



**Moorefield Girls
High School**

Year 11 Assessment

Policy and Courses Schedules

2024

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Introduction

Congratulations on beginning Year 11.

This booklet is designed to help you plan for the school assessment component of Year 11. It informs you of all the tasks due, the time frame and the weighting of each task.

It is important to remember:

- School assessment marks contribute to 50% of your final HSC marks
- If for any serious reason you are not able to sit for your HSC exams, your total HSC mark may, at the discretion of the NSW Educational Standards Authority (**NESA**, sometimes referred to as “the Board”), be constituted from your assessment mark.
- All assessments must be completed as they fall due. Missed or late assessments usually attract a zero mark unless a genuine case of illness and/or misadventure is demonstrated.

The Assessment Certification Examination (ACE) website indicates that a student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Principals may determine that, as a result of absence, the course completion criteria may not have been met. Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course.

This means that you must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance to be eligible for the Principal's certification and therefore the award of an HSC.

To guide you and your parents, warning letters will be issued if your progress is not adequate, you don't work in class or do home assessments, you don't make a serious attempt in examinations or assessment tasks, or your absences affect you meeting course outcomes. The warning letter is a reminder that your education is your responsibility, and gives you a chance to resolve the problem before it is too late.

The school offers students access to professional advice from teachers, Student Advisers, the Careers Adviser, School Counsellor and the school's executive staff. If you are experiencing difficulties with meeting the responsibilities of your courses, seek the advice of one of these experts.

We will provide you with teacher expertise and a quality learning environment. Your commitment to achieve your personal best is essential. Together, we will ensure that attaining your HSC is a rewarding experience.

Natalie Hale
Principal

Senior Assessment Policy

An electronic copy of this policy can be found on the Moorefield Girls High School Website.

<http://www.moorefieldg-h.schools.nsw.edu.au/>

NESA documents and information are available on the ACE website:

<https://ace.nesa.nsw.edu.au/higher-school-certificate>

Assessment Overview

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school.

To be eligible, students must:

- Complete a pattern of study which will allow them to qualify for an HSC
- Meet Year 11 and Year 12 HSC course and assessment requirements
- Sit for the state-wide HSC examinations
- Meet National Literacy and Numeracy standards

The purpose of your school assessment

Some courses cannot be adequately assessed through examinations, such as practical work in Science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course.

Satisfactory completion of a course

To be accredited in a subject, the Principal must determine that you have satisfied all course requirements. 'Satisfactory completion' means that there is sufficient evidence that you have:

- Followed the course developed or endorsed by NESA
- Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Year 11 and Year 12 HSC courses by the school
- Achieved some or all of the course outcomes
- Attended school sufficiently regularly so that course completion requirements can be met.
- As a general rule, an attendance rate of at least 85% would be expected.

Pattern of study Requirements for HSC credentialing

Minimum of:

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

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

- at least 6 units of Board Developed courses
- at least 2 units of a Board Developed course in English
- at least three courses of 2 units value (or greater)
- at least 4 subjects

N.B. No more than 6 units of courses in Science can contribute to Higher School Certificate eligibility.

Australian Tertiary Admissions Rank (ATAR)

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

- at least 10 units of Board Developed courses including
- at least 2 units of English and
- at least 3 courses of 2 units or greater and at least 4 subjects and
- no more than one VET examination will be calculated in your ATAR

The ATAR is about position – where a student is ranked across the entire candidature of students who are eligible for an ATAR.

HSC minimum standards

Students need reading, writing and numeracy for everyday life after school, and must therefore meet a minimum standard of literacy and numeracy to receive the HSC from 2020.

Students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard.

Students get up to four times per year to sit each minimum standard reading, writing or numeracy test. At least 30 calendar days is required before re-attempting a test in the same domain.

Students can take the tests from Year 10 until up to five years after starting their first HSC course.

Schools will help students decide when they are ready to take each test.

Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills.

Assessment Requirements for Board Developed Courses and Board Endorsed Courses

The assessment marks submitted to the Board are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and relative differences between students based on their performance in the assessment tasks.

