	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
<b>Skills Assessment</b>	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving. A small number of questions assessing knowledge and understanding is included.	25%	5%	30%	BIO11/12-1-7, BIO11-8	<b>Term 1, Week 8</b>
<b>Depth Study</b>	A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations or fieldwork. The task type will be finalised prior to the commencement of the depth study in class.	20%	10%	30%	BIO11/12-1-7 BIO11-10	<b>Term 2, Week 8</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and will replicate the timing and structure of the HSC examination.	15%	25%	40%	BIO11/12-1-7 BIO11-8-11	<b>Term 3, Weeks 8-9</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

<b>Year 11 Assessment Schedule:</b>		<b>2020</b>		<b>Business Studies</b>			<b>2 Unit</b>	
<b>Task</b>	<b>Type and Description of Task</b>	<b>Knowledge and understanding of course content</b>	<b>Stimulus-based skills</b>	<b>Inquiry and research</b>	<b>Communication of business information, ideas and issues in appropriate forms</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Business Report</b>	Students will be provided with a stimulus based business situation where they will be required to respond in business report format. Students will integrate the stimulus into their response addressing a range of requirements.	10%	10%		5%	25%	P1, P2, P4, P5, P6, P7, P8, P9	<b>Term 1, Week 8</b>
<b>Business Plan</b>	Students will form into a pair to develop and create a business plan on a hypothetical business. The plan will be written in report format and requires students to build on their theoretical knowledge through practically applying it.	10%		20%	5%	35%	P1, P3, P4, P6, P7, P8, P9, P10	<b>Term 3 Week 5</b>
<b>Yearly Examination</b>	The examination will cover theory from all three topics: The Nature of Business, Business Management and Business Planning. The format of the examination will be: multiple choice, short answer and a report question.	20%	10%		10%	40%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	<b>Term 3, Week 9</b>
		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

<b>Year 11 Assessment Schedule:</b>		<b>2020</b>		<b>Chemistry</b>		<b>2 Unit</b>	
<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills in Working Scientifically</b>	<b>Knowledge and Understanding</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>	
<b>Skills Assessment</b>	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving. A small number of questions assessing knowledge and understanding is included.	25%	5%	30%	CH11/12-1-7, CH11-8	<b>Term 1, Week 9</b>	
<b>Depth Study</b>	A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations or fieldwork. The task type will be finalised prior to the commencement of the depth study in class.	20%	10%	30%	CH11/12-1-7, CH11-10	<b>Term 2, Week 9</b>	
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and will replicate the timing and structure of the HSC examination.	15%	25%	40%	CH11/12-1-7, CH11-8-11	<b>Term 3, Weeks 8-9</b>	
		<b>60%</b>	<b>40%</b>	<b>100%</b>			

<b>YEAR 11 ASSESSMENT SCHEDULE:</b>	<b>2020</b>	<b>Economics</b>	<b>2 Unit</b>
-------------------------------------	-------------	------------------	---------------

