



Year 11 2023

**ASSESSMENT
BOOKLET**

ACKNOWLEDGEMENT OF RECEIPT

Each student is to sign for his/her copy of this document as acknowledgement of receipt. It is the student's responsibility to be aware of the contents

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Message to Students

Congratulations on starting your Preliminary HSC studies. The next two years will be exciting and rewarding. By now you will realise that you will need to make a dedicated commitment if you want to achieve your personal best HSC in 2024.

This booklet outlines information about what this commitment involves. It contains general information from:

- NSW Education Standards Authority (NESA)
- Department of Education (DOE)
- Specific information applying to Year 11 students at Marsden High School (MHS).

It is each student's responsibility to read and understand the contents of this document.

Students' Rights and Responsibilities in Year 11 Assessment

You have the right to:

- Be informed of the assessment procedures of your school and those of NESA
- Receive clear guidelines and a notification sheet for each assessment task (including examinations), **in writing**, relating to the requirements of each assessment task at least two weeks before the task due date.
- Query the mark for an individual task at the time it is returned to you.

You have the responsibility to:

- Become familiar with and follow the assessment requirements set by the school.
- Monitor upcoming tasks by reference to this booklet and Term Assessment Planners.
- Complete all set tasks on time or talk to your teacher about what is required if you can't meet a deadline.
- Complete all NESA *HSC: All My Own Work* modules as a prerequisite before entry into a Year 11 course. This is completed in Year 10 at Marsden High School.
- Avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- Follow up any concerns you have with tasks **at the time they are returned to you.**

Message to Parents/Carers

We hope that in partnership with you, we can help your child maximise their Preliminary HSC and HSC experience. This booklet is designed to point out clearly the level of student commitment needed to gain a great HSC result. While we recognise that a great HSC requires a commitment from parents/carers and teachers, this booklet focuses on the student.

We encourage you to discuss and clarify the content of this booklet with your child and to monitor his or her commitment to school.

Please contact your child's Year Adviser, Head Teacher Learning Support or Deputy Principal if you feel additional academic or wellbeing supports are required for success.

Year 11 Assessment Procedures

These notes have been prepared to assist you in understanding the procedures used at Marsden High School in arriving at your final assessment marks and Grades for the Year 11 RoSA.

What is assessment?

- A process of identifying, gathering and interpreting information about student achievement.

- It provides opportunities for teachers to collect evidence about student achievement in relation to syllabus outcomes in each course, and satisfactory completion of a course to report on the standard of attainment at the end of the course against the A-E descriptors in Year 11.
- Teachers use information gathered throughout the teaching and learning process to assist student learning and clarify understanding.
- Students monitor their own learning and ask questions about how to use assessment information for new learning to improve their skills and knowledge.
- Formal examinations provide an opportunity to collect evidence of student learning and may be used for grading and ranking purposes as well as informing feedback for students to improve their learning.

How will assessment be undertaken?

Schools are required to provide written advice to students about requirements for assessment including:

- formal assessment schedules at the commencement of Year 11 and Year 12
- a notification for each formal assessment task

In the context of the HSC, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12 and each has mandatory components and a weighting determined by the school, within requirements provided by NESAs. The maximum number of formal assessment tasks is three in Year 11 and four in Year 12. There is only one formal written examination that mimics the HSC per course in each year and the Year 12 examinations have a maximum weighting of 30%.

Allocation of marks for reporting

Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used. Marks for each task will be allocated according to the marking guidelines included in the written notification. Your mark for 2 unit courses in your Year 11 academic reports will be reported on a scale of 0 to 100. There will be five performance bands that correspond to different levels of achievement in Year 11, six in the HSC year. Marks are based on the standard of achievement reached. Your mark for 1 unit courses (including Extension courses) will be reported on a scale of 0 to 50. In Year 11 these marks will be used to inform the RoSA Grade.

Looking ahead to the HSC

The HSC is the highest educational award you can gain in New South Wales schools.

The HSC:

- is an internationally recognised credential
- provides a strong foundation for the future
- is standards-based. Students receive HSC marks that indicate the standard they have achieved.
- involves the study of at least 12 units in Year 11 and 10 units in Year 12
- involves at least 6 units of Board Developed courses in Years 11 and 12.

Students **must** satisfy the assessment requirements for the Year 11 Course **before commencing** the corresponding HSC Course. Year 11 Courses satisfactorily completed will appear on the Year 11 RoSA.

Stronger HSC Standards

To help support high school students achieve their best, the HSC has been reformed. The changes were designed to help motivate and challenge students to achieve at their highest possible level, reduce excessive stress and give students more skills and career options.

All Year 12 students in NSW must reach a minimum standard of literacy and numeracy to receive their HSC.

Board Developed and Board Endorsed Courses

The range of subjects from which students can choose include those that are **Board Developed** and **Board Endorsed**. Further information about these courses can be found in the **Subject Selection information booklet, that was provided to each Year 10 student in 2022.**

Confirmation of Entry

HSC: All My Own Work Program

This program is designed to help Stage 6 students follow the principles and practices of good and ethical scholarship as set out by NESA. Confirmation of entry into Year 11 is not possible until the *HSC: All My Own Work* program is **completed and recorded with NESA**. You must provide evidence of your results to NESA Liaison Officer, Mr Lustica.

Eligibility for the HSC

It is your responsibility to ensure that you are meeting the pattern of study requirements at all times. You cannot change or drop a subject without completing a **Change of study pattern** form (a pink form available from the Deputy Principal).

It is **each student's responsibility** to ensure you are studying at least 12 units in Year 11, including 6 Board Developed units. You should also ensure that you have at least **10 units** of Board Developed subjects to gain an ATAR (if required). When the NESA Liaison Officer, Mr Lustica gives you a **Confirmation of entry** form from the NSW Education Standards Authority (NESA), it is your responsibility to check and verify that you are correctly enrolled for the HSC and an ATAR (if needed). You must notify the NESA Liaison Officer if you change your address or any personal details during the next 2 years.

