



KARIONG MOUNTAINS
HIGH SCHOOL
UNITY  KNOWLEDGE  RESPECT

2024

**Year 11 Preliminary Course
Policy and Assessment Schedule**

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Assessment in the HSC Course

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

To satisfy pattern of study requirements for the Higher School Certificate, a student may count a maximum of seven Preliminary units and seven HSC units from courses in science.

Eligibility for the HSC

To be eligible for the HSC, students must also:

- Satisfactorily meet course requirements.
- Sit and make a serious attempt at examinations.
- Make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken.
- Attend all scheduled lessons, unless there are legitimate reasons for being absent.

Satisfactory Completion of a Course

A student will 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 NSW Education Standards Authority (NESA).
- Applied themselves with diligence and sustained effort to all of the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Until a student has satisfactorily completed courses totalling at least 12 units of Preliminary courses, and at least 10 units of HSC courses that satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of the Higher School Certificate.

"N AWARDS" – Non-Completion of a Course

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of 'non-completion' of a course(s). Students must attempt MORE than 50% of total assessment marks available. This is called an "N Award" and the student will not receive an award in that course(s) and may not be awarded the HSC.

The school will:

- Advise the student in writing (*with a letter addressed to the parent or carer if the student is under 18*) in time for the problem to be corrected and for the student to be able to redeem themselves.
- Request from the student/parent a written acknowledgment of receipt of the *N Award* warning letter.
- Class teacher or Head Teacher will contact the parent or guardian if an assessment task has not been satisfactorily completed within the time specified on the *N Award* warning letter.
- Provide options for students to resolve their *N Award* warnings in a timely fashion.
- Provide a 'Recovery Plan' for those students who are at risk of being 'N Determined' in a course(s).

What Recognition Do Students Get for Completing the HSC?

Credentials

(a) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements for school delivered Board Developed and VET (Vocational Education Training) courses.

(b) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course.

For each Board Developed HSC course (not including Life Skills courses or VET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks, English Studies and/or Mathematics Standard 1, the Record of Achievement will include an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark.

For each NESAs Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of Achievement shows the course name, the year in which it was successfully completed and a school assessment mark.

The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

(c) Course Reports are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptors and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

(d) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF (Australian Qualification Framework) VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by NESAs jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the

case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.

(e) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses the statement may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

Procedures for Assessment

All 2 Unit courses have up to four assessment tasks that are used to determine the level of achievement within a course. Students should refer to the course assessment schedules for specific details of assessment type, weighting and timing.

Only one of the assessment tasks can be of an examination style.

VET Framework Courses are assessed as 'events'. There may be up to 10 events per course.

Special Note

The school may vary the assessment policy schedule. However, in this case, students will be informed in writing at least two weeks prior to the scheduled time of the task. Students will be required to sign a notification of change form.

Informing Students and Parents about Tasks

Students are provided with printed assessment schedules for each course in Stage 6. Assessment schedule reminders are to be included as a regular publication in the newsletter. Head Teachers from each faculty are responsible for providing this information to the front office for every newsletter publication deadline.

On the commencement of senior course studies, students in Stage 6 will sign an acknowledgement of receipt of this booklet. This register will be retained by the Deputy Principal. This booklet is also available on the school's website.

Notification

Students will be given at least 10 school days' notice, in writing, of the details of an assessment task. This notice will include the nature of the task, outcomes, assessment criteria, the value or weighting of the task, marking guidelines and the date for its completion or submission. Students are to sign receipt of assessment notification and these records are retained by the course teacher in the relevant monitoring folder. If a student is absent for the issuing of the 'notice', it is the student's responsibility to obtain the task information. There will not be a staggered due date because of 'late' notice.

Completion of Assessment Tasks

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must submit the Illness/Misadventure/Variation Application. They must ensure that arrangements have been made for them to complete the task or a substitute task.

Taking time off school to prepare assessment tasks on the due date, working on tasks during other lessons and working on individual tasks in collaboration with other students is MALPRACTICE. It is a form of cheating. You will receive a zero mark for the task.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and are to sign that they are aware of the new date and time.

Excursions

Some subject rules require students to undertake compulsory field studies or work placement. Other subject assessment schedules link assessment tasks to excursions and special study days. In the case of absence from such activities, the student must arrange for prior notice to be provided in writing.

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The granting of a possible concession in such a case is at the discretion of the principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

Assessment of Separate Classes in the Same Course

Where two or more classes exist in a course, they may be timetabled at different times. This requires careful management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task to complete later in the school day. Common tasks, conditions and marking procedures need to occur for all students (e.g. *one teacher marks all of one section or one task*).

Receipt Process

A signed register is required for (i) students' receipt of assessment notice and (ii) each assessment task submitted for assessment, (iii) assessment tasks completed in class. For examinations, a roll is taken in every examination session. Student attendance slips are also completed before each examination and collected by supervising staff before being transferred to faculties with completed papers.

Late Submission of an Assessment Task

Responsibility for submitting required work by the due time on the due date rests with students. Submission or completion of tasks after the time and date due, without a legitimate reason, will result in a student being awarded a zero mark and receiving an 'N Award Warning' letter for that task.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task by the due date. A computer or printer issue will not be accepted as a valid excuse for failure to submit due work.