<b>TASK</b>	<b>Type of Task and Description</b>	<b>Knowledge and understanding of course content</b>	<b>Stimulus based skills</b>	<b>Inquiry and Research</b>	<b>Communication of economic information, ideas and issues in appropriate forms</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1.</b>	<b>Stimulus and Skills Based Test.</b> This task assesses students' understanding of the Introduction to Economics and Markets topics. Students will be required to examine stimulus including supply and demand curves, production possibility frontiers and the long run average cost curve. Students are examined using a combination of short answer and multiple choice questions.	5	20		5	30	P1,P2,P4,P5, P7,P9 P10,P11	Term 1 Week 10
<b>2.</b>	<b>Research Task.</b> This task assesses students' understanding of the Financial Markets topic through individual research into Australia's Financial Markets.	5		20	5	30	P1, P2, P3, P5,P6	Term 2 Week 9
<b>3.</b>	<b>Yearly Examination.</b> This task assesses students' understanding of the Preliminary Economics course. Students are examined using a combination of multiple choice, short answer and extended response questions.	30			10	40	P1,P2,P3,P4, P5,P6, P7,P8,P10, P11,P12	Term 3 Week 7/8
		<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>		<b>Engineering Studies</b>			<b>2 Unit</b>	
<b>Task</b>	<b>Type and description of Task</b>	<b>Syllabus Weighting</b>	<b>Syllabus Weighting</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Engineering Fundamentals Analysis</b>	This task requires students to demonstrate a comprehensive grasp of the nature and range of work performed by engineers. Students choose an engineer, and evaluate their engineering achievements on the basis of the extent of their impact on the lives of men and women of the time. The research will cover the role of engineers as managers, influential engineering innovation of materials, and any significant historical aspects. Students will evaluate their chosen engineer through submission of a research report.	10%	20%	30%	<b>P1.2, P2.1, P3.1, P3.3, P6.1, P6.2</b>	<b>Term 1, 2020 Week 8A</b>
<b>2. Braking Systems Research</b>	Students will work collaboratively to test and evaluate a selection of materials to be used in construction as a means of transport. This task involves evidence of planning, an extensive breakdown of tasks, dates, non-conflicting task sequencing and listing of individual and group task ownership and accountability. Students will evaluate the performance of their specimens through submission of an engineering report, and a presentation of their choice.	10%	20%	30%	<b>P2.1, P3.1, P3.2, P4.1, P4.2, P6.2</b>	<b>Term 2, 2020 Week 8B</b>
<b>3. Bio Medical Engineering Report</b>	This task will allow students to acquire a clear understanding of the work of a Bio Medical engineer via the use of an audio-visual presentation, and an engineering report. Students will work individually to research the role of a Bio Medical Engineer/s involved in the development one Bio Medical Device. Students learn about topics such as career paths, new technologies developed and ethical decision-makers who are legally and morally responsible for the impact of their decisions.	30%	10%	40%	<b>P1.1, P2.2, P3.3, P4.3, P5.2</b>	<b>Term 3, 2020 Week 10B</b>
		50%	50%	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE:</b>	<b>2020</b>	<b>English - Advanced</b>	<b>2 UNIT</b>
-------------------------------------	-------------	---------------------------	---------------

Task	Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
<b>1</b>	Common Module: Reading to Write: Imaginative	15%	15%	Composition 20%  Presentation 10%	EA11-2 EA11-3 EA11-5 EA11-7 EA11-9	<b>Term 1 Week 9</b>
<b>2</b>	Module A Students view an excerpt from a text and compose an extended response to a question provided on the day.	15%	15%	30%	EA11-3 EA11-6 EA11-7 EA11-8	<b>Term 2 Week 10</b>
<b>3</b>	Yearly Examination Three Parts: Reading Task – Short answer response Module A – extended response Module B – extended response	20%	20%	10% 10% 20%	EA11- 1 TO EA11-9	<b>Term 3 Weeks 7-8</b>
		<b>50%</b>	<b>50%</b>	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE:</b>	<b>2020</b>	<b>English Standard</b>	<b>2 Unit</b>
-------------------------------------	-------------	-------------------------	---------------

TASK	Type of Task and Description	Skills	Content	Overall Weighting	Outcomes	Due Date
<b>1</b>	Common Module: Reading to Write: Imaginative text with reflection	15%	15%	30%	EN11-3 EN11-5 EN11-9	Term 1 Week 9
<b>2</b>	Module A: Contemporary Possibilities Multi-modal presentation – Interactive ICT presentation	20%	20%	40%	EN11-1 EN11-2 EN11-3 EN11-5 EN11-7	Term 2 Week 10
<b>3</b>	Yearly Examination:	15%	15%	30	EN11-1 EN11-3 EN11-5 EN11-6 EN11-8	Term 3 Weeks 7-8
		<b>30%</b>	<b>40%</b>	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>English Extension 1</b>	<b>1 UNIT</b>
--	----------------------------	---------------

Task	Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
<b>1</b>	Extended Critical Response	15%	15%	Critical 30%	EE11-1 EE11-2 EE11-5	<b>Term 2 Week 8</b>
<b>2</b>	Multi-modal Presentation Students deliver a “Ted Talk” in response to their Independent Research Project.	15%	15%	30%	EE11-3 EE11-4 EE11-6	<b>Term 3 Week 3</b>
<b>3</b>	Yearly Examination Two Parts: Part 1 – Creative Response Part 2 – Critical Response	20%	20%	Creative 20% Critical 20%	EE11-1 EE11-2 EE11-3	<b>Term 3 Weeks 7-8</b>
		<b>50%</b>	<b>50%</b>	<b>100%</b>		