The formal school-based assessment program at MHS

This Assessment Information Booklet includes the procedures and schedules for all students and teachers. Each parent or student is required to sign for their copy of the Assessment Booklet as an acknowledgment of receipt. Students will be notified in writing of any changes to the school's Assessment Procedures.

Assessment coordinator

The relevant Year Group Deputy Principal is the Assessment Coordinator. The Deputy Principals produce the *Year 11 and HSC Assessment Information* booklets. The Assessment Coordinator determines the procedures to be followed by students who have missed assessment tasks, convenes the Assessment Appeals Committee and provides advice about assessments to students, teachers and parents.

School-based assessment program

Assessment programs include a variety of assessment tasks that test the content and outcomes of each course and allow students to show what they know, understand and can do. A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Assessment tasks will vary between subjects and could include, but are not limited to:

- Presentations – digital, oral, multimodal
- Reports – analytical, fieldwork, research, written
- Essays/expositions
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests

- Compositions

Examinations held within the school are generally included in school-based assessment programs.

Group work tasks:

Where group work is a course requirement, teachers should ensure that:

- the task is designed to assess the contribution of individual group members
- the teacher provides procedures for how the task will be completed such as establishing expectations including considering a range of views
- the required support documentation or evidence, such as a log book, process diary, journal or reflection, to be developed by students is outlined in the task notification

Satisfactorily completing a course: Assessments alone are not enough.

Students are expected to present sufficient evidence to show that they have:

1. **followed the course set by NESAs** – this means attend classes, do the work set by the teacher, study the topics contained in the syllabus, hand in the work required including formal assessments and informal assessment tasks such as homework, study notes and classwork.
2. **applied themselves with diligence and sustained effort** – this means that you have attended more than 85% of classes, worked consistently and demonstrated to your teacher that you have made sufficient effort throughout the course completing tasks and learning experiences set by the teacher.
3. **achieved some or all of the course outcomes** – this means doing the work, handing in the assignments and classwork and being able to show that you understand the subject by achieving marks that reflect your expected achievement level or better.

Official Non-completion of course warnings: ‘N’ warning Letters and ‘N’ Determination

The school will give you and your parents/carers written ‘N’ warning letters in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive an ‘N’ warning letter you must complete the requirements detailed in the letter. If you receive **two or more ‘N’ warnings** in any particular course and you do not complete the tasks/coursework it may result in an **‘N’ determination**, which means you have not completed that course and cannot count it towards your RoSA, HSC or ATAR.

Students who do not comply with the requirements in a course, will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who fail to meet the assessment requirements for the 120 hour HSC course in the corresponding course, will not receive a result in the extension course. This has particular relevance for Mathematics.

The community's confidence in valuable school-based credentials (RoSA and HSC) can only be maintained if high standards are consistently and equally applied to all students, in all schools.

Some clarifying points in relation to this system:

- NESAs requires a minimum of two ‘N’ warning letters for a student in order for an ‘N’ Determination to be made by the Principal at the end of a course.
- A warning is not issued for disciplinary reasons. It is not intended as a 'stain' on a student's character or record. Simply, it is a concern that the student is not meeting course outcomes and that they may be in danger of not satisfactorily meeting Course requirements.

- A warning is not issued for work that may be below the standard of which a student is capable provided the work is considered to be a 'serious attempt'. Teachers apply a grading system (A - E) associated with benchmarked standards to individual student work. It is, however, unfortunate if a student's credential does not represent a level commensurate with their ability.
- A warning is typically given if a student does not submit, or is absent for, an assessment task, and/or, has not demonstrated sustained diligence and application in class.
- A student may not be showing sustained diligence and application for reasons such as disengagement in class activities, not completing required class or homework and/or not making a serious effort to achieve outcomes. A teacher will make this assessment over a period of weeks.
- An 'N' Warning letter can be issued for a non-serious attempt (e.g. a frivolous or inappropriate response).
- Extensions are usually not granted for tasks. Legitimate misadventure is only granted, for example, if a student has a doctor's certificate and this has been presented to a Head Teacher at the time of or immediately following the missed task. If approved, the Head Teacher will arrange an alternative assessment.
- A zero mark for a significant assessment task (see subject schedules) may have an impact on a student's rank order and overall grade awarded at the end of the course.
- Redeeming a task (e.g. submitting after it was due) is required by NESAs as evidence that a student has satisfied the requirements of a course. Redeeming a task supports ongoing learning and demonstrates that a student can achieve the intended outcomes.
- Redeeming a task does not, however, withdraw or rescind the warning, or credit the student with marks above zero if the warning is for a missed assessment task.
- Teachers do their best to avoid an N Determination for any student, hence, warnings are given. Unfortunately, N Determinations are occasionally made due to a student's unwillingness to comply with the requirements outlined above. This upholds the currency of, and faith in, the system for all students.

Illness and Misadventure

Absence on the day before or the day of an assessment task

The NSW Educational Standards Authority (NESA) expects students to undertake all set assessment tasks. They also expect the school to enforce NESA rules and be consistent and fair.

Students who are absent from school or who do not attend class/es **THE DAY BEFORE OR ANY PART OF THE DAY OF** an assessment task are deemed to have gained an unfair advantage. Students who are absent for all or any part of the day before an assessment task must follow the steps below. Alternatively, evidence of a serious, unavoidable occurrence must be provided to the Head Teacher of the subject, before the student is permitted to take part in, or submit an assessment.

If a student is absent the day before or on the day an assessment task or examination is to be held or handed in, the following procedures **MUST** be followed.

