

James Cook Boys Technology High School



Year 11 Assessment Handbook 2024

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Senior Assessment Policy & Procedures

Part A - Senior Assessment Policy & Procedures

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1 What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

At the conclusion of the HSC assessment program, James Cook Boys Technology High School(JCBTHS) will submit a school based assessment mark to the NSW Education Standards Authority(NESA) for each enrolled course. The mark will be based on the student's performance in the school's assessment program. The assessment mark submitted by the school is adjusted(moderated) to produce the assessment mark that appears on the student's Record of Achievement. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed. The moderation process has no effect on examination marks.

School-based assessment tasks will contribute to 50% of a student's HSC mark. The school assessment mark will be based on the student's performance in assessment tasks undertaken during the course. The other 50% will come from the HSC examination(where applicable).

To be eligible for the award of the HSC students must satisfactorily complete at least 12 units in the Year 11 study pattern and 10 units in the Year 12 study pattern.

On satisfactory completion of the HSC students will receive a portfolio containing:

- Record of Achievement
- HSC Course Report
- HSC Result Notice
- AQF VET Certificate (where applicable)
- VET Statement of Attainment for students studying VET courses
- Life Skills profile of Achievement for students following a Life Skills course.

2 Assessment Schedule Booklet and Time-Frame

This assessment booklet provides students with an assessment schedule for each course. 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 policy booklet is a summary of assessment tasks – this will allow students to draw up their own diary of assessment tasks to assist in managing and completing these tasks. **Students must be informed in writing of any assessment task, at least two weeks before the task.**

3 HSC & Post-Secondary Study Requirements

3.1 Pattern of Study Requirements for the HSC

Minimum of:

- 12 units of Year 11 courses and
- 10 units of Year 12 courses

Both Year 11 course pattern and Year 12 course pattern must include:

- at least 6 units of Board Developed courses
- at least 2 units of a Board Developed course in English
- at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses); and
- at least 4 subjects

Please Note:

No more than 6 units of courses in Science (Year 11) and no more than 7 units of courses in Science (Year 12) can contribute to Higher School Certificate eligibility.

3.2 HSC minimum standards

All students will need to meet minimum literacy and numeracy standards as part of their Higher School Certificate. The minimum standard is a nationally agreed standard of functional literacy and numeracy skills. These are the skills required for everyday life, such as:

- writing a job application
- reading a safety manual
- comparing mobile phone plans
- calculating the quantity of paint needed to paint a room.

The minimum standard will help ensure that students have developed the essential literacy and numeracy skills needed for success in life after school. Students can meet the minimum standard by passing short online reading, writing and numeracy tests in Years 10, 11 or 12.

Further Information:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

4 Performance Bands awarded in the HSC

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course. **For 2 Unit Courses, the maximum possible mark is 100, and:**

Band 6 corresponds to marks from 90 to 100

Band 5 corresponds to marks from 80 to 89

Band 4 corresponds to marks from 70 to 79

Band 3 corresponds to marks from 60 to 69

Band 2 corresponds to marks from 50 to 59

Band 1 corresponds to marks from 0 to 49.

Extension courses are of 1 unit value and have a maximum possible mark of 50, with the exception of mathematics extension 2. Four bands are used in reporting extension courses:

Band E4 corresponds to marks from 45 to 50

Band E3 corresponds to marks from 35 to 44

Band E2 corresponds to marks from 25 to 34

Band 1 corresponds to marks from 0 to 24.

5 Australian Tertiary Admissions Rank (ATAR) from 2025

The Australian Tertiary Admissions Rank(ATAR) is a rank calculated by the Universities of which the top rank is an ATAR of 99.95. It is based upon performance in the NESA HSC examinations. It is a scaled aggregate of the best units of NESA Determined Courses including:

- at least 10 units of NESA Developed courses
- 2 units of English
- at least 3 courses of 2 units or greater
- 4 subject areas

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units

The ATAR is about position - where a student is ranked across the entire candidature of students who are eligible for an ATAR in Australia. Further information about the ATAR is available on the Universities Admissions Centre (UAC) website: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

6 Students Accelerated in a Course

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Year 11 and Year 12 assessment, but this cannot be guaranteed.

During assessment blocks students accelerated in a course will be given study vacation time the day before their assessment task unless the task is scheduled the day after a weekend or a public holiday. On all other occasions during the assessment block when Year 12 lessons have been suspended, students accelerated in a course must attend all lessons.

If the task is scheduled in the afternoon students are not expected to attend lessons before the task. If the task is in the morning then students are expected to attend all lessons after their assessment task has been completed.

Study Leave is for preparation for exams in an assessment block not for oral presentations or hand-in tasks.

7 Disability Provisions

Equitable learning opportunities are provided for all students to access the curriculum and meet learning outcomes. Where necessary '**Personalised Learning & Support Plans**' are created for students and accommodations can be made to assist students in completing assessment tasks. In preparing for the Higher School Certificate the Learning & Support Team will review students who may be eligible to apply for special provisions with NESA. Further, a student and/or their carer can make contact with the school to discuss a specific application for provisions at any stage.

Note the following unacceptable grounds for appeal:

The provisions of the appeals process do not cover disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

8 Student Responsibilities

8.1 Expectations of students:

Students must attend all classes to satisfactorily complete the Year 11 and Year 12 Courses. **A minimum of 80% attendance is generally expected** for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns **will be reviewed every five weeks** to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Student Responsibilities include:

- Attend classes on the day before and on the day an assessment task is due.
- All work submitted must be the students' own work.
- The NSW Education Standards Authority expects students to **attempt all assessment tasks**.
- Students must submit work by the due date.
- Prepare for examinations and **make a serious attempt**.
- Meet all syllabus outcomes including participation in class practical work, homework, oral presentations, assignments and examinations.

On the day of the Assessment Task, the student must attend school and be marked present. **Students need to submit the task on or before the designated date in accordance with the Assessment Notification – within the timetabled lesson.** Students are **NOT** permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due. Further details are outlined below in the Attendance to school requirements.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. If there is a valid reason, an **'Assessment Task Appeal Form'** needs to be completed and all supporting documentation has to be submitted to the relevant Head Teacher on the first day back after their absence otherwise a zero mark will be awarded.

Students must make a genuine attempt at assessment tasks which contribute **in excess of 50% of the available marks otherwise they may be deemed unsatisfactory in that course.** Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

Students who are absent on any day are responsible for ascertaining if an assessment task has been set or issued for any course missed on that day.

