



**YEAR 11
2024**

**ASSESSMENT SCHEDULE AND
GUIDELINES**

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Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal.

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OVERVIEW

The purpose of this Assessment Handbook is to provide information to parents/carers and students regarding their studies in Year 11. Students who satisfactorily complete Year 11 are awarded the Record of School Achievement (RoSA).

The following course completion criteria refers to students in Year 11. A student is considered to have satisfactorily completed a Year 11 course if, in the principal's view, there is sufficient evidence that the student has: a) followed the course developed or endorsed by NESAs; and b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and c) achieved some or all of the course outcomes. Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course

The Higher School Certificate (HSC) school-based assessment program is an opportunity for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of styles across their courses. The Year 11 Guidelines and Assessment Schedule outlines for the school-based assessment program for every course delivered at Sylvania High School, as well as the procedural guidelines that govern the running of the school-based assessment program.

The assessment outlines published in this booklet indicate a term and week in which the assessment task will take place. Course teachers will provide a separate written Assessment Task Notification at least two weeks prior to the assessment task. This Notification may be provided in hard copy, electronic/digital format, or both.

Questions relating to specific courses should be directed in the first instance to the classroom teacher of the course. Further clarification can be sought from the Head Teacher of the subject and for all matters relating to the procedures outlined in this booklet students should see the Deputy Principal responsible for Year 11.

It is imperative that every student and their parents/carers review the procedures published in this document as they include the assessment rules every student is expected to follow. Students may be disadvantaged if they do not follow these rules.

One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students map their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students begin to feel overwhelmed during their HSC course. Students have access to a range of support people at school including the School Counsellor, Student Support Officer, Careers Adviser, Student Advisers, Head Teacher Wellbeing and Deputy Principal

REQUIREMENTS OF STUDENTS

PATTERN OF STUDY

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study.

ALL MY OWN WORK

HSC: All My Own Work is a **mandatory** program designed to help HSC students to follow the principles and practices of good scholarship.

It consists of five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

All Year 11 students must have successfully passed each module with a supervising teacher sighting attainment.

NATIONAL MINIMUM STANDARDS

To be eligible for a HSC students need to demonstrate they have met a minimum standard in literacy and numeracy.

Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

Tests opportunities are scheduled four times a year with additional support provided for students where needed to assist them in meeting the minimum standards.

SATISFACTORY COMPLETION OF COURSES

According to NESAs, a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the Board; and

2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To achieve the outcomes above, students must:

a) satisfactorily complete classwork

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

b) satisfactorily complete assessment tasks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

c) attend school regularly.

Regular attendance at school is essential to assist students to maximise their potential. Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school. Once enrolled, children are required to attend school each day it is open for students.

If attendance is unsatisfactory a warning letter will be sent.

The Department's Student Behaviour and Suspension and Expulsion procedures detail the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning and their behaviour affects the learning of others.**

Unsatisfactory participation will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives.
- non-compliance with NESA requirements for the award of an HSC.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they may be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the HSC.

Help for students who find themselves in difficulty is always available from their Student Advisor, the Careers Advisor, School Counsellor, Learning Support Team or Deputy Principal.

THE ROSA (RECORD OF SCHOOL ACHIEVEMENT)

The Record of School Achievement (RoSA) is a credential for all students, beginning with Year 10 and including the Year 11 Course, to recognise school achievement before Higher School Certificate (HSC) credential.

Students must complete all mandatory subjects to be eligible for a RoSA. Students who do not complete mandatory subjects will receive a transcript of their studies. Students who leave school prior to completing the HSC are entitled to apply for a RoSA or transcript of studies.

ROSA GRADES

At the completion of your Year 11 Course a grade will be allocated for your RoSA. Grades are determined by your teachers using established NESA guidelines and processes to ensure consistency of judgement.

Grades in Years 10 and 11 will be based on both your results in assessment tasks and teacher judgement. The RoSA credential reports on achievements using A to E grades. Grade descriptors are available on the NESA website.

ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC/Yr 11 course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC/Yr 11 course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

NESA uses a standards-referenced approach to reporting student achievement in Years 11 and 12.

The standards are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

ASSESSMENT TASKS

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

Year 11 courses will have up to three formal assessment tasks. The results of assessment tasks will be used to give students an indication of their achievement relative to the course performance descriptors.

Assessment components may not all have the same importance or weighting. Assessment tasks will have different marking rubric and criteria. The Assessment Mark allows for performance over a range of activities to be judged. The Mark represents a measure of achievement against a pre-set standard (performance standards reference). The Assessment

Task Notification will provide a marking rubric or, where appropriate, a full marking criteria which aligns the assessment outcomes, task activities and student performance standards.

VARIATION, CANCELLATION OR ANNULMENT OF TASKS

Circumstances may arise that may necessitate the variation or cancellation of tasks.

Variations of tasks in relation to content, process or timing will be determined as a result of consultation between the Head Teacher and the Deputy Principal. In such cases, students will receive a revised written assessment notification responsive to the nature and timing of changes in the specific context.

The Principal has the authority to determine the cancellation or annulment of a task (or tasks). Parents/caregivers and students will be informed in writing in such instances.

In the event of an annulled task, an alternate formal assessment task may be required. This determination is at the discretion of the Principal and will be communicated to students and parents/caregivers in writing.

NOTIFICATION OF ASSESSMENT

Students will be given prior notice in writing of every assessment task (referred to as Assessment Task Notification). Assessment Task Notifications will be issued with a **“minimum” of two weeks** prior to the date of completion of each assessment task. This Notification may be provided in hard copy, electronic/digital format, or both.

If a student is absent on the day an assessment notification is distributed, it is their responsibility to out to obtain any material from the teacher issued during the absence.

In addition to an Assessment Task Notification, course teachers may provide additional scaffolds, detailed criteria, drafting and review opportunities. These elements are to support student success but are additional to the Assessment Task Notification and not prescribed requirement for the Notification.

SUBMISSION OF WORK

Students are required to complete assessments by the due dates on their Assessment Task Notifications. This extends to the format and method of submission. Failure to adhere to the requirements of an assessment may result in a non-attempt or non-submission.

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

LATE SUBMISSION OF TASKS

Students are responsible for submitting required work by the due date.

Submission/completion of tasks after the date due without an approved reason will result in a student being awarded zero for that task and receiving an ‘N’ warning letter.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for submission or express posting it to arrive at the school by the due date.

Technology, including computer/printer failure, will not be accepted as a valid reason for failure to submit a task on the due date.

All efforts should be made by the student to address submission challenges or activity conflicts with the Classroom Teacher or Head Teacher *prior* to the task due date.

ASSESSMENT TASK NOTIFICATIONS

Students will be given at least two weeks' notice of a formal task. Tasks are common across all classes within a course.

Assessment Task Notifications will detail

- the timing and duration of the task.
- the outcomes to be assessed.
- the nature and form the assessment task will take.
- permitted materials for an in class task.
- submission requirements for hand in components.

Additional accompanying materials will be provided where relevant to supporting student attainment in the task. Examples of additional materials include: exemplars, scaffolds, marking criteria and study guides.

Clarifying questions can be directed to the class teacher or the Head Teacher of the Faculty.

IN-CLASS ASSESSMENT RULES

Assessment Task Notification will contain the particulars in relation to task requirements and processes.

In addition to malpractice prohibition, additional expectations for assessments tasks undertaken at school include:

- following any and all instructions by supervising staff in relation to conducting assessment. This includes entry and exit of an assessment environment.
- being prepared for assessment with the permitted materials only.
- remaining quiet and seated for the duration of the task, a raised hand will indicate to the task supervisor that a student needs assistance.
- attempting all sections of a task to the best of their ability within the task timeframe.
- refraining from bathroom breaks during an in-class task.