Students must follow the Illness/Misadventure/Variation process described in the next section.

Illness/Misadventure/Variation Application Procedures

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

The right to submit an Illness/Misadventure/Variation Application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness of which the school has been notified.

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

1. Notify the school on or before the due date in writing, in person or by ringing the school and leaving a message for the class teacher and/or Head Teacher explaining why they are unable to hand in their task.

2. Obtain a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

3. Download or photocopy the school's Illness/Misadventure/Variation Application from this document (or ask the class teacher or Head Teacher for one on the morning of the return to school) and complete it, attaching the medical certificate and/or other documentation.

4. Submit the completed Illness/Misadventure/Variation Application (with attached documentation) to the relevant Head Teacher (or the class teacher if the Head Teacher is absent) within two days of the return to school. If the

application is not handed in on time a zero mark will be recorded for the task and an 'N Award Warning' letter will be sent. Students should return to school when they are best ready to perform well on tasks.

The Head Teacher, in consultation with a senior executive, will decide if the student is to receive an estimation, complete the task missed or a substitute task/exam, or be granted an extension of time. Students must be prepared to do the task or substitute task on the day of return or at a time arranged by the Head Teacher.

Illness/Misadventure at school does not cover:

- Difficulties in preparation or loss of preparation time.
- Alleged deficiencies in teaching.
- Misreading of an assessment notification, examination timetable or examination instructions
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period.
- Conditions for which students have been granted disability provisions, unless further difficulties are experienced.

In the event of an assessment task clashing with work placement or other approved school activities (*compulsory course excursions, school camp, representative sports, etc*), it is the student's responsibility to notify teachers of this commitment. Requests for an extension of time must be submitted at least one week before the due date. The task should be submitted before the event.

If a zero mark is awarded for a task, the student has the option to appeal. The appeal must be forwarded to the Deputy Principal within TWO SCHOOL DAYS of the student being informed of the Head Teacher decision.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the Deputy Principal and two Head Teachers (not including the Head Teacher of the subject). Once the decision is made, students have the right of final appeal to the principal if the appeal is dismissed.

The Illness/Misadventure/Variation Application form is located on the back page of this document, Appendix A. A flowchart of the Illness/Misadventure can be found on page 14 of this document.

Student Assessment Task Feedback

All students are entitled to meaningful, punctual feedback in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students are also entitled to know their own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative ranking and examination mark in each course, on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy.

Records/Assessment Marks

The student's actual performance, not potential performance, will be assessed in each task according to the published marking guidelines. Marks will not be modified to take into account possible effects of illness or domestic situations. Assessment marks are recorded centrally by the class teacher responsible for marking the task or section and hard copies and electronic copies are to be kept by teachers and Head Teachers securely at school and off site. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Distributing Assessment Rank Order Advice at the End of the HSC Exams

Assessment task rank is to be provided for each assessment task. Cumulative assessment ranks should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. Cumulative rank is to be provided after each assessment task with dated records of this maintained in the teacher's monitoring folder.

Adjusting Marks for Final Grades

Raw marks are to be converted into weighted marks as set by assessment task weighting. Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement.

Any adjustment of marks for final grades must be approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks.

The assessment marks submitted to NESA must establish the rank order and reflect the relative difference between students' performances for the course.

Task Estimates and Substitute Tasks

Estimates or substitute tasks will be deployed at the discretion of the Senior Executive for; individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, or in the event a non-discriminating task is administered.

Task estimates are applied on a case-by-case basis in consultation and approval with the Senior Executive. Consideration for the following is to be made:

- Similar historical tasks are recommended to be used for comparison and estimate determination.
- The student's rank does not have to be maintained when applying an estimate, but existing rank would be considered (NESA recommendation)
- The estimate should be applied in consultation with the classroom teacher, Head Teacher and Senior Executive. Notes as to how the estimate was determined are to be kept in the teacher's monitoring folder.

Failure to Complete or Submit an Assessment Task

Where a task is not completed and there is no valid reason, a zero mark will be recorded for that task and parents will be notified through an official NESA letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this letter.

(All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.) If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Head Teacher will generate a substitute task upon their return, or in exceptional circumstances and after consultation with the Deputy Principal, an estimate in line with other proven performances will be awarded.

NOTE: Exceptional circumstances will only apply in the case of the parent contacting the Principal and the Principal will then complete appropriate documentation on behalf of the student.

Malpractice: Cheating or Dishonest Practices (Offender or Facilitator)

Any instances of malpractice and/or breach of examination rules will be reported to the Deputy Principal.

Proven cases of undertaking or assisting in cheating or dishonest practices (e.g. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; utilising AI generated software; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; breaching school examination rules; using non-approved aids) will receive a zero mark and parents will be notified. If you facilitate cheating (e.g. providing your work to be 'looked at', stored or copied), you are cheating. Students have the right to submit the Illness/Misadventure/Variation Application to appeal this decision.

If the Principal determines that the breach is serious enough, then it may result in the cancellation of the assessment task concerned. As a consequence, the student may be ineligible for the subject to appear on the Record of School Achievement and affect the awarding of the HSC.

Strategies for Preventing Malpractice

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions schools can take to help students avoid cheating.

