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|  | 2022-2023Blue Hills CollegeSecondary Year11 Preliminary Course |
|  | General Assessment Guidelines STAGE 6 |

**Homework**

120 – 180 minutes per night, five nights per week

Note: This homework time should consist of both set homework, prepare for tasks and general revision. It is the responsibility of parents to ensure this is achieved. During the senior years, students are encouraged to also complete past HSC Exam papers.

Typically, in the senior years of schooling, students start to access the working world through part time jobs. While this is commendable and gives them a taste of the real world, this should not interfere with their school studies. Parents should monitor this, so that their child’s success, especially in their HSC year, is not compromised.

**ASSESSMENT INFORMATION**

Year 11 & 12 Students – Note: Please refer to the **BHC HSC Course Policy** or the **BHC Preliminary Course Policy** and be thoroughly aware of your rights and responsibilities as a senior student at BHC. It is *very important* that you read carefully through this document, and sign your acknowledgement.

**HIGHER SCHOOL CERTIFICATE (HSC)**

*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 meet HSC*

*course requirements and sit for the state-wide HSC examinations. The HSC is an*

*internationally recognised credential that provides a strong foundation for students*

*wishing to pursue tertiary qualification, vocational training or employment.*

*(NESA ACE Manual)*

**1.QUALIFYING FOR THE HIGHER SCHOOL CERTIFICATE**

**1.1** To be eligible for the award of the Higher School Certificate students must:

* have gained the Record of School Achievement (ROSA) or other such

qualifications as NESA considers satisfactory;

* have attended school;
* have completed HSC: **All My Own Work**
* have satisfactorily completed courses which comprise the pattern of study

required by NESA for the award of the Higher School Certificate;

* sit for and make a serious attempt at the requisite Higher School Certificate

examinations.

**1.2 PATTERN OF STUDY**

To be eligible for the award of the Higher School Certificate you must satisfactorily

complete at least twelve (12) units in your Preliminary study pattern and at least ten

(10) units in your HSC study pattern.

Both study patterns must include:

* at least six (6) units of Board Developed Courses
* at least two (2) units of a Board Developed Course in English
* at least three (3) courses of two (2) unit value or greater
* at least four (4) subjects

No more than six (6) units of courses in Science can contribute to the twelve (12)

Preliminary units and ten (10) HSC units required for the award of the Higher School

Certificate.

**1.3 SATISFACTORY COMPLETION OF A COURSE**

The following course completion criteria refer to both **Preliminary** and **HSC** courses.

**Course Completion Criteria**

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;

* **achieved** some or all of the course outcomes.
* sat for and made a **serious attempt** at **Assessed Tasks** and **Examinations**

within the school.

 (NESA ACE Manual)

Whilst NESA does not mandate attendance requirements, Principals may determine

that, as a result of absence, a student cannot complete the course satisfactorily.

Clearly, absences will be regarded seriously by Principals who must give students

early warning of the consequences of such absences. Generally, attendance

under 85% is considered a non-serious attempt.

If at any time it appears that a student is at risk of being given an **'N' (Non**

**Completion of Course)** determination in any course the Principal must warn the

student as soon as possible and advise the parent or guardian in writing. This

warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as

having satisfactorily completed the course. The Principal will then apply the 'N'

determination.

**1.4 PRELIMINARY AND HSC COURSES**

The Higher School Certificate is awarded when students satisfactorily complete the

two components – the **Preliminary Course** and the **HSC Course**. Satisfactory

completion of the Preliminary Course or its equivalent is a prerequisite for entry into

a HSC Course.

(NESA ACE Manual)

The Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. Achievement in the Preliminary Courses in Year 11 is assessed by the end of Term 3 in Year 11. Examination specifications ensure that the major focus of the HSC examination will be on **HSC Course** content. In the HSC the Preliminary Course is not directly tested but it will be assumed you are familiar with the Preliminary Course and questions in the HSC might involve such basic knowledge or skills.