Examples of such assessments include tests, performance or practical tasks,

'Supervising staff' include all school staff as well as appointed external team of invigilators.

USE OF ELECTRONIC DEVICES INCLUDING DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESAs-approved calculators may be used in examinations. NESAs provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, malpractice will attach, their task or examination will be invalid, a mark of zero awarded and an 'N' warning letter sent.

DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results during the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed disabilities.

To access Disability Provisions, students must speak to the Learning Support Teacher or a School Counsellor (referral through Head Teacher Welfare). In the HSC year, a NESAs application form must be completed including additional required documentation. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

HONESTY IN ASSESSMENT

The honesty of students in completing assessment tasks, examinations and submitted works underpins the integrity of the HSC. 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. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice (commonly referred to as cheating). Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and confirmed instances of malpractice will affect a student's marks and may jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all work is entirely their own.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

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

- copying someone else's work in part or in whole and presenting it as their own.
- using material directly from books, journals, CDs or the internet without reference to the source.
- building on the ideas of another person without reference to the source.
- buying, stealing or borrowing another person's work and presenting it as their own.
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially, or that has been substantially generated by AI.
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement.
- paying someone to write or prepare material.
- breaching school examination rules.
- cheating in an HSC examination.
- using non-approved aids during an assessment task.
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

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

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

The outcome for confirmed malpractice will be a Zero Award for the task.

In all cases of malpractice, parents/carers will be notified, and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESA.

NON-SERIOUS ATTEMPTS / NON-ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render those students ineligible for the award of the HSC. NESA considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. It is insufficient to answer multiple-choice questions only. Rewriting the question is not considered to be a serious attempt at the paper.

Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the Principal of its decision when the HSC results are released.

In school-based assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESAs's guidelines. The Head Teacher, in consultation with the course teacher(s) involved, shall determine whether the attempt is non-serious.

ATTENDANCE PRIOR TO ASSESSMENT DUE DATE – EQUITY PRINCIPLE

Students must be present at school the day prior to any assessment task. In the case of the Trial HSC Examination period, students must be in classes for the whole week prior to the examination period. Students absent prior to a task could be seen as gaining an advantage as they have additional time to complete the assessment or study. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to the Trial HSC Examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a Zero Award for the task.

ILLNESS / MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

It is a NESAs recommendation that wherever possible, a student completes the task in line with published assessment to minimise the impact on other classes and assessment performance. In this instance, a marks consideration application addresses a limitation on performance.

ILLNESS/MISADVENTURE AT SCHOOL DOES NOT COVER:

- recreational holidays
- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of assessment task notification or task instructions
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period
- conditions for which they have been granted disability provisions, unless they experience further difficulties at the time of assessment
- poor time management or last minute printing or file complications

- other commitments, such as participation in entertainment, work or sporting events, or attendance at other school activities without prior approval from the relevant Head Teacher or the Deputy Principal.

ILLNESS/MISADVENTURE PROCESS

The responsibility to complete and submit an Illness/Misadventure application rests with the student, this may extend to coordination with parents/carers as circumstances require.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. Email or ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. Obtain independent evidence relevant to their circumstances:

ILLNESS:

A valid medical certificate. A valid medical certificate needs to refer to symptoms of a 'medical condition' or identify a medical condition.

Certificates simply stating 'unfit for school' do not meet NES requirements and will not be accepted.

MISADVENTURE:

Independent evidence could include: a report from police or emergency services, a medical note for supporting a hospital patient, photographic evidence (eg: minor traffic accident), paperwork relating to a funeral eg: service booklet

3. Download the school's Illness/Misadventure form (available in this document, the school website or the Front Office) and complete it attaching the relevant evidence.
4. Complete this including discussion with the relevant Head Teacher(s)
5. Submit the **completed** Illness/Misadventure form to the Front Office with the independent evidence. to the Front Office who will give to the relevant Deputy Principal. All paperwork must be handed in **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

A panel may be convened to decide on the outcome of an Illness/Misadventure application. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. Appendix A

ILLNESS/MISADVENTURE OUTCOMES

There are two core outcomes available under this process:

1. Task reschedule/new due date.
This could be an alternate submission date or completing an in-class task at a subsequent time.

