AURORA COLLEGE

IGNITING NEW WAYS OF LEARNING

Student Assessment Policy Handbook

Stage 6

Year 11
2022

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PART 1: Introduction

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Assessment Policy Summary

With regard to assessment, NESA (NSW Educational Standards Authority) requires that each school be responsible for:

- establishing policies and procedures across the school which ensure a consistent approach
- ensuring the valid distribution of grades in different subjects
- ensuring that students and their parents are aware of the system and in particular that students are informed of their responsibilities and the details of the assessment program
- setting up procedures for appeals.

This policy document provides description of those processes as they pertain to ***Aurora College*** and is to be read in conjunction with the ***Aurora College*** Discipline & Welfare Policy as well as the Department's Student Discipline in Government Schools policy.

Preface

Assessment in Stage 6 (Year 11)

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as, and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and assessment as learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment for learning into the assessment of learning.

NSW Education Standards Authority (NESA) sets out very clearly:

- the syllabus that must be followed for each subject
- the outcomes that every student is expected to achieve
- the amount and standard of work expected.

What must students do to gain the HSC?

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four subjects.

A student may count up to six units of Science in Year 11 and seven units of Science in Year 12. (Source https://ace.nesa.nsw.edu.au/ace-8006)

HSC assessment

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. Read more about how the HSC works on Students Online.

Students will complete school-based assessments as part of their HSC, which together contribute 50% of their final HSC mark for a course (except VET courses). Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

Honesty in HSC Assessment – the Standard

This standard sets out the NESA requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

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

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

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

Source: ACE manual

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

- HSC Rules and Processes - including procedures, permitted equipment, practical and performance exams, illness/misadventure appeals
- Honesty in assessment
- HSC: All My Own Work

*The **HSC: All My Own Work** program, completed in your home school, is designed to help Higher School Certificate 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.*

Malpractice in HSC Examination

Every year, a small number of HSC students are reported to NSW Education Standards Authority (NESA) for breaching examination rules. A breach of examination rules occurs when a student introduces unauthorised notes or equipment, or is otherwise disrespectful of the examination conditions.

The breach of examination rules is deemed to be malpractice when the student uses the unauthorised notes or equipment to gain an unfair advantage in the examination.

All reported cases are investigated by NESA officers. Minor breaches are dealt with during marking or by a warning. Cases of potential malpractice are referred to the Examination Rules Committee (ERC), a subcommittee of NESA.

The ERC may impose penalties including zero marks for the exam or cancellation of the course. Typically, the number of referred cases is between 10 and 20. Students should know that they are taking an extreme risk if they choose to breach examination rules. The penalties for exam breaches are well known and include losing all or part of the marks for an examination, cancellation of a course and possible loss of the HSC.

Students found to have memorised an essay that is not their own and then reproduced it during an exam are usually dealt with during the marking process, with students typically receiving no marks for unoriginal work.

NESA also employs many measures to prevent students from engaging in plagiarism and malpractice.

All HSC students must:

- complete the mandatory online ethical scholarship program called All My Own Work
- sign a confirmation of entry form when starting the HSC program, declaring that they are aware of the consequences of plagiarism and malpractice, including the potential loss of their HSC
- sign a declaration for all HSC major projects, requiring the student, their teacher and principal to agree that the work submitted is the student's own work and that all outside sources have been acknowledged.

Students are advised in writing, well in advance, about exam rules. The rules are also read out at the start of each exam by the independent supervisors. Advice includes:

- students can only bring into the exam room equipment that is on the approved list they are given well before the exams start
- students cannot bring notes, paper, unauthorised material or any communication or electronic devices into an exam
- if students accidentally bring study notes, a mobile phone or other prohibited items into the exam, they are given the opportunity to remove them without penalty before the exam starts.

Students recognise there are serious consequences if they break examination rules. Advice to HSC students is to put in a consistent effort throughout the year and make sure any work submitted is based on their own words and ideas.

All instances of proven malpractice in HSC assessment tasks will be entered into the Register of Malpractice in HSC Assessment Tasks.

NSW Education Standards Authority (NESA) Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details.

By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results.

In addition, Students Online has links to other relevant sites and can be accessed here https://studentsonline.nesa.nsw.edu.au/ using your Student Number and PIN.

PART 2: Assessment Policy and Procedures

HSC NESA Requirements

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

Where students do not complete assessment tasks, and do not subsequently provide documented explanation, official warning letters of concern **('N' determination warning letters, see sample in PART 4)** will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including ZERO marks being awarded.

Non-Serious Attempt

A non-serious attempt may be described as any or all but is not limited to the following.

- Failure to submit an assessment task in more than one Key Learning Area
- Submitting a frivolous attempt at an assessment task
- Failure to submit, on request, evidence of weekly work completed

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Preliminary or HSC course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

Failure to submit assessment items to a reasonable standard will make it impossible for the Principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the Principal or their delegate will follow the N-Determination process.