**1.5 HSC COURSES**

HSC Courses are assessed through School Assessment Tasks, including school

examinations in Year 12, and in the HSC examinations.

Students studying a HSC Course must make a genuine attempt at Assessment

Tasks **which contribute in excess of 50 per cent of the available marks. If this is**

**not the case, the Principal must indicate that the course has not been**

**satisfactorily completed. In addition, students studying the HSC Course must**

**sit for and make a genuine attempt at the requisite examination(s).**

Until a student presenting for a Higher School Certificate has satisfactorily completed

courses totaling at least twelve (12) units of Preliminary Courses and ten (10) units

of HSC Courses which satisfy NESA’s pattern of study requirements, the students

will not be eligible to receive the award of a Higher School Certificate.

**1.6 UNIVERSITY ENTRY**

Before a student can have an ATAR calculated, he/she must first satisfy the eligibility

requirements.

ELIGIBILITY for an ATAR: To be eligible for an ATAR a student must complete at

least ten (10) units of Board Developed Courses including at least two (2) units of

English (except English Studies).

The Board Developed courses must include at least three (3) courses of two (2) units

or greater, and at least four (4) subjects.

**CALCULATION of the ATAR**

The ATAR will be based on an aggregate of scaled marks in ten (10) units of Board

Developed courses comprising:

* the best two (2) units of English and
* the best eight (8) units from the remaining units, subject to the provision that no
* more than two (2) units of Category B courses be included.

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**1.7 ATTENDANCE IN RELATION TO THE SATISFACTORY COMPLETION OF A COURSE**

For post-compulsory students, Principals may determine an appropriate attendance

pattern, which will allow each student to achieve the outcomes of each course being

studied. Students whose attendance is called into question will be required to prove

to the Principal's satisfaction, following a review of their performance, that they are

meeting the course completion criteria. Principals must give students early warning of the consequences of absences in terms of course completion criteria.

**2. THE SCHOOL'S ASSESSMENT PROGRAM**

**2.1 INTRODUCTION**

NESA requires that schools provide an **Assessment** of each student's performance

in the HSC Course, leading up to the HSC examination. For all courses involving an

external examination the HSC will show two sets of marks and indicate the position

of that student in relation to all NSW students who study that course.

The **first** set of marks will be the examination results in each course studied and

presented for the HSC examination. The **second** set of marks will be the school

assessment of the student in each of the courses studied. The assessment ranking

arrived at by the end of Term 3 in the HSC year will reflect the rank order and

relative differences between the achievements of students on specified standards of

performance. The standards that these differences are based on are explicit and are

incorporated in the syllabus, examination tasks, performance descriptions, and other

materials to be provided.

The assessment scores provided by the school will be moderated (adjusted)

according to the school's performance in the external HSC examination in that

course. For example, if students from a school receive a particular range of marks in

the examination, (and if their assessments are higher or lower than that range), their

assessment scores will be adjusted accordingly. The adjusted assessment scores

will also take account of the relative differences between the scores of students as

determined by the school.

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**2.2 ASSESSMENT PROGRAM**

**2.2.1** Each school has to develop an Assessment Program for each Course. In

practical terms this means that schools are required to:

* Set tasks which will be used to measure student performance in each component of a course.
* Specify values for each of these tasks.
* Inform the students of the requirements for each course.
* Keep records of each student's performance on each task.
* Provide students with information on their progress.

Each department concerning its relevant subjects prepared the assessment outlines

issued and discussed in class. These summaries are derived from the

NESA subject guidelines received by the school.

All subject teachers will provide for each course more specific details concerning

what will be assessed, how it will be assessed and when it will be assessed.

**2.2.2** If an assessment task fails to discriminate between students, or is found to be

invalid, an additional task (with sufficient notice) will need to be given in consultation with the Academic Coordinator.