Students who transfer into the school after the commencement of the Year 11 or Year 12 Courses and have missed completing any scheduled assessment tasks for their chosen course will be given substitute tasks wherever possible. In some cases estimates may be given.

8.2 Attendance to School 2 days before a task & attendance on the day of a task

Students must attend all timetabled lessons on time (including period 0) or scheduled school activities during the two (2) days prior to an assessment task or assessment block. Where a task is due later in the day, students must attend all lessons prior to the task on that day (unless approval has been given by the Deputy Principal).

If this criteria is not met and a zero mark is awarded the student may lodge an 'Assessment Task Appeal Form' providing independent evidence of the facts, detailing:

- why the circumstances prevented them from being at school or on time to school two (2) school days prior to the assessment task, or
- why they could not attend all lessons on time prior to the task on the day of the assessment task.
 - Details can be supplied on a confidential basis where necessary.
 - Students who appeal on the grounds of illness must provide a medical certificate certifying the illness occurred during the week 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.
 - If proof of illness or leave is not approved, then the student's assessment mark for that task will be awarded a zero mark.
 - A student who becomes ill or suffers an illness/misadventure at school on the day of an assessment task MUST report to the Deputy Principal or Principal. If the student is ill but decides to do the assessment task, the student should notify the supervisor before the assessment task commences. A student who suffers an illness or misadventure at school on the day of an assessment task may submit an **'Assessment Task Appeal Form'**.

8.3 Nature and Notification of Tasks

Students will receive a minimum of 2 weeks notice for each assessment task. Students will sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing and include:

- The scope of each task e.g. Probability in Mathematics.
- The form the task will take e.g. 11 short answer questions.
- The proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 80 minutes.
- The assessment weighting allocated to the task e.g. 20%.
- Feedback point dates.
- The outcomes being assessed.
- The marking rubric – Notification Information sheet.
- Any additional details (students will require calculators).

Students should consult with their teacher on a regular basis, to confirm the scheduling of tasks and if absent in case Assessment information is given out.

8.4 Submission of Tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher and in accordance with the due date on the assessment notification. This may include electronic submission by Google Classroom or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty. All tasks should be submitted with the student's name and the task heading clearly displayed. If a task is not submitted by the due date on the task notification without a completed **'Assessment Task Appeal Form'**, the student will be awarded a Zero mark.

8.5 All My Own Work

HSC - All My Own Work is a **COMPULSORY** program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. All students are required to complete the All My Own Work program and are aware of penalties for cheating and how to avoid malpractice when preparing your work for assessment. **Having completed the program, you are expected to have:**

- A commitment to principles of good scholarship, academic honesty and ethical practices.
- Respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

8.6 Malpractice

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. **Examples of malpractice beyond this would include:**

- Plagiarism – excessive use of other sources, not acknowledged.
- Copying – using the work of another person and submitting it as your own.
- Falsifying receipt documents.
- Misbehaving during exams.
- Not own work – having someone else complete the task.
- Offering false documentation in support of an appeal.
- Cheating during a test or exam.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher as soon as possible. If the Teacher and Head Teacher are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. If the student disputes the decision they may lodge an **'Assessment Task Appeal Form'**.

During any assessment task / exam if a student does any of the following:

- Does anything that disrupts the task or disturbs another student.
- Communicates with another student.
- Looks at another student's work.
- Cheats in any way.
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher.
- Makes a non-serious attempt.
- Uses an electronic device. Eg. Phone, Smartwatch, Tablet

A Zero Mark will be awarded and students who have been found to have engaged in Malpractice will be recorded on the HSC Assessment Task Malpractice Register with the NSW Education Standards Authority.

8.7 Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he must undertake the task in the remaining time. If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

8.8 Extensions

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing using the **'Assessment Task Appeal Form'**.

8.9 Non Presentation/Non Attempt

If a task is not attempted or submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

8.10 Senior Assessment Procedures

- Students who believe a task has been incorrectly marked should discuss the matter with the class teacher concerned. Dissent regarding an assessment result determined by a teacher is **NOT** grounds for appeal.
- Students who believe that an assessment has been marked incorrectly can lodge an **'Assessment Task Appeal form'** with the Head Teacher for independent marking. (See Assessment Task Appeals on Page 11)
- In the event that a student is absent on the day a task is undertaken in class it is the student's responsibility to see the Head Teacher of the subject as soon as practicable on the morning of their return to school following the missed task to arrange to complete the task. The Head Teacher of the course will decide what sort of task will need to be completed as well as the alternative time to sit the task. In **ALL** instances an **'Assessment Task Appeal Form'** must be completed, signed by a parent and given to the Head Teacher with all necessary evidence supporting your claim.
- Assessment tasks may be handed in prior to the due date. Therefore, being absent on the last date for submission may not be a sufficient reason for late submission. In such situations the Head Teacher of the course will decide whether marks will be allocated based upon the evidence submitted with the prescribed **'Assessment Task Appeal form'**.
- The Principal in exceptional circumstances may authorise an estimate to be given for a missed task.
- Students who undertake **compulsory work placement** or **work experience** should not be disadvantaged. If the student has sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is the student's responsibility to notify their teacher and Head Teacher once they are aware that they will be on work placement when the task is due.
- Students who are aware they will be absent on the day of an assessment due to some other school commitment will be required to notify their Head Teacher of the clash of dates. Staff will arrange an alternative option for completing the task or handing it in that does not disadvantage any student.

8.11 HSC Rules & Procedures

The Higher School Certificate (HSC) Rules and Procedures guide must be read by all students entered for a HSC course. The HSC Rules & Procedures guide is for students entered for HSC courses.

In signing your Confirmation of Entry (see section 3.2, 'Confirming your entry for the HSC'), you are certifying that you have read this guide.

The Education Act 1990 (NSW) governs the award of the HSC. The NSW Education Standards Authority (NESA), under this Act, grants certificates to students who comply with the Act and NESA requirements.

The main rules and requirements for the HSC are set out in this guide (See Link). Students can obtain more detailed explanations of the rules and requirements by referring to the Assessment, Certification and Examination website.

