



MACQUARIE  
ANGLICAN GRAMMAR SCHOOL

# **PRELIMINARY CURRICULUM HANDBOOK**

**2017**

**INFORMATION FOR  
PARENTS AND STUDENTS**



# MACQUARIE

## ANGLICAN GRAMMAR SCHOOL

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## **Introduction**

This booklet has been prepared in order to provide students and their parents with information about Year 10 subjects with a focus on assessment requirements. As students move through senior schooling they are given more choice over the courses that they undertake moving towards careers.

## **A checklist for success at MAGS**

- Set goals
- Read widely
- Be organised
- Be prepared to seek help from your teachers
- Be aware that study is more than homework
- Be involved in sport and co-curricular activities
- Balance your time

## **Assessment Expectations**

- Attempt all activities with sustained diligence and effort
- Take an active role in their learning
- Prepare adequately and well in advance
- Adhere to deadlines
- Approach work honestly
- Actively seek advice from teachers
- Make a serious and full attempt at all set tasks
- Come to class fully prepared for each lesson
- Submit your task on time as due dates are strictly enforced
- Plagiarism is not tolerated

## **Assessment Policy**

### **Why do we assess our students?**

School assessment is designed to determine how well students have achieved the whole range of outcomes for any given course at Stage 6 (Years 11 & 12) level. It also provides data for teachers so they can ensure their teaching and learning activities are designed to enhance student development.

The breakdown of formal assessment activities for each course is provided below. In accordance with NES (New South Wales Education Standards Authority) guidelines, teachers use a range of formal and informal assessment information to make on balance professional judgements when reporting on students in relation to course grades.

For more information see

<http://www.boardofstudies.nsw.edu.au/rosa/grades/awarding-grades.html>

## **How do we assess our students?**

As students complete their courses they undertake assessment activities at different times throughout their course. Students undertake a wide range of assessment activities as they complete courses. This provides greater scope for students to demonstrate their understanding than is possible from a single examination. It allows for flexibility in the nature of assessment tasks and so tests a wider range of skills than is possible to test in examinations.

Outcomes, tasks and weightings are different for different subjects. Assessment details for each subject are provided below.

The mark for each task forms part of the total assessment grade. Each task is given a weighting which shows how much it contributes to the total assessment grade.

The weighted results for each task are calculated to provide an overall picture of the student's achievement to assist teachers in making an on-balance professional judgement of achievement in relation to the NESA Grade Scale (see below) relevant for the course.

## **Record of School Achievement (ROSA)**

NESA provides students who have completed all or part of Stage 5 and Stage 6 with a Record of School Achievement (ROSA). The ROSA for many students will accompany their HSC results at the end of Year 12. Students who leave school part way through or at the end of the Preliminary course will be provided with a ROSA that reflects their achievement in Stage 5 and Stage 6 courses up until that point. Students' grades are submitted to NESA for students at the end of Stage 5 (Year 10) and also at the end of the Preliminary Year of study (Year 11). Incomplete courses will be recorded as such on the ROSA.

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. Students must satisfactorily complete the Preliminary course before they are eligible to commence the corresponding HSC course.

Internal assessment during the preliminary course is used to judge ROSA grades at the end of the Preliminary Year as well as proving satisfactory completion of Preliminary courses in order to allow students to study HSC courses and gain an HSC qualification.

## **Satisfactory Completion of a Preliminary Course**

To satisfactorily complete a Preliminary course, a student must

- Demonstrate achievement in relation to some or all of the course outcomes
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school (this includes the reasonable attempt of all assessment tasks)
- Have an appropriate level of attendance with respect to that course

Our school adopts a similar approach to assessment of a Preliminary course as for an HSC course. The course assessment schedules in the following pages reflect this approach as they address components, weightings, outcomes and also the types of tasks that are set.

## ***NESA Common Grade Scale***

While completing these assessment tasks, student achievement will be mapped to one of five clearly defined grades (A, B, C, D & E), based on what students have demonstrated they know and can do.

The five grades indicate the standard at which the student is performing in a given course, with the grade A being the highest level of achievement and grade E being the lowest level of achievement in each of the courses. Teachers of stage 6 courses will use the common grade scale below as well as specific course performance descriptors (*see NESA link on next page for more information of specific course assessment material*)

|                       |   |
|-----------------------|---|
| GRADE A<br>EXTENSIVE  | The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations. |
| GRADE B<br>THOROUGH   | The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student can apply these skills to most situations.   |
| GRADE C<br>SOUND      | The student has a <b>sound</b> knowledge and understanding of the main areas of the content and an <b>adequate level of competence</b> in the processes and skills.   |
| GRADE D<br>BASIC      | The student has a <b>basic</b> knowledge and understanding of the main areas of the content and a <b>limited level of competence</b> in the processes and skills.   |
| GRADE E<br>ELEMENTARY | The student has an <b>elementary</b> knowledge and understanding of the main areas of the content and a <b>very limited level of competence</b> in some of the processes and skills.  |

The grades are defined by the words used to identify them – Extensive, Thorough, Sound, Basic and Elementary - and the descriptions of what can be expected of a student at a given grade. These descriptions are provided by NESA and are used by all schools across the state and help to minimise the differences that would otherwise occur from school to school.