<b>YEAR 11 ASSESSMENT SCHEDULE:</b>		<b>2020</b>	<b>Investigating Science</b>		<b>2 UNIT</b>	
<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills in Working Scientifically</b>	<b>Knowledge and Understanding</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Skills Assessment</b>	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving. A small number of questions assessing knowledge and understanding is included.	25%	5%	30%	INS11/12-1-7, INS11-8	<b>Term 1, Week 10</b>
<b>Depth Study</b>	A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations or fieldwork. The task type will be finalised prior to the commencement of the depth study in class.	20%	10%	30%	INS11/12-1-7 INS11-10	<b>Term 2, Week 10</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and will replicate the timing and structure of the HSC examination.	15%	25%	40%	INS11/12-1-7 INS11-8-11	<b>Term 3, Weeks 8-9</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

YEAR 11 ASSESSMENT SCHEDULE: 2020		Japanese Continuers					2 Unit	
Task	Type and Description of Task	Listening	Reading	Speaking	Writing	Overall Weighting	Outcomes	Due Date
<b>1. Response in English to spoken texts</b>	<p><b><u>Listening:</u></b> Respond to audio text and answer questions. Corresponding questions are to be answered in English.</p> <p><b><u>Reading:</u></b> Read text written in Japanese on the topic learnt in class. Write answers in English.</p>	20	10			30%	1.1 - 1.4 2.1 - 2.3	<b>Term 1, Week 9</b>
<b>2. Reading and responding in English, Writing in Japanese</b>	<p><b><u>Reading and Responding:</u></b> Write a response in Japanese of approx. 400 <i>ji</i> in Japanese to a provided reading stimulus</p> <p><b><u>Writing:</u></b> Create a written document in Japanese related to the topic learnt in class. Write approx. 400 <i>ji</i>. altogether.</p> <p><b><u>Speaking:</u></b> Make a video related to the topic learnt in class. Speak for approx. 5-7 minutes altogether.</p>		10	10	10	30%	3.1 - 3.6 4.1	<b>Term 2, Week 9</b>
<b>4. Preliminary Examination</b>	<p><b><u>Written:</u></b> Complete a written examination which will assess all aspects of the course.</p> <p><b><u>Speaking:</u></b> Present a speech on the topic of your choice for approx. 5-10 minutes.</p>	10	10	10	10	30%	1.1 - 1.4 2.1 - 2.3, 3.1 - 3.6, 4.1	<b>Term 3, Weeks 8-9</b>
		<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>		

**YEAR 11 ASSESSMENT SCHEDULE: 2020****Legal Studies****2 Unit**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Knowledge and understanding</b>	<b>Analysis and Evaluation</b>	<b>Inquiry and Research</b>	<b>Communication</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	In Class Research Essay based on Law Reform	10%		10%	5%	25%	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.1, P5.2, P5.3, P5.4	Term 1, 2019 Week 11B
<b>2</b>	Moot assessing research and communication skills – A legal debate done in small groups in which students use legal evidence to prove their case.		10%	10%	15%	35%	P1.1, P4.2, P4.3, P5.1, P5.2, P5.3, P5.5	Term 2, 2019 Week 7A
<b>3</b>	Year 11 Yearly Preliminary Examination assessing knowledge and understanding through multiple choice, short answer and an essay.	30%	10%			40%	P1.1—P4.3, P5.4	Term 3, 2019 Weeks 7A, 8B (Assessment period)
		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>Mathematics Advanced</b>	<b>2 Unit</b>
--	-----------------------------	---------------