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

9 Assessment Task Appeals

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

The **'Assessment Task Appeal Form for Years 11 & 12'** can be utilised for the following applications:

- Absent 2 days before an Assessment Task.
- Late or missed a class 2 days before an Assessment Task.
- Other School Commitment on the day of an Assessment Task.
- Extension (due to illness or exceptional circumstances). See Section 8.8.
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances).
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task).
- Appealing a Zero Assessment Mark Determination.
- Appealing an Assessment Mark. *See below for detailed instructions.*

Appeals need to be submitted immediately after an Assessment Task **within five (5) school days**, in the case of extensions, before the task due date. Appealing an Assessment Mark must be during the class period you receive the Assessment Task from the teacher, the student must clearly indicate the reasons for the appeal to the teacher verbally and submit the appeal form reflecting this to the Head Teacher for consideration on the day.

Once received the Head Teacher if the **'Assessment Task Appeal Form'** is accepted, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time.
- arrange for the student to attempt an alternative task of a similar nature.
- In exceptional circumstances the Principal may authorise the use of an estimate based on appropriate evidence.

If the **'Assessment Task Appeal Form'** is not accepted, the student will be awarded a zero mark and an Academic Warning letter will be sent home to advise parents/guardians.

Students may apply for an **Assessment Panel Review** if they do not accept the Head Teacher's determination when receiving the feedback. The Head Teacher will note the concerns outlined by the student under the Assessment Review Panel section of the **'Assessment Task Appeal form'** and provide all documentation to the Deputy Principal **within three (3) school days of initial determination**.

The Assessment Review Panel will be formed by the Principal and/or Deputy Principal and have key stakeholders to review the appeal for the student. The Assessment Review Panel will collect all relevant information and review all documentation provided prior to making a final decision that may include:

- Reject the appeal and order the previous decision to stand.
- Grant a limited extension.
- Order that a substitute task be performed.
- Award an estimate.

9.1 Absent on the day of the task

Process to be followed:

- The student or his parent must telephone the school and inform the relevant Head Teacher.
- An **'Assessment Task Appeal Form'** must be lodged with the Head Teacher(s) of the subject(s) concerned at the beginning of the next day the student is in attendance at school.
- A doctor's certificate is required if the application is on medical grounds and,
- An **'Illness/Misadventure form'** must also be completed by the Doctor and accompany the Medical Certificate indicating the impact the illness has had on the students ability to complete assessments in the designated period.

If the student does not make an application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.

9.2 Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- Be written on a named doctor's pad.
- Include the day of the missed task.
- Show in detail, the nature of the illness.
- Show the length of time the student will be unfit for school.
- Be produced immediately on return to school.
- **An 'Illness/Misadventure form' must be completed by the Doctor and accompany the Medical Certificate indicating the impact of the illness has on the students ability to complete assessments in the designated period.**
- A medical certificate is required for each exam/assessment as the doctor needs to sight the student to provide their professional observation of the current impact an illness is having on their capacity to undertake the exam/assessment.

If the student does not make an application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.

9.3 General information about Illness and Misadventure in the HSC

Illness or injury:

- suffered directly by the student immediately before or during the exam/assessment which they believe diminished their performance in the task (e.g. influenza, migraine).

Misadventure:

- Any event beyond the student's control which the student believes diminished their performance in the task (e.g. involvement in a traffic accident, natural disaster, death of a close friend or family member).

Illness and Misadventure in the HSC does **NOT** cover:

1. Long-term illness (e.g. asthma or depression), unless there is evidence of an unexpected flare-up during the exam/assessment period.
2. Conditions for which there should have been an application for disability provisions, unless additional difficulties are experienced during the exam/assessment.
3. Conditions for which disability provisions have been granted, unless there are further unexpected difficulties.
4. Participation in work, sporting or entertainment events, family holiday or attendance at exams run by other educational organisations.
5. Loss of study time or facilities during Year 12.
6. Difficulty preparing or lost preparation time.
7. Misreading exam timetables or instructions or enrolling in entering or sitting the wrong exam or arriving late to an exam.
8. Deficiencies in teaching.
9. Courses where the student is a self-tuition student

10 The School's Responsibilities

Each course will have its own assessment schedule developed within the guidelines provided by the NSW Education Standards Authority (NESA). NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

This means that teachers are required to:

- Set tasks to measure student performance in each component of the course; against syllabus outcomes.
- Specify the relative value of each of these tasks.
- Provide information on what is to be assessed.
- Provide information on how they will be assessed.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may cover:

- Tasks may take a written, practical, oral and aural form.
- Class and/or home assignments, including essays and practical tasks.
- Projects of varying degrees of length and complexity.
- Oral presentations.

Head Teachers are required to:

- ensure tasks reflect the weighting and components specified in the syllabus.
- students know the assessment criteria before they begin a task.
- ensure tasks meet NESA requirements for courses.
- ensure students sign when a task is issued **in line with Section 8.4**.
- ensure students sign when a task is returned.
- ensure marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance indicators.
- record marks on faculty system before marks are returned.
- ensure Academic Warning Letters are issued when appropriate.

10.1 Student Feedback

Students will be provided informative and appropriate written feedback from their teacher about what they are able to do and what they need to improve in order to enhance their level of performance (e.g. mark, position) **WITHIN TWO WEEKS** after the completion of the task.

10.2 The Award of a "Zero Mark"

A zero mark is noted as a non-attempt for a particular course and can be awarded for:

- non-presentation of a task without approved reason. **See Sections 9.1, 9.2, 9.3.**
- Malpractice. **See Section 8.6.**
- A non-serious attempt. **See Section 8.9.**

Students and parents will be advised in writing when zero marks are awarded.

10.3 Letter of Concern

Students in Years 11 & 12 not working with '**sustained diligence and effort**' may be issued a 'Letter of Concern' for not meeting school requirements if attendance and compliance with school expectations is unsatisfactory. The 'Letter of Concern' process aims to give the student time to address the school's concerns and notifying the parent(s)/guardians(s) of the school's concerns.

11 Academic Warning Letters

Students are required to undertake **ALL** assessment tasks set.

The **minimum** requirement for NESA Determined Courses is that the tasks completed contribute **in excess of 50%** of the available marks. **It is emphasised that completion of tasks totalling exactly 50% is NOT sufficient.**

HSC assessment tasks contribute 50% in value to the final HSC mark. It is, therefore, essential that students complete every task to the very best of their ability in order to maximise their HSC results.

11.1 Academic Warning Letters and 'N' Awards

In order to meet the requirements of the HSC students are required to demonstrate that they have met the following criteria:

- (A) followed the course of study
- (B) worked in a sustained and diligent fashion
- (C) achieved some or all of the course outcomes.