School Assessment Tasks

School-based assessment tasks are linked to standards and due to the task focus on syllabus outcomes, they are valid instruments for what they were designed to assess, with the marking guidelines related to the wording of the outcomes and the course performance descriptions.

Year 11 Assessment Marks

Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines and teacher professional judgement.

A final grade (A-E) is provided to NESAs for each Board Developed Course studied at Year 11 level by every school for each student.

Administration and Completion of Assessment Tasks

You are expected to undertake ALL assessment tasks set.

A requirement for Board Developed Courses is that you complete set tasks as part of all Year 11 courses undertaken.

If you receive at least two 'N' determination course-warning letters in a course you can be deemed to have not met requirements of the course. It is imperative that you redeem these 'N' determination letters by completing the work requested. *If the outstanding work to be completed is an assessment task, while the N determination will be redeemed, the assessment mark for that task will be zero.*

If you don't comply with this ruling, the Principal will not certify that you have satisfactorily completed the course - so you will not be eligible to proceed to the HSC Course in that subject.

Illness or Misadventure

Student attendance on the day of an assessment task

Students will be **signed in for the whole school day** and **attend all timetabled lessons** or scheduled school activities **on the day** of an assessment task or examination.

Student is absent from an assessment task or examination due to sickness

If a student is sick and cannot attend on the day of the task or examination, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task or examination. The office will pass on this information to the Deputy Principal and the relevant Head Teacher
- **complete an illness/misadventure form** (Appendix B), with an attached doctor's certificate, and present it to the Deputy Principal on the first day of return to school. The doctor's certificate should state: "*(Student name) was not fit to attend the assessment task on...*" Post-dated doctor's certificates may not be accepted

Student is absent due to a Misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task;
- **submit an illness / misadventure form** (Appendix B), with appropriate supporting documentation, to the Deputy Principal on the first day of return to school to negotiate alternative arrangements.

For illness or misadventure, an extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix B) and provide documentary evidence** such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal on the first day of their return to school after the assessment task.

Hand-In tasks

Hand-in tasks should be submitted to the teacher or faculty at the time and date as specified on the notification of the assessment task. Students are encouraged to submit drafts for teacher feedback, which may be used for assessment in the case of non-submission on the due date.

In the event of illness or misadventure, **any completed part of the task is to be submitted online or to the teacher/school.**

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly or save to cloud-based platforms such as one drive, google drive or Onenote on the portal
- Print out copies of drafts and keep them while the assignment is in progress. Submit drafts to your teacher for feedback
- Bring a copy of the file to school on USB or share your file using online platforms

Appeals Surrounding the Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to her work is not consistent with the school's assessment policy and procedures she may appeal. The **first appeal MUST be to the head teacher.**

Where a student feels that the appeal to the head teacher has not been heard appropriately, she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's 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 one's own

- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.
- Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

Strategies to ensure the authenticity of student responses to tasks

All students entering stage 6 studies will have completed *The HSC: All My Own Work* program designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Further information is available at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Misconduct in formal examinations and other assessment tasks

Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.**

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or

offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

An assessment committee will be formed to review the malpractice. This committee will be made up of the Principal, Deputy Principal and a Head Teacher.

Course Requirements: N Award Process

Satisfactorily completing the course

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:

- followed the course developed or endorsed by the Board;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided to the course by the school; and,
- achieved some or all of the course outcomes.

Student Attendance

It could be determined by the principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

Absences for **overseas or interstate travel** are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, eg. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- explain to their family the impact the travel will have on their studies in Year 11;

- complete the *Application for Extended Leave – Travel* form and attached a copy of the airline ticket;
- submit the *Application for Extended Leave – Travel* form to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and her parents will be advised, in writing, of the non-completion of course outcomes.

Non-serious attempts

Students studying a Year 11 course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though not reported or graded against these bands. The feedback given for tasks that do not contribute to the final Year 11 grade should assist students in preparation for tasks that are part of the Year 11 Assessment program.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student will be interviewed by the classroom teacher. On the second

warning letter, the student and their parents may be required to have an interview with the head teacher.