(see <http://ace.bostes.nsw.edu.au/ace-5003> for more information)

## ***Assessment Procedures***

### **Assessment Notification**

In addition to this assessment booklet, each subject teacher will distribute a task notification a minimum of 2 weeks before each assessment task.

No extra time will be given to students for a task because they did not receive the task notification when it was distributed either by hard-copy or electronically in class, unless there are exceptional circumstances. Students should regularly check CANVAS to locate the task notification and meet with the teacher if they have questions relating to the task.

This notification will give students a clear indication of what will be expected of them in a task. This assessment notification will outline;

- The outcomes assessed by the task
- The content, knowledge and skills covered by the task
- Any relevant text references, and
- The weighting of the task

### **Assessment Outline**

For each subject in Year 10, an Assessment Program is provided below.

The Assessment Program indicates:

- The approximate time when tasks take place during the year (specific times will be supplied at the commencement of the term);
- The syllabus outcomes each task is intended to measure;
- The nature of each task eg. class test, assignment, research project, practical task, oral presentation etc;
- The weighting of the task.

### **Non Attendance/Late Submission**

The only satisfactory reasons for non-attendance at, or late submission of, assessment tasks are:

- Illness on the day the task is sat or submitted, evidenced by a medical certificate from someone other than a family member
- Leave granted by the Headmaster or authorised representative before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

The following are not acceptable reasons for non-attendance at, or late submission of, assessment tasks:

- Any type of computer/printer malfunction, memory stick corruption or family members accidentally deleting files will not be accepted as reasons. (Be sure your work is backed up on a second disk or emailed to yourself every time you leave the computer, regardless of whether it is finished or not);

- Tasks are not to be printed out on the School printers on the due date. Students wanting to use the School printers to produce assessment tasks must print out their tasks prior to the due date;
- Illness without a medical certificate presented on the first day of return to School;
- Illness with a medical certificate provided by a member of the family;
- Lateness due to minor transport problems (you must allow for variations in time of travel);
- Lateness due to sleeping in;
- Early holidays;
- Loss of task;
- An extension/permission to be absent granted by anyone other than the Headmaster, the Deputy Headmaster or the Director of Studies;
- If you are representing the School on the day a task is due it is your responsibility to submit your task prior to your departure.
- If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
- If a task is submitted late, students will lose 10% of the available marks per day until a maximum of 5 days when they will receive a zero.

## **Collection of Assessment Tasks**

The Assessment Calendar distributed each term lets students know when tasks are due.

Students are to submit take home tasks as directed on the task notification.

When assessment tasks are completed in class students:

- Must remain in the room until all work is collected from each student.
- Be responsible for ensuring all work is handed in. Any work that is not handed in at the end of the assessment task, and then submitted by the student after leaving the room where the task was held, will not be marked.

## **Procedures for Absence**

Students absent from an assessment task due to illness must:

- Obtain a medical certificate (from someone other than a member of the family) that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- Advise the School Receptionist or the relevant Class Teacher by phone on the day of an assessment task if they are unable to attend
- Submit the medical certificate to the Director of Studies on the first day of return to school.
- Keep a copy of the medical certificate for the student's own records
- Submit the assessment task on the first day of return to School to the Director of Studies



If the reason for missing a task is accepted by the Deputy Headmaster or the Director of Studies, the student may be asked to sit the task upon their return to school. Teachers do not need to issue a notification of assessment task in this event. A replacement task may be given as soon as possible after the original task date.

Only in highly exceptional circumstances will an estimated mark be awarded. Students are expected to attempt all tasks and to demonstrate their knowledge and skills.

## Appeals

The only way to appeal a decision is to complete an Appeal Application form. A committee made up of the Deputy Headmaster, Director of Studies and at least one specialist teacher will decide the outcome. A copy of this form can be found in the back of this booklet.

A student may only query the result of an assessment task at the time it is returned. Once an assessment task has left the classroom no query is possible.

- A student may query the Teacher's procedure for arriving at a mark, but not the validity of the mark itself.
- If the result of an assessment task is queried as soon as it is returned, it may be raised outside the classroom:

The rules of this handbook will be used to govern all decisions in response to an appeal letter.