<b>Task</b>	<b>Type and Description of Task</b>	<b>Understanding, Fluency and Communicating</b>	<b>Problem Solving, Reasoning and Justification</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	In-class Test: 90-minute test on Methods in Algebra, Numbers and Surds, Indices, Functions and their Graphs, Transformations and Symmetry. This will cover the syllabus components F1.1 to F1.4	20	15	35%	MA11-1, MA11-2, MA11-8, MA11-9	<b>Term 1 Week 9</b>
<b>2</b>	Two part investigation on Rates of change Part A: (2 Weeks) Take home investigation on the basics and applications of differentiation. Part B: (55 minutes) Use the results of their investigation in Part A to solve problems in class. This will cover the syllabus components C1.1 to C1.4	10	15	25%	MA11-1, MA11-5, MA11-6, MA11-8, MA11-9	<b>Term 2 Week 9</b>
<b>3</b>	Yearly Examination: 2 hour Examination covering all components of the Y11 Advanced Mathematics Course.	20	20	40%	MA11-1 to MA11-7, MA11-9	<b>Term 3 Weeks 8, 9</b>
		<b>50</b>	<b>50</b>	<b>100</b>		

**YEAR 11 ASSESSMENT SCHEDULE: 2020****Mathematics Extension 1****1 Unit**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Understanding, Fluency and Communicating</b>	<b>Problem Solving, Reasoning and Justification</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	Two part investigation on Transformations of Graphs Part A: (2 Weeks) Take home investigation on Transformations of Graphs Part B: (70 minutes) Use the results of their investigation in Part A to solve problems in class. This will cover the syllabus components F1.1, F1.2	10	15	25%	ME11-1, ME11-2, ME11-6, ME11-7	<b>Term 2 Week 2</b>
<b>2</b>	In-class Test: 90-minute test on Polynomials This will cover the syllabus components F2.1, F2.2	20	15	35%	ME11-1, ME11-2, ME11-7	<b>Term 2 Week 8</b>
<b>3</b>	Yearly Examination: 2 hour Examination covering all components of the Y11 Extension Mathematics Course.	20	20	40%	ME11-1 to ME11-5, ME11-7	<b>Term 3 Weeks 8, 9</b>
		<b>50</b>	<b>50</b>	<b>100</b>		

**YEAR 11 ASSESSMENT SCHEDULE: 2020****Modern History****2 Unit**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Knowledge and understanding of course content</b>	<b>Historical skills in the analysis and evaluation of sources and interpretation</b>	<b>Historical inquiry and research</b>	<b>Communication of historical understanding in appropriate forms</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	<b>Research Task.</b> Students will undertake a research unit on the topic 'Deconstructing Genocide' to complete an in-class essay and comparative reflection.	15%	5%	5%	5%	30%	MH1.3, MH1.4, MH1.6, MH1.7, MH1.9	<b>Term 1, Week 10A</b>
<b>2</b>	<b>Historical Investigation Project.</b> Students will conduct independent research on a topic of their own choice and submit a 1500 word research essay.		5%	15%	10%	30%	MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.8, MH1.9	<b>Term 2, Week 9A</b>
<b>3</b>	<b>Year 11 Yearly Examination.</b> Students will undertake a 2 hours + 5 mins Examination which will test all aspects of the Year 11 Modern History course. The examination will consist of short answer, source-based and essay responses.	25%	10%		5%	40%	MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.9	<b>Term 3, Week 8B</b>
		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>			<b>Music 1</b>		<b>2 Unit</b>
	<b>COMPONENTS (SYLLABUS)</b>	<b>WEIGHTINGS (SYLLABUS)</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
			<b>Date: Term 1, 2018 Week 9B</b>	<b>Date: Term 2, 2018 Week 3</b>	<b>Date: Term 3, 2018 Weeks 7A, 8B</b>
			<b>Task 1 – Topic Performance</b>	<b>Task 2 – Topic Composition/ Arrangement</b>	<b>Task 3 - Yearly Examinations</b>
	<b>Performance</b>	<b>50%</b>	<b>25%</b>		<b>25%</b>
	<b>Composition</b>	<b>25%</b>		<b>25%</b>	
	<b>Musicology/Aural</b>	<b>25%</b>			<b>25%</b>
<b>Outcomes</b>			<b>P1, P5, P9, P11</b>	<b>P2, P3, P7</b>	<b>P1, P4, P5, P6, P9, P11</b>
<b>Marks</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>Music 2</b>	<b>2 Unit</b>
--	----------------	---------------