An N determination in a course may place the award of the Year 11 ROSA in jeopardy and may prevent a student from entering Year 12.

Disability Provisions for Examinations

NESA may provide disability provisions for students in the Higher School Certificate examinations. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

This is determined by an official application process to NESA where schools submit an online application to NESA. This application tells us which provision/s a student is requesting and includes recent evidence such as medical reports, reading results, spelling results, writing samples and teacher comments.

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. *ACE Manual 13.2*

Disability Provisions at Moorefield Girls High School

Moorefield Girls High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual assessment task. These provisions will be issued using NESA's general guidelines, however, there is no guarantee that NESA will allocate the same provisions.

Moorefield Girls High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. *ACE Manual 13.1*

Student responsibilities

Students must make an appointment with the Learning and Support Teacher Learning (LAST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the Learning Support Team Coordinator, school counsellor or Deputy Principal.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Accelerants and Accumulants

Understanding alternative HSC pathways. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

Accumulant Students

In cases of demonstrated need, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulants who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESA.

Accelerant Students

Where appropriate students may accelerate into Year 11 and/or HSC board developed courses in advance of their usual cohort. Decisions about the acceleration of Year 11 and Year 12 students will be made by the Principal in accordance with the principles contained in the Board's Guidelines for Accelerated Progression (revised 2000).

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Students transferring to the school

For students who commence study at Moorefield Girls High School between the commencement of the

assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

Senior Learning Centre

Moorefield Girls High School values the importance of good study habits in the achievement of potential. The Senior Learning Centre is located in the school library which is staffed Monday to Friday and is open during recess and lunch. The many resources available to senior students include past examination papers, numerous study guides with student samples of HSC answers and examiners comments.

The **rules of the Senior Learning Centre** are:

- Senior students are expected to use the Senior Learning Centre at any time they do not have a class (optional when permission has been granted to arrive late or leave early). However, students should not be in the Senior Learning Centre in timetabled lessons unless special permission has been granted by your class teacher.
- Students must have their names marked off on the roll whenever they are scheduled to be in the Learning Centre.
- The primary purpose of the centre is for study. Students are expected to work and respect the rights of others to work in this venue.
- Conversation should be kept to a low level.
- The 'Quiet Room' is for silent work.
- The supervisors are happy to assist and advise you with any work or career-type questions or problems.
- Computers, if not booked for classes are provided for your school work. They are not to be used for playing games.
- Do not leave valuables outside.
- Students are to use their time wisely. The Learning Centre teacher will assist all senior students with their research and study. Use it appropriately and respect the needs of others.

Syllabus Requirements:

Students may access the NESA home page:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

All updates to syllabus requirements will be located on this webpage. It is updated daily and publishes the most up to date information and dates for all aspects of the HSC. For example, advice line, HSC timetables, dates for the release of marks and appeals, and copies of past papers so students can access them for home study and extra practise. The NESA student guide, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide> has links to NESA syllabus and past exam webpages as well as other resources.

For Parents:

The parent section of the NESA website, <https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>,

is very informative, especially in terms of support:

Students Online

<https://studentsonline.nesa.nsw.edu.au/> is the NESA portal for students. All students should be actively accessing Students Online regularly. You use the pin number sent to the email you registered with NESA in year 10. You can request a new pin if you have lost it.

