

ERINA HIGH SCHOOL



ASSESSMENT DIRECTORY

YEAR 11 2024

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This booklet was revised in December 2023 and is subject to change.
Students and parents are advised to refer to the school's website for the latest
version.

INTRODUCTION

There are two types of HSC courses offered at Erina High School: Board Developed Courses - which require students to sit for an external HSC examination and Board Endorsed Courses - which do not have an external examination. This includes T-VET (TAFE) Courses, some two-unit courses and 1 Unit Courses.

Erina High School is required, by the NSW Education Standards Authority (NESA), to provide an assessment score for each student's achievements in the courses they have chosen for the HSC. Assessment tasks are important because they allow the school to measure a number of skills which cannot be measured in the HSC examination. Assessment tasks also provide students and teachers with opportunities to assess and discuss progress throughout HSC courses.

Following the HSC examinations, each student's assessment mark is moderated by NESA to bring assessment marks from different school/colleges to a common scale. Students receive a result notice containing their examination mark and their assessment mark from the NSW Education Standards Authority. Because the school assessment mark has been moderated, the assessment mark on the HSC result notice may not be the same as the mark provided by Erina High School, but the rank and relative difference between each student within the course remains the same.

Students enrolled in a Board Endorsed Course must also complete HSC assessment tasks. The school submits an assessment mark for each student enrolled in the course. This mark is not moderated by the NESA and is reported on the "Record of Achievement".

SCHOOL RESPONSIBILITIES

1. The school has the responsibility to ensure that all students enrolled in HSC courses are informed of the rules and requirements for HSC assessments tasks. This publication serves that purpose. Further information regarding the rules and regulations for the HSC can be obtained from the NSW Education Standards Authority website.
2. Each faculty will develop an assessment program for each HSC course it offers. This assessment program will be issued to all students enrolled in the course and will:
 - Inform each student of the requirements for each course,
 - Indicate the type of task which will be used to measure performance in each component of the course,
 - Specify values for each of these tasks and the component weightings,
 - Provide a calendar with tasks listed showing the term and week that tasks are due,
3. Each faculty will keep records of each student's performance in each task and will provide students with information regarding their progress. Students will be informed of individual ranks in each subject at the completion of the assessment task.
4. Student progress will be reviewed and warnings given to students at risk in regards to satisfactory course completion.
5. The school will distribute information regarding the HSC produced by the NSW Education Standards Authority in a timely manner.

TEACHER RESPONSIBILITIES

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

1. Teachers will regularly check on the progress of all students. Course work, Major Projects and ongoing work will be checked at regular intervals. Subjects with major projects and ongoing work leading to the completion of major projects are:
 - Design & Technology
 - Industrial Technology
 - Community & Family Studies (IRP)
 - Society and Culture (PIP)
 - English (Extension 2)
 - Visual Arts
 - Drama
 - Music

Students whose ongoing work or major projects fall seriously behind the expected progress rate are to receive an official NSW Education Standards Authority (NESA) warning. Students who receive a number of these warnings and who do not attempt to “catch-up” may be N-Determined for the HSC in that subject.

2. Teachers will notify students in writing, at least two weeks in advance of a task being due
3. Teachers will also email students an electronic copy of the notification and place a copy onto the Google Classroom of each course.
Notifications must include:
 - actual date of assessment,
 - specific nature and requirements of the assessment,
 - weighting of the assessment task.
4. The date for an assessment task can only be changed under extenuating circumstances. Teachers are to:
 - Discuss the circumstances with their Head Teacher,
 - Negotiate a new date with students referring to the calendar of assessment tasks,
 - Ensure all students in the course are informed of the change in writing,
 - Inform the Deputy Principal
5. Higher School Certificate assessment tasks will not be set during the two weeks prior to the Trial Higher School Certificate Examinations. Except in the case of elements of major projects contributing to the examination mark.
6. If a student fails to submit a task on the due date, the procedure outlined in the following pages under Student Appeal Process should be followed or a non-attempt recorded and a letter sent to the student and the student’s Parent/Carer, if the student is under 18 years of age.
7. If a teacher receives a written request from a student regarding discrepancies or mistake in a grade or mark, the teacher must:

- Check all marks and calculations relevant to the assessment task.
- Report the student request to their Head Teacher.
- If there has been an error, the whole class must be re-issued with a copy of their grade or mark showing the alteration OR
- If the teacher can find NO error and the student is still not satisfied, then the matter must be referred to the Senior School Review Panel via the Faculty Head Teacher, accompanied by written documentation, for their consideration.

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

STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this students are required to demonstrate that they have:
 - a. Followed the course which has been developed or endorsed by the NSW Education Standards Authority (NESA),
 - b. Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course and,
 - c. Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all the tasks which are set out in the assessment program of each course. This includes all oral assessment tasks.
3. Students must present their own work at all times and submit all tasks by the due date. See Appendix A for information in regards to plagiarism.
4. Assessment tasks must be completed or submitted by the due date. Students who are absent from scheduled lessons on the day that the task is due may be given zero for the task as may gain an unfair advantage. The student will be required to follow the EHS Illness and Misadventure Process
5. Assessment tasks must be completed or submitted by the due date. Students who truant scheduled lessons on the day that the task is due may be given zero for the task as may gain an unfair advantage. In the event that the absence related to an illness, then the student will require medical documentation to support their absence
6. Being late to class when the task is being undertaken may be considered as fractional truancy, if it is deemed that an advantage may have been gained by being late, again the student may be given zero for the task
7. In courses where students are required to submit a major project for assessment they must:
 - a. Show consistent progress over a period of time.
 - b. Provide all supporting evidence of where they obtained their information or carried out their work.
 - c. Maintain a log or process diary detailing the progress of the project
8. Major projects that have not gone through the process of supervision and are only produced on the due date will not be validated for submission by the school
9. In the event of a student failing to complete a set task on the due date, they must complete the Erina High School Application for Accident /Misadventure /Illness/ Special Circumstances following the Illness and Misadventure process