**2.3 REPORTS**

Two formal reports and an interim report on a student's progress will be provided during the assessment period. These reports will show your progressive ranking in each subject. In addition, the school may conduct Progress Reviews for every Year 12 student from time to time. These reviews indicate only Satisfactory or Unsatisfactory progress in each course as a guide to students and parents.

**2.4 PURPOSE OF ASSESSMENT**

* To give students credit for achievements in aspects of their courses of study,

which are not tested by the external examination, e.g. practical skills, field studies, research skills, oral skills, etc.

* To give students credit for actual achievements throughout the course rather than rely only on performance in the external examination.
* Formal assessment tasks enhance the normal process of learning and help

prepare students for the HSC.

Other activities designed to assist or to measure success in the learning of a

particular concept topic or unit are also essential parts of the course. These

tasks although not part of the formal Assessment Program also enhance

understanding and in doing so help the students prepare both for formal

assessment tasks and for the HSC exam itself.

You must complete all assigned work.

**2.5 WHEN WILL ASSESSMENT TASKS BE GIVEN?**

A requirement of the NESA is that schools make an appropriate, minimum number of

measures to ensure a reliable indication of the relative achievement of students.

These measures will be obtained by requiring students to perform certain tasks such

as tests, essays, assignments, speeches, research, practical work, etc.

Not every task given to students will be marked and used in the formal assessment

scheme for a course. It is intended that only certain tasks will be specifically included

in the assessment scheme. All other tasks are still to be completed as part of the

normal course requirements. Non-completion of these tasks makes the student liable to an unsatisfactory progress determination in the subject concerned.

**Each subject department will provide notice to students of the specific date**

**and time for each assessment task, ten (10) school days in advance**.

**2.6 WHEN WILL ASSESSMENT BEGIN?**

Because the HSC is a statement of a student's performance at the end of Year 12 it

will indicate the relative standard of the student at that time. Formal assessment will

not begin before Term 4 of Year 11, and may not begin until Term 1 of Year 12.

**2.7 WHAT IF STUDENTS SCORE ZERO OR FAIL TO COMPLETE ASSESSMENT**

**TASKS?**

The subject teacher will inform the Academic Coordinator and he/she will inform parents/guardians of all cases where a zero is awarded in any assessment task and a warning letter will be issued. If a student fails to complete assessment tasks worth 50% of available marks in any course, then the Principal will certify that the course has not been satisfactorily studied. Unless the student successfully appeals to the NESA he/she will be awarded neither an assessment mark nor an examination mark and may not be eligible for an HSC.

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**2.8 WHAT ABOUT STUDENTS WHO CHANGE COURSES/SCHOOLS/REPEAT?**

NESA will be notified as soon as possible of all HSC student movements both in and out of school.

* No student can commence a Board Developed HSC Course unless the Principal is satisfied that the Preliminary Course requirements have been met and NESA has to be notified.
* For students who transfer to Blue Hills College between the commencements of assessments in a particular course and before the 30th June in an HSC examination year, Blue Hills College is to prepare final assessments based on those tasks, which the students complete at Blue Hills College. Any information forwarded from the previous school may also be taken into account.
* For students who transfer to Blue Hills College after 30th June, the school the student previously attended is to provide the assessments. In these cases, the student’s moderated assessment will be determined using the scaled examination performance of the previous school.
* For students who transfer in from interstate or overseas only tasks undertaken at Blue Hills College should be assessed.
* For students who repeat Year 12, an assessment will be made based on Year 12 of the repeat year only.

**2.9 CAN STUDENTS APPEAL AGAINST MARKS AWARDED IN AN**

**ASSESSMENT TASK?**

Teachers will give feedback about why particular marks were awarded and you

should discuss any problems with your teacher. Where students feel there are

grounds for a reconsideration of their task, they must follow the procedure outlined in this document (see further below).

**2.10** No compensation is permitted in the marking of a particular task because of

factors such as illness, misadventure or domestic problems, which might affect the

preparation, or performance of a student throughout the Course.