Satisfactory completion of an HSC course: HSC Assessment

In addition to any other set tasks and experiences in the HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks in courses where school based assessment marks are submitted.

Students cannot qualify for an HSC in a course where they do not meet the minimum assessment requirements.

Responsibilities

The responsibilities of the school

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- an assessment schedule, which outlines what components of each course are to be assessed, when the assessment tasks are scheduled and the relative weighting for each assessment task. **The schedule of tasks for each course appears in Part 2 of this booklet.** Students will be informed of assessment policy and procedures and sign in acknowledgement of this (see 'Forms' in PART 3 of this document)
- written notification provided to students at least two (2) weeks in advance of the scheduled assessment task. Note:
    - assessment tasks, for all classes studying that course, will be the same
    - assessment Task Notifications will be emailed to students (using the <student.name>@education.nsw.edu.au address) by your classroom teacher
    - generally, it will be necessary to use a number of different tasks to assess achievement in all the knowledge, skills and course objectives. Students will be given the opportunity to demonstrate their maximum level of achievement for each course at a given point in time.
- at the completion of each task, students will receive:
    - a mark for that task
    - a rank for that task
    - an indicative cumulative rank; where applicable
    - the marking criteria and
    - feedback concerning areas for further improvement.

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, Head Teachers or class teachers will inform students of the new arrangements via email at least two weeks in advance. Where a completed task has been declared void, a new task will be set, and the same requirement of two week's notification is required.

The responsibilities of the student

To meet the assessment requirements for HSC courses, the student will:

- be aware of their assessment schedule and contact their teacher if they do not obtain the necessary information
- make a serious attempt at all assessment tasks for each course that they are studying. If a student is deemed to have made a non-serious attempt, a mark of ZERO may be awarded for the task and the student will need to re-submit the task. This will be in consultation with the student, the class teacher, the Aurora College Coordinator and the curriculum Head Teacher
- be responsible to be present for, or to hand in all assessment tasks at the required time as specified by this booklet and/or the specific task notification
- complete assessment tasks according to assessment schedules. **The schedule of tasks for each course appears in Part 3 of this booklet**
- follow all instructions given for the task, and return all materials related to the task including question booklets to the Aurora College Coordinator
- follow the rules of conduct for examinations

- submit work on the due date. If you are absent on the day of a task due to illness, you must let your Aurora College Coordinator and teacher know. You MUST obtain a medical certificate for the time you are away
- comply with all the NESA requirements for Major Projects / Works
- demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes
- complete all set learning tasks (not just Assessment Tasks) in order to achieve course outcomes even when absent from class
- attend classes regularly and ensure their attendance does not fall below 90% of negotiated times to meet each course requirement
- email their class teacher, Aurora College Coordinator or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy
- be responsible for completing and submitting assessment tasks as described below. A student will:
    - submit their assessment task prior to 17:00 (5:00pm) local time on or before the due date, via the method specified by the class teacher
- anticipate for known educational or family activities that may clash with due dates (for example: band camp; representative sport; or debating) by negotiating with their teacher an alternative submission date that is prior to the published due date. In the case of an extended family holiday (which must be approved by home principal) it may be possible to negotiate a due date that is different to the published date. Students need evidence in writing and must complete an **Illness/Misadventure form (see PART 4 of this booklet).**

The responsibilities of the Aurora College teacher

In order to support students to successfully meet the NESA requirements for HSC courses and assessment, Aurora College teachers will:

- develop an assessment schedule to reflect the NESA assessment schedules which is capped at a maximum of 4 tasks of various types for 2 unit courses. eg formal examinations, practical tests, oral presentations
- allocate weightings to each of the tasks in accordance with the component weightings and the school's judgment of the relative importance of each task. NESA have capped the number of formal written tasks that mimic the HSC examination to <u>one</u> per course, with a maximum weighting of this task of 30% for the Year 12 course
- supply their students with a course assessment booklet at the beginning of the course, containing detailed information through Assessment Task notifications, about each assessment. **The schedule of tasks for each course appears in Part 3 of this handbook**
- provide written notification via email to students at least two (2) weeks in advance of the scheduled assessment task
- ensure each assessment task notification includes:
    - topic/module being assessed
    - day and date due
    - weighting of the assessment
    - method of submission eg: email to teacher with a PDF or URL
    - syllabus outcomes to be assessed
    - nature of the task eg: oral recording, extended response, typed report etc
    - description of the task requirements
    - marking criteria and/or marking guidelines

    - any special arrangements required.
- arrange for disability provisions for the completion of assessment tasks for those students who were granted such provisions by the Aurora College Learning and Support Teacher (LaST) in previous years, or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan
- provide written feedback for each assessment task by:
    - returning assessment tasks to students within 2 weeks of submission
    - including appropriate and specific feedback about the student's performance in the task with marking guidelines, and strategies and suggestions for improvement
    - including marks and ranks where appropriate
    - making accurate judgments concerning each student's achievement in relation to the Course Performance Descriptors.
- collate and maintain the assessment marks and related information during the course
- refer appeals and variations to the curriculum Head Teacher and/or DP and/or Principal for determination, under exceptional circumstances, following the outlined Assessment Task Appeals process.