10. The Senior School Review Panel will consider the request and determine whether:
 - a. A substitute task be set and completed,
 - b. An extension of time be granted,
 - c. A mark of zero be given,
 - d. A 'non-attempt' awarded and an 'N-Determination Warning' be issued.
 - e. An estimate based on all other assessment tasks be given,
11. Regardless of the outcome of the Senior Review Panel the student must still complete the task to a satisfactory standard to be deemed to have fulfilled course requirements.
12. Students will receive a ZERO mark for tasks:
 - a. Which are not their own work,
 - b. Which have not been submitted on the due date,
 - c. Where malpractice in examinations has been detected.
13. Students must make a genuine attempt at completing assessment tasks which contribute at least 51% of the available marks for that course. Students who do not meet this requirement will be deemed to have not completed the course.
14. If a student decides to question the grading or mark awarded on a HSC assessment task, a request must be made to the course teacher, in writing, within **two days** of the task being returned.
15. Students are also required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
16. Erina High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to the NSW Education Standards Authority
17. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage etc); students are responsible for keeping a backup copy of the entire task
18. Students who hand in their task using an electronic/digital storage device must demonstrate to the teacher **AT THE TIME** the task is submitted, that the file can be opened and read by the computer to be used by the teacher.
19. Students must make a serious attempt in all examinations. The School may award zero for an examination if a student is found to have engaged in malpractice or made a non-serious attempt at the examination
20. Students must follow the procedures set out in the "Examination Rules" (Appendix C) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero

NON SERIOUS ATTEMPTS

HSC students who do not make a serious attempt at assessment tasks may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate. A Non-Serious attempt is one in which the student fails to demonstrate a reasonable amount of diligence towards their tasks. This is determined at the discretion of the teacher and the Senior School Review Panel. A Non serious attempt will result in a mark of zero and the student will need to resubmit the assessment.

Examples of Non serious attempts include:

- Unreasonable amount work submitted for the time that was allocated.
- Frivolous or objectionable material.
- Answers to examination questions in a language other than English (unless specifically instructed to do so).
- Assessments in which less than 50% of the task is attempted.
- Examinations in which only multiple-choice questions are attempted.

STUDENT ILLNESS AND MISADVENTURE PROCESS

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure and are unable to submit an assessment task or attend an examination.

Misadventures include incidents which are outside the student's control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, the death of a family member or disruption at the examination centre etc.

If a student is unable to submit a task on its due date, they must follow the illness and misadventure process below:

1. Notify the school of the absence via phone call to front office OR email to class teacher
2. Download from the EHS website (if unable to print a misadventure form at home, a form can be collected from the front OR see the Deputy Principal on the first day you return to school)
3. Complete form and attach appropriate supporting documentation (e.g. doctors certificate, funeral notice, statutory declaration).
4. Return misadventure form and supporting documentation to the Deputy Principal upon return to school for processing

Special Circumstances

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (eg. representative sporting commitments/performing arts festivals, etc), the student must lodge a misadventure at least **two days prior** to their departure. Family holidays should be scheduled outside of assessment periods and will only be considered as cause for special consideration in exceptional circumstances.

The Illness and Misadventure Processes Does Not Cover

- a) Matters relating to long term loss of preparation time.
- b) Matters that could have been avoided eg. Misreading a timetable, missing a bus, misreading the due date, etc.
- c) Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a documented “flare up” during the time of the task or exam.
- d) Technology failure such as computer malfunction, printer malfunction, internet failure, etc.

STUDENT APPEAL PROCESS

If a student believes that their performance in a HSC assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.

If a student believes that their performance in a HSC assessment task has been affected by the task being invalid or unreliable, they may appeal to the Senior School Review Panel.

Time Frame for Lodging an Appeal

Appeals must be submitted in writing to the Deputy Principal within one week of the due date.

NOTE: Appeals lodged outside these times will only be considered by the Senior School Review Panel in **EXCEPTIONAL** cases. Appeals lodged **AFTER** the marks or grades are issued will **NOT** be considered in ANY CIRCUMSTANCES.

RESPONSIBILITIES OF THE SENIOR SCHOOL REVIEW PANEL

1. The Senior School Review Panel will oversee:
 - a) The implementation of Erina High School’s HSC Assessment Policy,
 - b) Monitor student progress in Higher School Certificate courses,
 - c) Make determinations on appeals relating to Student Assessment and the reliability and validity of assessment tasks.
2. The Panel will comprise of a member of the senior executive and the faculty Head Teacher of the course.
3. The convener of the Senior School Review Panel will communicate decisions relating to student appeals to the Faculty Head Teacher and the Class Teacher.
 - a) It will be the Head Teacher’s responsibility to communicate this decision to their staff and ensure any recommendations are implemented.
 - b) It will be the Deputy Principal’s responsibility to communicate this decision to the student and to liaise with the Faculty Head Teacher to ensure the student understands the decision and complies with any subsequent tasks.
 - c) A written notification will be sent to the student’s parents/carers

4. If a student or Parent/Carer continues to dispute the decision of the Senior School Review Panel, or continues to question the appeals process, then a meeting will be convened to resolve the issue. This meeting must be convened within one week of the original decision.

This meeting will:

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

REVIEW OF OVERALL RANKING IN HSC COURSES

Students may seek a review of their position in the order of merit if, at the end of the HSC assessment process, where their class rank varies significantly from their expectation. This would be based on information given to the student by the teacher during the assessment period.