- Kariong Mountains High School seeks to ensure that all students understand malpractice and its consequences. All students entered in one or more Year 11 or HSC course must have completed the 'HSC: All My Own Work' program on the NESA website. This program helps students follow good principles and practices in assessments and exams and will be completed at the end of year 10 prior to entry into the Year 11 HSC course.
- Students must sign a declaration saying that they have read this booklet. This is an opportunity for the school to reinforce key messages about malpractice.

- Kariong Mountains High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with the NESA's documentation for the course.
- The Kariong Mountains High School Professional Learning program incorporates in-servicing that ensures teachers need to understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.

Strategies for Preventing Malpractice in Work Completed Out of Class Time

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school.

Ensuring students are adequately briefed and feel prepared for the challenges presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies:

- If possible, teachers should allocate class time to planning and drafting an initial response to the task.
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the class teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be cited by the teacher and records maintained.
- Where appropriate, teachers should consider multiple submission dates to monitor a student's progress.
- Where appropriate, teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present for a viva voce or to deliver a brief presentation on their progress, which could include submitting their logbooks and discussing the entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with the NESA's documentation for that course.

- When preparing a brief for any assessment task being undertaken by parallel classes, teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a work.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, Visual Arts and English Extension 2 have special requirements. For example, the teacher and the principal must state whether they believe the work is authentically the student's work. Students are required to show consistent development of work for certification to be granted.

Non-Serious Attempts

If an assessment task effort is deemed by the class teacher and Head Teacher to be non-serious the student will receive a zero mark and parents will be notified. Non-serious attempts may include instances where there are no or few questions are answered, extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate material.

Attempting only multiple-choice questions is considered to be a non-serious attempt. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by NESAs. Students may be interviewed with a view to withdrawal from the course. The Illness/Misadventure/Variation Application can be submitted by the affected parties.

Disruption to Exams and Assessment Tasks

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. If an exam supervisor or class teacher judges that the student has deliberately disrupted the assessment task, then the matter will be referred to the course Head Teacher who will determine whether such actions should lead to a zero grade for the task due to malpractice.

Computer/Printer Failure

If a computer or printer failure occurs when an assessment is due, the student should submit draft work as a 'work in progress' along with the completion of the Illness/Misadventure/Variation Application. Otherwise, if no evidence is produced, a zero mark will apply.

Computer or printer malfunction (loss or corruption of data) is not sufficient grounds for appeal on its own. Students are strongly advised to always backup their work on a regular and frequent basis.

Mobile Phones/Electronic Devices

Students are to ensure any mobile phones and electronic devices, including smart watches, are turned off and placed in their bags/pouches at the commencement of the school day, in line with the school's mobile phone policy. Students are also required to do the same before the commencement of any exam. Failure to do so will result in a zero mark for that assessment task.

Students Transferring into or from this school.

Given that a final HSC rank must be provided for all HSC students, a fair and valid assessment of task performance will be made in retrospect after a critical focus and/or fair completion of tasks has been undertaken. If this is not possible, the eventual final average of performance after enrolment will serve as a substitute for any tasks missed or tasks unable to be repeated.

Preliminary Course performance at a previous school may guide this process. If a student transfers into the school before June 30th of the HSC year, the former school may be asked – where relevant - to provide assessment marks before that student is enrolled.

Accelerating and/or Accumulant Students

Students who are accelerating and/or accumulating their HSC will be placed in current preliminary classes where possible and assessed with the class cohort. In the case of accelerants who are still completing other studies, the Preliminary assessment program will take preference.

Provisional Entry of Students into HSC Courses

The principal may authorise a student who received a 'N Determination' in a Preliminary Course to enter the HSC course for that subject, while attempting to satisfy Preliminary requirements. A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC course eligibility is confirmed. Regular monitoring of this situation by the Head Teacher, and in discussion with the principal, will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Invalid Assessment Tasks

Where an assessment task does not function as required, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases, a task may be totally discarded, and a replacement task arranged. Students will be advised of this in writing and will sign to acknowledge their receipt of this information.

Disability Provisions

NESA sanctioned disability provisions will be provided to eligible students for examinations. Students requiring this provision will be required to provide requested information and documentation to the Student Wellbeing Team. This team will coordinate the application to NESA and at-school provisions. NESA make the final decision as to whether the provisions are approved.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must follow this up with their class teacher or the Head Teacher at the time of the return of the task. Students who consider their ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks cannot be appealed, only the processes and procedures can.

If there is any other concern about the administration and procedures, a student can submit an Illness/ Misadventure/Variation Application following the normal procedures and time limits so that the appeals panel can preside

over the concern, consider it, and inform the principal of the decision. Once this occurs, the result of the concern will be communicated to the student and/or parent concerned.

Evaluating this Policy

This policy will be evaluated every year by the school's executive staff.

IMPORTANT NOTE:

The information contained in this booklet is provided as an outline for students, parents and teachers for the HSC Courses offered in 2024. Students will be given more specific information regarding the assessment procedures in each course from their class teachers. General information and assistance with the school's assessment program can be obtained from Mr White. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

This booklet is available on the School's Website. All students will sign a form to indicate that they have received their paper copy of the Policy and Assessment Schedule.