In order to meet these criteria, students need to attend school regularly, **JCBTHS expects at least 80% attendance to be maintained in courses.** If students do not have an acceptable pattern of attendance they will not be able to follow the pattern of study or demonstrate the outcomes in courses. Students must also complete all assessment tasks, classwork, homework and, where applicable, practical tasks and experiences.

An Academic warning may be issued if student:

- class work is incomplete over a prolonged period of time
- homework is incomplete over a prolonged period of time
- assessments, assignments, practical work, major works, competencies are incomplete
- attendance is unsatisfactory

The functions of the academic warning letter are:

- To let students and their family know that progress is becoming unsatisfactory
- To give students a chance to improve their progress before it is too late
- To help students achieve the best results

When an Academic warning letter is required, the school will:

- Advise the student in writing with the Academic Warning Letters (Teacher and Head Teacher);
- Ensure Academic Warning Letters are sent to parents informing them their son has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- Ensure that written acknowledgement from the student and his parent(s)/guardians(s) is requested;
- Ensure a copy of the warning letter is placed on the faculty file and on the student's central file.
- Provide a copy of the task or work for which the Academic Warning Letter refers to.

If a student receives **Academic Warning Letters** covering **three separate assessment tasks in a course** they may be deemed to have not met requirements of the course. It is imperative that the student redeem themselves of these Academic Warning Letters by completing the work requested. If the outstanding work to be completed is an assessment task, while the Academic Warning determination will be annulled, the assessment mark for that task will be Zero.

11.2 Guidelines for Academic Warning Letters and 'N' Determinations

The guidelines and processes listed below are utilised by school staff to action Assessment Concerns.

1. Students with less than 80% attendance and there is evidence of non-completion of the course requirements, a warning letter may be issued:

- 1.1 The attendance period should be a five(5) week block of time relating to the coursework
- 1.2. One(1) warning related to attendance and affected coursework will be allowed per term.
- 1.3 Coursework needs to be measurable through evidence including: non-completion of multiple exercises; failure to complete multiple homework items that have hindered the students progress; failure to complete multiple set tasks in class. A summary of these items and how the student can resolve the warning need to be attached to the letter.

2. In a course, students will need to have received warning letters for at least two(2) separate topics/assessments that remain unresolved before a formal 'N' Determination warning is considered by the Principal:

- 2.1 A warning letter for non-completion of coursework/task is an individual warning. A follow-up letter reissued for the same task is not a new warning letter, it is part of the parent acknowledgement and student completion process of the first letter.
- 2.2 Two(2) warnings are the minimum requirement, letters need to be continually issued as needed to build the evidence relating to an 'N' determination warning letter.
- 2.3 Attendance affecting coursework related letters may not be enough evidence to issue an 'N' determination warning letter.
- 2.4 If a warning letter is not acknowledged by a parent/guardian, the Head Teacher will reissue the same letter in the mail and attempt a follow-up phone call to receive verbal confirmation.
- 2.5 The Head Teacher will provide a copy of the task with each warning letter.
- 2.6 The Head Teacher will maintain a hard copy of letters and ensure SENTRAL Wellbeing records are maintained to reflect the status of a warning.
- 2.7 The student must also be given a copy of the mailed-out letter and the resolution requirements explained by the Head Teacher.
- 2.8 The school office will add a copy of the academic warning letter to the students file(Hard Copy)

3. With each individual warning, students are given the opportunity to demonstrate the learning outcomes for the related coursework/task:

- 3.1 Where work needs to be completed by a student, fair time needs to be given that includes processing the warning and mailing the written notification to parents/guardians. This should be at least three weeks (15 school days) in length.
- 3.2 Where a student has failed to complete or make a fair attempt at a formal written task(examination) a zero mark is issued and the student still needs to demonstrate the learning outcomes.
- 3.3 The Head Teacher must update the status of a warning on SENTRAL Wellbeing reflecting the Warning Letters Resolution as:
 - **In Progress** - Warning letter processed and sent out to parent
 - **Letter Returned** - Acknowledgement from parent received by Head Teacher
 - **Resolved** - Student has demonstrated the learning outcomes
 - **Not Completed** - Acknowledgement received however student has not demonstrated the learning outcomes. *(This should only be done after an extended period of time where the student has not completed the requirements)*

4. Where a student is identified as having two(2) or more unresolved warnings in any course, the Year Advisor and Senior Executive will organise a student review meeting with the parent/guardian following a similar process to the Senior Review Panel.

11.3 'N' Determination

If a student is recommended for an 'N' Determination, they will be required to meet with the Principal and Deputy Principal who will explain the Appeal process to them.

The school will have given the student notice that they were approaching an 'N' Determination and specified in which aspects of the course they are not meeting requirements through the Academic Warning Letter process.

If there are exceptional circumstances affecting application and performance they must be brought to the school's attention well before an 'N' determination is considered, this is the student's responsibility.

An 'N' Determination means that the subject for which a student receives the 'N' will not be included in their HSC result nor will they receive a record of achievement unless they have satisfactorily completed 10 other units. If a student is **'N' Determined in English, they will NOT be eligible for a HSC.**

12 Students Failing to Achieve Satisfactory Progress

Senior Review Panel - Monitoring of Senior Students Experiencing Difficulty

The following procedures are designed to assist senior students who fail to attend school on a regular basis and/or fail to complete mandatory work requirements in Year 11 and/or 12 as determined by the NSW Education Standards Authority (NESA) and as a consequence fail to achieve satisfactory progress. Students in Year 11 and 12 will be reviewed twice each term to ensure that each student is meeting requirements. Students identified as not meeting requirements will be placed on review. When this occurs, the following processes will occur.

Frequency:

Reviews will occur Week 4 and Week 9 each term.

Criteria for Student Placement of Review, may include any of the following:

- (A) Students who have received 2 or more warning letters in one subject or 3 or more N awards in two or more subjects and have not subsequently completed the task.
- (B) Students whose overall attendance has fallen below 80%.
- (C) Students whose attendance is below 80% in 3 or more subjects (as determined by PxP).
- (D) Students with a regular pattern of lateness to school.

Review lists will be prepared by the Year 11 or 12 Year Advisors. Senior Executive can nominate students for review while Head Teachers or Year Advisors may recommend a student for review (to be determined by the Senior Executive).

First Review

Review Panel Composition: Any three of: Deputy Principal, Head Teacher, Year Advisor & Careers Advisor.