The review will be in relation to the order of merit only. A review of assessment task marks will not be undertaken.

NON-COMPLETION OF HSC COURSES

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or "N-Determination", for a particular course. Should a student be awarded an N-Determination, the course will not appear on their Higher School Certificate results notice. This may result in the students having their HSC withheld until they can meet HSC requirements.

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

First Warning Letter:

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

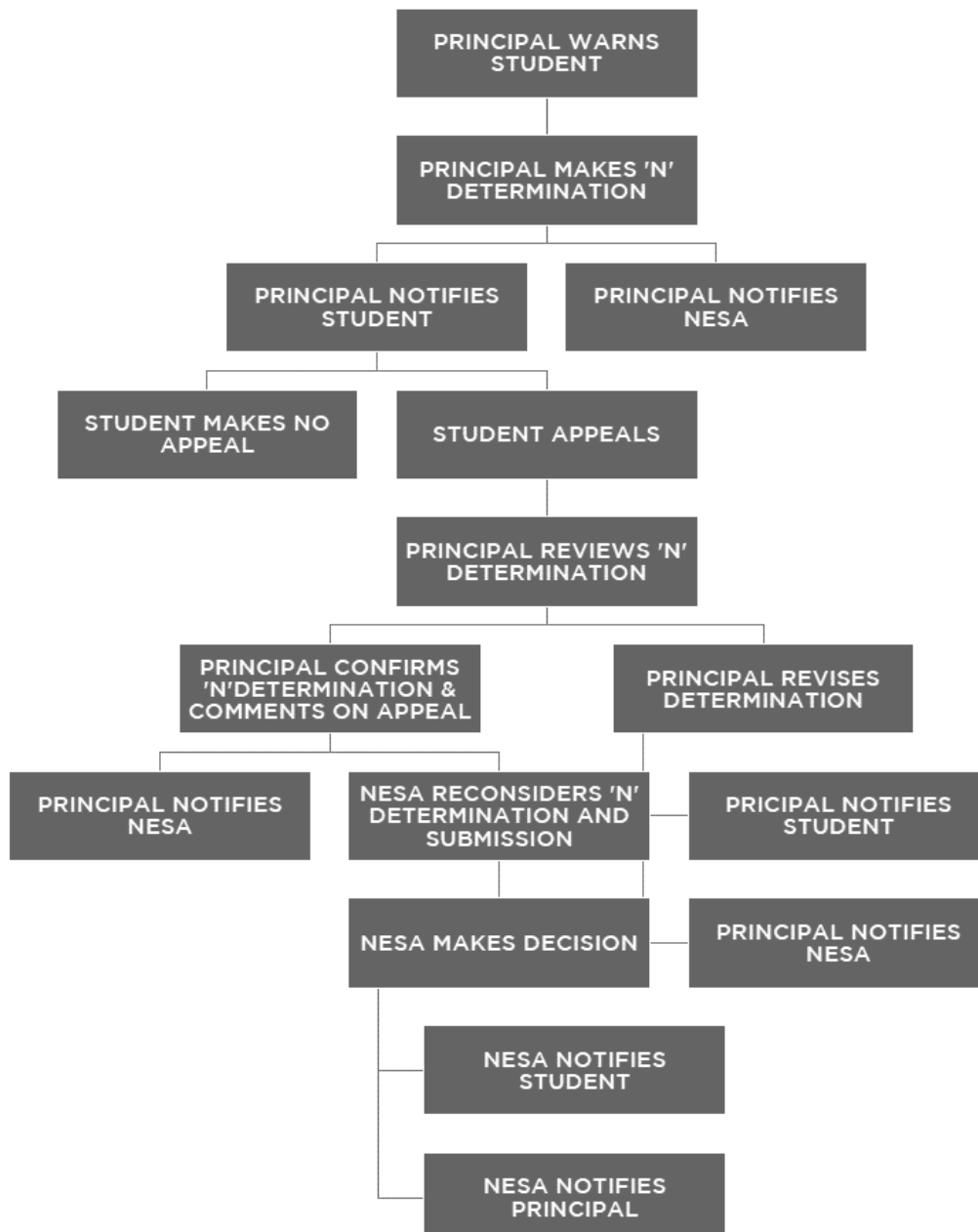
Second Warning Letter:

This warning indicates that the student must speak immediately with his/her class teacher and make every effort to correct the problem. The student will be interviewed by the Head Teacher and Principal or Deputy Principal. Parents/Carers may be asked to attend the interview.

Third Warning Letter:

This is the final warning. A student who receives a third warning will be required to explain to the Principal and Senior School Review Panel, as to why she/he should not receive an N-Determination and be excluded from the course. The Principal will explain what actions, if any, the student can take to meet requirements. Parents/Carers will be asked to attend an interview.

'N' DETERMINATIONS



HEAD TEACHER RESPONSIBILITIES

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

YEAR ADVISER RESPONSIBILITIES

Assist in the monitoring of student progress in HSC courses.

Identify any student experiencing difficulties and refer these to the Deputy Principal

SPECIAL PROVISIONS THROUGH THE HSC

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

To apply for provisions, the school submits an online application to the NSW Education Standards Authority. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Applications for provisions should be submitted to us **by the end of Term 1**. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations.

Once we have decided which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the Year Adviser, School Counsellor or teacher.