Here students can:

- keep personal details up-to-date
- check subject details
- check and print personalised HSC examination timetables

Other good resources for students are:

Universities Admission Centre:

<https://www.uac.edu.au/>

Job Jump, for information on careers, degrees and ATAR:

<https://www.jobjump.com.au/>

Moorefield Girls Careers website:

<https://www.moorefieldgirlshighcareers.com/>

Assessment Grids

Ancient History

Syllabus Components	Weighting	Task 1	Task 2	Task 3
		Source Analysis Oral/Research Task	Research and Essay Historical Investigation Project	Yearly Examination
		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10
		AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	AH11-5, AH11-6, AH11- 7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9, AH11-10
Knowledge and understanding of course content	20%	10		10
Historical skills in the analysis and evaluation of sources and interpretations	30%	5	10	15
Historical inquiry and research	25%	10	10	5
Communication of historical understanding in appropriate forms	25%	5	10	10
Total %	100%	30%	30%	40%

Biology

	Task 1	Task 2	Task 3	
Task	First-Hand Investigation	Depth Study	Yearly Exam	Weighting %
Date	Term 1 Week 10	Term 2 Week 10 Online	Term 3 Exam week	
Outcomes	BIO11-1, BIO11-2, BIO11-3 BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-7, BIO11-10, BIO11-11	BIO11-2, BIO11-4, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and understanding	10	10	20	40%
Skills in working scientifically	20	30	10	60%
Total %	30	40	30	100%

Business Studies

Component	Weighting	Task 1	Task 2	Task 3
TOPICS		Business Report Topic 1	Business Research Task Topic 3 Topics 4 & 5	Examination Topics 1-3
1. Nature of Business		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 - 10
2. Business Management		P1, P2, P3, P6, P9	P5, P7, P8, P9	P3, P4, P10
3. Business Planning				
Knowledge and understanding of course content	35%	10%	10%	15%
Stimulus-based skills	15%	5%		10%
Inquiry and research	30%	10%	20%	
Communication of business in- formation, ideas and issues in appropriate forms	20%	5%		15%
Total %	100%	30%	30%	40%

Chemistry

	Task 1	Task 2	Task 3	
Task	First-hand investigation	Depth Study	Yearly Exam	Weighting
Date	Term 1 Week 10	Term 3 Week 1	Term 3 Week 8-9	
Outcomes	CH11-1, CH11-3, CH11-4, CH11-5, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-10	CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Knowledge and understanding	5	10	25	
Skills in working scientifically	20	30	10	60%
Total %	25	35	40	100%

Community and Family Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Interview – Core 1 Design, conduct and analyse an interview	Leadership Task – Core 2	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	
	P1.1; P1.2; P4.1, P4.2; P5.1	P1.1, P1.2; P2.1; P2.3; P5.1; P6.1, P6.2	P1.1 to P6.2	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	15	25	60
Marks	30	30	40	100

Drama

Component	Task 1	Task 2	Task 3	Weighting %
	Improvisation, Playbuilding and Acting Group performance task Logbook submission and short reflective task	Elements of Production in Performance Individual project Logbook submission and short reflective task	Theatrical Traditions and Performance Styles Group performance task Written examination	
	Term 1, Week 11	Term 2, Week 10	Term 3, during exam period	
	P1.1, P1.2, P1.4, P2.1, P2.3, P2.6, P3.1, P3.2	P1.4, P1.5, P2.2, P3.1, P3.2	P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4	
Making	10	15	15	40
Performing	10	5	15	30
Critically Studying	10	10	10	30
Total %	30	30	40	100

English Advanced

Task number	Task 1	Task 2	Task 3	
Nature of task	Multimodal Presentation Common Module Reading to Write	Response Task Module A Narratives that Shape our World	Yearly Examination Common Module Module A Module B	
Assessment timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9 - 10 As per examination timetable	
Outcomes assessed	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-2, EA11-3, EA11-5, EA11-7	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

English Standard

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

English – EAL/D

Task number	Task 1	Task 2	Task 3	
Nature of task	Writing task Language, Texts and Contexts	Multimodal presentation (including listening) Close Study of Text	Yearly Examination	
Assessment timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9 – 10 As per examination timetable	
Outcomes assessed	EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

English Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Task Mandatory Module: Achieving through English	Multimodal presentation Elective Module	Collection of classwork All modules	
Assessment timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	
Outcomes assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

English Extension

Task number	Task 1	Task 2	Task 3	
Nature of task	Response Task	Multimodal Presentation - independent related project	Yearly Examination	
Assessment timing	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 9 -10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Enterprise Computing