However, if a student believes he or she can show a valid reason for poor

performance due to illness or misadventure, then he or she can appeal - in writing

and with supporting evidence. In these cases, you should discuss the situation with

the Academic Coordinator.

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**2.11 THE ASSESSMENT RANKING**

A students’ final assessment rank is calculated by the Student Management Software and will be shared with students. Students may request a review of their Assessment Rankings if they feel that their positions in the order of merit for a course are not consistent with their expectations on the basis of their performances on assessment tasks. This request is made to the Principal. The school will consider three aspects when considering the appeal:

* The weightings as specified in the school Assessment Program conform to NESA requirements (as per subject guides).
* The procedures used by the school for determining the final assessment mark

conform with its stated Assessment Program. The weightings used for the various assessment tasks should be consistent with those specified in the Assessment Program.

* There are no clerical/computational errors.

A committee of teachers will conduct the review.

**2.12 WHAT HAPPENS IF A STUDENT IS STILL NOT SATISFIED AFTER THE**

**SCHOOL REVIEWS HIS/HER APPEAL?**

The Principal will advise of the procedure to be followed. Students may appeal to

NESA only on the grounds that the review made by the school was contrary to the

requirements of NESA.

**2.13 STUDENT GUIDELINES FOR EACH SUBJECT** will be issued, explained and

discussed in the appropriate class period. Copies of all policies will be held in the

Administrative Office and by the Academic Coordinator and Principal.

**2.14 DO YOU NEED ADVICE OR HELP IN REGARD TO THE HSC ASSESSMENT**

**POLICY?**

* If it concerns a Course or marks or ranking in a subject, see your teacher.
* If it is about the School Policy, see the Academic Coordinator, Secondary Coordinator or the Principal.
* If it is about HSC eligibility or ATAR, see the Academic Coordinator.
* The Academic Coordinator will always be there to help resolve problems.

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***YOUR RESPONSIBILTY IN ALL ASSESSMENT TASKS***

1. Be familiar with the School HSC Internal Assessment Policy.

2. Be familiar with the Assessment Policy in each of your courses/subjects.

3. Adhere to the principles of **All My Own Work.**

4. When you are given a task make sure you understand what is required and that you have collected the information needed.

5. Do your best work.

6. Be fair to other students.

7. Hand in your assessment task on time - give it personally to your teacher. Ifsubmitting electronically retain a date stamped copy of the task.

8. Attend all scheduled classes on the day that assessments tasks are due to be submitted or completed.

9. Listen to or read carefully the teacher's comments when Assessment Tasks are returned, and act on your teacher's advice.

10. Read this document and your Student Handbook carefully - it explains the procedures, and the consequences if you don't fulfil your responsibilities.

11. During examinations and assessment tasks students should refrain from having:

• Water bottles with labels

• Wrist bands

• Smart watches

• Phones

• Pencil cases – all writing material should be in clear pencil case or clear zip lock bag

 You will be asked to sign an acknowledgement and agreement to abide by Assessment Guidelines.

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**3. BASIC RULES AND PROCEDURES IN ASSESSMENT TASKS – EXPLAINING YOUR RESPONSIBILITIES**

In all HSC Courses at Blue Hills College it is essential that you follow these

basic rules and procedures to try to ensure fairness and equal opportunity. These

apply to all Assessment Tasks, including examinations.

**3.1 ASSESSMENT TASKS MUST BE HANDED TO THE TEACHER ON OR**

**BEFORE THE DUE DATE** according to the instructions you were given by your

teacher - if you can't come to school yourself, ask someone reliable to personally

hand it to your teacher for you. Make sure you meet any deadlines on the way to

completing the task.

**3.2 IF YOU ARE ABSENT FROM CLASS WHEN INFORMATION IS GIVEN TO**

**THE CLASS ABOUT AN ASSESSMENT TASK,** it is your responsibility to collect

any information from the teacher. You will still have to complete the task by the due

date.

**3.3 IF YOU ARE ABSENT WHEN AN ASSESSMENT TASK IS PERFORMED,** zero

marks will be awarded unless an acceptable reason (if appropriate, supported by

medical evidence) is provided.