Appendix A: Erina High School Academic Integrity Policy

Responsibilities of School

- Provide students with assessment guidelines.
- Provide advice for students on avoiding plagiarism, collusion and collaboration.
- Provide guidance on referencing required.
- Ensure that students are instructed on the academic skills required in all courses.
- Ensure that all HSC students have an understanding of the Academic Integrity Policy.
- Ensure that pertinent school publications (printed and electronic) have statements that:
 - State clearly that plagiarism and collusion are not acceptable;
 - Provide comprehensive rules on what constitutes collaboration;
 - Provide rules and guidelines on group work and assessment.
- Implement suitable procedures on penalties.
- Provide an appeals process.
- Maintain records of academic misconduct.

Responsibilities of Students

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

Procedures and Penalties for suspected Plagiarism and Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.

(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

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

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

Actions to be followed when:

Unintended Plagiarism is detected:

- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them;
- Issue a Written Warning which refers to the consequences of any further actions of this nature.
- Review whether the student has received a previous Written Warning;
- The Head Teacher may also take the following action:
 - student must re-submit the work;
 - student must re-submit another form of assessment;
 - give the student a fail mark;

Actions to be followed when:

Intended Plagiarism is detected:

- Review whether the student has received a previous Written Warning.
- Compare the extent of the plagiarism with the student's original work.
- Review how it will adversely affect other students.
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.
- Where the nature of the plagiarism is *not* considered very serious:
 - Issue a Written Warning which refers to the consequences of any further actions of this nature;
 - The Head Teacher may also take the following action:
 - ✓ student must re-submit the work;
 - ✓ student must re-submit another form of assessment;
 - ✓ give the student a fail mark.
- Where the nature of the Plagiarism *is* considered very serious:
 - Refer the matter to the Principal, who may:
 - ✓ Issue a Written Warning which refers to the consequences of any further actions of this nature;
 - ✓ Ask the student to re-submit the work;
 - ✓ Ask the student to re-submit another form of assessment.
 - ✓ Give the student zero marks for the work;
 - ✓ The student may lose that course from their HSC award (see NESAs, HSC Assessments and Submitted Works, Advice to Students, 2006);

Appeals Process

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

References:

- Academic Honesty Policy (*Australian Catholic University*). Retrieved March 29, 2007, from http://my.acu.edu.au/handbook/2006/Ac_Honesty.htm
- Policy: Academic Integrity (*University of Canberra*). Retrieved March 29, 2007, from https://guard.canberra.edu.au/policy/policy.php?pol_id=3003
- Academic Honesty Policy (*University of Sydney*). Retrieved March 29, 2007, from http://www.it.usyd.edu.au/current_students/undergrad/policies/academic_honesty.shtml
- Code of Practice: Students (*University of Wollongong*). Retrieved March 29, 2007, from http://www.uow.edu.au/handbook/codesofprac/cop_students.html
- HSC: All My Own Work (*NESA*).
<https://www.nesa.nsw.edu.au>
- Holmes-Walker, A. (2007) Outline of an Academic Integrity Policy, *Muirfield High School*

Artificial Intelligence and Assessment Integrity

NESA and Erina High School acknowledge the need to uphold academic integrity and prevent plagiarism in light of new technological advancements such as AI systems like Chat GPT.

Teachers are aware that some students are using AI tools to complete course work and assessments. The use of AI tools works against the ethos of public education, where students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. AI models, such as Chat GPT, are not dependable tools to use in completing assessment tasks. Here are a few reasons why:

- AI systems / Chat GPT generate responses based on training data and algorithms, which may not always be accurate or appropriate for the task at hand. Responses can be vague, repetitive, or irrelevant to the question being asked.
- AI systems / Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Assessment tasks are intended to assess students' independent thinking, critical analysis, and communication skills, which are essential for future academic and professional success. If students rely on Chat GPT or other AI models to complete assessments, they will not develop critical skills to the level needed to complete tests or examinations or handle real-world challenges.
- The use of AI systems / Chat GPT may result in a malpractice determination where students may receive Zero marks for the submitted task.
- The use of Chat GPT has been banned by the NSW Department of Education and is not endorsed for use in schools.
- Relying on AI systems / Chat GPT to complete assessment tasks can also lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.

NESA and Erina High School are committed to maintaining academic integrity and ensuring that all assessments are completed with honesty and integrity. To this end, the following measures will be implemented:

1. *Prohibition of AI-assisted assessments:* The use of AI systems / Chat GPT to complete assessments and generate student writing is strictly prohibited. Any student found to have utilised these systems to complete assessments [or part there of] will be found to have engaged in assessment malpractice, which may result in a mark of Zero being awarded. An alternate task may also need to be completed by the student to show they can demonstrate the completion of course tasks diligently and with a sustained effort.
2. *Clear instructions and expectations:* Erina High School teachers will provide clear instructions to students on the appropriate use of AI systems like Chat GPT in out of school settings. Students will be informed that these systems can only be used for broader research purposes and cannot be used to complete assessments (e.g., to generate student writing). Furthermore, they will be instructed on the consequences of engaging in academic dishonesty, such as Zero marks being awarded for an assessment completed using an AI system.
3. *Mandatory Use of Google Docs:* To prove that their work is their own, students completing research-based assessments will be required to use Google Docs to create their assessments and share this document with their teacher. This will enable teachers to verify that the work was completed by the student by checking the revision history and timestamps of the document. For courses with practical works such as Visual Arts, the use of AI systems like Mid-Journey and Dall-E are also prohibited. These students will need to demonstrate

practical work progression by showing teachers incremental progress and/or portfolio documentation.