1. **Phone call:** students must telephone or arrange a parent or guardian to telephone, (NOT SMS) prior to the task due date/time on the school number 9874 6544, to:
 - inform the Head Teacher of the subject of your illness and inability to sit for the assessment task;
 - give the school an email address to which they can send the **Marsden High School Illness/Misadventure Application Form**;
 - check with the Head Teacher of the subject how to email/submit your assessment task to your class teacher.
2. **Download** (from Marsden High School website/learning at our school/assessment and reporting), **print and complete the Illness/Misadventure Application Form on the same day as the missed task:** take this form to the relevant medical practitioner or professional to complete all relevant sections of the application **on the same day as the missed task**. The application form consists of two pages.
3. **Attach Evidence:** Students must attach evidence that covers the day before and/or the day of the assessment task and all other absences until the task is completed. Attach independent documents to the

Illness/Misadventure Application Form. Pay close attention to all instructions on the *Illness/Misadventure Application Form*. Submitting incomplete forms will jeopardise the success of the application. **Only in serious, very limited circumstances, will evidence other than a medical certificate be accepted.**

4. **Return to school with completed application:** Students must attend school on the first day not covered by independent evidence. Present the completed *Illness/Misadventure Application Form* with supporting evidence attached to the Head Teacher of that course before school. You have 5 school days from the original task due date to provide all supporting documentation to the Head Teacher.

A judgement regarding the missed assessment, will be made by the Head Teacher of the subject who will complete the Head Teacher section of the form. The student will be informed of this decision within 5 school days of the lodgement of the *Illness/Misadventure Application Form*. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded zero marks.

A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

A student will be able to submit an assessment on the day that he/she returns to school, **ONLY** if this was the negotiated agreement when the absence was notified to the Head Teacher. If an extension of time is granted this will be clearly stated on the *Illness/Misadventure Application Form*. Any extension of time granted will not exceed the period of absence.

Where there is **no valid reason** or the procedures have not been followed for non-completion of an assessment task, **a mark of zero** will be recorded for that task. If this occurs the student's parents/guardians will be informed, with a 'N' warning letter being issued to the student and a copy sent to the parents/guardians. Students will be given 2 weeks to complete the task, in order to redeem the concerns outlined in the 'N' warning letter.

In following these procedures, the school can best support you to complete the task without incurring any penalties and be fair to all students.

Misadventure

Misadventure includes events such as funerals of immediate family members, severe sickness and accidents. Misadventure **DOES NOT** include being late, running out of petrol, airport farewells, religious holidays, misreading of the exam timetable, assessment schedule or assessment task.

If you have a misadventure that causes you to miss school on the day or part of the day an assessment is due to be completed or submitted, you must complete Section 2 of the *Illness/Misadventure Application Form* and submit it to the relevant Head Teacher on your **FIRST DAY back at school**.

If your misadventure appeal is successful you will be given an alternative task (not usually the same task) at the discretion of the Head Teacher.

If you do not follow these requirements, you will receive a zero unless there are exceptional circumstances that have been referred to the Assessment Appeals Committee.

Penalties in relation to assessment tasks

A mark of zero will be awarded to any student who:

- **cheats (or assists others in cheating)** during an assessment task/examination
- **plagiarises:** copies work or attempts to represent the work of another student as his/her own
- **disrupts** an in-school assessment task so that the concentration of fellow students is affected
- presents an assessment task which is considered **objectionable or a non-serious attempt** (the task attempt does not align with the criteria listed or descriptors for performance)
- **is absent from any class** in order to complete an assessment task by the due date

In cases of **PROVEN DISHONESTY** the **Principal will be notified** and the school's discipline code will be followed. Any actions of deceit will result in a zero mark for the task and will place your HSC at risk. The incident will be recorded on NESAs register of malpractice.

Non-serious attempt

A non-serious attempt at a task (occurs with a student does not attempt to meet the criteria listed or descriptors for performance). You will be given a formal 'N' warning letter, which could jeopardise your completion of the course. A task deemed to be a 'non-serious attempt' will result in a zero mark and a 'Non-completion of course' warning letter sent to parents/carers. In addition, you will be required to re-sit, re-submit or perform again the task, or an alternate task in order to meet course requirements.

Submitting Assessment Tasks

All written assessment tasks must have the **Submission of Assessment Material Sheet (Appendix 3)** securely attached to the front of the task.

Record of Marks

Each faculty keeps a register of all marks awarded for tasks. Students are encouraged to monitor their progress by keeping their own record of marks. Each academic report will show the student's current ranking in the assessments in each subject. Any query you have over the marks received for any section of a task **MUST be dealt with at the time the task is returned to you**. Teacher judgement is final and a review of marks at the time may result in lower marks being awarded. Once the task is taken away, marks can no longer be disputed.

Final Assessments

Final assessment marks are the result of student performance in all assessment tasks that covered the range of outcomes of the course. The final assessment marks are used to indicate the **rank of students** in relation to each other and the **gap** between them.

The rank and gap between students provides the school with the order of merit in each course.

Assessment review

Students who consider that their rank in any course is not correct, may seek a school review. An assessment review focuses on the **procedures** for determining the final assessment mark. Students are not entitled to seek a review of a teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review. Any disputes over an individual task must be resolved at the time the task is returned. A review will ascertain whether:

- procedures used to determine the final assessment mark conform with the stated assessment program
- computational or other clerical errors have occurred.

Reviews will be carried out by a School Assessment Appeals panel consisting of the Deputy Principal and two independent Head Teachers. The student will be informed of the outcome of the review and advised of the provision for a subsequent appeal to NESAs including information about grounds for appeal.

General Assessment information

Assessment Criteria

- Assessment criteria indicating the nature and purpose of the assessment will be included with each Assessment Task.
- Assessment tasks are designed to assess the content and outcomes of the course. The tasks are designed with reference to NESAs *Glossary of Key Words*, included in these procedures. (Appendix 4)
- The tasks are developed with general marking guidelines and describe the mark ranges to be awarded at each level.