Appendix 1 - VET Course Appeals

Complaints arise when a student is not satisfied with an aspect of the services provided and requests action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the school has made. Appeals can relate to assessment decisions, but they can also relate to other decisions, such as a decision to exclude a learner from a program. Students are encouraged to resolve complaints and appeals through our school's complaint mechanism. If a student is not satisfied with the outcomes of these processes, they can contact the Hunter/Central Coast Region RTO (Registered Training Organisation).

Appeals at school level.

Students have the right to lodge an appeal to the principal against an unfavourable assessment of competency on the following grounds:

- The assessment process did not provide a fair and reasonable opportunity to demonstrate competency.
- The student was not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.

Students have the right to have any appeal dealt with fairly, promptly and confidentially.

- A student must lodge the appeal on an Assessment Appeals Form.
- The appeal must be lodged with the school within five working days of the actual assessment.
- The school must deal with the appeal within ten working days.
- An appeals panel appointed by the principal is given responsibility to manage the appeal.

In response to the appeal, the appeals panel may:

- Interview any of the people involved in the assessment process.
- Request another assessor to review the case.
- Schedule another assessment.
- Uphold or reject the appeal.

Students have the right to have a support person of their choice during the appeals process to help and to be a witness.

The school:

- must accurately document all appeals procedures and outcomes and provide the student and RTO with copies.
- institute effective procedures to monitor and review appeals to prevent their recurrence and to improve delivery of service.

Appendix 2 - Plagiarism

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.

Source: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/plagiarism/what-is-plagiarism>

The following information was downloaded and adapted from [UNSW website](#).

What is Plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source, including Artificial Intelligence platforms, and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Copying the written expressions of someone else without proper acknowledgement.

Plagiarism & the Internet

The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source.

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assessment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email and newsgroups. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material.

How to Avoid Plagiarism

Be Aware of What Constitutes Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism is a violation of NESA and school regulations.

Plan Your Work

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

Acknowledge Your Sources of Information with correct referencing.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assessments, you must cite and reference those sources. Correct referencing procedures are explained in the next section.

Appendix 3 - Referencing

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All research assessments must contain references; an unreferenced assessment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assessments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

Referencing Methods

There are several different referencing methods, your teacher will assist you with how to reference. Listed below are some examples of referencing styles.

[Oxford \(footnote/bibliography\)](#); [Harvard \(in-text\)](#); [APA \(American Psychological Association\)](#)

What kind of information should I reference?

Reference when you are using words or ideas from:	No need to reference:
<ul style="list-style-type: none">- Books and journal articles- newspapers and magazines- pamphlets or brochures- films, documentaries, television programs or advertisements- web pages or computer-based resources- letters or emails- personal interviews- reference when you reprint any diagrams, illustrations, charts or pictures.	<ul style="list-style-type: none">- when you are writing your own observations or experiment results (for example, a report on a field trip)- when you are writing about your own experiences (for example, a reflective journal)- when you are writing your own thoughts, comments or conclusions in an assessment- when you are evaluating or offering your own analysis- when you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore- when you are using generally accepted facts or information (this will vary in different disciplines of study).

Learn How to Incorporate the Work of Others into Your Own Work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

Why Writing in 'Your Own Words' is Important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material, you will be penalised by your teachers.

Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

- Present them between quotation marks and follow them with a citation.
- Use quotation marks even when you borrow a phrase or a single, special word.
- Always include page numbers in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to Garp" followed by a quotation from Garp or your paraphrase or summary of Garp's ideas.

Learn to make effective notes from sources.

Students often plagiarise unintentionally when they take 'word-for-word' notes from sources and then simply reproduce these in their assignments. To make sure that you don't accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method:

Year 11 Preliminary Course Policy and Assessment Schedule 2024

- Divide your page into 3 columns.
- Write the notes from a source in the first column.
- Record the page number(s) in the second column.
- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author's.

Example of a 'split-page':

Bibliographic Details of the Source:		
<i>Your notes from the Source</i>	<i>Page No.</i>	<i>Your comments, reflections or questions about the information.</i>

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from, and all the information needed for referencing that source. You won't want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time.

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can't change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use 'in-text' referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the author's name and the page number between brackets. This will help you reference the information when you use it in an assignment.

References

Carroll, J., A Handbook for Deterring Plagiarism in Higher Education, 2002, Oxford Centre for Staff and Learning Development, Oxford.