## Extensions

Extensions for assessment tasks will only be granted in exceptional cases such as prolonged illness leading up to the date an assessment task is due. Even then, extensions will only be granted if the student negotiates a suitable date for submission with the Director of Studies prior to the due date of the assessment task. (See request form at the end of this booklet). Extensions can only be granted by the Deputy Headmaster or the Director of Studies.

## Special Provisions

Special provisions may be granted for internal assessment tasks according to the guidelines below:

- To be granted special provisions for stage 6 internal assessment tasks a student must have lodged an application with NESAs. That application must be accompanied by supporting documentation. While awaiting final NESAs approval, the need for special provisions will be assessed on a case by case basis. After the application is formally approved, special provisions will be provided according to NESAs guidelines.
- The student is responsible for ensuring that special provisions are provided for individual assessment tasks. The student must see the relevant Class Teacher a ***minimum of one week before a task***. If this does not happen, special provisions will not be provided for that task. No exceptions will be made.
- The Deputy Headmaster or the Director of Studies will organise special provisions for all Examinations.

## **Zero Awards**

- If an assessment task reflects a non-serious attempt, it may be awarded zero and the student will be in danger of receiving an “N” determination.
- If a task is not submitted or is late, students will lose 10% of the available marks per day until a maximum of 5 days when they will receive a zero.
- Students who do not complete all assessment tasks (or replacement assessment tasks) will not be eligible to receive a Presentation Day award for any course for which tasks are missing.
- Assessment tasks awarded a zero score must still be completed to ensure the student satisfies the minimum outcomes and so completes the course.
- Compensation should not be expected during marking of assessment tasks for the following factors:
  - Prolonged illness;
  - long-term domestic problems;
  - holiday trips which affect preparation or performance on a task;
  - computer/printer malfunction.

## **Malpractice**

Malpractice includes (but is not restricted to) the following:

Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination;

- Cheating in any form (including having someone such as a tutor complete a take home task);
- Plagiarism – from the Internet, books or other sources, from another person’s work;
- Providing a false explanation of why work was not handed in by the due date;
- Using the work done during sessions with a tutor in a take home assessment task.

Students must follow examination rules regarding conduct within an examination room or during the administration of an assessment task. Students whose behaviour is deemed unacceptable during the sitting of an assessment task or examination may be withdrawn from the task and a zero score will be awarded for part or the entire task.

Students found to be guilty of cheating during an assessment task will usually be awarded a zero score for part or the entire task concerned.

If the results of an assessment task are found to be invalid or unreliable due to malpractice, cheating or plagiarism, then an alternative assessment task will be given.

It is important to read the “Malpractice & Plagiarism” document included in the appendix of this handbook.

## **Accelerated Students**

- Will be required to complete all assessment tasks in the normal time frame;
- May require flexibility in the order and timing of assessment tasks;
- Will be eligible to receive a prize for first in course for any course, in the year that the course is undertaken

## **Assessment in VET Courses**

Students who have undertaken a VET course through their high school pattern of study may be issued with a VET qualification.

VET qualifications are based on nationally endorsed competency standards developed by the relevant industry group. VET qualifications are issued by a Registered Training Organisation (RTO).

A VET Certificate is issued when a student has achieved all the units of competency required for the VET qualification. The Transcript of Competencies Achieved, which accompanies the VET Certificate, lists all the units of competency that have been achieved.

A Statement of Attainment is issued when a student has achieved one or more of the units of competency from a VET qualification. All the units of competency that have been achieved are listed on the Statement of Attainment.

Students may be awarded either a VET Certificate and a Transcript of Competencies Achieved, or a Statement of Attainment, depending on:

- the competencies included in the VET course undertaken
- the requirements for the award of the VET qualification
- the achievement of competencies.

VET qualifications issued to a student by an RTO must be recognised by any other RTO.

When students enrol in a related post-school VET qualification they should provide this vocational documentation to the RTO as verification of the units of competency and VET qualification they have achieved.

## **Changing a Course**

All students must do a minimum of 12 Units in the Preliminary Course and a minimum of 10 units in the HSC Course. Students may change a course during the Preliminary Course until the end of March. After this time changes to another course will **not** be considered. Changes before this time will only be considered if there is space available in the new class. Students will only be allowed to change class after completing the *Notification of Course Change* form.

## **Dropping a Course**

All students must do a minimum of 12 Units in the Preliminary Course and a minimum of 10 units in the HSC Course. Students may drop a course at any time during the Preliminary Course as long as they maintain 12 or more units. Students may drop a course at any time during the HSC Course as long as they maintain 10 or more units.