* On the **first day you return to school**, students are report to the Academic Coordinator at the beginning of the school day and submit a Medical Certificate and any outstanding Assessment Task(s).
* The Academic Coordinator will issue the student with an Illness/Misadventure Appeal form that must be submitted within 5 days of the missed assessment task.
* In case of a missed examination, students **will sit the examination on the first day returning to school.** If the student has missed multiple examinations, the Academic Coordinator will devise a suitable timetable in consultation with the student for the catch up of these examinations. This will commence on the first day of return where the student will be asked to complete their first examination.
* Students will not be asked to sit more than 2 tasks on any given day.
* Students may be given an alternative task. Only in very exceptional cases will an estimate be awarded.

The right to submit an illness/misadventure appeal and the responsibility for doing so

rests with the student, except where it is impossible for the student to do so, in such

cases of severe illness, special arrangements could be made with the Academic Coordinator.

**3.4 IF YOU HAND IN YOUR WORK LATE,** you will be awarded zero marks, unless

you provide adequate evidence, on an Illness/Misadventure Appeal form supported

by a doctor's certificate in the case of illness, to make a case for late submission of

work or for failing to complete a task.

NB: In the great majority of cases the school would expect students to make

arrangements to have their assessment tasks delivered to school on or before

the due date even if they were absent from school on that day.

**3.5 IF YOU KNOW IN ADVANCE THAT YOU WILL BE ABSENT FOR AN**

**ASSESSMENT TASK,** complete an Illness/Misadventure Appeal form seeking

special consideration, as soon as you are aware of the problem, **before the Due**

**Date** of the Assessment Task. If your request is accepted, the Academic Coordinator will decide on the appropriate arrangements.

**3.6 NO COMPENSATION IS PERMITTED IN THE MARKING** of a particular task

because of factors such as illness, misadventure or domestic problems, which might

affect the preparation, or performance of a student throughout the course. However,

if a student can show a valid reason for poor performance which is due to illness or

misadventure, then he/she can appeal in writing and with supporting evidence.

**3.7** Your Assessment Tasks must reflect the principles of **All My Own Work.** Failure

to do so may result in zero marks.

**3.8** Your Assessment Tasks must be **your best work** as they all contribute directly

to your HSC mark as shown in the College Assessment Policies. Any non-serious attempt will be awarded zero marks.

**3.9 WHEN ASSESSMENT TASKS ARE RETURNED TO YOU,** yourteacher will explain why certain marks were awarded, or show the class examples to follow. You have the responsibility of listening to your teacher's advice and trying for higher marks next time.

**3.10 IF YOU DO NOT UNDERSTAND WHY YOU WERE GIVEN A PARTICULAR**

**MARK,** discuss it with your teacher immediately. Any appeals about marks awarded

must be in writing and handed to your teacher **within 5 days** of the task being

returned. Once marks are fixed, they cannot be appealed against. An appeal must be lodged within 5 days and will be reviewed by the Academic Committee for a final decision.

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**3.11 ZERO MARKS MAY BE AWARDED BY THE ACADEMIC COORDINATOR** if:

* no Assessment Task is handed in.
* you hand in an Assessment Task late without following procedures set out above,
* your explanation for lateness is not accepted.
* you are absent when an Assessment Task is performed and you do not follow the rules above, or if your explanation is not accepted.
* it is established that you acted dishonestly, plagiarised, or gained an unfair
* advantage in an Assessment Task, i.e. did not apply the principles of All My Own Work.
* you prevented another student from completing an Assessment Task to the best of his or her ability.
* you do not make a serious attempt.

**3.12 IF YOU ARE AWARDED ZERO MARKS IN 2 ASSESSMENT TASKS** in the

same course you could be in danger of being given an 'N' determination in that

Course.