If a change of date for completion of a task is required there is no need for a further two weeks' notice, provided the task is not being brought forward.

Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing via email. If a task is given and is found to be non-discriminating, it may be discarded and an alternative task set. If an alternative task is to be given, students must be informed in writing via email.

The responsibilities of the Aurora College Coordinator (ACC)

The role of the Aurora College Coordinator is crucial in ensuring fair and equitable assessment practices in the student's home school. In order to support the student to successfully meet NESA requirements for Year 12 HSC course, the Aurora College Coordinator will:

- ensure students have a copy of this assessment policy and will clarify the different roles and responsibilities for students. (The ACC will discuss the procedures and forms with students; ensure the student has acknowledged the handbook via the online acknowledgement form)
- follow instructions regarding each assessment task, noting the nature of task, opening instructions, duration of task and scheduled and/or due date. The ACC will:
    - contact the curriculum Head Teacher, at least one week before the scheduled task, if they are unable to supervise the student's completion of the task
    - notify the curriculum Head Teacher by phone immediately if the student is unable to complete the assessment task as required and then provide a written explanation for the schedule not being met. The explanation will require documentation (such as a medical certificate attached to an *illness/misadventure form* etc.) The documentation must refer specifically to the date of the task
- supervise the assessment task in accordance with the instructions that accompany each task by:
    - arranging for disability provisions for the completion of the assessment if the student has been granted disability provisions by the Aurora College Learning and Support Team, or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan
    - ensuring examination conditions are applied, if requested.
- collect and collate all materials related to the task (including Question Booklets) once the scheduled time for the task has expired. The ACC will:

  - sign the certificate that appears on the cover page for each assessment task (see 'Forms' in PART 3 of this document), which indicates that the task was completed under supervision, the required conditions and in the specified time
  - ensure a copy of the completed assessment task is kept by the student and/or supervisor.
  - obtain a date stamp from the school office or local post office on the cover page or envelope of the assessment task before posting/submitting. (This helps to avoid problems if the task is delayed in the mail)
  - scan and email OR post the task, at the latest, on the day following its completion. Note that some tasks may be submitted in electronic form, according to the instructions that accompany the task.
- contact the Aurora College Learning and Support Team to discuss any disability provisions the student has been granted, and request approval for the application of these provisions to Stage 6 course assessment tasks.

The Head Teacher will advise the ACC of any alternative arrangements for the task that may be approved, depending on the circumstances.

The responsibilities of the Aurora College curriculum Head Teachers

In order to support students to successfully meet NESA requirements for HSC courses and assessment, Aurora College curriculum Head Teachers will:

- advise the Aurora College Coordinator of any alternative arrangements for the task that may be approved
- keep a copy of the task in print and/or electronic form in case the original is mislaid
- make decisions about extensions, malpractice, and illness/misadventure, in consultation with Aurora teachers, ACCs and senior executive, as appropriate
- follow up any concerns with assessment tasks at the time they are marked and returned. See Appeals Procedure for school-based assessment tasks.
- check assessment schedules to ensure they accurately reflect NESA requirements for course component weightings and balance of skills, knowledge and understanding
- ensure all students follow the principles and practices of good scholarship, as described in the HSC: All My Own Work program
- ensure all students must comply with the standard set by the NESA in Student Rules and procedures guide
- maintain 'markbooks' and/or centralized systems of record keeping
- ensure that all classes doing the same assessment task for the same course are dealt with equitably.

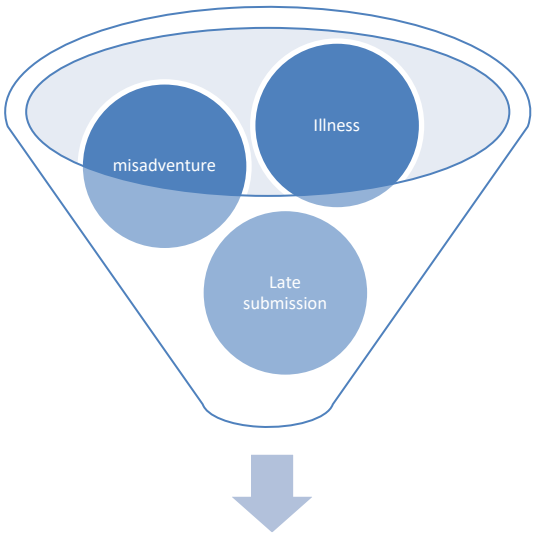
Students will also be issued with a NESA document Student Rules and procedures guide in their HSC Course by their home school.

Issues with assessments

ALL issues with assessments (below) must be reported using the illness/misadventure form provided (see PART 3).