2. Marks consideration.

This end of year review will compare individual performance to like-tasks or content, using the professional judgement of the Head Teacher and in consultation with the Deputy Principal

While these two remedies cover the overwhelming majority of circumstances, the school reserves the right to implement other actions to ensure the twin goals of student performance and assessment integrity are met. Any such outcome will only occur within the rules and policies of NESA and the NSW Department of Education.

TASK RESCHEDULING AND ALTERNATE TASKS

Sylvania High School is committed to the academic integrity of assessment. This may involve the provision of an amended or substitute task provided as an alternate task. Any such tasks will assess the same outcomes and standard of the original assessment task.

It is at the discretion of the relevant Head Teacher(s) as to the date of an alternate task. This may include sitting or submitting a task on the day of return to school.

IMPACT ON PUBLISHED REPORTS

Marks Consideration applications are considered at the conclusion of the course and academic reporting period, and before the certification of assessment mark submitted to NESA.

Previously published course ranks in academic reports may be impacted by this process for both the individual student and the cohort. The Semester 2 Academic Report will reflect correct information.

APPROVED EXTENDED LEAVE

All students must attend school every day to ensure they have the continuity essential to learning and personal attainment. NSW Department of Education emphasises that family travel and holiday plans should take place during set school holiday periods.

Extended leave during school term(s) requires a special application to the Principal.

Assessment tasks scheduled during a student's requested extended leave must be listed on the application with relevant documentary evidence. If the extended leave is approved by the Principal, assessment tasks will be supported under misadventure and the task rescheduled. Students are expected to undertake all outstanding assessments promptly on return to school in negotiation with relevant Head Teacher(s) and Deputy Principal.

If the application for extended leave is not approved, or a scheduled assessment task is not listed on the application, then a zero mark may be awarded for the missed task(s).

ASSESSMENT APPEALS

Any concern about the results achieved on an assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Once a paper is returned and taken home, no changes based on administrative errors will occur.

If students feel that the **process** of assessment marking was not in line with school assessment policy, they may take their concerns to the Head Teacher for that course and/or their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESAs and the Department of Education they are not entitled to seek a review of teachers' judgements or application of marking guidelines for assessment tasks. The mark(s) awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program align with NESAs guidelines
- the procedures used by the school for determining the final assessment mark align with its stated assessment program, and,
- there were administrative errors in the determination of the assessment mark.

THE N DETERMINATION PROCESS

An N Determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the N Determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an HSC or ATAR.

The N Warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support.

A Principal's Determination will be issued along with the Student Appeal form, to any student issued with an N Determination in any course. The Principal will also advise the student's parents or carers (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

N WARNING PROCESS

An N warning letter may be issued to parents/carers to formally advise a student is 'at risk' of an N Determination for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- non-completion or non-serious attempts on assessment tasks.

The N warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due.
- the assessment weighting on the task
- what the student must do to resolve the N warning 'action required'.
- when the task is to be done by

If applicable, the letter will also detail that a zero mark has been awarded. There is a section which should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' warning letter can be found in [Appendix B](#)

RESOLVING N WARNINGS

The purpose of the N Warning process is to identify course outcomes that a student has not demonstrated and provide opportunity to achieve them.

By completing the 'action required' activities identified in the N-Warning letter by the revised due date, a student demonstrates their achievement of the identified outcomes. Students must consult with the Course Teacher or Head Teacher if they are unsure of what or how to complete in relation to the N-Warning letter.

The relevant Head Teacher will determine if a student has made a satisfactory application to the required work. In such circumstances, the N-Warning remains on file but is marked as resolved.