Weighting assessment tasks

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark. Each assessment task will be weighted according to the relative importance of each task. Students will be advised of the weighting with each assessment task notification.

There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

Scheduling of formal assessment tasks

You will be given at least two weeks notice of a formal assessment task. The description of tasks will be in writing and will include:

- task **number**
- **weighting** of the task
- the **date and time of day** that the task is to be completed/submitted e.g. end of period 5, Thursday 7 May
- the syllabus **outcomes** and **marking criteria** i.e. what will be assessed in relation to the outcomes
- the **form** the assessment task will take (e.g. test under exam conditions, oral presentation, performance) and a brief **description** of this task type
- **marking guidelines** that reflect the standard of achievement expected through clear descriptions
- the form of **feedback to be provided**

Changes to the published HSC Course Assessment schedule must be made in writing to students with at least **2 weeks** notice.

Students will not receive assessment tasks that have a DUE DATE in the week BEFORE the start of their Year 11 Yearly or HSC Trial Examinations.

Special Provisions

Provisions for students with a genuine disability may include large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, use of a personal computer, establishment of a special examination location, separate supervision, permission to take medication etc. **Students need to notify the Learning Support Head Teacher of their request for special provisions and provide medical evidence which will then be submitted to NESA for approval, before special provisions can be granted.**

NESA does not consider lack of familiarity with the English language to be a disability. Consequently the use of dictionaries and translators is not allowed.

Life Skills courses are designed for students who cannot meet the outcomes of mainstream courses. They use School-based Assessment to provide a Profile of Attainment for each course.

Rankings

You will be given your ranking when each assessment task is returned. You will receive your final ranking in each class at the end of Term 3, Year 12. However you will not be given your final assessment mark.

What happens if there are two or more classes of the same subject?

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked **MUST** be the same.

The Record of School Achievement (RoSA) for Year 11 and 12

The Record of School Achievement (RoSA) is awarded to all students who indicate they are leaving school after the commencement of Year 11 and before the final HSC exams.

How to access RoSA results

All Year 11 students are able to access their RoSA results and their Student eRecord, provided that they have activated their Students Online account using the email address supplied by the school. The Student eRecord is a

record of results in Stage 5 courses in pdf form. It includes grades awarded by the school for all Stage 5 courses, VET competencies and Life Skills outcomes achieved, where appropriate. It also indicates whether or not you are eligible for the RoSA. Student eRecords are available for any student who has satisfactorily completed one or more Stage 5 courses.

Students who decide to leave school

Year 11 students who decide to leave school, will be mailed formal RoSA credentials (or a Transcript of Study for those not eligible for the RoSA) to their home address. If students leave school at the end of year 11, the RoSA certificate or transcript will include completed year 11 courses as well as their Year 10 courses.

Students who are considering leaving school should talk to the Year Adviser and the Careers Adviser for further information.

Punctuality and Attendance

All students are expected to attend school every school day unless they are sick or there are special circumstances that are communicated to the school.

Students who have signed and returned the *Expectations and Responsibilities note* are entitled to leave early if they have a study period last period. Any variation to attendance (including flexible leave) requires students to **sign in or sign out at the front office** so that we can exercise our duty of care to each student.

Flexible leave may impact attendance for International Students. Please be aware of your overall attendance status. MHS requires attendance above 85% for satisfactory course completion. Evidence of illness/special circumstances will be required if attendance levels drop below this level.

Under no circumstances are students to leave the school during the day without the permission of the Deputy Principal.

Steps to Manage Your Assessment Tasks

1. Start tasks early so that you can ask for help if you need it.
2. Access the staff in the Senior Learning Centre.
3. Consult your subject teacher or the faculty Head Teacher if you have questions.
4. Use a wall calendar or small whiteboard to note due dates if you want others in your household to help you remember deadlines.
5. Be aware of due dates. Keep an up-to-date diary of all assessment activities and other commitments. Highlight dates on the planner issued at school.
6. Break tasks into a series of smaller steps and set deadlines for completing each step.
7. Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
8. Frequently save, back up and print any work completed on a computer. The failure of technology is not an acceptable excuse for the late submission of work.
9. Keep all your earlier drafts and copies of your resources.
10. Keep a copy of any work you submit for marking.

Examination Rules and Procedures

General Information

- Students must be in full school uniform and follow the day to day rules of the school.
- Students are required to meet at the exam room **15 minutes BEFORE the start of the exam.**
- Students are to hand their phone in - inside a plastic bag with a name tag. Phones are not permitted in the examination centre. They will be placed in a secure location and can be collected at the conclusion of the exam.
- Students must line up quietly, physically distanced and wait for directions from the supervising teacher/s to enter the hall in an orderly manner.

- All bags are to be left in the area by indicated supervising staff before entering the exam room. Remember not to leave valuables in your bag.
- Students are to carry all equipment required for the examination in a **clear plastic sleeve**.

Examination Equipment

THERE IS TO BE NO BORROWING DURING THE EXAMINATION.

No pencil cases or dictionaries. Whiteout or correction tape is not to be used on exam answer papers. Write in black or blue pen only.

- Bring spare pens to each exam.
- You may also bring:
 - Ruler
 - Highlighters
 - pencils (should be at least 2B) and sharpener / rubber
 - a bottle of water in a CLEAR bottle.
 - You can wear your analogue or digital watch to your exams. Once you sit down you will have to take it off and place it in clear view on your desk.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

To further clarify what you cannot bring into the exam room:

- ANY electronic device: this includes mobile phones, programmable/smart watches, countdown timers, earphones, organisers, tablets (eg iPads), music players, electronic dictionaries and communication devices etc (only a calculator where permitted).
- Paper or any printed or written material. You can ask your teacher or presiding officer for working out paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid/tape.
- Pencil cases or solid/ non-clear water bottles

Illness/Misadventure on exam day

- Stay at home if you are unwell and seek out a medical certificate /COVID test, follow NSW Health guidelines and school illness/misadventure procedures as per the school's assessment procedures.
- Illness/misadventure forms are available on the school website / Learning at our School / Assessment and Reporting / Illness Misadventure Application - a PDF is available to download & print.