*This form must be printed, completed and signed by the student, parent/guardian **and** ACC. The ACC will then email a scanned copy of the form to the classroom teacher. The classroom teacher will forward the application to the curriculum Head Teacher, who will then make a decision. The forwarding of documents by the ACC must occur within 2 working days.*

The Head Teacher will review your application and the supporting documentation before deciding to uphold or decline each component in your application. Each incident is treated independently, which is why it is important to have comprehensive supporting evidence. The Head Teacher is responsible for monitoring such issues with assessments and if a pattern is detected, refer to the Deputy and/or Principal for further action, if necessary.



Student to complete an *illness/misadventure form* with parent/guardian signature

Student submit form to ACC and provide any supporting documentation

ACC to send copy of form to class teacher for input/comment

Class teacher to send copy to curriculum Head Teacher for a decision
Student informed of outcome

Request for Review, if necessary

Late submission or non-completion of an assessment task

Should a task be submitted late, a ZERO mark will be issued.

A student needs to clearly identify if special consideration is sought for the late submission AND the reason for such a request, using the *illness/misadventure form*.

Inadequate preparation and/or lack of time management for the task are not grounds for an extension.

Technology breakdown is also generally not grounds for an extension. It is the student's responsibility to back up all work and keep copies in different places (eg: USB, email to yourself, hard drive, hard copy, online/cloud storage or equivalent). Occasionally, however, technology does fail. The Aurora College Coordinator will verify if the student's home school server is unavailable and notify the curriculum Head Teacher as soon as possible. A student will be requested to submit a draft copy along with a completed *illness/misadventure form* on or before the due date, to verify that they have made some effort to complete the task and submit it on time.

Illness/misadventure

An extension for a task may be granted in exceptional circumstances, such as illness or misadventure (eg: accident, unforeseen event) when an *illness/misadventure form* and supporting evidence is submitted. Where medical or extraordinary circumstances prevents the completion of the task by the due date, students should request that the Aurora College Coordinator notify the Head Teacher immediately.

When students are absent from class on the day of an 'in-class' assessable task, they should expect to complete the assessable item on their first day of return to Aurora College, with a completed *illness/misadventure form*.

Long-term problems - NESA Special Provisions

NESA may grant special provision to students who have medical conditions that require, for example, rest breaks, food, or special furniture. Where provisions are likely to be granted by NESA, they will also be available to students during the Trial HSC exams.

Students who have special needs should discuss them with their home school counsellor as earlier as possible so that appropriate documentation can be completed. The Aurora College Coordinator then needs to be informed and accommodate student needs accordingly.

Excursions and home school events

Timetabled assessment tasks take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand-in task, as scheduled. No allowance will be made for students who attend an excursion for another subject or their home school, instead of fulfilling their HSC Assessment obligations on the given date.

Malpractice

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving ZERO marks for the task or examination, and will jeopardise your HSC results.

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

- copying someone else's work in part or in whole, and presenting it as your 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 your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules and/or breaching HSC exam rules
- disrupting an assessment task in any way
- cheating or assisting others to cheat
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

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

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

If malpractice is suspected, the school will establish an Assessment Review Panel consisting of Deputy Principal, Head Teacher from the faculty in which the issue has arisen and a second Head Teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal.

In cases where malpractice is suspected or has been proven, the following procedures will be applied:

- procedural fairness will be accorded to the student at all times
- all claims will be substantiated
- teachers will not make any accusations until the facts have been established
- the source(s) of the information will be investigated thoroughly
- evidence will be preserved in its original state
- confidentiality will be maintained at all times by all parties
- parents will be informed if the student is under 18
- notes will be taken during any interviews to be kept as a part of the official record of the case
- a parent or other appropriate support person will be present whenever a student is being interviewed
- the student will have the opportunity to present any mitigating circumstances. These will be taken into consideration when penalties are being determined
- the student will be advised of the panel’s findings and the basis for the school’s decision
- the student will be informed of their right of appeal

The panel will notify the Principal of any procedures that need to be revised or improved.

Detected malpractice will limit a student's marks and may jeopardise their HSC results. One or more of the following will apply:

- reduced marks for all or part of the assessment task
- zero marks for part or all of the assessment task
- registration of the malpractice with NESA.

School-based Assessment Task Appeals Procedure

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised by the Aurora College Coordinator and/or student with the teacher within one week of receipt of the marked task.

All appeals should be directed to the Head Teacher Secondary Studies, Scott New Scott.New@det.nsw.edu.au within 5 days of the decision.

Any review of assessments will only be based on the order of merit listing. Students are not entitled to seek a review of a teacher's judgments concerning the worth of individual performance in assessment tasks.

In particular, appeals can only be made on the basis of:

a) the weightings specified by the school not conforming with the Board's requirements;
b) the procedures used by the school for determining the final assessment mark do not conform with its stated program;
c) there being computational or other clerical errors in determination of the assessment mark.

The Aurora Head Teacher Secondary Studies will notify the student of the outcome via email. If necessary, appeals may be referred to the Principal for determination.

Examinations

Rules for the conduct of a student in examinations

If an assessment task is an examination, a student must NOT:

- speak to any person other than a supervisor during the examination
- behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- take into the examination room, anything other than the aids specified - a list of specified aids, if any, will be issued to you before the examination
- cheat, copy or plagiarise from textbooks, the Internet or prepared materials.