Students will only be allowed to drop a course and not attend that class after completing the *Notification of Course Change* form.

## **Invalid or Unreliable Assessment Tasks**

An assessment task may be deemed to be invalid (or unreliable) if it:

- Does not provide a reasonable spread of marks;
- Fails to discriminate between students of higher and lower ability;
- Can be demonstrated that all or part of the task was conducted in a manner which has prejudiced or disadvantaged one or more students;
- Is of a practical nature and produces data or results that are considered to be significantly different to those expected;

- If a student suspects that a task may be invalid they should raise the issue with the teacher in the first instance. The teacher will then raise the issue with the Deputy Headmaster or the Director of Studies. The teacher, the Director of Studies and Deputy Headmaster will examine the data concerning the task and make a decision as to its validity;
- If the task is deemed to be invalid, the Director of Studies, in consultation with the Classroom Teacher, will make arrangements for a suitable similar task to be constructed. This new task will seek to address the issues which led to the original task being declared invalid. The new task will be re-done by the students, where possible allowing the usual notification period.

## **Student Responsibilities**

You must be familiar with the assessment policies set out in this booklet.

If you are absent for any number of days you must, on returning to School, check with your teachers to see if any assessment tasks have been set or check on the relevant CANVAS course.

Review the assessment calendar at the start of each term and ensure you are prepared to complete tasks on their due dates

Your work must be consistent and of as high a standard as possible throughout all of Year 11 in both assessment and non-assessment tasks. Non-assessment tasks (such as homework and the completion of classwork) must be completed for the following reasons:

They prepare students for assessment tasks and exams;

They provide the basis of all future learning;

If students do not complete non-assessment work related to the future course in Stage 6, they risk losing the Headmaster's certification that they have shown acceptable participation and application in the course.

## Course Assessment Information

### ANCIENT HISTORY

Year 11 Preliminary, 2017

| COMPONENT   | TASK 1<br>IN CLASS<br>SOURCE &<br>ARCHAEOLOGY<br>TASK | TASK 2<br>HISTORICAL<br>RESEARCH<br>PROJECT       | TASK 3<br>SEMESTER<br>1 EXAM       | TASK 4<br>PRELIMINARY<br>EXAM                     | WEIGHT     |
|---|---|---|------------------------------------|---|------------|
|   | IN CLASS TASK   | RESEARCH<br>ESSAY AND<br>PRESENT-<br>ATION        | SEMESTER<br>1 EXAM                 | PRELIMINARY<br>EXAM                               |            |
|   | Term 1  | Term 2 -<br>ongoing                               | Term 2                             | Term 3  |            |
|   | P3.1, P3.2, P3.5,<br>P4.1                             | P1.1, P2.1,<br>P3.3, P3.4,<br>P3.6, P4.1,<br>P4.2 | P2.1, P3.1,<br>P3.5, P4.1,<br>P4.2 | P1.1, P2.1,<br>P3.1, P3.3,<br>P3.4, P4.1,<br>P4.2 |            |
|   |   |   |                                    |   |            |
| Knowledge and<br>understanding of<br>content                            | 10  | 10  | 5                                  | 15  | 40         |
| Source based skills   | 10  |   | 5                                  | 5   | 20         |
| Historical inquiry<br>and research                                      |   | 20  |                                    |   | 20         |
| Communication of<br>historical<br>understanding in<br>appropriate forms |   | 10  | 5                                  | 5   | 20         |
| <b>Marks</b>  | <b>20</b>   | <b>40</b>   | <b>15</b>                          | <b>25</b>   | <b>100</b> |

## **ANCIENT HISTORY OUTCOMES**

*A student:*

- P1.1 describes and explains the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 identifies historical factors and explains their significance in contributing to change and continuity in the ancient world
- P3.1 locates, selects and organises relevant information from a variety of sources
- P3.2 identifies relevant problems of sources in reconstructing the past
- P3.3 comprehends sources and analyses them for their usefulness and reliability
- P3.4 identifies and accounts for differing perspectives and interpretations of the past
- P3.5 discusses issues relating to ownership and custodianship of the past
- P3.6 plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources
- P4.1 uses historical terms and concepts appropriately
- P4.2 communicates knowledge and understanding of historical features and issues using appropriate oral and written forms