	<b>COMPONENTS (SYLLABUS)</b>	<b>WEIGHTINGS (SYLLABUS)</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
			<b>Term 1, 2018 Week 9B</b>	<b>Term 2, 2018 Week 3</b>	<b>Term 3, 2018 Weeks 7A, 8B</b>
			<b>Task 1 - Performance Baroque / Classical</b>	<b>Task 2 - Composition Mandatory Topic</b>	<b>Task 3 – Yearly Examinations</b>
	<b>Performance</b>	<b>50%</b>	<b>25%</b>		<b>25%</b>
	<b>Composition</b>	<b>25%</b>		<b>25%</b>	
	<b>Musicology / Aural + Sight Singing</b>	<b>25%</b>			<b>25%</b>
<b>Outcomes</b>			<b>P1, P10, P12</b>	<b>P3, P4, P8</b>	<b>P1, P2, P5, P7</b>
<b>Marks</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>



<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>PDHPE</b>	<b>2 UNIT</b>
--	--------------	---------------

Task	Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
<b>1. Topic test</b>	Topic Test on Body in Motion Core 2 and includes skeletal & muscular identification.	15	15	30	P 7,8,10-12, 16,17	<b>Term 1, Week 9A</b>
<b>2. Topic test &amp; Practical Application of First Aid</b>	Topic test on Core 1 The Health of Individuals, and Option 1, First Aid. The First Aid component will also include a practical demonstration of applying first aid scenarios.	25	5	30	P 5,6,10,12.15.16,17	<b>Term 3 Week 3A</b>
<b>3. Yearly Examination</b>	Formal examination based on all content and concepts studied throughout the course.	20	20	40	All outcomes P 1-17	<b>Term 3 Week 7A</b>
		<b>60</b>	<b>40</b>	<b>100</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>Physics</b>	<b>2 UNIT</b>
--	----------------	---------------

Task	Type and Description of Task	Skills in Working Scientifically	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
<b>Skills Assessment</b>	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving. A small number of questions assessing knowledge and understanding is included.	25%	5%	30%	PH11/12-1-7, PH11-8	<b>Term 1, Week 7</b>
<b>Depth Study</b>	A range of task types may be used for the formal assessment of a student's depth study. Examples include a written report, digital or multimedia products, data analysis, practical investigations or fieldwork. The task type will be finalised prior to the commencement of the depth study in class.	20%	10%	30%	PH11/12-1-7 PH11-10	<b>Term 2, Week 7</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically and will replicate the timing and structure of the HSC examination.	15%	25%	40%	PH11/12-1-7 PH11-8-11	<b>Term 3, Weeks 8-9</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 11 ASSESSMENT SCHEDULE: 2020****Society and Culture****2 Unit**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Knowledge &amp; Understanding of Course Content</b>	<b>Application &amp; Evaluation of Social and Cultural Research Methods</b>	<b>Communication of information, ideas and issues in appropriate forms</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	<b>The Social and Cultural World</b> Research and Oral Task: The students will research another culture of their choice. They will present their information to the class in the form of a 'lecture'.	20	5	5	<b>30%</b>	P1, P3, P6, P9 and P10.	<b>Term 1 Week 9</b>
<b>2</b>	<b>Personal and Social Identity</b> Essay: Students will learn about the various stages of human development and associated theories. They will complete an unseen essay question in class.	10	20		<b>30%</b>	P1, P2, P3, P5, P8 and P10.	<b>Term 2 Week 8</b>
<b>3</b>	<b>Yearly Examination:</b> Students will be assessed on their understanding of the course concepts, the effective use of research methodologies and their understanding of the world around them. The three depth studies will be assessed. The examination will include multiple choice questions, short answers, extended responses and scenarios.	20	10	10	<b>40%</b>	P3, P4, P7, P8 and P9	<b>Term 3 Weeks 7 &amp; 8</b>
		<b>50%</b>	<b>35%</b>	<b>15%</b>	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>Software, Design &amp; Development</b>	<b>2 Unit</b>
--	---	---------------