4. *Submission of drafts:* For research-based tasks, students can be expected to submit drafts as a requirement. This will enable teachers to verify that the student has completed the work themselves by comparing the draft to the final product. The draft(s) may or may not contribute to the overall assessment mark.
5. *Referencing:* It is expected that, for research-based assessments, in-text citations and a bibliography will be provided. Students need to use in-text referencing and a bibliography in academic writing to give credit to sources, avoid plagiarism, provide a list of consulted sources, enable verification of information, and showcase research and critical thinking skills.
6. *School demonstration of research-based learning:* For students to actively demonstrate their ability to apply concepts, critical thinking and demonstrate understanding of course concepts, teachers may opt to have students complete written responses under test conditions at school. To prepare for these written responses, students may be asked to research designated course material, concepts, texts or case studies. Teachers may also ask students to complete a viva voce (oral discussion / examination) at school after the completion of a research component.
7. *Plagiarism detection:* Teachers and faculties will closely scrutinise completed assessments to ensure they are completed with academic integrity. Such surveillance may take the form of electronic plagiarism protection tools and website reviews.

Appendix B: Erina High School Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

Before the examination:

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

During the examination

1. Enter the examination hall only after instructions from the supervisor.
2. Sit in your allocated seat quickly.
3. Do not touch/open the examination paper until instructed.
4. Complete the attendance slip and place in the top right hand corner of your desk.
5. Reading time is provided for all examinations. You must not write in this time.
6. Write your student number on all examination papers. Do not write your name.
7. Once the examination has commenced you will not talk or communicate with other students in the room/hall.
8. If you need to go to the toilet, raise your hand and wait for the permission of the supervising teacher.

9. You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
10. At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
11. Wait quietly until you are instructed to leave.
12. Do not remove any papers from the examination room.

Appendix C: Honesty in Assessment

The NSW Education Standards Authority have issued a statement in relation to Honesty in the HSC which includes the All My Own Work program and special rules relating to submitted works such as major works.

The statement is reproduced below but you should also visit the website and read the attached documents. NESA and the School treat honesty very seriously – do not ignore their warnings.

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

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

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

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

- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [HSC Assessments and Submitted Works-Advice to Students](#)
- [HSC Assessments and Submitted Works-Advice to Parents](#)
- [HSC Assessments and Submitted Works-Advice to Teachers](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice.](#)

Appendix D: Illness and Misadventure Form

ERINA HIGH SCHOOL- SENIOR SCHOOL ASSESSMENT 10-12 APPLICATION FOR AN ACCIDENT/MISADVENTURE/ILLNESS/SPECIAL CIRCUMSTANCES

If illness, accident, misadventure or special circumstances prevent you from completing an Assessment Task on or before the due date. On the day of returning to the school this form must be completed and handed to the Head Teacher of the particular course.

Part A: To be completed by the STUDENT and handed to the class teacher.

Student Name:

Course:

Class Teacher:

Date Due:

Nature of Assessment Task (Eg: Essay)

Reason for Application: Please circle **ILLNESS/APPROVED LEAVE/OTHER SCHOOL COMMITMENT/MISADVENTURE/FAILURE MEET THE SUBMISSION TIME/OTHER**

Explanation:

Attach supporting documents (Eg: Medical Certificate) including letter from a Parent/Carergiver

Student Signature: _____ Date: _____

Part B: To be completed by the CLASS TEACHER before the application is submitted to the Deputy for consideration.

Recommendation by Class Teacher/Head Teacher

Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss this application directly with the Deputy Principal or Principal.

Signature: _____ Date: _____

Part C: To be completed by the HEAD TEACHER.

Recommendation:

Signature: _____ Date: _____

NB: If there is agreement with the staff member's recommendation there may not be a need for you to attend a meeting of the School Assessment Panel.

Part D: Decision at Senior School Assessment Panel (please tick or cross).

- | | |
|---|---|
| <input type="checkbox"/> Estimate based on all other Assessment Tasks | <input type="checkbox"/> Consideration to be given |
| <input type="checkbox"/> Extension of time granted until _____ | <input type="checkbox"/> No consideration to be given |
| <input type="checkbox"/> Estimate based on substitute Task being set and completed
_____ | <input type="checkbox"/> Other |
| <input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued | |

Signature of Panel Chairperson: _____ Date: _____

Part E:

- | | |
|----------------------------------|-------------|
| 1. Faculty informed of decision. | Date: _____ |
| 2. Student informed of decision. | Date: _____ |
| 3. Entered on data base. | Date: _____ |

Appendix E: Year 11 Assessment Calendar 2024

Term 1 2024	Assessment Task	Term 2 2024	Assessment Task
Week 1		Week 1	Biology
Week 2		Week 2	Investigating Science
Week 3		Week 3	
Week 4		Week 4	VET Construction Visual Art
Week 5	Chemistry	Week 5	
Week 6	Investigating Science	Week 6	Food Technology
Week 7	Mathematics Extension	Week 7	Marine Studies
Week 8	CAFS Food Technology IT Timber Mathematics Standard Work Studies	Week 8	Biology CAFS Chemistry Enterprise Computing Legal Studies Mathematics Standard VET Construction Work Studies
Week 9	Ancient History English Advanced English Standard Enterprise Computing Legal Studies Marine Studies Mathematics Advanced Music	Week 9	English Advanced English Standard English Studies Mathematics Advanced VET Hospitality
Week 10	Business Studies English Studies SLR	Week 10	Ancient History Business Studies Mathematics Extension Music PDHPE SLR
Week 11	PDHPE		

Term 3 2024	Assessment Task
Week 1	Engineering
Week 2	VET Construction
Week 3	
Week 4	
Week 5	VET Hospitality Visual Art
Week 6	IT Timber
Week 7	
Week 8	Engineering SLR VET Construction Work Studies
Week 9-10	Yearly Exams Ancient History Biology Business Studies CAFS Chemistry Engineering English Advanced English Standard English Studies Enterprise Computing Food Technology IT Timber Investigating Science Legal Studies Marine Studies Mathematics Advanced Mathematics Standard Mathematics Extension Music PDHPE VET Construction VET Hospitality Visual Art

Appendix F: Fill in your assessment summary here:

	Term 1 - 2024	Term 2 - 2024	Term 3 - 2024
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			
WEEK 11			

ASSESSMENT SCHEDULES

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

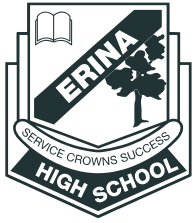
It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible; however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning you should fill in the summary calendar provided in Appendix F.