The Year 11 examinations for all courses at Aurora College will commence Week 8 of Term 3, 2022. Further information, including the scope, format and timetable for these examinations will be provided for students and the ACC during the year.

It is important that students attend the exams, where possible, even if he/she believes their performance in the exam will be affected. If a student cannot attend an exam because of illness or misadventure, notify the Aurora College Coordinator immediately. Students should never risk harm in order to attend an exam, or attend an exam against medical advice.

Students must obtain documentary evidence generally on the day of the exam to support the illness/misadventure application. If a student did not sit the exam this evidence must indicate why the student was unable to attend.

Links and resources

NESA Assessment, Certification Examination
http://ace.bos.nsw.edu.au/higher-school-certificate

NESA HSC assessment in Stage 6
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment

Guidelines for assessment

Assessment schedules

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales.

Establishing an assessment schedule begins when programming a unit of learning. By incorporating assessment activities into units of learning, the needs, interests and abilities of students can be met, while assessing their progress towards a demonstration of achievement in relation to outcomes.

Assessment schedules should follow these guidelines:

- a maximum of THREE tasks (including exams which may have a maximum weighting of 30%)
- reflect the mandatory components and weightings in each syllabus.
  - there should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.
- tasks should not be less than 20% and not more than 40%.
  - earlier tasks in the course are worth less and later tasks are worth more but this is not mandated
- identification of outcomes to be assessed
- select the relevant syllabus content area for the identified outcomes
- ensure a range of assessment strategies is used throughout the course.

Assessment task notifications

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales. In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

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

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards. It is important that an assessment task addresses the focus of a topic and testing learning that matters (ie: not on trivial minutia or irrelevant material).

An assessment task notification must:

- be in writing, via email to students at least two (2) weeks in advance of the due date
- be acknowledged by the student to indicate they have received notice in writing
- focus on outcomes of the course
- be an appropriate type of task for the outcomes and weighting assessed
- provide students with the opportunity to demonstrate their level of achievement of the outcomes
- reflect the weightings and components specified in the assessment schedule for the relevant course
- contain marking guidelines that are linked to the standards of the course by including the wording of syllabus outcomes and relevant performance descriptions
- be issued using the Aurora template provided (see 'forms' in Part 4).

PART 3: Assessment schedules

This section provides each assessment schedule for HSC courses offered by Aurora College.

Agriculture (120 hours)

Year 11 Agriculture Course Outcomes

A student:
Knowledge, Understanding and Skills

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.3 describes the farm as a basic unit of production
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Agriculture (120 hours)

Year 11 Agriculture Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Report Experimental Design	**Farm Case Study**	**Yearly Examination**	
	Term 2 Week 2	Term 3 Week 2	Term 3 Week 8/9	
	P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1,1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	10	10	20	**40**
Knowledge, understanding and skills required to manage agricultural production systems	10	15	15	**40**
Skills in effective research, experimentation and communication	10	5	5	**20**
Total %	**30**	**30**	**40**	**100**

Biology (120 hours)

Year 11 Biology Course Outcomes

A student:
Skills outcomes

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding outcomes

- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Biology (120 hours)

Year 11 Biology Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study	**Practical Investigation**	**Yearly Examination**	
	Term 2, Week 1	Term 3, Week 1	Term 3, Week 8/9	
	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-11	BIO11/12-2 BIO11/12-3 BIO11/12-6 BIO11-8/9	BIO11/12-1 to 7 BIO11-8 to 11	
Skills in working scientifically	20	20	20	**60**
Knowledge and understanding of course content	10	10	20	**40**
Total %	**30**	**30**	**40**	**100**

Chemistry (120 hours)

Year 11 Chemistry Course Outcomes

A student:
Skills outcomes

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding outcomes

- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

Chemistry (120 hours)

Year 11 Chemistry Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study	**Practical Task**	**Yearly Examination**	
	Term 1, Week 11	Term 2, Week 6	Term 3 Week8/9	
	CH11/12-1 CH11/12-4 CH11/12-6 CH11/12-7 CH11-8 CH11-9	CH11/12-2 CH11/12-3 CH11/12-5 CH11-9	CH11/12-1 to 7 CH11-8 to 11	
Skills in working scientifically	20	20	20	**60**
Knowledge and understanding	10	10	20	**40**
Total %	**30**	**30**	**40**	**100**

Earth and Environmental Science (120 hours)

Year 11 Earth and Environmental Science Course Outcomes

A student:
Skills outcomes
EES11-1 develops and evaluates questions and hypotheses for scientific investigation
EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11-5 analyses and evaluates primary and secondary data and information
EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding outcomes
EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Earth and Environmental Science (120 hours)