**3.13 IF A FACULTY NEEDS TO CHANGE THESE BASIC** rules and procedures,

the variations will be shown in the individual Course HSC Assessment policies

handed out in class, or you will be notified in writing. Check each of your subject

policies carefully.

**3.14 ALL SUBMISSIONS FOR SPECIAL CONSIDERATION** (3, 4, 5, 10) must be in

writing and submitted on an Illness/Misadventure Claim form at the earliest possible

date and discussed with the Academic Coordinator. (Remember that once marks are

decided and recorded they cannot be changed). The Academic Coordinator in consultation with your class teacher, and with the Academic Committee, will have the final responsibility of making the decision, and the discretion to make alternative

arrangements if necessary.

**4. HONESTY IN HSC ASSESSMENT – THE STANDARD**

The standard sets out the requirements of NESA for students submitting their own

work in HSC assessments. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examination 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 NESA’s subject-specific documentation. Use of 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 his/her Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the independent Commission against Corruption.

(NESA ACE MANUAL)

**4.1 HONESTY IN HSC ASSESSMENT; WHAT CONSTITUTES MALPRACTICE**

All work presented in assessment tasks and external examinations (including

submitted works and practical examinations) must be a student’s own or must be

acknowledged appropriately. Malpractice, including plagiarism, could lead to

students receiving zero marks and will jeopardise their Higher School certificate

results.

Malpractice is any activity that allows students to gain an unfair advantage over other

students. It includes, but not limited to:

* copying someone else’s work in part or in whole, and presenting it as their own
* using material directly from books, journals, CDs or the internet without reference to the source
* buying, stealing or borrowing another person’s work and presenting it as their own
* submitting work to which another person, such as a parent, coach or subject

expert, has continued 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
* contriving false explanations to explain work not handed in by the due date
* assisting another student to engage in malpractice.
* using electronic devices such as - phones or smart watches
* 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 an 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.

**HIGHER SCHOOL CERTIFICATE**

**ILLNESS/MISADVENTURE APPEAL FORM**

If you consider that your performance in an Assessment Task was adversely

affected by illness or misadventure occurring immediately prior to or during the task.

**OR**

If you are/were unable to attend an Assessment Task due to illness or misadventure

occurring immediately before or during the task.

**YOU SHOULD COMPLETE THIS FORM**

*(Please consult the Blue Hills College HSC Assessment Policy before completing the*

*Form).*

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**BLUE HILLS COLLEGE**

**ILLNESS/MISADVENTURE APPEAL FORM**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Roll Class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Assessment Task:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Academic Coordinator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Appeal:** (*please circle*) ILLNESS or MISADVENTURE

**Instructions:** For the circumstances of your appeal to be accurately assessed, the following

information is required:

**In case of illness:**

▪ the date of onset of illness;

▪ an indication of the duration of the condition.

**In case of misadventure:**

▪ the date and time of the occurrence and subsequent events;

▪ a description of the occurrence.

**NB: Please attach supporting documentation**

**Details:** please indicate how this affected your performance.

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Student's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please hand this completed form to the Academic Coordinator **within 5 school days**

**of the task’s due date**.

**………………………………………………………………………………………………….**

**FOR SCHOOL USE ONLY:**

**Comments by Teacher / Academic Coordinator**:

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**DECISION:**

 Appeal Upheld Appeal Declined

Comment:

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Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTIFICATION:**

Principal informed Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student/Parent informed Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Copies of ALL relevant documentation filed in student folder: \_\_\_\_\_\_\_\_\_\_\_\_\_

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**BLUE HILLS COLLEGE**

**ILLNESS/MISADVENTURE APPEAL**

Receipt of Illness/Misadventure Form Acknowledgement

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your appeal was received on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Date)

Your appeal was received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Staff member name)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Student or Parent/Carer on behalf of student)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Academic Coordinator or Staff member)