Components	Task 1 Interactive media and UX project	Task 2 Networking systems and social computing project	Task 3 Formal examination	Component weighting
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9–10	
Outcomes assessed	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	
Knowledge and understanding of course content	10	10	30	50%
Knowledge and skills in the practical application of the content	15	25	10	50%
Total task weighting	25%	35%	40%	100%

Exploring Early Childhood

	Task 1	Task 2	Task 3	
Task Type	Research Assignment	Research & Oral Report	Yearly Assessment	Weighting
Topic	Core 1 Pregnancy & Childbirth	Core 2 Child Growth & Development	Core 1, 2 & 3 All units of work	
Date	Term 1, Week 9	Term 2, Week 8	Term 3 Examination Week	
Skills	15%	25%	10%	50%
Knowledge	20%	10%	20%	50%
Total	35%	35%	30%	100%
Outcomes	1.1, 5.1, 6.2	1.4, 2.2, 5.1	2.1, 6.1, 1.2, 1.3, 1.5, 2.3, 2.4, 3.1, 4.3	

Hospitality

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date
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		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

* **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”.

Legal Studies

Syllabus Components	Weighting %	Task 1	Task 2	Task 3
TOPICS 1. The Legal System 2. The Individual and the Law 3. Law in Practice		Class Test	Research Task	Yearly Exam
		Topic 1	Topic 2	Topic1-3
		Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
		P1, P2, P3, P9	P1, P4, P5,P6, P8, P9, P10	P1, P4, P5, P7, P9, P10
Knowledge and understanding of course content	40	10	10	20
Analysis and Evaluation	20	5	5	10
Inquiry and Research	20	10	10	
Communication of Legal Studies information, issues and ideas in appropriate forms	20	5	5	10
Total %	100	30	30	40

Mathematics Advanced

Components	Task 1	Task 2	Task 3	Weighting %
	Investigation FUNCTIONS F1.2-F1.4	In class test Calculus C1.1-C1.4	Yearly Examination Topics: F1, T1, T2, C1, E1, S1	
	Term 1, Week 3-10	Term 2, Week 9	Term 3, Weeks 9 - 10	
	Outcome(s) assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcome(s) assessed MA11-1 MA11-5 MA11-8 MA11-9	Outcome(s) assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Mathematics Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Topic: Functions F1	In class test Topics: F2, T1, T2	Yearly examination Topics: F1, F2, T1, T2, C1, A1	
	Term 1, Week 3-10	Term 2, Week 10	Term 3, Weeks 9 - 10	
	Outcome(s) assessed ME11-1 ME11-2 ME11-6 ME11-7	Outcome(s) assessed ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	Outcome(s) assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Mathematics Standard

Components	Task 1	Task 2	Task 3	Weighting %
	In Class test Topics A1, M1	Investigation Topics F1.2, F1.3	Yearly Examination Topics F1, A1, A2, S1, S2, M1, M2	
	Term 1, Week 9	Term 2, Weeks 2-9	Term 3, Weeks 9 – 10	
	Outcomes assessed MS11-1 MS11-3 MS11-6 MS11-9 MS11-10	Outcomes assessed MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	Outcomes assessed MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Modern History

Syllabus Components	Weighting %	Task 1	Task 2	Task 3
TOPICS 1. Case Study 1 2. Case Study 2 3. Case Study 3 4. The World at the Beginning of the 20 th Century (Including Historical Investigation)		Source Analysis Topic 1	Research Task Historical Investigation	Yearly Exam Topics 1-4
		Term 1 2024 Week 9	Term 3 2024 Week 4	Term 3 2024 Weeks 9 -10
		MH11 1-6	MH11 6-10	MH11 1-10
Knowledge and understanding of course content	40	15%	5%	20%
Source-based skills	20	5%	5%	10%
Historical inquiry and research	20	10%	10%	
Communication of historical understanding in appropriate forms	20	5%	5%	10%
Total %	100	35	25	40