COVID and general illness

- Maintain physical distancing when lining up and walking in/out of the examination room and with all staff supervising exams
- Practise good hygiene: This includes washing hands for 20 seconds and using hand sanitiser at regular intervals, coughing and sneezing into your elbow or a tissue.
- Dispose of tissue/s quickly. If unwell before an exam, stay at home and seek a medical certificate.
- If experiencing flu like symptoms please stay home and get a COVID test. Please notify the school of your COVID test and email a copy of the result to the school.
- If unwell during an exam, immediately report to the supervisor, you will need to go home and follow illness/misadventure procedures.

During the Examination

- Students must follow all instructions given by the supervising teachers.
- Students **MUST NOT COMMUNICATE IN ANY FORM** with other students or talk/make noise after entering the hall/exam room.
- Once seated, students must complete the attendance slip.

- No paper is to be brought into or taken from the examination room including the exam paper.
- Students must write their STUDENT NUMBER on top of every booklet they use.
- Students must not leave the examination room until the scheduled end of the examination. If you have completed the examination early, you must remain seated and quiet until the examination has finished.

Toilet Breaks

- Students should go to the toilet and attend to their needs BEFORE entering the exam room.
- The toilet register MUST be signed by students EACH time they use the toilet during an exam.
- If you are in a classroom, a teacher will need to escort you to the nearest bathroom. You must wait until someone is available to assist you. If in an alternate room, this may take some time.

Consequences

- If you do not follow these rules, cause disruption to the examination or are involved in malpractice during the examination, you may be asked to leave the examination room and be directed to the Deputy Principal.
- Consequences may include disqualification from the exam, issuing of a Non-completion of course warning (and zero marks), implementation of the school discipline code and communication with parents/carers.

HSC Disability Provisions

Disability provisions assist students who require extra support to complete their HSC exams. Students may be granted Disability provisions for:

A permanent condition, such as diabetes or reading difficulty.

A temporary condition, such as a broken arm.

An intermittent condition, such as back pain when sitting for long periods

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

Under the Disability Discrimination Act 1992 this includes:

Physical	Intellectual	Psychiatric
Sensory	Neurological	Learning Difficulties

The presence in the body of disease-causing organisms

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.

Provision may include things such as Reader /scribe adapted furniture/toilet breaks/rest breaks small group separate supervision/large print papers.

Disability Provisions are different to Misadventure/illness considerations that may happen during an exam period.

How to Apply

Student/parent talks to the school

Ms. Pamela Howes, LAST; Monday, Tuesday Wednesday

Ms. Hiba Rizk, Head Teacher Wellbeing; Tuesday, Wednesday Friday

The school submits an online application to NSW Education Standards Authority. This application must include evidence such as:

Ongoing support provided by the school

medical and allied health professional reports (to be provided by the student) and must be within 12 months of the exam period.

Reading /writing test ,work samples and teacher's comments. (Usually provided by the school)

Once the application is submitted the Department decides and informs the school. This information is passed on to the student.

There is an appeal process that the school can complete if the student is unhappy with the decision. This may involve providing further evidence to support their claim.

Appendix 1

Guidelines for the submission of HSC major projects

**Attention students of:
Dance, Design & Technology, Drama, English Ext 2, Extension History, Music, Society & Culture, Visual Arts**

The date for submissions of Major Projects is published by the NSW Education Standards Authority (NESA) during the HSC year. Students will be provided with this information. Teachers will specify exact times for the final collection of the projects. **It is the student's responsibility to ensure that a project and/or components of that project, are completed by the date and time.**

Students are not allowed to work on their project after this date. Other dates for in-school assessment of the progress of major projects will be incorporated into the assessment program for that course.

Time is allocated for students to work on major projects during class time. **However it is expected that students will need to work on these projects at other times under the supervision of the teacher and in negotiation with that teacher.** When students wish to use their study periods for this purpose, written permission from their supervising teacher will be provided. This permission must be noted in the sign-on sheets in the library.

Teachers may choose to provide some extra time for work to be completed during school holidays or after school. This, however, will be at the sole discretion of the teacher. The teacher may set down rules concerning this time – for example, they may set a minimum number of students to be present.

Teachers may also propose an incursion to be held at school for students to have an intensive experience in some aspect of practice in relation to the major project. When students attend school they must be marked 'present' at school. They must not come to school only to work on their major projects unless an official incursion/excursion has been arranged.

The teacher must be satisfied that the project has been completed by the student. The process that the student is following must be negotiated with the teacher and evidence that the work is the student's own must be provided.

Guidance by the teacher is crucial to the success of the major project. Time management is essential and it is advisable to complete the work ahead of schedule to allow for minor adjustments if needed.

Appendix 2

ENSURING SUBMITTED WORK IS DONE BY THE STUDENT

Where an assessment task is research based, safeguards are built into the task to enable the assessor to guarantee that the work submitted is the student's own. Students must submit a ***Submission of Assessment Material Sheet*** stating that the work is the student's own. A Bibliography must be provided for ALL research tasks, that includes internet and audio-visual references.

Students may be required to submit any of the following:

- A plan of the work soon after the assessment is set
- Work in progress for regular checks or marks
- Answers to questions about the task after it has been submitted. Questions may relate to knowledge displayed or methodology. This may form part of the mark
- A logbook, process diary or journal. This may contain:
 - a description of procedures employed
 - Log of sequential development of the task
 - Review, including self, peer and/or teacher evaluation of the project and written record of interviews.