Process: Interview 1

Each student placed on review will be required to attend an interview with their parent. Students will be placed on a two week monitoring program. Issues discussed will include:

- Class work.
- Focus in class.
- Attendance.
- Completion of assessment tasks and class work.

Second Review

Review Panel Composition: Any three of: Principal, Deputy Principal, Head Teacher, Year Advisor, Careers Advisor.

Process: Interview 2

Students who have failed the first 2 week period will be required to attend a second interview along with their parents. Students will be placed on a second 2 week program.

Students who have achieved satisfactory completion for each criteria are congratulated and a letter sent home congratulating the student for their improvement. For students who fail to meet requirements after a second 2 week period, the following will occur.

Failure after 2nd review - Compulsory Parent Interview

Year 11 and Year 12 students who fail to make the necessary adjustments regarding attendance and/or completion of work will be given a final two week period to complete all outstanding work and improve attendance to at or above 90% following a third interview. If unsatisfactory in this final two week period, the student will be deemed as unsatisfactory and may be required to repeat Year 11/Year 12 the following year if they wish to continue to the Higher School Certificate.

Students who fail the second four week program following a third interview will be given a final two week period to complete all outstanding work and/or improve attendance to at or above 80%. If a student fails to meet requirements regarding satisfactory completion of work or attendance, then the student will be deemed unsatisfactory and may be expelled from school under the provisions of the Suspension/Expulsion Policy of the Department of Education for unsatisfactory participation (provided they are 17 years of age or older).

13 Vocational Education & Training

Introduction

James Cook Boys Technology High School Vocational Education and Training (VET) assessment policy is based on the NSW Education Standards Authority (NESA) Guidelines and National Assessment Principles. All VET courses follow James Cook Boys Technology High School's Year 11 and Year 12 Assessment Policies which include a schedule of assessment tasks, 'N Award' notification and appeals procedures.

Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12 use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge / skills / attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purposes of Assessment

Assessment for the Higher School Certificate VET framework courses has two distinct purposes:

Assessment for the Australian Qualification Framework (AQF) – Competency based:

- applies to all courses within frameworks.
- means of industry recognition.

Assessment for Australian Tertiary Admission Rank (ATAR):

- written HSC examination.
- optional for the 240 hour course only.

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework
- provide evidence that they have reached the competency standards for **every** unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at JCBTHS is on what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain an AQF certificate I or II, students must provide evidence of competence in **all** modules chosen. To prove competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit and the unit will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course. Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of their course. The Statement of Attainment will state all modules in which the student has proven their competency.

Assessment for Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by the NESA for satisfactory completion of a HSC course.
- successfully complete the mandatory work placement hours.
- sit the HSC examination.
- only one Category B course result may be included in the student's ATAR result

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC examination

- has no impact on student eligibility for AQF qualifications
- is optional for VET students
- is a two hour written paper
- results contribute to the calculation of the student's ATAR.

Students who sit the examination will receive a course report in the same form as other NESA developed courses. Reports will show marks ranging from 0 to 100 in each course. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC examination. Any student who does **not** wish to sit for the HSC external examination must contact the VET coordinator at the school during their HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will notify the NESA.

The external examination **only** may contribute to the calculation of the student's ATAR. Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

NESA Requirements

Students undertaking a VET course must meet the requirements of the NESA for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

The NESA has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken. The rules and processes related to an "N" Determination for a NESA Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at James Cook Boys Technology High School, may apply for recognition of prior learning. Students must contact the school VET coordinator to obtain further information and an application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules. Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

JCBTHS will conduct a half yearly exam and trial HSC to enable teachers to provide the NESA with estimates of student examination performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC exam. The trial HSC examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

Work placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by the NESA. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent an Academic Warning Letter.

The minimum required hours of work placement are 35 hrs for each 120 hour course or 70 hrs over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the JCBTHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone,
- notifies the class teacher on the morning of the absence by telephone,
- complete the illness/misadventure form found in the JCBTHS Year 11 and Year 12 Assessment handbooks with a Doctor's Certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, to be approved by the VET coordinator.

Student Reviews/Appeals

A student may appeal against the award of “not yet competent” in a unit of work. The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher or VET coordinator. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The VET coordinator will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET coordinator, the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions on the basis of the evidence you have submitted:

- The assessment **did not** follow the school policy and procedures relating to competency based assessment. In this instance you will be allowed to resubmit your evidence or be given an opportunity to be reassessed.
- The assessment **did** follow the school policy and procedures relating to competency based assessment. In this instance the determination will stand and you will not be allowed to resubmit or be given another opportunity for reassessment.

The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The Regional Vocational Education Consultant (RVEC) will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to VETAB. The RVEC will inform the student of the process.

Part B

Year 11 2024

Assessment Overview & Schedules

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Year 11 Assessment Overview -Term 1 to Term 3 - 2024

	WEEK 1B	WEEK 2A	WEEK 3B	WEEK 4A	WEEK 5B	WEEK 6A	WEEK 7B	WEEK 8A	WEEK 9B	WEEK 10A	WEEK 11B
TERM 1 2024							Business Studies Modern History Work Studies		Visual Arts Maths Standard Maths Advanced Maths Ext 1 Music 1 Economics	PDHPE SLR English Advanced English Standard Society & Culture	Invest. Science
	WEEK 1A	WEEK 2B	WEEK 3A	WEEK 4B	WEEK 5A	WEEK 6B	WEEK 7A	WEEK 8B	WEEK 9A	WEEK 10B	
TERM 2 2024			Enterprise Computing		Physics Biology	Visual Arts Work Studies Chemistry	Music 1	Modern History Business Studies SLR	Economics English Advanced English Standard Maths Standard Maths Advanced Maths Ext 1 PDHPE	Society & Culture	
	WEEK 1A	WEEK 2B	WEEK 3A	WEEK 4B	WEEK 5A	WEEK 6B	WEEK 7A	WEEK 8B	WEEK 9A	WEEK 10B	
TERM 3 2024			Enterprise Computing	Biology Chemistry Invest Science Physics		SLR Work Studies	Visual Arts	Non-assessments period	Yearly Exams	Yearly Exams	