## BIOLOGY

Year 11 Preliminary, 2017

| COMPONENT   | TASK 1   | TASK 2                 | TASK 3   | TASK 4                 | WEIGHT |
|---|--|------------------------|--|------------------------|--------|
|   | <b>FIRST HAND INVESTIGATION: ECOLOGY FIELD STUDY</b> | <b>SEMESTER 1 EXAM</b> | <b>SECONDARY SOURCES RESEARCH AND PRESENTATION</b> | <b>SEMESTER 2 EXAM</b> |        |
|   | <b>Term 1</b>  | <b>Term 2</b>          | <b>Term 3</b>                                      | <b>Term 3</b>          |        |
|   | P2, P4, P7, P8, P11, P12, P13, P14                   | P1- P14                | P1, P3, P5, P6, P7, P9-P16                         | P1 – P14               |        |
| Knowledge and understanding of <ul style="list-style-type: none"> <li>The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology.</li> <li>Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution.</li> </ul> | 5  | 15                     | 5  | 15                     | 40     |
| Skills in: <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations.</li> <li>Gathering and processing first-hand data.</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul>   | 20   |                        | 10   |                        | 30     |
| Skills in: <ul style="list-style-type: none"> <li>Communicating information and understanding.</li> <li>Developing scientific thinking and problem-solving techniques.</li> <li>Working individually and in teams.</li> </ul>   |  | 10                     | 10   | 10                     | 30     |
| Marks   | 25   | 25                     | 25   | 25                     | 100    |

## **BIOLOGY OUTCOMES**

*A student:*

- P1 outlines the historical development of major biological principles, concepts and ideas
- P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
- P3 assesses the impact of particular technological advances on understanding in biology
- P4 describes applications of biology which affect society or the environment
- P5 describes the scientific principles employed in particular areas of biological research
- P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- P7 describes the range of organisms in terms of specialisation for a habitat
- P8 analyses the interrelationships of organisms within the ecosystem
- P9 explains how processes of reproduction ensure continuity of species
- P10 identifies and describes the evidence for evolution
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a team member
- P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science



## BUSINESS STUDIES

Year 11 Preliminary, 2017

| COMPONENT   | TASK 1  | TASK 2                     | TASK 3                   | TASK 4                         | WEIGHT |
|---|---|----------------------------|--------------------------|--------------------------------|--------|
|   | <b>MULTIMEDIA<br/>BUSINESS<br/>PRESENTATION</b> | <b>SEMESTER<br/>1 EXAM</b> | <b>BUSINESS<br/>PLAN</b> | <b>PRELIMINARY<br/>EXAM</b>    |        |
|   | <b>Term 1</b>                                   | <b>Term 2</b>              | <b>Term 3</b>            | <b>Term 3</b>                  |        |
|   | P2, P7, P9                                      | P4, P5, P8                 | P4, P8, P9               | P1, P2, P3, P4,<br>P5, P6, P10 |        |
| Knowledge and understanding of content.                                       | 10  | 10                         | 10                       | 10                             | 40     |
| Source based skills.  | 5   | 5                          | 5                        | 5                              | 20     |
| Inquiry and research.   | 5   | 5                          | 5                        | 5                              | 20     |
| Communication of business information, ideas and issues in appropriate forms. | 5   | 5                          | 5                        | 5                              | 20     |
| Marks   | 25  | 25                         | 25                       | 25                             | 100    |

## BUSINESS STUDIES OUTCOMES

*A student:*

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

## CHEMISTRY

Year 11 Preliminary, 2017

| COMPONENT  | TASK 1   | TASK 2                 | TASK 3                                      | TASK 4                 | WEIGHT |
|--|--|------------------------|---|------------------------|--------|
|  | <b>RESEARCH TASK AND ORAL PRESENTATION: OUR CHEMICAL WORLD</b> | <b>SEMESTER 1 EXAM</b> | <b>FIRST HAND INVESTIGATION: SOLUBILITY</b> | <b>SEMESTER 2 EXAM</b> |        |
|  | <b>Term 1</b>  | <b>Term 2</b>          | <b>Term 3</b>                               | <b>Term 3</b>          |        |
|  | P2, P3, P4, P6, P8, P12, P13, P14                              | P1- P14                | P2, P4, P6, P8, P10, P11, P12, P13, P14     | P1 – P14               |        |
| Knowledge and understanding of:<br><ul style="list-style-type: none"> <li>the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</li> <li>atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul> | 5  | 15                     | 5   | 15                     | 40     |
| Skills in:<br><ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations.</li> <li>Gathering and processing first-hand data.</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul>   | 10   |                        | 20  |                        | 30     |
| Skills in:<br><ul style="list-style-type: none"> <li>Communicating information and understanding.</li> <li>Developing scientific thinking and problem-solving techniques.</li> <li>Working individually and in teams.</li> </ul>   | 10   | 10                     |   | 10                     | 30     |
| Marks  | 25   | 25                     | 25  | 25                     | 100    |