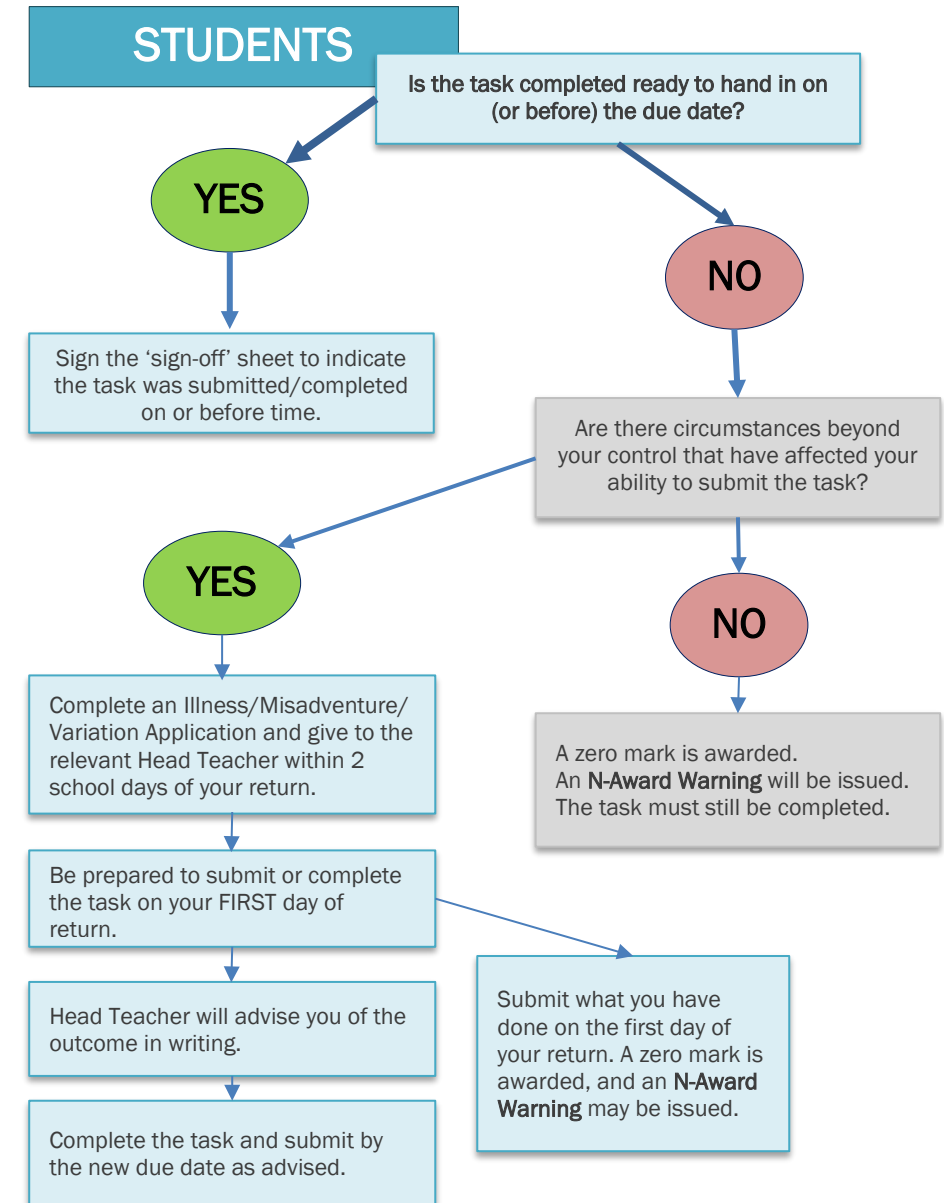
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Assessment Task Flowchart





KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Ancient History

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Source analysis Investigating Ancient History	Presentation Historical Investigation	Yearly Examination	
Timing:	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 9/10	
Outcomes Assessed:	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
COMPONENTS				Weighting %
Knowledge and understanding of course content	20	0	20	40
Historical skills in the analysis and evaluation of sources and interpretations.	5	5	10	20
Historical inquiry and research.	10	10	0	20
Communication of historical understanding in appropriate forms.	5	5	10	20
TOTAL WEIGHTING %	40%	20%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Biology				Year 11 Preliminary Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	First-hand investigation: Practical report	Depth Study: Research Report	Yearly Examination	
Timing:	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-5, BIO 11-7, BIO 11-8	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-10	All outcomes	
COMPONENTS				Weighting %
Knowledge and understanding - Structure and function of organisms - Earth's biodiversity and effect on evolution	5	10	25	40
Skills in: - Questioning and predicting - Planning /conducting investigations. Processing data and information	15	10	0	25
Skills in: - Analysing data/information - Problem solving + communicating	10	15	10	35
TOTAL WEIGHTING %	30%	35%	35%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Business Studies

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research Task Nature of Business	In-class extended response Business Management	Small Business Plan Business Planning	
Timing:	Term 1, Week 10	Term 2, Week 5	Term 3, Week 10	
Outcomes Assessed:	P1, P2, P7	P4, P5, P8, P9	P3, P4, P6, P8, P9, P10	
COMPONENTS				Weighting %
Knowledge and understanding of course content	10	20	15	45
Stimulus-based skills	0	5	5	10
Inquiry and research	10	5	10	25
Communication of business information, ideas and issues in appropriate forms.	5	5	10	20
TOTAL WEIGHTING %	25%	35%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Construction

Assessment tasks for CPC20220 Certificate II in Construction Pathways

Year 11 Preliminary Course 2024

TASK:	VET Introduction	TASK 1	TASK 2	TASK 3	TASK 4	Work Placement Weeks 6/7 Term 3
Nature of Task:	Course introduction	White Card	Works safe, Stay safe	Working in out	Project planning	
Timing: <i>Units of Work 'Tasks' may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.</i>	Term 1 Week 2	Term 1 Week 5	Term 2 Week 3	Term 3 Week 2	Term 3 Week 9	
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry.		X			
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry.			X		
CPCCCM1011	Undertake basic estimation and costing.				X	
CPCCOM1015	Carry out measurements and calculations.				X	
CPCCOM2001	Read and interpret plans and specifications.					X
CPCCOM1013	Plan and organise work.					X