**Year 11 Assessment Schedules 2023**

**Subject: English**

|  |
| --- |
| 2023 Assessment Schedule Year 11 English |
| **Semester I** |
| TASK | DUE DATE | OUTCOMES | WEIGHTING |
| **Unit 1** Reading to Write**Task 1:** Imaginative Text-Short Story | Term 1Week 9 | EN11-3, EN11-4, EN11-5, EN11-9 | 30% |
| **Unit 2:**  Contemporary Possibilities**Task 2:** Multimodal Presentation | Term 2Week 9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7 | 40% |
| **Semester Weighting** |  |  | **70%** |
| **Semester 2** |
| **Unit 3:** Close Study of Literature**Task 3:** Final ExamModule AModule B | Term 3Week 9/10 | EN11-1, EN11-3, EN11-5, EN11-8 | 30% |
| **Semester Weighting** |  |  | **30%** |
| **Total** |  |  | **100%** |

**Subject: Ancient History**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | Weightings | Task 1 | Task 2 | Task 3 |
| Date: Term 1 Week 9   | Date: Term 2 Week 7 | Date: Term 3 Week 9&10 |
| Historical Investigation | In Class TaskSource Study | Final Exam |
|  | AH11-6, AH11-7, AH11-8, AH11-9,  | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5,  | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-10 |
| Knowledge and understanding of course content | 40 | 5 | 10 | 25 |
| Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20 | 5 | 10 | 5 |
| Historical inquiry and research including mandatory historical investigation | 20 | 20 |  |  |
| Communication of historical understanding in appropriate forms | 20 | 5 | 10 | 5 |
| Marks | 100% | 35 | 30 | 35 |

**Subject: Geography**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | Weightings | **Task 1** | Task 2 | Task 3 |
| Date: Term 2 Week 11-4 May | Date: Term 2 Week 925-29 June | Date: Term 3 Week 921–28 Sept |
| Senior Geography Project | Field Work Report | Final exam |
|  | P1, P2, P5, P6, P7, P8, P9, P10, P12 | P1, P2, P3, P7, P8, P9, P10, P12 | P1, P2, P3, P4, P6, P8, P9, P11, P12 |
| Knowledge and understanding of course content | 40 |  | 10 | 30 |
| Geographical tools and skills | 20 | 10 |  | 10 |
| Geographical inquiry and research, including fieldwork | 20 | 10 | 10 |  |
| Communication of geographical information, ideas and issues in appropriate forms | 20 | 10 | 10 |  |
| Marks | 100% | 30 | 30 | 40 |

**Subject: Industrial Technology – Timber**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **Task 1** Timber Box, Stool and Design Folios**Weight: 35%****Term 2, Week 8** | **Task 2**Independent projectAnd Design Folio**Weight: 35%****Term 3, Week 7** | **Task 3**Written Examination**Weight: 30%****Term 3, Week 8** | **Weight Total** |
| **Outcomes** | P1.2 P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1**Related Life Skills outcomes**ITLS 1 ITLS 2 ITLS 3 ITLS 4 ITLS 5 ITLS 7 ITLS 9 ITLS 10  | P1.2 P2.1 P2.2 P3.1 P3.2, P3.3 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1**Related Life Skills outcomes**ITLS 1 ITLS 2 ITLS 3 ITLS 4 ITLS 5 ITLS 7 ITLS 9 ITLS 10 | P1.1, P1.2 P2.1 P3.1 P6.1 P7. P7.2**Related Life Skills outcomes**ITLS-1 ITLS-3 ITLS-4 ITLS-9 ITLS-10 |  |
| **Industry Study**  |  |  | ***15*** | **15%** |
| **Management and Communication** | ***10*** | ***10*** |  | **20%** |
| **Design** | ***5*** | ***5*** |  | **10%** |
|  **Production**  | ***20*** | ***20*** |  | **40%** |
| **Industry Related Manufacturing Technology**  |  |  | ***15*** | **15%** |
| **Total** | **35 %** | **35%** | **30%** |  |