Biology – Year 11 - 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Microbiology	Practical Examination Biotic and abiotic factors	Yearly Examination	
Timing	Term 2, Week 5	Term 3, Week 4	Term 3, Weeks 9-10	
Outcomes assessed	BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-8, BIO11-9	BIO11-3, BIO11-5, BIO11-6, BIO11-10, BIO11-11	BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components	Weighting %			
Knowledge and understanding	10	20	10	40
Working Scientifically Skills	30	10	20	60
Total %	40	30	30	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

Business Studies - Year 11 - 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Research Task The Nature of Business	Business Report Business Management	Yearly Examination
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9-10
Outcomes assessed	P1, P2, P6, P7, P8	P2, P5, P7, P8, P9	P1, P3, P4, P6, P8, P10
Components	Weighting %		
Knowledge and understanding of course content	5	10	25
Stimulus-based skills		10	10
Inquiry and research	10	10	
Communication of business information, ideas and issues in appropriate forms	5	10	5
Total %	20	40	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

Chemistry - Year 11 - 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Atomic Modelling	Practical Examination Rate of reaction	Yearly Examination	
Timing	Term 2, Week 6	Term 3, Week 4	Term 3, Weeks 9-10	
Outcomes assessed	CH11-1, CH11-2, CH11-3, CH11-7, CH11-8, CH11-9	CH11-3, CH11-5, CH11-6, CH11-10, CH11-11	CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components	Weighting %			
Knowledge and understanding	10	20	10	40
Working Scientifically Skills	30	10	20	60
Total %	40	30	30	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

Economics - Year 11 - 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	Comparison Report Introduction to Economics	Stock Market Simulation Markets & Financial Markets	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	P1, P2, P4,P8, P9, P10 P12	P1, P2, P3, P8, P10, P11, P12	P3, P4, P5, P6, P7, P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>

English Advanced - Year 11 - 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Original Composition and Reflective Response Common Module: Reading to Write	Multimodal Task Module A: Narratives that Shape our World	Yearly Examination Common Module and Module B
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10
Outcomes assessed	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	EA11-2, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8
Components	Weighting %		
Knowledge and understanding of course content	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20
Total %	30	30	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

English Standard - Year 11 - 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	Original Composition and Reflective Response Common Module: Reading to Write	Multimodal Task Module A: Contemporary Possibilities	Yearly Examination Common Module and Module B	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EN11-1, EN11-3, EN11-5 EN11-6, EN11-7, EN11-8 EN11-9	EN11-2, EN11-3, EN11-4 EN11-5, EN11-6, EN11-9	EN11-1 EN11-3, EN11-4, EN11-5, EN11-7, EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

Enterprise Computing – Year 11 - 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Interactive media and UX project	Networking systems and social computing project	Yearly Examination
Timing	Term 2, Week 3	Term 3, Week 2	Term 3, Weeks 9-10
Outcomes assessed	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
Components	Weighting %		
Knowledge and understanding of course content	10	10	30
Knowledge and skills in the practical application of the content	25	15	10
Total %	35	25	40
			100

Investigating Science - Year 11 - 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Practical exam Cause and Effect	Depth Study Building and modifying models	Yearly Examination
Timing	Term 1, Week 11	Term 3, Week 4	Term 3, Weeks 9-10
Outcomes assessed	INS11-3, INS11-5, INS11-6, INS11-8, INS11-9	INS11-1, INS11-2, INS11-3, INS11-7, INS11-10, INS11-11	INS11-5, INS11-6, INS11-7, INS11-8, INS11-9, INS11-10, INS11-11,
Components	Weighting %		
Knowledge and understanding	10	10	10
Working Scientifically Skills	20	30	20
Total %	30	40	30
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>

Mathematics Standard - Year 11 – 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Open Book	Investigative Style Assignment	Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
Components	Weighting %		
Understanding, fluency and communication	20	10	20
Problem-solving, reasoning and justification	10	20	20
Total %	30	30	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Mathematics Advanced – Year 11 – 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Open Book	Investigative Style Assignment	Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10
Outcomes assessed	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-4, MA11-5, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Components	Weighting %		
Understanding, fluency and communication	20	10	20
Problem-solving, reasoning and justification	10	20	20
Total %	30	30	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

Mathematics Extension 1 – Year 11 – 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Topic Test	Investigative Style Assignment	Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Components	Weighting %		
Understanding, fluency and communication	20	10	20
Problem-solving, reasoning and justification	10	20	20
Total %	30	30	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-syllabus>

Modern History – Year 11 - 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Research Task Investigating Modern History Source Analysis Task	Extended Response Historical Investigation Essay	Yearly Examination The Shaping of the Modern World Yearly Exam
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 9-10
Outcomes assessed	MH11-1, MH11-2, MH11-5, MH11-7, MH11-10	MH11-6, MH11-8, MH11-9	MH11-3, MH11-4, MH11-5, MH11-9
Components	Weighting %		
Knowledge and understanding of course content	10		30
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5
Historical enquiry and research	10	10	
Communication of historical understanding in appropriate forms	5	10	5
Total %	30	30	40
100			

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Music 1 – Year 11 - 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Performance and Musicology (Viva Voce) Solo or Group Performance with Viva Voce	Composition Portfolio and Methods of Notating Music Analysis Core Composition with Process Diary and Musicological Analysis	Performance/Viva Voce/Aural Exam Second performance assessment and aural exam
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 9-10
Outcomes assessed	P1, P4, P5, P6, P9, P10	P2, P3, P5, P6, P7, P8, P10	P1, P4, P5, P6, P9
Components	Weighting %		
Performance	10		15
Composition		25	
Musicology	15	10	
Aural			25
Total %	25	35	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Personal Development, Health and Physical Education – Year 11 – 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Australia's Health: Research Report & Essay	Group Presentation & First Aid Video	Yearly Examination
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10
Outcomes assessed	P1, P2, P3, P4, P5, P6, P15, P16	P5, P7, P8, P9, P10, P11, P12, P15, P16, P17,	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
Components	Weighting %		
Knowledge and understanding of course content	15	15	15
Skills in critical thinking, research, analysing and communicating	15	25	15
Total %	30	40	30
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/hesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

Physics - Year 11 – 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Motion	Practical Examination Electrical and Magnetic Interactions	Yearly Examination	
Timing	Term 2, Week 5	Term 3, Week 4	Term 3, Weeks 9-10	
Outcomes assessed	PH11-1, PH11-2, PH11-3, PH11-7, PH11-8, PH11-9	PH11-3, PH11-5, PH11-6, PH11-10, PH11-11	PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components	Weighting %			
Knowledge and understanding	10	20	10	40
Working Scientifically Skills	30	10	20	60
Total %	40	30	30	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