ZERO AWARDS

If students engage in malpractice, make a non-serious attempt or fail to meet an assessment deadline (without a valid illness/misadventure application) they will be awarded a zero mark for the task and an N warning letter will be issued to parents/carers. They are still required to complete the task to demonstrate they are meeting course outcomes and will be given two weeks to do so.

In such circumstances, the N-Warning is recorded on file as resolved, however the Zero Award will remain as the formal assessment mark.

NESA – ADDITIONAL INFORMATION

NESA publish useful guides for both students and parents on the [NESA Website](#) and social media platforms. This includes access to course syllabuses, live webinars and past HSC papers with answers. These support students in their independent work across their courses.

NESA [Students Online](#) portal provides secure login and access to student information including HSC course enrolment, examination timetable and individual results.

ACCESSING STUDENTS ONLINE AFTER GRADUATION

Students Online portal is usually accessed using each student's @education email account. It is critical that students change this email detail after graduation and the conclusion of their HSC Examinations as their NSW DoE email will be discontinued.

Students can change to any personal email of their choosing at this time. This change will ensure ongoing access to their achievement data including HSC NESA credentials.

DECODING NESA DIRECTIVE TERMS

These are key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

YEAR 11 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 11 courses running in 2024. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Key Date to remember:

Year 11 Assessment Information Session: Term 1, Week 5 (evening)

Final Examinations: Term 3, Weeks 8-9

A specific Examination Schedule will be published closer to the events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher, Head Teacher or Deputy Principal.

Students are encouraged to view the [Assessment Calendar](#) summary in planning their assessment revision and completion.

ANCIENT HISTORY

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9
Nature of task		Source Analysis	Historical Investigation	Examination
Component	A	10%	10%	20%
	B	5%	5%	10%
	C	10%	10%	
	D	5%	5%	10%
Total Weighting		30%	30%	40%

Component:

- A. Knowledge and understanding of course content
- B. Historical skills in the analysis and evaluation of sources and interpretations
- C. Historical inquiry and research
- D. Communication of historical understanding in appropriate forms

BIOLOGY

		Task 1	Task 2	Task 3
Timing		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-9
Nature of task		Field Skills Task	Depth study Practical Task	Examination
Component	A	25%	25%	10%
	B	10%	5%	25%
Total Weighting		35%	30%	35%

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

BUSINESS STUDIES

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8-9
Nature of task		Business Report: Nature of Business	Research Task: Business Management	Examination
Component	A	15%	10%	15%
	B	5%	5%	10%
	C	5%	10%	5%
	D	5%	5%	10%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. Stimulus-based skills
- C. Inquiry and research
- D. Communication of business information, ideas and issues in appropriate forms

CHEMISTRY

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 3 Week 4	Term 3 Week 8-9
Nature of task		Research Task	Depth Study	Final Exam
Component	A	10%	25%	25%
	B	20%	5%	15%
Total Weighting		30%	30%	40%

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

COMMUNITY AND FAMILY STUDIES (CAFS)

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8-9
Nature of task		In Class Task	Investigation & Report	Examination
Component	A	5%	5%	30%
	B	25%	25%	10%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. skills in designing, researching, analysing and evaluating

DANCE

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
Nature of task		Composition, Rationale Performance Appreciation	Performance Interview Research	Examination Composition, Rationale and Performance
Component	A	10%	20%	10%
	B	15%		15%
	C	5%	10%	15%
Total Weighting		30%	30%	40%

Component

- A. Performance
- B. Composition
- C. Appreciation

DESIGN & TECHNOLOGY

		Task 1	Task 2	Task 3
Timing		Term 2 Week 5	Term 3 Week 6	Term 3 Week 8-9
Nature of task		Project 1 Toy Design Task and Folio	Project 2 Design Practical Project and Folio	Examination
Component	A	10%	15%	30%
	B	25%	20%	
Total Weighting		35%	35%	30%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in designing, managing, producing, and evaluating design projects