Wherever a teacher uses any of the above safeguards it will be applied to each student submitting the research task.

Appendix 3



- Student to complete this cover sheet securely attached to the front of every assessment task.
- Students to sign and date. Fill out the bottom section to obtain teacher signature.
- Students to retain the bottom slip after obtaining teacher signature and date.

Submission of Assessment Material Cover Sheet

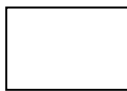
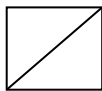
STUDENT NAME: _____ COURSE: _____

TEACHER: _____ CLASS: _____

ASSESSMENT TASK # _____:

DATE DUE: _____

MARK/GRADE:



COMMENTS:

DECLARATION

I declare that the material submitted is all my own work and acknowledge that plagiarism or cheating will incur zero marks and may jeopardise course requirements.

Student's Signature

Date

RECEIPT OF ASSESSMENT MATERIAL

STUDENT'S COPY

STUDENT NAME: _____

CLASS: _____

ASSESSMENT TASK # _____

SIGNATURE OF TEACHER: _____

DATE: _____

Appendix 4

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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 judgment 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
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 depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning 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	Plan, inquire into and draw conclusions about
Justify	Support an 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

ANCIENT HISTORY

COURSE COMPONENTS			WEIGHTING
Knowledge and understanding of course content			40%
Historical skills in the analysis and evaluation of sources and interpretations			20%
Historical inquiry and research			20%
Communication of historical understanding in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
Source Study	Term 1 Week 6	Investigating Ancient History	30
Historical Investigation	Term 2 Week 8	Historical Investigation	40
Yearly Examination	Term 3 Week 8/9	Investigating Ancient History Features of Ancient Societies	30
TOTAL			100

BIOLOGY

TASK	DUE	COMPONENT	MARKS
Practical	Term 1 Week 7	Cells as the basis of life Organisation of Living Things	35
Depth Study	Term 2 Week 9	Biological diversity	35
Yearly Examination	Term 3 week 8/9	Cells as the basis of life Ecosystems Dynamics Organisation of Living Things/Biological diversity	30
TOTAL			100

BUSINESS STUDIES

COURSE COMPONENTS			WEIGHTING
A. Understanding of course content			40%
B. Stimulus-based skills			20%
C. Inquiry and research			20%
D. Communication in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
1. Extended Response - Research-based - Actual Business Case Study - Contemporary Business Issues	Term 1 Week 9	A, C, D	30
2. Business Report - Research-based - Hypothetical Business - Contemporary Business Issues	Term 2 Week 9	A, B, C, D	40
3. Yearly Examination - Multiple Choice - Short Response - Business Report	Term 3 Week 8/9	A, B, D	30
TOTAL			100

CHEMISTRY

TASK	DUE	COMPONENT	MARKS
Skills Task	Term 1 Week 7	Properties and Structures of matter	35
Depth Study	Term 2 Week 8	Introduction to Quantitative Chemistry Reactive Chemistry	35
Yearly Examination	Term 3 week 8/9	Properties and Structure of Matter Quantitative Chemistry Reactive Chemistry Drivers of Reactions	30
TOTAL			100

CHINESE AND LITERATURE

COURSE COMPONENTS			WEIGHTING
Listening			20%
Reading			40%
Writing			30%
Speaking			10%
TASK	DUE	COMPONENT	MARKS
Task 1 Individual Youth Culture	Term 1 Week 8	Listening - 10 Speaking - 10	20
Task 2 Individual and Community Youth Culture	Term 2 Week 6	Reading - 25 Writing - 15	40
Task 3 Yearly Examination Individual Youth Cultural Global	Term 3 Week 8/9	Listening - 10 Reading - 15 Writing - 15	40
TOTAL			100

COMMUNITY AND FAMILY STUDIES

COURSE COMPONENTS			WEIGHTING
A. Resource Management			20%
B. Individuals and Groups			40%
C. Families and Communities			40%
TASK	DUE	COMPONENT	MARKS
Written Response	Term 1 Week 8	A	20
Written Response	Term 2 Week 8	B	40
Yearly Examination	Term 3 Week 8/9	A, B and C	40
TOTAL			100

DRAMA

COURSE COMPONENTS			WEIGHTING
A. Making			40
B. Performing			30
C. Critically studying			30
TASK	DUE	COMPONENT	MARKS
Performance/Essay	Term 1 Week 8	Making – 10% Perform – 10% Critically Study – 10%	30
Group Performance	Term 2 Week 6	Making – 10% Perform – 20%	30
Design Portfolio	Term 3 Week 6	Making – 20% Critically Study – 20%	40
TOTAL			100

DESIGN AND TECHNOLOGY

TASK	DUE	MARKS
Laser Cut Design Project	Term 1 Week 10	25
Designer Research Task	Term 2 Week 5	25
Lighting Concept and Portfolio	Term 3 Week 6	30
Yearly Examination	Term 3 Week 8/9	20
TOTAL		100

ECONOMICS

COURSE COMPONENTS			WEIGHTING
A) Knowledge and understanding of course content			40%
B) Stimulus-based skills			20%
C) Inquiry and research			20%
D) Communication of economic information, ideas and issues in appropriate forms			20%
TASK	DUE	COMPONENT	WEIGHTING
1. Hand in- Research, Inquiry and Extended Response - Topic: Introduction to Economies - Similarities and Differences	Term 1 Week 6	A, C, D.	25%
2. In-Class Stimulus Responses - Topics: Labour Markets and Financial Markets	Term 2 Week 9	A, B, C, D.	35%
3. Yearly Exam - ALL SIX topics - 1.5 hours working time - M/C + SR + ER	Term 3 Week 8/9	A, B, C, D.	40%
TOTAL			100