26211 2 Units x 2 Years – Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Community and Family Studies

**Year 11 Preliminary Course
2024**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Case studies	Exam	Interviews and Report	
Timing:	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	1.1, 1.2, 4.2, 6.2	2.2, 2.3, 2.4, 3.2, 5.1	2.1, 3.1, 4.1, 4.2, 5.1	
COMPONENTS				Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> - Resource management - Positive relationships - Range of societal factors - Nature of groups, families and communities 	15	15	10	40
Skills in: applying management to meet needs + planning to take responsible action to promote wellbeing.	10	5	10	25
Knowledge /understanding about research methodology. Skills in research, critical thinking, analysis and communication	5	20	10	35
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Engineering

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Engineering Report Engineered Products	Engineering Report Biomedical	Yearly Examination	
Timing:	Term 1, Week 11	Term 3, Week 1	Term 3, Weeks 9/10	
Outcomes Assessed:	P2.1, P3.2, P3.3, 4.1, P4.2, P4.3, P5.1 P6.2	P1.1, P1.2, P2.2, P3.2, P4.1, P5.2, P6.1	P1 to P6	
COMPONENTS				Weighting %
Engineering Application	30	0	20	50
Engineering Focus Module	0	30	20	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

English Advanced

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Reading to Write Imaginative text and reflection	Critical Study Multimodal presentation	Yearly Examination	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7	EA11-1, EA11-2 EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	
COMPONENTS				Weighting %
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 WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

English Extension

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Imaginative Response	Multimodal presentation on related project	Yearly Examination	
Timing:	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
COMPONENTS				Weighting %
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation.	15	20	15	50
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

English Standard

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Reading to Write Imaginative text and reflection	Module B – Close Study of a Text Multimodal presentation	Yearly Examination	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	EN11-1, EN11-2, EN11-3 EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
COMPONENTS				Weighting %
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 WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

English Studies				Year 11 Preliminary Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Module 1 – Achieving through English Written Response	Module 2 – English and Film Multimodal Assessment	Module 3 – English and the Sciences Portfolio Collection (All Modules)	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5	
Outcomes Assessed:	ES11-1, ES11-5, ES11-7, ES11-9	ES11-2, ES11-3, ES11-4, ES11-6	ES11-1, ES11-3, ES11-4, ES11-8, ES11-9, ES11-10	
COMPONENTS				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	15	15	20	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Exploring Early Childhood

**Year 11 Preliminary Course
2024**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Google Site Task Pregnancy Complications	Lesson Plan / Evaluation Primary School Visit	Case Study Analysis	
Timing:	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9	
Outcomes Assessed:	1.1, 5.1, 6.1	6.1, 2.4, 1.3	1.4, 2.2, 6.2	
COMPONENTS				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills and decision making, evaluation and reflective thinking.	15	25	10	50
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Food Technology				Year 11 Preliminary Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Food Availability and Selection	Food Quality Research Task Experimentation and Practical	Yearly Examination	
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P5.1	
COMPONENTS				Weighting %
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing researching analysing and evaluating	15	15	0	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15	0	30
TOTAL WEIGHTING %	35%	35%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Year 11 VET Hospitality – Food and Beverage Stream

Assessment Tasks for Certificate II Hospitality SIT20322

Year 11 Preliminary Course 2024

TASK		VET Introduction	Task 1	Task 2	Work Placement Weeks 6/7 Term 3
Nature of Task:		Course introduction	Safety in the kitchen	Service please	
Timing: <i>Units of Work ‘Tasks’ may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.</i>		Term 1 Week 2	Term 2 Week 9	Term 3 Week 5	
Code	Unit of Competency				
SITXFSA005	Use hygienic practices for food safety		X		Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.
SITXWHS005	Participate in safe work practices		X		
SITXFSA006	Participate in safe food handling practices		X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers			X	
SITXCOM007	Show social and cultural sensitivity.			X	
Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.					
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.					



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Industrial Technology - Timber

**Year 11 Preliminary Course
2024**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Practical & Portfolio Task 1	Practical & Portfolio Task 2	Yearly Examination	
Timing:	Term 2, Week 1	Term 3, Week 3	Term 3, Weeks 9/10	
Outcomes Assessed:	P1.2, P2.1, P3.1P,3.2, P3.3, P4.3, P5.1, P5.2	P2.1, P2.2, P3.1, P3.3, P4.1, P4.2	P1.1, P1.2, P3.2, P5.1, P6.1, P6.2, P7.1	
COMPONENTS				Weighting %
Industry Study	0	0	15	15
Design	0	10	0	10
Management and Communication	10	10	0	20
Production	20	20	0	40
Industry Related Manufacturing Technology	5	0	10	15
TOTAL WEIGHTING %	35%	40%	25%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Investigating Science				Year 11 Preliminary Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Depth Study Research and Presentation Module 1: Cause and Effect - Observing	Practical Skills exam Module 2	Yearly Examination Modules 1 - 4	
Timing:	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	INS11-1, INS11-4, INS11-5, INS11-6, INS11-7, INS11-8	INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-7, INS11-8, INS11-9	INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-6, INS11-7, INS11-8, INS11-9, INS11-10, INS11-11	
COMPONENTS				Weighting %
Skills in Working Scientifically	15	25	20	60
Knowledge and understanding.	10	10	20	40
TOTAL WEIGHTING %	25%	35%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Legal Studies