Music 1

Syllabus Components	Weighting %	Task 1	Task 2	Task 3
TOPICS 1. Music of Small Ensembles 2. Jazz – Blues 3. Rock Music		Composition Aural	Viva Aural Task	Performance MusicologyTask
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
		P.2 P.3 P.10,P.11	P.5, P.6	P.1, P.3, P.9, P.11
Performance	25			25
Composition	25	25		
Musicology	25		15	10
Aural	25	10	15	
Total %	100	35	30	35

PDHPE

Component	Task 1	Task 2	Task 3	Weighting
	Core 1 – Better Health for Individuals Research Task and Written Response	Core 2 – The Body in Motion Stimulus and Short Answer Task	Yearly Exam	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	
	P1, P2, P3, P4, P5, P6, P15, P17	P7, P8, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P10, P12, P15, P16, P17	
Knowledge and understanding of course content	15	5	20	40%
Skills in critical thinking, research, analysis and communicating	20	20	20	60%
Marks	35	25	40	100%

Retail Services

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1	Task 2	Task 3
		Safety and Spotless	Working in the Industry	Customer Service
		Week 10	Week 10	Week 10
		Term 1	Term 2	Term 3
Code	Unit of Competency	Date TBA	Date TBA	Date TBA
SIRWHS002	Contribute to workplace health and	X		
SIRXIND002	Organise and maintain a store environ-	X		
SIRXIND001	Work effectively in a service environ-		X	
SIRX-COM002	Work effectively in a team		X	
SIRX-050004	Engage the customer			X
SIRX-050008	Assist with customer difficulties			X
SIRX-050002	Build customer relationships and loy-			X

EXAM (Optional)
Week 8/9
Term 3
Date As per exam timetable
20% Year 11 Yearly Examination 80% Year 12 Trial HSC Examination

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

*** 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”.

Society and Culture

Task number	Task 1	Task 2	Task 3	
Component	The Social and Cultural World In class Test	Mini Personal Interest Project	Yearly Exam	Total
Date	Term 1 Wk 8	Term 2 Wk 10	Term 3 Week 9	
Knowledge & Understanding of the Course Content	10	10	30	50
Application & Evaluation of Social & Cultural Research Methods	5	20	5	30
Communication of information, ideas & issues in appropriate forms	5	10	5	20
Outcomes Assessed	P1, P3, P4, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9	
Weighting	20	40	40	100

Sport, Leisure and Recreation (SLR)

Component	Task 1	Task 2	Task 3	Weighting
	Module 14 – Sports Administration	Module 15 – Sports Coaching and training	Module 2 - Games and Sport Application – written task	
	Term 1 Weeks 8-11	Term 2 Weeks 7-10	Term 3 Week 8/9	
	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	
Knowledge and understand- ing of course content	10	15	25	50%
Skills	20	15	15	50%
Marks	30	30	40	100%

Textiles and Design

Components	Task 1	Task 2	Task 3	Weighting	HSC Task 1
	Focus Area: Apparel – 1960's inspired garment & portfolio	Focus Area: Costume - Contemporary Corset & portfolio	Yearly Examination		Digital and Oral presentation: Inspiration for MTP
	Term 1, Week 11B 2024	Term 3, Week 6B 2024	Term 3, Week TBC 2024		Term 4, Week 6B 2024
	P1.1, P2.2, P3.1, P4.1	P1.2, P2.1, P2.3, P3.2	P1.1, P1.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1		
Knowledge and understanding of course content	10	10	30	50	
Skills and knowledge in the design, manufacture and management of textiles projects	20	20	10	50	30
Weighting %	30	30	40	100	30

Visual Arts

Component	Weighting	Task 1	Task 2	Task 3
		Exploring Representation Charcoal Drawing VAPD	Text in Art	Yearly Examination Art Criticism Art History
		Term 2 Week 2	Term 3 Week 7	Term 3 Weeks 9 – 10
	OUTCOMES	P1, P4, P5, P6	P1, P3, P4, P5, P6, P9, P10	P1, P7, P8, P9
Making Artworks	50	25	25	
Critical and Historical	50		25	25
Total %	100	25	50	25



APPENDIX A:

Senior Examinations Rules

Please refer to your *Moorefield Girls High School Assessment Booklet*, Course Assessment Schedules and *Higher School Certificate Rules and Procedures* at:

<http://www.boardofstudies.nsw.edu.au/yourhsc/hsc-rules-procedures-guide.html>

We are committed to supporting all of you to achieving your very best. This means you must follow the examination rules and procedures as set out below.