ENGLISH ADVANCED

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			50%
TASK	DUE	COMPONENT	MARKS
Reflection	Term 1	A (15%)	30
Reading to Write	Week 10	B (15%)	
Digital Feature Article and Multimodal presentation	Term 2	A (20%)	40
Narratives that Shape Our World	Week 9	B (20%)	
Yearly Examination	Term 3	A (15%)	30
	Week 8/9	B (15%)	
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

ENGLISH STANDARD

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			50%
TASK	DUE	COMPONENT	MARKS
Written Composition with reflection Reading to Write	Term 1 Week 9	A (15%) B (15%)	30
Interactive ICT Presentation (Multimodal presentation) Contemporary Possibilities	Term 2 Week 8	A (20%) B (20%)	30
Yearly Examination	Term 3 Week 8/9	A (15%) B (15%)	40
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

ENGLISH EAL/D

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			50%
TASK	DUE	COMPONENT	MARKS
Portfolio Language and Texts in Context	Term 1 Weeks 9	A (15%) B (15%)	30
Multimodal presentation (including listening) Close Study of Text	Term 2 Week 8	A (20%) B (20%)	30
Yearly Examination	Term 3 Week 8/9	A (15%) B (15%)	40
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

ENGLISH EXTENSION 1

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of texts and why they are valued			50%
B. Skills in complex analysis sustained composition and independent investigation			50%
TASK	DUE	COMPONENT	MARKS
Imaginative Response	Term 1	A (15%)	30
	Weeks 10	B (15%)	
Multimodal Forum	Term 2	A (20%)	40
	Week 9	B (20%)	
Yearly Examination	Term 3	A (15%)	30
	Week 8/9	B (15%)	
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

ENGLISH STUDIES

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Skills in:			50%
<ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 			
TASK	DUE	COMPONENT	MARKS
Portfolio	Term 1	A (15%)	30
	Weeks 10	B (15%)	
Multimodal Presentation	Term 2	A (15%)	30
	Week 8	B (15%)	
Collection of classwork	Term 3	A (20%)	40
	Week 10	B (20%)	
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

GEOGRAPHY

COURSE COMPONENTS			WEIGHTING
A. Understanding of course content			40%
B. Stimulus-based skills			20%
C. Inquiry and research			20%
D. Communication in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
1. In class writing task <ul style="list-style-type: none"> • Research-based • Biophysical interactions • Contemporary Geographical Case Study 	Term 1 Week 9	A, C, D	30
2. Senior Geography Project <ul style="list-style-type: none"> • Research investigation-based • Contemporary Geographical Issue • Communicate geographically 	Term 3 Week 4	A, B, C, D	35
3. Yearly Examination <ul style="list-style-type: none"> • Multiple Choice • Short Response/Skills • Extended Response 	Term 3 Week 8/9	A, B, D	35
TOTAL			100

JAPANESE BEGINNERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 2 Week 2	Reading - 20 Speaking - 10	30
Task 2	Term 2 Week 9	Listening – 20 Writing - 10	30
Task 3 Yearly Examination	Term 3 Week 8/9	Listening - 10 Speaking - 10 Reading - 10 Writing - 10	40
TOTAL			100

JAPANESE CONTINUERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 2 Week 2	Reading - 20 Speaking - 10	30
Task 2	Term 2 Week 9/10	Listening – 20 Writing - 10	30
Task 3 Yearly Examination	Term 3 Week 8/9	Listening - 10 Speaking - 10 Reading - 10 Writing - 10	40
TOTAL			100

KOREAN BEGINNERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 2 Week 2	Reading - 20 Speaking - 10	30
Task 2	Term 2 Week 9	Listening – 20 Writing - 10	30
Task 3 Yearly Examination	Term 3 Week 8/9	Listening - 10 Speaking - 10 Reading - 10 Writing - 10	40
TOTAL			100

LEGAL STUDIES

COURSE COMPONENTS			WEIGHTING
The Legal System			40%
The individual and the law			30%
Law in practice			30%
TASK	DUE	COMPONENT	MARKS
Law Reform Case Study	Term 1 Week 8	The Legal System	30
Research Task	Term 2 Week 4	Law in practice	40
Yearly Examination	Term 3 Week 8/9	All topics	30
TOTAL			100

MATHEMATICS EXTENSION 1

COURSE COMPONENTS			WEIGHTING
A. Understanding, Fluency and Communication			50%
B. Problem Solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1	Term 1 Week 8	A and B	15
Assessment Task 2	Term 2 Week 9	A and B	15
Yearly Examination	Term 3 Week 8/9	A and B	20
TOTAL			50

NOTE: Extension 1 students will be required to attempt all *Extension 1* tasks as well as all *Mathematics* tasks

MATHEMATICS ADVANCED

COURSE COMPONENTS			WEIGHTING
A. Understanding, Fluency and Communication			50%
B. Problem Solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1	Term 1 Week 9	A and B	30
Assessment Task 2	Term 2 Week 9	A and B	30
Yearly Examination	Term 3 Week 8/9	A and B	40
TOTAL			100

MATHEMATICS STANDARD

COURSE COMPONENTS			WEIGHTING
A. Understanding Fluency, Communication			50%
B. Problem Solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1 Written test	Term 1 Week 9	A and B 15% 15%	30
Assessment Task 2 – • Focus Study Project • In class test	Term 2 Week 9	A and B 10% 10% 5% 5%	20 10
Yearly Examination	Term 3 Week 8/9	A and B 20% 20%	40
TOTAL			100