Year 11 Earth and Environmental Science Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study	**Skills Task**	**Yearly Examination**	
	Term 1, Week 10	Term 2, Week 10	Term 3 Week 8/9	
	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-7 EES11-8	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-9 EES11-11	EES11/12-1 to 7 EES11-8 to 11	
Skills in working scientifically	20	20	20	**60**
Knowledge and understanding	10	10	20	**40**
Total %	**30**	**30**	**40**	**100**

Economics (120 hours)

Year 11 Economics Course Outcomes

A student:
Knowledge and understanding outcomes

P1 demonstrates understanding of economic terms, concepts and relationships

P2 explains the economic role of individuals, firms and government in an economy

P3 describes, explains and evaluates the role and operation of markets

P4 compares and contrasts aspects of different economies

P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy

P6 explains the role of government in the Australian economy

P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments

Skills outcomes

P8 applies appropriate terminology, concepts and theories in economic contexts

P9 selects and organises information from a variety of sources for relevance and reliability

P10 communicates economic information, ideas and issues in appropriate forms

P11 applies mathematical concepts in economic contexts

P12 works independently and in groups to achieve appropriate goals in set timelines

Economics (120 hours)

Year 11 Economics Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Stimulus Based Quiz	**Research Media File**	**Yearly Examination**	
	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 8/9	
	P1, P4, P9, P10, P12	P1, P3, P5, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and understanding of course content		10	30	40
Stimulus based skills	20			20
Inquiry and research		20		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total %	**25%**	**35%**	**40%**	**100%**

English Advanced (120 hours)

Year 11 English Advanced Course Outcomes

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Advanced (120 hours)

Year 11 English Advanced Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative text with reflection *Reading to Write*	**Multimodal presentation** *Narratives that Shape our World*	**Yearly Examination** Critical response *Critical study of a text*	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8/9	
	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Knowledge and understanding of course content	15	20	15	**50**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	**50**
Total %	**30**	**40**	**30**	**100**

English Extension 1 (60 hours)

Year 11 English Extension 1 Course Outcomes

A student:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ENGLISH EXTENSION 1 (60 hours)

Year 11 English Extension 1 Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative Response	**Analytical Task**	**Formal Examination & multimodal submission:** Analytical Response in exam Multimodal submitted on exam date	
	Term 2, Week 2	Term 3, Week 3	Term 3, Week 10	
	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	**50**
Skills in complex analysis, sustained composition and independent investigation	15	15	20	**50**
Total %	**30**	**30**	**40**	**100**

Geography (120 hours)

Year 11 Geography Course Outcomes

A student:
Knowledge and understanding outcomes

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry

Skills outcomes

- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

Geography (120 hours)

Year 11 Geography Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Biophysical Interactions Report	**Senior Geography Project**	**Yearly Exam**	
	Term 2, Week 2	Term 3, Week 4	Term 3, Week 8/9	
	P1, P2, P3, P6	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P8, P12	
Knowledge and understanding of course content	15	5	20	**40**
Geographical tools and skills	5	10	5	**20**
Geographical inquiry and research. Including fieldwork	5	15		**20**
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	**20**
Total %	**30**	**40**	**30**	**100**

Italian Beginners (120 hours)

Year 11 Italian Beginners Course Outcomes

A student:

1.1 establishes and maintains communication in Italian
1.2 manipulates linguistic structures to express ideas effectively in Italian
1.3 sequences ideas and information
1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately
2.1 understands and interprets information in texts using a range of strategies
2.2 conveys the gist of and identifies specific information in texts
2.3 summarises the main points of a text
2.4 draws conclusions from or justifies an opinion about a text
2.5 identifies the purpose, context and audience of a text
2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts
3.1 produces texts appropriate to audience, purpose and context
3.2 structures and sequences ideas and information
3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
3.4 applies knowledge of the culture of Italian-speaking communities to the production of text

Italian Beginners (120 hours)

Year 11 Italian Beginners Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Speaking, Writing and Stimulus Based Responses	**Stimulus Based Responses**	**Yearly Examination**	
	Term 2, Week 2	Term 2, Week 9	Term 3 Weeks 8 and 9	
	SO:1.1,1.2,1.3, 1.4,2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	SO: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	SO: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Speaking	10		10	**20**
Listening	10	10	10	**30**
Reading	10	10	10	**30**
Writing	10		10	**20**
Total %	**40**	**20**	**40**	**100**

Japanese Beginners (120 hours)

Year 11 Japanese Beginners Course Outcomes

A student:

1.1 establishes and maintains communication in Japanese
1.2 manipulates linguistic structures to express ideas effectively in Japanese
1.3 sequences ideas and information
1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1 understands and interprets information in texts using a range of strategies
2.2 conveys the gist of and identifies specific information in texts
2.3 summarises the main points of a text
2.4 draws conclusions from or justifies an opinion about a text
2.5 identifies the purpose, context and audience of a text
2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1 produces texts appropriate to audience, purpose and context
3.2 structures and sequences ideas and information
3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

Japanese Beginners (120 hours)