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

Y11 COURSES IN 2024

Ancient History	
Biology	Marine Studies
Business Studies	Mathematics Advanced
Chemistry	Mathematics Extension 1
Community and Family Studies	Mathematics Standard
Engineering Studies	Music
English Advanced	Personal Development / Health / Physical Education
English Standard	Sport / Lifestyle / Recreation
English Studies	Visual Arts
Enterprise Computing	Work Studies
Food Technology	VET Hospitality
Investigating Science	VET Construction
Industrial Technology - Timber	
Legal Studies	

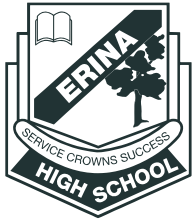


ANCIENT HISTORY - 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Investigating Ancient History	Historical Investigation	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes
		AH11-4, AH11-5 AH11-6, AH11-7	AH11-2, AH11-3, AH11-5 AH11-8, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9,
		Task Type	Task Type	Task Type
		Source Analysis	Historical Investigation	Yearly Examination
Knowledge and understanding of course content	40%	5	20	15
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	10	5
Historical inquiry and research	20%	0	20	0
Communication of historical understanding in appropriate forms	20%	5	10	5
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9-10





BIOLOGY- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Module 3 and module 4 Ecology	Module 1 Cells	All 4 modules
		Course Outcomes 11-1, 11-3, 11-4, 11-5, 11-7, 11-10, 11-11	Course Outcomes 11-1, 11-3, 11-4, 11-5, 11-7, 11-10, 11-11	Course Outcomes All Outcomes (excluding 11-3)
Task Type Depth Study	Task Type Practical Investigations	Task Type Yearly Examination		
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 2 Week 1	Term 2 Week 8	Term 3 Week 9-10



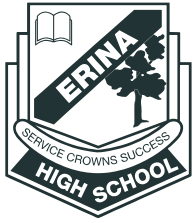


BUSINESS STUDIES- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Nature of Business	Business Management	End of Year Examination
		Course Outcomes	Course Outcomes	Course Outcomes
P1, P2, P7, P8	P4, P5, P6, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10		
Task Type	Task Type	Task Type		
Report	Topic Task	Yearly Examination		
Knowledge of and understanding of course content	40%	10	10	20
Stimulus-based skills	20%		5	15
Inquiry and research	20%	15	5	
Communication of business information ideas and issues in appropriate forms	20%	5	10	5
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 10	Term 2 Week 10	Term Week 9 & 10





COMMUNITY AND FAMILY STUDIES - 2024

Y11 COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Resource Management	Individuals and Groups	Resource Management, Individuals and Groups, Families and Communities
		Course Outcomes	Course Outcomes	Course Outcomes
P1.1, 3.2, 4.2, 6.1	P2.1, 2.3, 4.2, 6.2	P1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 5.1, 6.1, 6.2		
Task Type	Task Type	Task Type		
Case Study	Research Task/Film Analysis	Yearly Exam		
Knowledge and understanding of course content	40%	15	10	15
Skills in critical thinking, research methodology, analysing and communicating	60%	10	25	25
Assessment Weighting:		25%	35%	40%
Date Due:		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10





CHEMISTRY- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Property and structure of Matter	Reactive Chemistry	All topics
		Course Outcomes	Course Outcomes	Course Outcomes
11-2,3,4,7,8	11-2,3,4,5,6,7,10	11- 8,9,10,11		
Task Type	Task Type	Task Type		
Practical report	Depth Study report	Yearly Examination		
Skills in working scientifically.	60%	20	30	10
Knowledge and Understanding	40%	5	5	30
Assessment Weighting:		25%	35%	40%
Date Due:		Term 1 Week 5	Term 2 Week 8	Term 3 Week 9 - 10



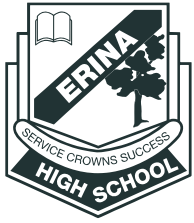


ENGINEERING STUDIES - 2024

Y11 COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Engineering Product Analysis "Braking Systems"	Engineering Solution and Report "Biomedical Engineering"	Engineering Fundamentals, Engineered Products, Braking Systems, Biomedical Engineering
		Course Outcomes	Course Outcomes	Course Outcomes
P1.2, P2.1, P4.1, P4.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1		
Task Type	Task Type	Task Type		
Engineering Report	Engineering Report	Yearly Exam		
Knowledge and understanding of course content	60%	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20	20	
Assessment Weighting:		30%	30%	40%
Date Due:		Term 3 Week 1	Term 3 Week 8	Term 3 Week 9/10





ADVANCED ENGLISH - 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type
		Reading to Write	Module A Narratives that Shape our World	All Topics
		EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7	EA11-1, EA11-3, EA11-5 EA11-6, EA11-8
		Essay with Reflection	Multimodal	Yearly Examination
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes	50%	15	20	15
Assessment Weighting:		30%	40%	30%
Date Due:		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10