MODERN HISTORY

COURSE COMPONENTS			WEIGHTING
Knowledge and understanding of course content			40%
Historical skills in the analysis and evaluation of sources and interpretations			20%
Historical inquiry and research			20%
Communication of historical understanding in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
In class Topic Essay	Term 2 Week 3	Case Study 1 & 2	30
Hand In Research Task	Term 2 Week 9	Historical Investigation	40
Yearly Examination	Term 3 Week 8/9	Case Study 1, 2, 3 and The Shaping of the Modern World (WWI)	30
TOTAL			100

MUSIC 1

COURSE COMPONENTS			WEIGHTING
Performance			25%
Composition			25%
Musicology			25%
Aural			25%
TASK	DUE	Components	Weighting
Composition Portfolio and Musicological Research	Term 1	Composition	25
	Week 10	Musicology	10
		Aural	5
Aural Skills	Term 2 Week 9-10	Aural	20
Performance and Musicological response	Term 3	Performance	25
	Week 8/9	Musicology	15
TOTAL			100

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

COURSE COMPONENTS			WEIGHTING
Core 1: Better Health for Individuals			30%
Core 2: The Body in Motion			30%
Option 1 Outdoor Recreation			20%
Option 2 First Aid			20%
TASK	DUE	COMPONENT	MARKS
Better Health for Individuals	Term 1 Week 7	Core 1	30
The Body in Motion	Term 2 Week 7	Core 2	30
Yearly Examination	Term 3 Week 8/9	Core1 Core 2 Option 1 Option 2	40
TOTAL			100

PHYSICS

TASK	DUE	COMPONENT	MARKS
Depth Study	Term 1 Week 8	Dynamics	30
Practical Investigation	Term 2 Week 6	Waves & Thermodynamics	30
Yearly Examination	Term 3 Week 8/9	Kinematics, Dynamics Waves & Thermodynamics Electricity & Magnetism	40
TOTAL			100

SOCIETY AND CULTURE

COURSE COMPONENTS			WEIGHTING
A. The Social and Cultural World			20%
B. Personal and Social Identity			40%
C. Intercultural Communication			40%
TASK	DUE	COMPONENT	MARKS
Research Task Presentation	Term 1 Week 7	The Social and Cultural World	30
Interview and Report Writing	Term 2 Week 8	Intercultural Communication	40
Yearly Examination	Term 3 Week 8/9	The Social and Cultural World Personal and Social Identity Intercultural Communication	30
TOTAL			100

SOFTWARE DESIGN AND DEVELOPMENT

COURSE COMPONENTS			WEIGHTING
Knowledge and Understanding of course content			50%
Knowledge and Skills in the design and development of software solutions			50%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1: Research Task	Term 1 Week 9	Knowledge and understanding	20%
Assessment Task 2: Software Development Project	Term 2 Week 9	Knowledge and understanding Design and Development Project Management	40%
Yearly Examination	Term 3 Week 8/9	Knowledge and understanding Design and Development Project Management	40%
TOTAL			100%

SPORT, LIFESTYLE AND RECREATION

COURSE COMPONENTS			WEIGHTING
Module 1: Games and Sports Applications I			30%
Module 2: First Aid and Sports Injuries			30%
Module 3: Coaching			40%
TASK	DUE	COMPONENT	MARKS
1. Practical Assessment	Term 1 Week 6/7	Games and Sport Applications I	30
2. Presentation and Practical Assessment	Term 2 Week 4	First Aid	30
3. Coaching session and report	Term 3 Week 5	Coaching	40
TOTAL			100

VISUAL ARTS

COURSE COMPONENTS			WEIGHTING
Artmaking			50%
Art Criticism and Art History			50%
TASK	DUE	COMPONENT	MARKS
Research Essay in class written task The Frames	Term 1 Week 9	Art Writing	20
Half Yearly Assessment - Body of Work #1 - Written Task	Term 2 Week 4	Art Writing 15 Art Making 25	40
Yearly Examination - Body of Work #2 - Written Examination	Term 3 Week 8/9	Art Writing 15 Art Making 25	40
TOTAL			100

VET Business

Insert sheet

VET Hospitality

Food and Beverage Stream

Students will be provided with this operation by their teacher when it is available.

VET Retail

Insert sheet

The dates listed here may be subject to change according to timetable variations and school events

Year 11 Assessment Calendar

Term 1 2023	
Week	Course
Week 0	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Ancient History Economics Sport, Lifestyle and Recreation
Week 7	Biology Chemistry Personal Development, Health and Physical Education Society and Culture
Week 8	Chinese and Literature Community and Family Studies Drama Legal Studies Mathematics Extension 1 Physics
Week 9	Business Studies English Standard English EAL/D Geography Mathematics Advanced Mathematics Standard Software Design and Development Visual Arts
Week 10	Design and Technology English Advanced English Extension1 English Studies Music

Year 11 Assessment Calendar

Term 2 2023	
Week	Course
Week 1	
Week 2	Japanese Beginners Japanese Continuers Korean Beginners
Week 3	Modern History
Week 4	Legal Studies Sport, Lifestyle and Recreation Visual Arts
Week 5	Design and Technology
Week 6	Chinese and Literature Drama Physics
Week 7	Personal Development, Health and Physical Education
Week 8	Ancient History Chemistry Community and Family Studies English Standard English EAL/D English Studies Japanese Continuers Society and Culture
Week 9	Biology Business Studies Economics English Advanced English Extension Japanese Beginners Japanese Continuers Korean Beginners Mathematics Advanced Mathematics Extension 1 Mathematics Standard Modern History Music Software Design and Development
Week 10	Music

Year 11 Assessment Calendar

Term 3 2023	
Week	Course
Week 1	
Week 2	
Week 3	
Week 4	Geography
Week 5	Sport, Lifestyle and Recreation
Week 6	Design and Technology Drama
Week 7	
Week 8	Yearly Examination
Week 9	Yearly Examination
Week 10	English Studies