Task	Type and description of Task	Knowledge and Understanding of course content.	Knowledge and skills in the design and development of software solutions	Overall Weighting	Outcomes	Due Date
1. Web Based Presentation	Students are to create a Web Based Presentation explaining the concepts and issues in the design and development of software. They will select a commercially available software application and research its design and development. The task will develop understanding of Social and Ethical Issues as well as the relationship between hardware and software in the design and development of software.	10%	10%	<b>20%</b>	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.3	Term 1, 2020, Week 10A
2. Group Project Development – Part A	Students will work as a team to define, understand the problem, plan and design a software solution. This preliminary stage is to develop the skills required to work with others to develop a software solution. This task needs to be completed in preparation for task 4.	30%	10%	<b>40%</b>	P1.2, P2.2, P3.1, P4.1, P4.2, P4.3, P5.2, P6.1, P6.2	Term 2, 2020, Week 10B
3. Individual Project Development – Part B	Students will work individually to develop the project, which was defined, understood, planned and designed in Task 3 above. Student will be responsible for the implementation, testing and evaluating and maintaining the program.	10%	30%	<b>40%</b>	P1.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P6.3	<b>Term 3, 2020, Week 9A</b>
		50%	50%	<b>100%</b>		

<b>YEAR 11 ASSESSMENT SCHEDULE: 2020</b>	<b>Visual Arts</b>	<b>2 Unit</b>
--	--------------------	---------------

TASK	Type of Task and Description	Practical	Art History & Criticism	Overall Weighting	Outcomes	Due Date
<b>Practical &amp; Art History/Criticism</b>	<b>Practical Assessment</b> <ul style="list-style-type: none"> <li>• Visual Arts Process Diary</li> <li>• Completed Body of work related to topic</li> </ul> <b>Art History/Criticism</b> <ul style="list-style-type: none"> <li>• Written concepts, ideas, influencing artists and material practical in VAPD.</li> </ul>	<b>20%</b>	<b>10%</b>	<b>30%</b>	<b>P1,P2,P3,P4, P7, P8, P9, P10</b>	<b>Term 1 Week 11</b>
<b>Practical &amp; Art History/Criticism</b>	<b>Practical Assessment</b> <ul style="list-style-type: none"> <li>• Visual Arts Process Diary Mark.</li> <li>• Completed Body of work related to topic</li> </ul> <b>Art History/Criticism</b> <ul style="list-style-type: none"> <li>• In class research Assignment.</li> <li>• Written concepts, ideas, influencing artists and material practical in VAPD.</li> </ul>	<b>15%</b>	<b>15%</b>	<b>30%</b>	<b>P1,P2,P3,P4, P7, P8, P9, P10</b>	<b>Term 2 Week 5 &amp; Week 10</b>
<b>Practical &amp; Art History/Criticism</b>	<b>Formal examination</b> on all content and concepts studied throughout the year up until this point. <ul style="list-style-type: none"> <li>• Conceptual Framework</li> <li>• Frames</li> <li>• Artist practice</li> </ul> <b>Practical</b> <ul style="list-style-type: none"> <li>• Completed Body of work related to self-directed topic</li> </ul>	<b>15%</b>	<b>25%</b>	<b>40%</b>	<b>P1,P2,P3,P4, P7, P8, P9, P10</b>	<b>Term 3 Week 8  Term 3 Week 9</b>
		<b>50%</b>	<b>50%</b>	<b>100%</b>		



## Summary of Year 11 Assessment Tasks

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Term 1 2020

WEEK	
1B	
2A	
3B	
4A	
5B	
6A	
7B	Physics
8A	Biology, Business Studies, English Ext 1,
9B	Chemistry, Engineering Studies, English, Japanese C, Mathematics, Music, PDHPE, Society & Culture
10A	Economics, Investigating Science, Modern History, Software Design & Development
11B	Legal Studies, Visual Arts

### Term 2 2020

WEEK	
1A	
2B	Mathematics Ext 1
3A	Music
4B	
5A	Visual Arts
6B	
7A	Legal Studies, Physics
8B	Biology, Engineering Studies, Mathematics Ext 1, Society & Culture
9A	Chemistry, Economics, Japanese C, Mathematics, Modern History
10B	English, Investigating Science, Software Design & Development, Visual Arts

### Term 3 2020

WEEK	
1A	
2B	
3A	English Ext 1, PDHPE
4B	
5A	Business Studies
6B	
7A	
8B	Yearly Examinations – All Subjects
9A	Yearly Examinations – All Subjects
10B	