**Subject: Modern History**

|  |
| --- |
| 2023 Assessment Schedule Year 11 PRELIMINARY**Semester I - MODERN HISTORY** |
| Unit | OUTCOMES | DUE DATE | COMPONENTS | WEIGHT | MARKS |
| **Unit 1: Investigating History****Task 1:** In class source study**Unit 2:****Historical Investigation****Task 2:** Historical Investigation | MH11-1, MH11- 2, MH11-3, MH11-4, MH11-5 | Term 1Week 8 | *Knowledge and understanding of course content.* | 40 | 10 |
| *Source based skills: analysis, synthesis, and evaluation of historical information from a variety of sources.* | 20 | 5 |
| *Historical Inquiry and research including mandatory historical investigation.* | 20 | 5 |
| *Communication of historical understanding in appropriate form* | 20 | 5 |
|  |  | *Task Total* | 100 | 25 |
| MH11-6, MH11-7, MH11-8, MH11-9, MH11-10 | Term 2 Week 9 | *Knowledge and understanding of course content.* | 40 | 5 |
| *Source based skills: analysis, synthesis, and evaluation of historical information from a variety of sources.* | 20 | 10 |
| *Historical Inquiry and research including mandatory historical investigation.* | 20 | 15 |
| *Communication of historical understanding in appropriate form* | 20 | 5 |
|  |  |  | *Task Total* | 100 | 35 |
| **Unit 3:****Shaping of the Modern World-WWI****Task 3:**Final Exam | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-10 | Term Week 9- 10 | *Knowledge and understanding of course content.* | 40 | 25 |
| *Source based skills: analysis, synthesis, and evaluation of historical information from a variety of sources.* | 20 | 5 |
| *Historical Inquiry and research including mandatory historical investigation.* | 20 |  |
| *Communication of historical understanding in appropriate form* | 20 | 10 |
|  |  |  | *Task Total* | 100 | 40 |
| **Course Total** |  |  |  |  | 100 |

**Subject: Mathematics (Standard)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   |   | **Task 1**  | **Task 2**  | **Task 3**  |
|   |   | Term 1 , Week 9 | Term 2, week 8 | Term 3  |
| **Components**  | **%**  | **Financial Maths Task Assignment & Quiz**  | **Perimeter, Area & Volume Test**  | **Examination**  |
| Understanding, Fluency and Communicating  | 50  | 15  | 15  | 20  |
| Problem Solving, Reasoning and Justification  | 50  | 15  | 15  | 20  |
| **Total**  | **100**  | **30**  | **30**  | **40**  |
| Outcomes  |   | MS11-2, MS11-5MS11-9, MS11-10   | MS11-3, MS11-4MS11-9, MS11-10   | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10   |

**Subject: PDHPE**

| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| --- | --- | --- | --- | --- |
| **Nature of Task** | **Better Health for Individuals** | **Body in Motion** | **Yearly Examination** |
| **Timing** | Term 1, Week 10 | Term 3, Week 2 | Term 3, Week 10 |
| **Outcomes assessed** |  P2, P3, P4, P15, P16 | P7, P8, P9, P10, P11, P16, P17 | P1–P12 |
| **Component** | **Weighting %** | **Total** |
| Knowledge and understanding of course content | 15 | 15 | 10 | **40** |
| Skills in critical thinking, research, analysing and communicating | 20 | 20 | 20 | **60** |
| **Total %** | **35** | **35** | **30** | **100** |

**Subject: CAFS Community and Family Studies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Syllabus****Weighting** | **Task 1** | **Task 2** | **Task 4** |
| Term 1Week 9 | Term 2Week 10 | Term 3Week 10 |
| Resource Management  | Case Study | EXAM  |
| 1. **Knowledge and understanding of course content**
 | 40% | 10% | 10% | 20% |
| **Skills in critical thinking, research, analysis and communicating** | 60% | 20% | 20% | 20% |
| **Marks** | **100%** | **30%** | **30%** | **40%** |
| Assessed Outcomes | P1.2, P4.2, P5.1, P6.1 | P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2 | P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2 |