School Uniform

School uniform is to be worn for all examinations.

Equipment for the examinations

- (i) You may only take equipment listed below into the examination room:
- black pens
 - pencils, erasers and a sharpener (use pencils where specifically directed)
 - a ruler marked in millimetres and centimetres
 - highlighter pens.

You may also bring a bottle of water in a clear bottle. You can wear your watch in to your examinations, but once you sit down you will have to take it off and place it in clear view on your desk.

(ii) All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area or into your closed school bag.

(iii) It is your responsibility to be aware of, and provide, the equipment you are allowed to bring for each examination. If you are allowed a scientific calculator, check that it is on the approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.

You must not:

- borrow equipment during examinations

The following items are not to be brought into the examination hall or if the examination is in a classroom they must be placed into your bag and bag closed before entering the room:

- a mobile phone, programmable watch including a smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
- paper or any printed or written material (including your examination timetable)
- dictionaries, except where permitted in Languages examinations
- correction fluid or correction tape.

Examination room procedures

It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult, but not annotate, your dictionary during reading time.

You must:

- read the instructions on the examination paper, as well as all questions, carefully. Teachers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- write your name clearly on all writing booklets, question and answer booklets and answer sheets
- write clearly, preferably with black pen. Pencil may be used only where specifically directed
- stop writing immediately when told to do so by the supervising teacher
- arrange completed answers according to the supervising teacher's instructions and wait for the teacher to collect them
- submit all examination materials as instructed by the supervising teacher

You must not:

- begin writing until instructed to do so by the supervising teachers
- leave the examination room during the examination, except in an emergency
- remove an examination paper from the examination room. If you want to see an examination paper after the examination is over, you will need to speak to your teacher

Conduct during the examinations

You must follow the day-to-day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.

The supervising teachers are in charge of students:

- (a) when assembling before an examination
- (b) during the examination
- (c) after the examination until all students have left

You must follow the supervising teacher's instructions at all times and behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- eat in the examination room, except as approved by NESAs, eg for diabetic students
- take any writing booklets, whether used or not, from the examination room
- answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.
- speak to any person other than a supervisor during an examination

Attendance: students must attend the scheduled examinations for each course of their study and may study at home or in the school library at other times. If you are absent, phone the school the morning of the exam and speak to the Deputy Principal. Follow the normal procedures to apply for misadventure. Note: you will be required to do the exam the next day (or whenever the medical certificate says you are fit to return).



Appendix B: Illness or Misadventure Form

X Attach any supporting evidence here with a staple or a pin.

MOOREFIELD GIRLS HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's name: _____ Year: _____ Roll Class: _____

Parent's name: _____ Daytime parent phone number: _____

Assessment task affected: _____

Due date of task: ____/____/____

Subject: _____ Class Teacher's name: _____

Head Teacher name: _____

Type of claim (Please tick ✓) Illness Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)
(Students must ensure they are familiar with MGHS assessment policy. Supporting evidence, such as a doctor's certificate should be attached to the top left corner of this form. Letters from parents are only applicable on compassionate grounds or in exceptional circumstances)

Parent or Guardian's signature: _____ Date: ____/____/____

INSTRUCTIONS: (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Deputy Principal.
- This claim form should be submitted **as soon as possible** after the examination or assessment task in question has occurred. (It may also be submitted before the task is due.)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Deputy Principal's decision:

Deputy Principal use only

Day & date claim received by Deputy Principal: Mo Tu We Th Fr ____/____/____

Copy forwarded to HT date: _____ Name: _____

Signature: _____