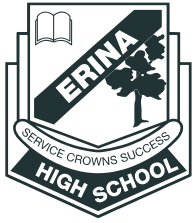


ENGLISH STANDARD- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type
		Reading to Write	Module A	Module B
		EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
		Essay	Multimodal	Yearly Examination
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes	50%	15	20	15
Assessment Weighting:		30%	40%	30%
Date Due:		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10



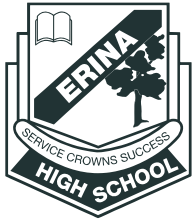


ENGLISH STUDIES- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Achieving Through English	Playing the Game	Mi Tunes and Texts
		Course Outcomes ES11-1, ES11-2, ES11-3, ES11-4, ES11-6, ES11-8, ES11-10	Course Outcomes ES11-5, ES11-6, ES11-7, ES11-9, ES11-10	Course Outcomes ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9
Task Type	Task Type	Task Type		
Portfolio of texts/presentation	Narrative	Yearly Examination		
Knowledge and understanding of course content	50%	15	15	15
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	50%	20	15	20
Assessment Weighting:		35%	30%	35%
Date Due:		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10





ENTERPRISE COMPUTING- 2024

Y11 COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Interactive Media and UX Design	Networking Systems and Social Computing	Examination
		Course Outcomes	Course Outcomes	Course Outcomes
EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11		
Task Type	Task Type	Task Type		
Project	Project	Yearly Exam		
Knowledge and Understanding of Course Content	50%	10	10	30
Knowledge and Skills in the Practical Application of the Content	50%	15	25	10
Assessment Weighting:		25%	35%	40%
Date Due:		Term 1: Week 9	Term 2: Week 8	Term 3: Week 9-10



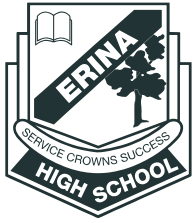


FOOD TECHNOLOGY- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Food Quality	Nutrition	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes
P4.2, P4.4, P4.1, P3.2, P2.2	P2.1, P5.1, P3.1, P4.3	P1.1, P1.2, P3.2, P2.2, P4.1, P4.4, P2.1, P5.1, P4.3, P4.2, P3.1		
Task Type	Task Type	Task Type		
Experiments/Sensory Evaluation of Food	Meal Plan and Fact Sheet	Yearly Examination		
Knowledge and understanding of course content	40%	10	30	
Knowledge and skills in designing, researching, analysing and evaluating	30%	10	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30%	20	10	
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9-10





INDUSTRIAL TECHNOLOGY – TIMBER 2024

Y11 COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Industry Study & Drawer Construction	Mini Major Project & Production Folio	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes
P1.2, P3.1, P4.1, P4.2, P5.1, P6.1, P6.2	P1.2, P3.1, P3.3, P4.2, P4.3, P5.1 P5.2	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.3, P5.2, P6.1, P6.2, P7.1, P7.2		
Task Type	Task Type	Task Type		
Report & Practical Task	Folio & Practical Task	Yearly Examination		
Industry Study	15%	10		5
Design	10%		5	5
Management & Communication	20%	10	5	5
Production	40%	10	30	
Manufacturing Technologies	15%	5		10
Assessment Weighting:		35%	40%	25%
Date Due:		Term 1 Week 8	Term 3 Week 6	Term 3 Week 9-10



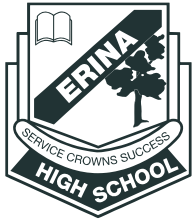


INVESTIGATING SCIENCE- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Module 1 – Cause and Effect - Observing	Module 1 and 2 – Cause and Effect	All 4 modules
		Course Outcomes 11.2, 11.5	Course Outcomes 11-1, 11-7, 3 other outcomes of the students choice	Course Outcomes All outcomes
Task Type Skills Task	Task Type Depth Studies	Task Type Examination		
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and understanding	40%	10%	20%	10%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 6	Term 2 Week 2	Term 3 Week 9-10



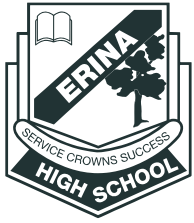


LEGAL STUDIES- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Core Part 1: The Legal System	Core Part III: Law in Practice	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes
P1, P2, P3, P4, P6	P5, P7, P8, P9, P10	P2, P3, P6, P7, P9		
Task Type	Task Type	Task Type		
Scenario and Topic Test	Research and In Class Essay	Yearly Examination		
Knowledge and understanding	40%	10	10	20
Analysis and evaluation	20%	5	5	10
Inquiry and Research	20%		20	
Communication	20%	5	5	10
Assessment Weighting:		20%	40%	40%
Date Due:		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10





MARINE STUDIES- 2024

Y11 COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Module 1 – Dangerous Marine Creatures	Anatomy and Physiology of Marine Organisms	Modules: Core 5 -Marine & Maritime Employment Core 1 - Marine Safety & First Aid Core 4 - Humans In Water Option Module 6 - Coral Reef Ecology
		Course Outcomes	Course Outcomes	Course Outcomes
1.3, 2.1, 2.3	1.1, 1.2, 2.3, 4.2, 5.3	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3		
Task Type	Task Type	Task Type		
Model and infographic	Practical demonstration and research task	Yearly Exam		
Skills	35%	10%	15%	10%
Knowledge and Understanding of Course Content	65%	20%	15%	30%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9 & 10



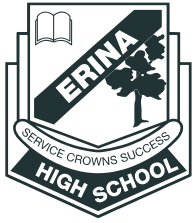


MATHEMATICS ADVANCED- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Algebraic Techniques F1.1, Linear, Quadratic and Cubic Functions F1.3	Introduction to Functions F1.2, Further Functions and Relations F1.4, Trigonometry and Angles MA-T1, Trigonometric Functions MA-T2	All Topics Studied
		Course Outcomes	Course Outcomes	Course Outcomes
MA11-1, MA11-2, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	All Outcomes		
Task Type	Task Type	Task Type		
In-class Test	Research Assignment	Formal Examination		
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9-10