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination The Legal System The Individual and the Law The Law in Practice	
Timing:	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
COMPONENTS				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	0	10	10	20
Inquiry and research	20	0	0	20
Communication of legal information, ideas and issues in appropriate forms	10	10	0	20
TOTAL WEIGHTING %	40%	30%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Advanced

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Class test Topic: F1	Assignment / investigation Topic: T1	Yearly Examination Topics: F1, T1, T2, C1, E1, S1	
Timing:	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-4, MA11-8, MA11-9	MA11-1 to MA11-9	
COMPONENTS				Weighting %
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING %	35%	25%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Extension

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Assignment / investigation Topic: A1	Class test Topics: F1.1, F1.2, F2, C1.1	Yearly Examination Topics: F1, F2, T1, T2, C1.1, A1	
Timing:	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-4, ME11-6, ME11-7	ME11-1 to ME11-7	
COMPONENTS				Weighting %
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING %	25%	35%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Standard				Year 11 Preliminary Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Investigation Task Topics: F1.2 – Earning and Managing Money F1.3 – Budgeting and Household Expenses	Modelling Task Topic: A2 – Linear Relationships	Yearly Examination All Topics: F1, A1, A2, S1, S2, M1, M2	
Timing:	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-6, MS11-9, MS11-10	MS11-1 to MS11-10	
COMPONENTS				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Numeracy

**Year 11 Preliminary Course
2024**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Investigation Task Topic: Earning & managing money	Modelling Task Topic: Renovate, redecorate	Portfolio Collection of work samples	
Timing:	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9	
Outcomes Assessed:	N6-1.1, N6-2.4, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.2, N6-3.1	
COMPONENTS				Weighting %
Understanding and Knowledge	15	15	20	50
Numeracy Skills	15	15	20	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Modern History

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Essay Investigating Modern History	Research and presentation Historical Investigation	Yearly Examination	
Timing:	Term 1, Week 7	Term 3, Week 1	Term 3, Weeks 9/10	
Outcomes Assessed:	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-3, MH11-5, MH11-9	
COMPONENTS				Weighting %
Knowledge and understanding of course content	20	0	20	40
Historical skills in the analysis and evaluation of sources and interpretations.	5	5	10	20
Historical inquiry and research.	0	15	5	20
Communication of historical understanding in appropriate forms.	5	10	5	20
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Music 1

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Performance Musicology Research	Composition Viva Voce	Performance Aural Examination	
Timing:	Term 1, Week 9	Term 3, Week 2	Term 3, Weeks 9/10	
Outcomes Assessed:	P1, P4, P5, P6, P7	P3, P4, P6, P7, P8	P1, P4, P6, P7, P8	
COMPONENTS				Weighting %
Performance	10	0	15	25
Musicology	10	15	0	25
Composition	0	25	0	25
Aural	0	0	25	25
TOTAL WEIGHTING %	20%	40%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Music Industry Preliminary Course

Training and Assessment Strategy - CUA30915 Certificate III in Music

Year 11 Preliminary Course 2024

TASK		VET Introduction	TASK 1	TASK 2	TASK 3	
Nature of Task:		Course introduction	Careers in music	Work in music 30 hours	Play music. 75 hours	
Timing: <i>Units of Work 'Tasks' may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.</i>		Term 1 Week 2	Term 3 Week 10	Term 1 Week 10	Term 3 Week 10	
Code	Unit of Competency					
CUAIND314	Plan a career in the creative arts industry		X			Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.
CUACMP311	Implement copyright arrangements			X		
CUAIND313	Work effectively in the music industry			X		
CUAMPF313	Contribute to backup accompaniment as part of a group				X	
CUAMPF312	Prepare for musical performances				X	
CUASOU331	Undertake live audio operations				X	
Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards a CUA30920 Certificate III in Music. Examinable units to be confirmed by teacher.						
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.						



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Photography, Video and Digital Imaging

**Year 11 Preliminary Course
2024**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Practical Display Written Submission	Practical Display Written Submission	Practical Display Written Submission	
Timing:	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 9/10	
Outcomes Assessed:	M1, M2, M3, M6, CH2, CH3, CH4	M1, M3, M4, M5, CH1, CH2, CH3	M1, M4, M5, M6, CH1, CH2, CH4, CH5	
COMPONENTS				Weighting %
Art Criticism and Art History	15	5	10	30
Artmaking	20	20	30	70
TOTAL WEIGHTING %	35%	25%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