Year 11 Japanese Beginners Course Requirements

Component	Task 1	Task 2	Task 3	Weighting %
	7 Listening Texts & 1 Vlog	**Kanji recognition, 3 Reading Texts, 1 Writing Task**	**Yearly Examination**	
	Term 2, Week 2	Term 2 Week 9	Term 3 Week 7	
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	20		20	30
Speaking	10		15	20
Reading		20	20	30
Writing		10	10	20
Total %	**30%**	**30%**	**40%**	**100**

Legal Studies (120 hours)

Year 11 Legal Studies Course Outcomes

A student:
Knowledge and understanding outcomes

- P1. identifies and applies legal concepts and terminology
- P2. describes the key features of Australian and international law
- P3. describes the operation of domestic and international legal systems
- P4. discusses the effectiveness of the legal system in addressing issues
- P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6. explains the nature of the interrelationship between the legal system and society
- P7. evaluates the effectiveness of the law in achieving justice

Skills outcomes

- P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9. communicates legal information using well-structured responses
- P10. accounts for differing perspectives and interpretations of legal information and issues

Legal Studies (120 hours)

Year 11 Legal Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Report	**Case Study**	**Preliminary Examination**	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8-9	
	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
Knowledge and understanding of course content	10	10	20	**40**
Analysis and evaluation		10	10	**20**
Inquiry and research	10	10		**20**
Communication of legal information, ideas and issues in appropriate forms	10	10		**20**
Total %	**30**	**40**	**30**	**100**

Mathematics Advanced (120 hours)

Year 11 Mathematics Advanced Course Outcomes

A student:

- **MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- **MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- **MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- **MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- **MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- **MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- **MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- **MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- **MA11-9** provides reasoning to support conclusions which are appropriate to the context

Mathematics Advanced (120 hours)

Year 11 Mathematics Advanced Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Topic Test Algebraic Techniques and Functions	**Assignment** Exponentials & Logarithmic Functions and Calculus	**Yearly Examination** **All Topics**	
	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 8-9	
	MA11-1 MA11-2 MA11-9	MA11-2 MA11-5 MA11-6 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
Understanding, Fluency and Communication	15	15	20	**50**
Problem Solving, Reasoning and Justification	15	15	20	**50**
Total %	**30**	**30**	**40**	**100**

Mathematics Extension 1 (60 hours)

Year 11 Mathematics Extension 1 Course Outcomes

A student:

- **ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- **ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- **ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- **ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- **ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- **ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- **ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Extension 1 (60 hours)

Year 11 Mathematics Extension 1 Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment Combinatorics, Sums and Products of Roots of Polynomials	**Topic Test** Inequalities, Graphical Relationships and Inverse Functions	**Year Examination** All Topics	
	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 8-9	
	ME11-1 ME11-2 ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME117	
Understanding, Fluency and Communication	15	15	20	**50**
Problem Solving, Reasoning and Justification	15	15	20	**50**
Total %	**30**	**30**	**40**	**100**

Modern History (120 hours)

Year 11 Modern History Course Outcomes

A student:
Knowledge and understanding outcomes

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

Skills outcomes

- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Modern History (120 hours)

Year 11 Modern History Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Case Study: Source Analysis	**Historical Investigation**	**Yearly Examination**	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
	MH11-1, MH11-4, MH11-6, MH11-7	MH11-3, MH11-6, MH11-7, MH11-8. MH11-9, MH11-9	MH11-2, MH11-5, MM11-6, MH11-7, MH11-9	
Knowledge and understanding of course content	15	5	20	**40**
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	**20**
Historical inquiry and research		15	5	**20**
Communication of historical understanding in appropriate forms	10	5	5	**20**
Total %	**30**	**35**	**35**	**100**

Physics (120 hours)

Year 11 Physics Course Outcomes

A student:
Skills outcomes

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding outcomes

- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Physics (120 hours)

Year 11 Physics Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Skill task	**Depth Study**	**Yearly Examination**	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week8/9	
	PH11/12-1 PH11/12-4 PH11/12-6 PH11/12-7 PH11/12-9	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH11-10	PH11/12-1 to 7 Ph11-8 to 11	
Skills in working scientifically	20	20	20	**60**
Knowledge and understanding	10	10	20	**40**
Total %	**30**	**30**	**40**	**100**

Software Design and Development (120 hours)

Year 11 Software Design and Development Course Outcomes

A student:

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and construct software solutions with appropriate interfaces

Software Design and Development (120 hours)

Year 11 Software Design and Development Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Algorithm Design Theory and Practical Test	**Major Project**	**Yearly Examination**	
	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 8-9	
	P1.2, P1.3, P2.1, P4.1 P5.2, P6.1	P1.2, P3.1 P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1 P4.1, P4.2, P4.3 P5.1, P6.1, P6.3	
Knowledge and understanding of course content	10	10	30	**50**
Knowledge and skills in the design and development of software solutions	15	25	10	**50**
Total %	**25**	**35**	**40**	**100**

PART 4: Forms

This section provides samples of forms used in relation to assessment

Assessment Task notification proforma

AURORA COLLEGE

Select a faculty

ASSESSMENT TASK NOTIFICATION

SUBJECT	Choose an item.
YEAR	Choose an item.
WEIGHTING OF TASK	%
DATE TASK ISSUED	Click here to enter a date.
DRAFT DUE	Click here to enter a date.
DATE TASK DUE	Click here to enter a date. by 3:30pm
METHOD OF SUBMISSION	Eg: email/moodle etc
File Name for Upload	TeacherSurname_StudentSurnameInitial_AssignmentNumber.Fileextension eg: Quince_ReadM_1.pdf

Task Description

AURORA COLLEGE

Outcomes assessed

Eg: P1	Identifies ….