Society and Culture – Year 11 – 2024

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and in-class presentation Social and Cultural World	Mini PIP Personal and Social Identity	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes Assessed	P1, P3, P4, P6, P9, P10	P2, P3, P6, P7, P8, P9, P10	P1-6, P9, P10	
Components				Weighting %
Knowledge and Understanding	15	5	30	50
Interpersonal Skills	5	20	5	30
Communication Skills	5	10	5	20
Total %	25	35	40	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

Sport, Lifestyle and Recreation – Year 11 – 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Resistance Training Program Design Develop, test and evaluate a resistance training program for a specific purpose	Healthy Lifestyles Nutrition and Supplementation Research Task	First Aid Gross and fine motor skill obstacle course
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 6
Outcomes assessed	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.3, 2.5, 3.6, 4.2, 4.4, 4.5
Components	Weighting %		
Knowledge and understanding of health and physical activity concepts	15		10
Interpersonal Skills	10	10	20
Movement Skills	10	25	
Total %	35	35	30
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>

Visual Arts – Year 11 – 2024

Task number	Task 1	Task 2	Task 3
Nature of task	Identity- Historical/ Critical Study (Essay) Reading to Write	Body of Work on Identity & VAPD	Multidisciplinary Artwork & VAPD + Historical/Critical Study (Extended response and Essay)
Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 7
Outcomes assessed	P1, P2, P4, P5, P6	P7, P8, P10	P1, P2, P3, P5, P6, P7, P9, P10
Components	Weighting %		
Historical / Critical Study	30		20
Practice (Artemaking)		30	20
Total %	30	30	40
			100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Work Studies – Year 11 – 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	My Working Life (Core Unit) Planning report	Personal Finance Track personal finances and manage a virtual share house scenario	Workplace Communication Executing a variety of workplace communication techniques	
Timing	Term 1, Week 7	Term 2, Week 6	Term 3, Week 6	
Outcomes assessed	2, 3, 4	5, 7, 8	1, 6, 9	
Components	Weighting %			
Knowledge and understanding of work and career management	20	15	15	50
Skills for success in the workplace and assessing personal and social influences	20	15	15	50
Total %	40	30	30	100

NSW Education Standards Authority Syllabus Information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

Year 11 Assessment Overview -Term 1 to Term 3 - 2024

	WEEK 1B	WEEK 2A	WEEK 3B	WEEK 4A	WEEK 5B	WEEK 6A	WEEK 7B	WEEK 8A	WEEK 9B	WEEK 10A	WEEK 11B
TERM 1 2024							Business Studies Modern History Work Studies		Visual Arts Maths Standard Maths Advanced Maths Ext 1 Music 1 Economics	PDHPE SLR English Advanced English Standard Society & Culture	Invest. Science
	WEEK 1A	WEEK 2B	WEEK 3A	WEEK 4B	WEEK 5A	WEEK 6B	WEEK 7A	WEEK 8B	WEEK 9A	WEEK 10B	
TERM 2 2024			Enterprise Computing		Physics Biology	Visual Arts Work Studies Chemistry	Music 1	Modern History Business Studies SLR	Economics English Advanced English Standard Maths Standard Maths Advanced Maths Ext 1 PDHPE	Society & Culture	
	WEEK 1A	WEEK 2B	WEEK 3A	WEEK 4B	WEEK 5A	WEEK 6B	WEEK 7A	WEEK 8B	WEEK 9A	WEEK 10B	
TERM 3 2024			Enterprise Computing	Biology Chemistry Invest Science Physics		SLR Work Studies	Visual Arts	Non-assessments period	Yearly Exams	Yearly Exams	

Part C

Forms for course appeals and changes

Assessment Task Appeal Form

Name: _____ Year: _____ Course: _____

Assessment Task: _____ Date of Task: _____

Reason for application (please tick):

- ☐ Absent 2 days before an Assessment Task
- ☐ Late or missed a class 2 days before an Assessment Task
- ☐ Other School Commitment on the day of an Assessment Task
- ☐ Extension (due to illness or exceptional circumstances)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- ☐ Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task).
- ☐ Appealing a Zero Assessment Mark determination

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

I have attached (please tick and complete relevant information):

- ☐ Medical Certificate from Dr: _____ Dated : _____
- ☐ Illness/Misadventure Form completed by Dr: _____ Dated : _____
- ☐ Supporting letter from my parent/caregiver
- ☐ Assessment Task (Required if appealing a Zero Assessment Mark determination)
- ☐ Other (please describe) _____

Student Signature : _____

Date: _____

Parent Signature : _____

Date: _____

Head Teacher determination:

- ☐ Appeal Upheld ☐ Appeal Declined

Head Teacher: _____ Signature: _____ Date: _____

Student Acknowledgement of Head Teacher Decision

- ☐ Accepted decision ☐ Forward to Deputy Principal for Assessment Panel Review

Student signature: _____ Date: _____

Assessment Review Panel

Reason student is referring the Appeal to the Assessment Panel (Head Teacher to complete)

Please ensure all evidence is attached and provide the information to the Deputy Principal

Assessment Review Panel Composition:

Senior Executive _____

Head Teacher _____

Year Advisor _____

Other: _____

Assessment Panel determination:

☐ Student Appeal Upheld

☐ Head Teacher Determination Upheld

Senior Executive: _____ Signature: _____ Date: _____

Student Acknowledgement of Assessment Review Panel Decision

Student signature: _____ Date: _____

Copy to:

Head Teacher: _____

Student File

Student _____

Assessment Task Appeal Form

Name: _____ Year: _____ Course: _____

Assessment Task: _____ Date of Task: _____

Reason for application (please tick):

- ☐ Absent 2 days before an Assessment Task
- ☐ Late or missed a class 2 days before an Assessment Task
- ☐ Other School Commitment on the day of an Assessment Task
- ☐ Extension (due to illness or exceptional circumstances)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- ☐ Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task).
- ☐ Appealing a Zero Assessment Mark determination

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

I have attached (please tick and complete relevant information):

- ☐ Medical Certificate from Dr: _____ Dated : _____
- ☐ Illness/Misadventure Form completed by Dr: _____ Dated : _____
- ☐ Supporting letter from my parent/caregiver
- ☐ Assessment Task (Required if appealing a Zero Assessment Mark determination)
- ☐ Other (please describe) _____