PDHPE

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research and Report Influences on the health of individuals	Practical Workshop and Analysis Physical fitness, training and movement efficiency	Yearly Examination	
Timing:	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 9/10	
Outcomes Assessed:	P1 - P6, P15, P16	P7 - P11, P16, P17	P1-P12, P14 - P17	
COMPONENTS				Weighting %
Knowledge and understanding of course content.	15	15	10	40
Skills in critical thinking, research, analysing and communicating.	15	15	30	60
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Physics				Year 11 Preliminary Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research and Presentation Kinematics	Depth Study Practical Investigation and Report Dynamics	Yearly Examination	
Timing:	Term 1, Week 7	Term 2, Week 6	Term 3, Weeks 9/10	
Outcomes Assessed:	PH11-6, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-9	PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
COMPONENTS				Weighting %
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding.	10	10	20	40
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Sport Coaching

Training and Assessment Strategy – SIS30521 Certificate III in Sport Coaching

Year 11 Preliminary Course 2024

TASK		VET Introduction	TASK 1	TASK 2	TASK 3	
Nature of Task:		Course introduction	Tournament Time 40 hours	The Community Coach 50 hours	Officiating in Sport	
Timing: <i>Units of Work 'Tasks' may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.</i>		Term 1 Week 2	Term 2 Week 2	Term 3 Week 5	Term 3 Week 10	
Code	Unit of Competency					
HLTWHS001	Participate in workplace health and safety		X			Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.
SISXIND006	Conduct sport, fitness and recreation events		X			
SISSSC0002	Work in a community coaching role			X		
SISSSC0005	Continuously improve coaching skills and knowledge			X		
	Select 1 of 3 electives				X	
Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching. This course is not HSC examinable.						
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.						



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Sport, Lifestyle and Recreation

**Year 11 Preliminary Course
2024**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Implement Game strategies: Games and Sports Applications 1	Implement a fitness program: Fitness	Preliminary Examination	
Timing:	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	3.1, 4.1, 4.4	1.3, 2.5, 3.6, 4.2, 4.5	1.1, 1.2, 1.3, 1.6 2.1, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	
COMPONENTS				Weighting %
Knowledge and understanding of: Factors that influence health and participation in physical activity. The principles and processes impacting on the realisation of movement potential.	0	10	40	50
Skills in analysing and implementing strategies that promote health, physical activity, performance + influence participation/performance of self & others.	30	20	0	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Visual Arts

Year 11 Preliminary Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Portfolio of Experimental Works: Submission of 5–10 exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames.	Extended Written Response: Using research on selected artists as the basis for an in-class extended response. Analysis of the Artist / World relationship through the Postmodern Frame with reference to a range of contemporary artist's practice. Submission of research.	Submitted Artwork/s and VAPD and Yearly Visual Art Examination Submission of completed artwork(s) and VAPD with a Yearly Exam	
Timing:	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 9/10	
Outcomes Assessed:	P1, P3, P4, P5, P6	P8, P9	P1, P2, P4, P5, P6, P7, P8, P9, P10	
COMPONENTS				Weighting %
Artmaking	20	0	30	50
Critical and Historical Study	10	30	10	50
TOTAL WEIGHTING %	30%	30%	40%	100

ASSESSMENT CALENDAR - 2024 YEAR 11 PRELIMINARY COURSE

KARIONG MOUNTAINS HIGH SCHOOL



	TERM 1		TERM 2		TERM 3
Week 1			IT - Timber		Ancient History Engineering Modern History
Week 2			Sport Coaching PVDI Visual Arts		Construction Music 1 PVDI Visual Arts
Week 3			Construction		IT - Timber
Week 4					
Week 5	Construction		Business Studies		Hospitality English Studies Sport Coaching
Week 6			Physics PDHPE		WORK PLACEMENT
Week 7	Modern History Physics				WORK PLACEMENT
Week 8	Mathematics Advanced Mathematics Standard Investigating Science	Ancient History CaFS SLR	Mathematics Extension English Extension Legal Studies	CaFS SLR	
Week 9	English Advanced English Standard English Studies	Legal Studies Music 1	English Advanced English Standard English Studies	Exploring Early Childhood Biology Hospitality	FINAL ASSESSMENT Construction Numeracy Exploring Early Childhood
Week 10	Business Studies Food Technology PDHPE Music Industry		Mathematics Advanced Mathematics Standard Numeracy	Food Technology Investigating Science	FINAL ASSESSMENT Music Industry Sport Coaching
Week 11	Biology Exploring Early Childhood	Numeracy Mathematics Extension English Extension			

Glossary of Key Terms

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

Illness/Misadventure Variation Application Form

This form is to be used when circumstances beyond your control occur immediately before or during an assessment task to diminish your performance.

Student's name: _____

Application Date: _____ / _____ / _____

Subject: _____

Teacher: _____

Task No: _____

Task Type: _____

Task Date: _____ / _____ / _____

NATURE OF APPLICATION (Illness, Misadventure or Variation):

Reason for application

Provide sufficient details to support your case for consideration to sit the task or a substitute task, or to gain an extension of time.

SUPPORTING EVIDENCE ATTACHED: YES NO

Student: Signature _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

Please submit the application to the relevant Head Teacher within TWO DAYS of your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the relevant Head Teacher at least one week BEFOREHAND.

Head Teacher Recommendation

Head Teacher Signature _____ Date: ____/____/____

Appeal Panel Decision (where applicable)

Deputy Principal Signature _____ Date: ____/____/____

HT Signature _____ HT Signature _____