## CHEMISTRY OUTCOMES

*A student:*

- P1 outlines the historical development of major principles, concepts and ideas in Chemistry
- P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in chemistry
- P3 assesses the impact of particular technological advances on understanding in chemistry
- P4 describes applications of chemistry which affect society or the environment
- P5 describes the scientific principles employed in particular areas of research in chemistry
- P6 explains trends and relationships between elements in terms of atomic structure, the periodic table and bonding
- P7 describes chemical changes in terms of energy inputs and outputs
- P8 describes factors that influence the type and rate of chemical reactions
- P9 relates the uses of carbon to the unique nature of carbon chemistry
- P10 applies simple stoichiometric relationships
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a team member
- P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

## COMMUNITY AND FAMILY STUDIES

Year 11 Preliminary, 2017

|  | TASK 1  | TASK 3  | TASK 2  | TASK 4   | Component Weighting |
|--|---|---|---|--|---------------------|
| <b>Task Date</b>   | <b>Term 1</b>                                       | <b>Term 2</b>                                       | <b>Term 3</b>                                 | <b>Term 3</b>  |                     |
| <b>Syllabus Content</b>  | <b>Resource Management</b>                          | <b>Resource Management / Individuals and Groups</b> | <b>Families and Communities</b>               | <b>Families and Communities / Individuals and Groups</b> |                     |
| <b>Task Type</b>   | <b>Extended response</b>                            | <b>SEMESTER 1 EXAM</b>                              | <b>ORAL Presentation</b>                      | <b>SEMESTER 2 EXAM</b>                                   |                     |
| <b>Outcomes</b>  | P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, 7.3 | P1.1, P2.1, P2.3, P3.2, P4.1, P6.1, P6.2, 7.2       | P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1, 7.4 | P1.1, P2.2, P2.3, P3.1, P4.1, P6.2, 7.1                  |                     |
| <b>Assessment components</b>   |   |   |   |  |                     |
| Knowledge and understanding of how the following impact on wellbeing:<br>- resource management<br>- positive relationships<br>- range of societal factors<br>- nature of groups, families, communities | 5   | 15  | 5   | 15   | 40                  |
| Skills in:<br>- applying management strategies to meet the needs of individuals, groups, families and communities<br>- planning to take responsible action to promote wellbeing                        | 5   | 5   | 10  | 5  | 25                  |
| Knowledge and understanding about research, methodology and skills in researching, critical thinking, analyzing and communicating  | 10  | 5   | 10  | 10   | 35                  |
| <b>Task Weighting</b>  | <b>20</b>   | <b>25</b>   | <b>25</b>                                     | <b>30</b>  | <b>100</b>          |

## COMMUNITY AND FAMILY STUDIES OUTCOMES

*A student:*

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

## DRAMA

Year 11 Preliminary, 2017

| Task Date                                   | Weighting  | Syllabus Content                                    | Syllabus Outcomes   | Mode of Assessment                          | BOS AREAS OF ASSESSMENT                     |  |   |
|---|------------|---|---|---|---|--|---|
|   |            |   |   |   | Core Components                             |  |   |
|   |            |   |   |   | Improvisation, Play building, Acting<br>40% | Elements of production in Performance<br>30% | Theatrical traditions and performance Styles<br>30% |
| <b>Task 1 Assessment Period Term 1 2017</b> | <b>35%</b> | Theatrical traditions and performance Styles/Acting | P1.3, P2.3, P2.4, P2.6 P3.1, P3.2 P3.3                      | Oral Presentation/ Performance              | 10%   |  | 25%   |
| <b>Task 2 Assessment Period Term 2 2017</b> | <b>25%</b> | Improvisation, Play building, Acting                | P1.1, P1.2 P1.3, P1.4 P1.5, P1.6 P2.1, P2.3 P2.4, P2.5 P3.1 | Performance/ Log Book                       | 25%   |  |   |
| <b>Task 3 Assessment Period Term 3 2017</b> | <b>25%</b> | Elements of production in Performance               | P1.2, P1.4 P1.5, P1.6 P1.7, P1.8 P2.2, P2.5 P2.6, P3.3      | Production Folio & Preparation              |   | 25%  |   |
| <b>Task 4 Assessment Period Term 3 2017</b> | <b>15%</b> | All three components                                | P1.1, P1.2 P2.1, P2.2 P3.1, P3.2 P3.3, P3.4                 | Exit Exam (Performance & written responses) | 5%  | 5%   | 5%  |

## **DRAMA OUTCOMES**

*A student:*

- P1.1** - Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2** - Explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3** - Demonstrates performance skills appropriate to a variety of styles and media
- P1.4** - Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5** - Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6** - Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7** - Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8** - Recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1** - Understands the dynamics of actor-audience relationship
- P2.2** - Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3** - Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4** - Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5** - Understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6** - Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1** - Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2** - Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3** - Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4** - Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.

\* Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.

## ENGLISH ADVANCED

Year 11 Preliminary, 2017

| <b>Assessment Components</b><br>1. Reading - 25%<br>2. Writing - 30%<br>3. Speaking - 15%<br>4. Listening - 15%<br>5. Viewing/representing - 15% |   |                       |            |            |            |            |                |                                     |
|--|---|-----------------------|------------|------------|------------|------------|----------------|-------------------------------------|
| Term Due   | Task  | Assessment Components |            |            |            |            | Task Weighting | Outcomes (See Syllabus)             |
|  |   | R                     | W          | S          | L          | V/R        |                |                                     |
| Term 1   | Area of Study : Belonging Essay and Narrative                 | 5%                    | 10%        |            | 5%         | 5%         | <b>25%</b>     | P1, P2, P3, P4 P6, P7, P8, P10, P11 |
| Term 2   | Critical Study Visual Representation and Reflection Statement | 10%                   | 10%        |            |            | 5%         | <b>25%</b>     | P1, P2, P3, P5, P7, P8, P11         |
| Term 3   | Speech  |                       |            | 15%        | 5%         |            | <b>20%</b>     | P2, P4, P6, P8, P9, P10, P12        |
| Term 3   | Final Exam  | 10%                   | 10%        |            | 5%         | 5%         | <b>30%</b>     | P1, P2,P4, P7,P8, P10, P12A, P13    |
|  | <b>TOTAL</b>  | <b>25%</b>            | <b>30%</b> | <b>15%</b> | <b>15%</b> | <b>15%</b> | <b>100%</b>    |                                     |

## ENGLISH ADVANCED OUTCOMES

A student:

- P1 describes and explains the relationships between composer, responder, text and context in particular texts
- P2 describes and explains relationships among texts
- P3 develops language relevant to the study of English
- P4 describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses
- P5 demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning
- P6 engages with a wide range of texts to develop a considered and informed personal response
- P7 selects appropriate language forms and features, and structures to explore and express ideas and values
- P8 articulates and represents own ideas in critical, interpretive and imaginative texts
- P9 assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
- P10 analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
- P11 draws upon the imagination to transform experience into text
- P12 reflects on own processes of responding and composing
- P12 **Advanced only** - A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts
- P13 reflects on own processes of learning



## ENGLISH STANDARD

Year 11 Preliminary, 2017

| <b>Assessment Components</b><br>1. Reading - 25%<br>2. Writing - 30%<br>3. Speaking - 15%<br>4. Listening - 15%<br>5. Viewing/representing - 15% |  |                       |            |            |            |            |                |                                     |
|--|--|-----------------------|------------|------------|------------|------------|----------------|-------------------------------------|
| Term Due   | Task   | Assessment Components |            |            |            |            | Task Weighting | Outcomes (See Syllabus)             |
|  |  | R                     | W          | S          | L          | V/R        |                |                                     |
| Term 1   | Area of Study : Belonging Essay                | 5%                    | 10%        |            | 5%         | 5%         | <b>25%</b>     | P1, P2, P3, P4 P6, P7, P8, P10, P11 |
| Term 2   | Visual Representation and Reflection Statement | 10%                   | 10%        |            |            | 5%         | <b>25%</b>     | P1, P2, P3, P5, P7, P8, P11         |
| Term 3   | Close Study of text: Speaking Task             |                       |            | 15%        | 5%         |            | <b>20%</b>     | P2, P4, P6, P8, P9, P10, P12        |
| Term 3   | Final Exam                                     | 10%                   | 10%        |            | 5%         | 5%         | <b>30%</b>     | P1, P2,P4, P7,P8, P10,, P13         |
|  | <b>TOTAL</b>                                   | <b>25%</b>            | <b>30%</b> | <b>15%</b> | <b>15%</b> | <b>15%</b> | <b>100%</b>    |                                     |

## ENGLISH STANDARD OUTCOMES

*A Student:*

1. demonstrates understanding of the relationships between composer, responder, text and context.
2. identifies and describes relationships among texts.
3. develops language relevant to the study of English.
4. identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
5. describes the ways different technologies and media of production affect the language and structure of particular texts.
6. engages with a wide range of texts to develop a considered and informed personal response.
7. selects appropriate language forms and features, and structures of texts to explore and express ideas and values.
8. articulates and represents own ideas in critical, interpretive and imaginative texts.
9. assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. draws upon the imagination to transform experience into text.
12. reflects on own processes of responding and composing.
13. reflects on own processes of learning.