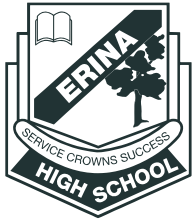


MATHEMATICS EXTENSION- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Further work with Functions ME-F1, Combinatorics ME-A1	Polynomials MA-F2, Functions – Graphical and Inverse MA-F1, MA-F3, Trigonometric – Inverse Functions and Further Identities ME-T1, ME-T2	All Topics Studied
		Course Outcomes	Course Outcomes	Course Outcomes
ME11-1, ME11-2, ME11-5, ME11-7	ME11-1, ME11-2, ME11-3, ME11-7	All Outcomes		
Task Type	Task Type	Task Type		
In-class Test	Research Assignment	Formal Examination		
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 7	Term 2 Week 10	Term 3 Week 9-10





MATHEMATICS STANDARD- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Algebraic Manipulation, Linear Relationships and Modelling, Interest and Depreciation	Earning and Managing Money, Budgeting, Classifying and Representing Data, Exploring Data from a Single Variable	All Topics Studied
		Course Outcomes	Course Outcomes	Course Outcomes
MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	MS11-2, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	All Outcomes		
Task Type	Task Type	Task Type		
In-class Test	Research Assignment	Formal Examination		
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9-10





MUSIC 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Viva Voce and Aural Analysis (Topic 1: Popular Music)	Composition Portfolio (Topic 2: Music of a Culture)	Performance and Aural Examination (Topic 3: Music for Small Ensembles)
		Course Outcomes	Course Outcomes	Course Outcomes
		P4, P6	P3, P5, P7	P1, P4, P6
		Task Type	Task Type	Task Type
		Presentation and written summary of viva voce. Analysis of two unseen aural questions	Composition or arrangement, and portfolio	Ensemble performance with aural examination (in exam period).
Performance	25%			25
Composition	25%		25	
Musicology	25%	25		
Aural	25%	10		15
Assessment Weighting:		35%	25%	40%
Date Issued:		Term 1 Week 2	Term 2 Week 2	Term 3 Week 2
Date Due:		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10



PDHPE - 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Better Health for Individuals	The Body in Motion	All Topics
		Course Outcomes P1, P2, P3, P4, P5, P6, P15, P16	Course Outcomes P7, P8, P9, P10, P11	Course Outcomes P1 – P12, P16, P17
Task Type	Task Type	Task Type		
Half Yearly Class Test	Video Analysis	Yearly Examination		
Better Health for Individuals	30%	30	10	
The Body in Motion	30%	30	10	
First Aid	20%		10	
Fitness Choices	20%		10	
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9-10



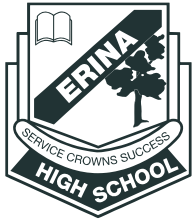


SPORT, LIFESTYLE & RECREATION - 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type
		Fitness	Sports Coaching	Aquatics
		1.2, 1.5, 2.2, 3.3, 3.5, 4.4	2.1, 2.3, 3.1, 3.2, 4.1, 4.5	1.1, 1.3, 3.1, 4.4, 4.5
		Practical Fitness Testing and Report	Practical Coaching Session	Multiple Choice Exam, Class Work Booklet and Practical Swimming Assessment
Knowledge & Understanding	50%	20	15	15
Practical Investigation	50%	15	20	15
Assessment Weighting:		35%	30%	40%
Date Due:		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8



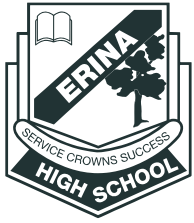


VISUAL ARTS- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		EveryBody: Exploration of the Human Figure throughout art history	Still life: The Table is set Sculpture/Installation and documented forms - investigating contemporary practice	Critical and Historical Studies
		Course Outcomes P2, P5, P6, P8, P10	Course Outcomes P1, P3, P4, P7,P9	Course Outcomes P7, P8, P9, P10
Task Type	Task Type	Task Type		
2-Dimensional Artmaking portfolio and V.A.P.D. Submission	3-Dimensional Artmaking portfolio and V.A.P.D. Submission	Examination		
Artmaking practice	50%	25%	25%	
Historical/Critical Practice	50%	15%	20%	15%
Assessment Weighting:	100%	40%	45%	15%
Date Due:		Term 2 Week 4	Term 3 Week 5	Term 3 Week 9 & 10





WORK STUDIES- 2024

PRELIMINARY COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic/Content	Topic/Content	Topic/Content
		My Working Life	Preparing Job Applications	Workplace Communication
		Course Outcomes	Course Outcomes	Course Outcomes
WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9	WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9	WS1, WS2, WS5, WS6, WS7, WS8, WS9		
Task Type	Task Type	Task Type		
In Class - research Task/ Class Presentation	Student Folio- Report / Evaluation	Student Folio - Research Task/Report		
Knowledge & Understanding	60%	15	25	10
Research	20%	15	10	10
Communication	20%	10	0	10
Assessment Weighting:		35%	35%	30%
Date Due:		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8





School Name: Erina High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for 4BSIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
Code	Unit of Competency	Week 9 Term 2	Week 5 Term 3	Week 9-10 Term 3
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward 1B4BSIT20421 Certificate II in Cookery.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Erina High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	Week: 4 Term: 2	Week: 8 Term: 2	Week: 2 Term: 4	Week: 8 Term: 4	Week: 9-10 Term: 3
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.