Student Signature : _____ Date: _____

Parent Signature : _____ Date: _____

Head Teacher determination:

- ☐ Appeal Upheld ☐ Appeal Declined

Head Teacher: _____ Signature: _____ Date: _____

Student Acknowledgement of Head Teacher Decision

- ☐ Accepted decision ☐ Forward to Deputy Principal for Assessment Panel Review

Student signature: _____ Date: _____

Assessment Review Panel

Reason student is referring the Appeal to the Assessment Panel (Head Teacher to complete)

Please ensure all evidence is attached and provide the information to the Deputy Principal

Assessment Review Panel Composition:

Senior Executive _____

Head Teacher _____

Year Advisor _____

Other: _____

Assessment Panel determination:

☐ Student Appeal Upheld



Head Teacher Determination Upheld

Senior Executive: _____ Signature: _____ Date: _____

Student Acknowledgement of Assessment Review Panel Decision

Student signature: _____ Date: _____

Copy to:

Head Teacher: _____

Student File

Student

Course Change or Cessation

Surname: _____ Given Name: _____ Year: _____

Currently I am studying:

1 _____ 2 _____
3 _____ 4 _____
5 _____ 6 _____
7 _____ 8 _____

Course I would like to cease: _____ (if applicable)

Course I would like to add: _____ (if applicable)

Reason for change:

Student Signature: _____ Date: _____

CURRENT COURSE REPORT FROM CLASS TEACHER

Key: 1 – Excellent, 2 – Good, 3 – Satisfactory, 4 – Unsatisfactory, 5 – Unacceptable

PROGRESS: _____

WORK IN CLASS: _____

CONDUCT: _____

HOMEWORK: _____

Comment: _____

Name: _____ Signature: _____ Date: _____

HEAD TEACHER

Approved: YES / NO

Comment: _____

Name: _____ Signature: _____ Date: _____

YEAR ADVISOR

Approved: YES / NO

Comment: _____

Name: _____ Signature: _____ Date: _____

CAREERS ADVISOR

Approved: YES / NO

Comment: _____

ATAR Qualification: YES / NO

Name: _____ Signature: _____ Date: _____

PARENT PERMISSION

I understand my son's new pattern of study will be:

- | | |
|---------|---------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |

Parent Name: _____ Parent Signature: _____ Date: _____

Please return to the Deputy Principal. Do not change classes or cease attending a class until this change is approved and you are given a new timetable

Deputy Principal: Approved / Not Approved

Signature _____ Date: _____

OFFICE USE:

- | | |
|---|---|
| ☐ Amend EDVAL timetable | ☐ Timetable distributed to student |
| ☐ Amend NESA enrolment | ☐ Student TT (Attached) |
| ☐ Amend Roll Call (<i>if required</i>) | ☐ Withdraw from external course (<i>if required</i>) |
| ☐ Other _____ | ☐ File form (Change of Course folder) |

Course Change or Cessation

Surname: _____ Given Name: _____ Year: _____

Currently I am studying:

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____

Course I would like to cease: _____ (if applicable)

Course I would like to add: _____ (if applicable)

Reason for change:

Student Signature: _____ Date: _____

CURRENT COURSE REPORT FROM CLASS TEACHER

Key: 1 – Excellent, 2 – Good, 3 – Satisfactory, 4 – Unsatisfactory, 5 – Unacceptable

PROGRESS: _____

WORK IN CLASS: _____

CONDUCT: _____

HOMEWORK: _____

Comment: _____

Name: _____ Signature: _____ Date: _____

HEAD TEACHER

Approved: YES / NO

Comment: _____

Name: _____ Signature: _____ Date: _____

YEAR ADVISOR

Approved: YES / NO

Comment: _____

Name: _____ Signature: _____ Date: _____

CAREERS ADVISOR

Approved: YES / NO

Comment: _____

ATAR Qualification: YES / NO

Name: _____ Signature: _____ Date: _____

PARENT PERMISSION

I understand my son's new pattern of study will be:

- | | |
|---------|---------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |

Parent Name: _____ Parent Signature: _____ Date: _____

Please return to the Deputy Principal. Do not change classes or cease attending a class until this change is approved and you are given a new timetable

Deputy Principal: Approved / Not Approved

Signature _____ Date: _____

OFFICE USE:

- | | |
|---|---|
| ☐ Amend EDVAL timetable | ☐ Timetable distributed to student |
| ☐ Amend NESA enrolment | ☐ Student TT (Attached) |
| ☐ Amend Roll Call (<i>if required</i>) | ☐ Withdraw from external course (<i>if required</i>) |
| ☐ Other _____ | ☐ File form (Change of Course folder) |

Illness/Misadventure Information

This form must be completed by the medical practitioner issuing a Medical Certificate and be attached with the medical certificate to the Assessment Task Appeal Form

Doctor's Name / Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

- ☐ The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)
- ☐ Is suffering from a medical condition of a confidential nature.

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	☐	☐	☐
WRITTEN ASSIGNMENTS	☐	☐	☐
PRACTICAL ASSIGNMENTS	☐	☐	☐
PRIVATE STUDY	☐	☐	☐

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

Signature of medical practitioner

Illness/Misadventure Information

This form must be completed by the medical practitioner issuing a Medical Certificate and be attached with the medical certificate to the Assessment Task Appeal Form

Doctor's Name / Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

- ☐ The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)

☐ Is suffering from a medical condition of a confidential nature.

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	☐	☐	☐
WRITTEN ASSIGNMENTS	☐	☐	☐
PRACTICAL ASSIGNMENTS	☐	☐	☐
PRIVATE STUDY	☐	☐	☐

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

Signature of medical practitioner

Part D

Receipt of Assessment Policy and Procedures

Receipt of Assessment Policy & Procedures 2024

- I have received the Assessment Policy & Procedures 2024.
- I understand that this is an official notification of the school policy with regard to Course Assessment.
- I understand that it is my responsibility to read, understand and follow the procedures for assessment set out within, and to seek help from my class teacher and/or Head Teachers and/or if I have any difficulty meeting my obligations.
- I understand that the Assessment Schedule overview for my courses are attached.
- The school will provide a detailed assessment notification form to students at least 2 weeks prior to the date of submission of an assessment.

Student Name: _____ Year: _____

Student Signature: _____ Date: _____

Parent/Caregiver Full Name (Please print) _____

Parent/Caregiver Signature: _____ Date: _____

Please return this completed form to your Year Advisor