Marking Criteria

Performance Descriptor	Mark Range

Official N-warning letter sample

Aurora College

C/- Mowbray Public School, 635 Mowbray Road
Lane Cove North NSW 2066
Ph: 1300 287 629
Email: auroracoll-h.school@det.nsw.edu.au
Website: http://www.aurora.nsw.edu.au/

Mr & Mrs
Address 1
Town NSW 2...

Date Issued

OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear Mr & Mrs ,

I am writing to advise you that your son, Name, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in Subject.

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

This is the 1st official warning we have issued notifying you that Name is at risk of not completing the above course.

Criteria for satisfactory completion of a course

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

(a) followed the course developed or endorsed by NESA; and

(b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

(c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Name is not currently meeting one or more of these requirements. In particular, he is:

Opportunity to correct the problem

The following tasks or requirements need to be completed by Adam to correct the problem.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by

Action by parent/guardian

To support Name in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Aurora College on 1300 287 629.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Principal

Head Teacher

Acknowledgment of Official Warning

I have received the letter dated Date advising me that Name is in danger of not meeting the course completion requirements for Subject, and am aware that this is the 1st official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's Signature _____

Date _____

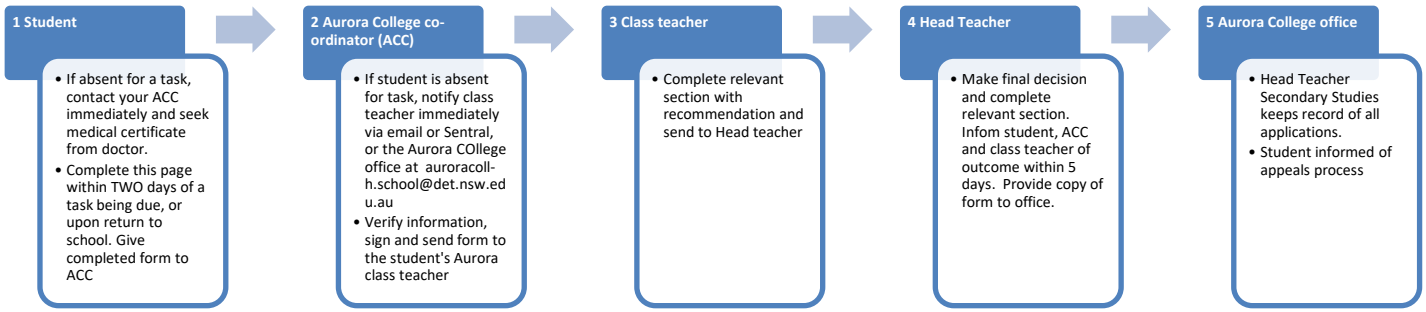
Student's Signature _____

Date _____

Illness/misadventure form

This form is to be completed by a student who has a genuine reason(s) NOT to be awarded a zero mark in an assessment task in relation to the following:

a. failure to submit an assessment task on time
b. absent for an assessment task or exam due to 'accident, illness or misadventure'



STUDENT TO COMPLETE:

Student Name		**Type of Task**	
Subject		**Original Due date**	
Teacher		**Aurora College Coordinating Teacher**	
Academic Year		**Medical certificate attached**	Yes / No
What is your request?			
Provide reasons for your request			

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

AC Coordinating Teacher signature: _____ Date: ____/____/____

This section of the form will be completed after the first section is received from the student. The completed form will be emailed back to the student and Aurora College Coordinating Teacher within 5 school days of receipt of the signed form from the student.

CLASS TEACHER TO COMPLETE: (include recommendation for action and other details including: whether this is not the first instance; if the student contacted the school on the due date etc):

HEAD TEACHER TO COMPLETE:

DECISION:

☐Extension without penalty until _____

☐Set a substitute task or time for exam due_____

☐Give an estimate of _____

☐Appeal denied + reason _____

☐Other (specify) _____

COMMENT:

SIGNATURE:_____ **DATE: ___/___/___**

Head Teacher to:

- ✓ email student of outcome asap and 'cc' class teacher, ACC and Head Teacher Secondary Studies so all parties are informed.
- ✓ Attach this document to the email.
- ✓ Keep file on record.

Students are entitled to appeal the outcome of this application. All appeals should be directed to the Head Teacher Secondary Studies, Scott New (email Scott.New@det.nsw.edu.au) within 5 school days of the decision.