DRAMA

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
Nature of task		Group Play building Performance and Logbook	Scripted Drama Performance, Logbook and Essay	Individual Project, Rationale and Logbook
Component	A	20%		20%
	B	15%	15%	
	C		20%	10%
Total Weighting		35%	35%	30%

Component

- B. Making
- C. Performing
- D. Critically Studying

ENGLISH STANDARD

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-9
Nature of task		Writing In class	Multi-modal	Examination
Component	A	15%	15%	20%
	B	10%	20%	20%
Total Weighting		25%	35%	40%

Component

- A. Knowledge and understanding of course content
- B. Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes

ENGLISH ADVANCED

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-9
Nature of task		Writing In class	Multi-modal	Examination
Component	A	15%	20%	15%
	B	15%	20%	15%
Total Weighting		30%	40%	30%

Component

- A. Knowledge and understanding of texts and why they are valued
- B. Skills in complex analysis composition and investigation

ENGINEERING STUDIES

		Task 1	Task 2	Task 3
Timing		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8-9
Nature of task		Engineered product analysis	# Engineering solution & Report	Examination
Component	A	10%	30%	20%
	B	20%		20%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in research, problem solving, and communication related to engineering practice

Mandatory

FOOD TECHNOLOGY

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-9
Nature of task		Food Selection Report and Practical	Food Nutrients Investigation and Practical	Examination
Component	A	5%	5%	30%
	B	15%	15%	
	C	15%	15%	
Total Weighting		35%	35%	30%

Component

- A. Knowledge and understanding of course
- B. Knowledge and skills in designing, researching, analysing, and evaluating
- C. Skills in experimenting with and preparing food by applying theoretical concepts

INDUSTRIAL TECHNOLOGY - TIMBER

		Task 1	Task 2	Task 3
Timing		Term 1 Week 5	Term 2 Week 7	Term 3 Week 8-9
Nature of task		Industry Study	Folio and Video	Examination
Component	A	10%	10%	20%
	B	10%	30%	20%
Total Weighting		20%	40%	40%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in the management, communication, and production of projects
- C.

ENTERPRISE COMPUTING

Timing		Term 1 Week 9	Term 3 Week 2	Term 3 Week 8-9
Nature of task		Hand-In Task	Website Task	Examination
Component	A	15%	20%	30%
	B	15%	10%	10%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in the design and development of information systems

LEGAL STUDIES

		Task 1	Task 2	Task 3
Timing		Term 2 Week 7	Term 3 Week 6	Term 3 Week 8-9
Nature of task		In-Class Short Answer and Essay	Research Task	Examination
Component	A	10%	10%	20%
	B		10%	10%
	C	15%	5%	
	D	10%	10%	
Total Weighting		35%	35%	30%

Component

- A. Knowledge and understanding of course content
- B. Analysis and evaluation
- C. Inquiry and research
- D. Communication of legal information, ideas and issues in appropriate forms

MATHEMATICS ADVANCED

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-9
Nature of task		Examination	Investigative task	Examination
Component	A	20%	10%	20%
	B	15%	15%	20%
Total Weighting		35%	25%	40%

Component

- A. Understanding, fluency and communicating
- B. Problem solving, reasoning and justification

MATHEMATICS EXTENSION 1

		Task 1	Task 2	Task 3
Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-9
Nature of task		Investigative task	Examination	Examination
Component	A	12%	18%	20%
	B	13%	17%	20%
Total Weighting		25%	35%	40%

Component

- A. Understanding, fluency and communicating
- B. Problem solving, reasoning and justification

MATHEMATICS STANDARD

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-9
Nature of task		Examination	Investigative task	Examination
Component	A	20%	10%	20%
	B	15%	15%	20%
Total Weighting		35%	25%	40%

Component

- A. Understanding, fluency and communicating
- B. Problem solving, reasoning and justification

MODERN GREEK BEGINNERS

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 8-9
Nature of task		Response to spoken/visual texts/oral presentation	Response to written text/interview	Examination
Component	A	20%		10%
	B		20%	10%
	C	10%	10%	
	D			20%
Total Weighting		30%	30%	40%

Component

- A. Listening
- B. Reading
- C. Speaking
- D Writing

MODERN HISTORY

		Task 1	Task 2	Task 3
Timing		Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9
Nature of task		In Class Essay – The Transatlantic Slave Trade	Hand In - Historical Investigation	Examination
Component	A	20%	10%	20%
	B		10%	5%
	C	5%	10%	10%
	D	5%		5%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. Historical skills in the analysis and evaluation of sources and interpretations
- C. Historical inquiry and research
- D. Communication of historical understanding in appropriate forms

MUSIC 1

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8-9
Nature of task		Topic 1 Composition and Viva Voce	Topic 2 Musicology and Performance	Examination
Component	A		25%	
	B	25%		
	C		10%	15%
	D	15%		10%
Total Weighting		40%	35%	25%

Component

- A. Performance
- B. Composition
- C. Musicology
- D. Aural

PDHPE

		Task 1	Task 2	Task 3
Timing		Term 2 Week 1	Term 3 Week 2	Term 3 Week 8-9
Nature of task		Core 2 – Research Report: Critical Analysis of human performance	Core 1 – Analysis: In class Health Promotion evaluation	Final Examination
Component	A	10%	15%	15%
	B	20%	15%	25%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. Skills in critical thinking, research, analysing and communicating

PHYSICS

		Task 1	Task 2	Task 3
Timing		Term 1 Week 11	Term 2 Week 8	Term 3 Week 8-9
Nature of task		Depth Study Investigation and Report	Practical Examination	Examination
Component	A	20%	20%	20%
	B	10%	10%	20%
Total Weighting		30%	30%	40%

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

SOCIETY & CULTURE

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8-9
Nature of task		Contemporary Issues Report	Research Report	Examination
Component	A	15%	15%	20%
	B	10%	10%	10%
	C	5%	5%	10%
Total Weighting		30%	30%	40%

Component

- A. Knowledge and understanding of course content
- B. Application and evaluation of social and cultural research methods
- C. Communication of information, ideas, and issues in appropriate forms

SPORT, LEISURE & RECREATION (SLR)

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Weeks 3-5	Term 3 Week 8
Nature of task		Module 5: Resistance Training Module In class Task 6:	Module 15: Sports Coaching & Training Research and In Class Task	Examination; Modules 5, 15, 12
Component	A	10%	10%	30%
	B	30%	10%	10%
Total Weighting		40%	20%	40%

Component

- A. Knowledge and understanding of course content
- B. Skills in critical thinking, research, analysing and communicating

VISUAL ARTS

		Task 1	Task 2	Task 3
Timing		Term 2 Week 2	Term 3 Week 4	Term 3 Week 8-9
Nature of task		'Art Making' & Historical and Critical Study	Body of work & Essay	Examination
Component	A	20%	30%	
	B	10%	15%	25%
Total Weighting		30%	45%	25%

Component

- A. Art Making
- B. Art Criticism and Art History

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students

wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

CONSTRUCTION AND HOSPITALITY

The following applies to all Industry Curriculum Framework (ICF) courses delivered at Sylvania High School.

Dual accreditation

Assessment for the Higher School Certificate VET Course within industry curriculum frameworks has two purposes:

1. Australian Quality Framework (AQF) Qualifications

To achieve an AQF qualification, students are assessed on their achievement of competencies.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing, integrated or holistic.

Students must also, complete Cluster tasks (as supplied by the Registered Training Organisation –Ultimo containing both written and practical work.

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

A student's record of their Units of Competency will be stored electronically at the school and distributed to students during each reporting period.

At the conclusion of the course, a student who fulfils the requirements of an AQF VET qualification will receive the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

2. Assessment for Higher School Certificate (HSC)

Work placement

To be eligible for a HSC in a VET course, students must complete a mandatory work placement in both the Preliminary and HSC courses. A total of 70 hours for a 240-hour 2-unit course must be completed in the industry relevant to their VET course by the conclusion of Term 3 of their HSC year.

Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

Students who do not attend work placement due to illness or misadventure must notify the school and produce appropriate evidence on return to school. Non-completion of work placement is grounds for withholding the course and students will be issued an 'N' determination.

REFUND POLICY

If a student intends to leave the course, please contact the School Office for details of the refund policy.



School Name: Sylvania High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the kitchen	Task 2 Service please	Preliminary EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 2	Week 10	Week 8-10
		Term 2	Term 2	Term 3
Code	Unit of Competency			
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 SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary Examination weighting 40% and HSC Trial Examination weighting 60%)

* 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: _____

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	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
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).

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".

APPENDIX A

ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Deputy Principal **within two days of returning to school.**

SURNAME:

GIVEN NAME:

YEAR:

DATE OF REQUEST:

Please indicate the subject/s for which this appeal is being lodged.

Subject	Date of Task	Nature of Task e.g.: AT 1 Test	Teacher

REQUESTING: Task Reschedule/New Due Date
 Marks Consideration (reviewed by panel at end of year)
 Other

BASIS FOR APPLICATION (Illness or Misadventure):
Add formal documentation and/or additional pages to provide sufficient details to support your case

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED:
 (student)

DATE:/...../.....

SIGNED:
 (parent)

DATE:/...../.....

HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:
.....
.....
.....
.....
Rescheduled date:/...../.....	Rescheduled date:/...../.....	Rescheduled date:/...../.....	Rescheduled date:/...../.....
SIGNED:	SIGNED:	SIGNED:	SIGNED:
DATE:/...../.....	DATE:/...../.....	DATE:/...../.....	DATE:/...../.....

SUBMISSION TO FRONT OFFICE:

Deputy Principal:

Form received:/...../.....BY:

Entered: / /

BY:

Notes:

PANEL'S DECISION: UPHELD NOT UPHELD

DATE:/...../.....

Task Rescheduled Marks Adjusted

SIGNED: DP

HT

HT

ILLNESS/MISADVENTURE APPLICATION ADMINISTRATION

ILLNESS/MISADVENTURE PROCESS

Student gets form from Front Office or downloads from Guidelines and Assessment Schedules document on the school's website. Student completes the form with relevant details and attaches documentation (medical certificate). Student must discuss with relevant DP.



Student takes form to HT for comment **within two school days upon return to school.**



Student takes completed form to DP.
DP signs receipt of form and enters information into spreadsheet.
Tasks rescheduled/completed
HT to inform DP when task completed/handed in in cases of extension.



Marks consideration to be undertaken at end of year finalisation process
For complex Illness/Misadventure cases, DP holds panel to make a decision. Panel members: DP, two HT's.

SAMPLE N WARNING LETTER

Dear Parent / Carer

OFFICIAL WARNING: Non-completion of a RoSA/Higher School Certificate Course

I am writing to advise that your son / daughter _____ is in danger of not meeting the requirements for satisfactory completion of the HSC course in «subject».

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course. In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

APPENDIX C

GLOSSARY OF KEY WORDS AS SPECIFIED BY NESAS FOR USE IN HSC COURSES

GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in NESAS syllabuses, performance descriptions and examinations.

Account	Account for; state reasons for, report on. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meanings and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate Details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from; investigate
Investigate	Plan, inquire into and draw conclusions about
Justify	Support and argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant Details
Synthesise	Putting together various elements to make a whole

STUDENT ASSESSMENT SCHEDULE

Term 1, 2024	Week	Course	Assessment Task Description

Term 2, 2024	Week	Course	Assessment Task Description

Term 3, 2024	Week	Course	Assessment Task Description
	8-9	Final Examinations	See Examination Timetable