## ENGLISH EXTENSION 1

Year 11 Preliminary, 2017

| Assessment | Outcomes Assessed | Unit of Study  | Approximate Dates  | Mode  | Description   | Weight |
|------------|-------------------|--|--------------------|---|---|--------|
| 1          | 1                 | Module:<br>Texts, Culture and Value –<br><i>Dracula</i>                            | Term 1,<br>Week 10 | Reading/Writing<br>(15)                     | In class<br>essay based<br>on <i>Dracula</i><br>passage | 30     |
| 2          | 1, 2, 3           | Module:<br>Texts, Culture and Value –<br>Gothic<br>literature and<br>appropriation | Term 2,<br>Week 10 | Writing (10)<br>Oral (5)                    | Presentation<br>and written<br>response                 | 30     |
| 3          | 1, 2, 3           | Module:<br>Texts, Culture and Value –<br>Mini Major<br>Work                        | Term 3,<br>Week 6  | Major writing<br>task with<br>research (20) | Essay and<br>Narrative                                  | 40     |

## ENGLISH EXTENSION 1 OUTCOMES

*A student:*

understands how and why texts are valued in and appropriated into a range of contexts  
develops skills in independent investigation involving particular texts and their  
manifestations in various forms, and within particular cultural contexts  
develops skills in sustained composition in a range of modes and media for different  
audiences and purposes

## FOOD TECHNOLOGY

Year 11 Preliminary, 2017

| COMPONENT   | TASK 1                            | TASK 2                     | TASK 3                            | TASK 4          | WEIGHT     |
|---|-----------------------------------|----------------------------|-----------------------------------|-----------------|------------|
|   | RESEARCH AND PRACTICAL TASK       | SEMESTER 1 EXAM            | FOOD QUALITY PRACTICAL AND REPORT | SEMESTER 2 EXAM |            |
|   | Term 1                            | Term 2                     | Term 3                            | Term 3          |            |
|   | P 2.1, P 3.1, P 3.2, P 4.3, P 5.1 | P 2.2, P 3.2, P 4.1, P 4.4 | P 1.1, P 1.2, P 4.2               | P1.1 – P5.1     |            |
| <b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>food systems in the production, processing and consumption of food and an appreciation of their impact on society</li> <li>the nature of food, human nutrition and an appreciation of the importance of food to health</li> </ul> | 15                                | 15                         | 15                                | 15              | 60         |
| <b>Skills in:</b> <ul style="list-style-type: none"> <li>Researching, analysing and communicating food issues</li> <li>Experimenting with and preparing food by applying theoretical concepts</li> <li>Designing implementing and evaluating solutions to food situations</li> </ul>                            | 10                                | 10                         | 10                                | 10              | 40         |
| <b>MARKS</b>  | <b>25</b>                         | <b>25</b>                  | <b>25</b>                         | <b>25</b>       | <b>100</b> |

## FOOD TECHNOLOGY OUTCOMES

*A Student:*

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P 4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

## JAPANESE BEGINNERS

Year 11 Preliminary, 2017

| Objectives<br>&<br>Outcomes   | Components<br>(Syllabus) | Weightings<br>(Syllabus) | Task 1<br>Ongoing<br>Dictation | Task 2<br>Exam | Task 3<br>Project:<br>Home life | Preliminary<br>Exit Exam<br>Task 4 |
|---|--------------------------|--------------------------|--------------------------------|----------------|---------------------------------|------------------------------------|
|   |                          |                          | Term 1                         | Term 2         | Term 3                          | Term 3                             |
|   |                          |                          |                                |                |                                 |                                    |
| Objectives:<br>1, 2, 3<br>Outcomes:<br>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3,<br>2.4, 2.5, 2.6, | Speaking                 | 15                       |                                | 5              | 5                               | 5                                  |
| Objectives:<br>1, 2,<br>Outcomes:<br>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3,<br>2.4, 2.5, 2.6,   | Listening                | 35                       | 10                             | 10             |                                 | 15                                 |
| Objectives:<br>1, 2,<br>Outcomes:<br>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3,<br>2.4, 2.5, 2.6,   | Reading                  | 30                       |                                | 15             |                                 | 15                                 |
| Objectives:<br>1, 3<br>Outcomes:<br>1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3,<br>3.4               | Writing                  | 20                       |                                | 5              | 10                              | 5                                  |
|   | Marks                    | 100%                     | 10%                            | 35%            | 15%                             | 40%                                |

## JAPANESE BEGINNERS OUTCOMES

*A Student:*

P1.1 uses the generally accepted conventions of Japanese relevant to conversation and correspondence

P1.4 responds to informal letters, notes and messages

P1.5 participates in a conversation or interview

P2.1 demonstrates knowledge of an appropriate range of language structures

P2.2 uses polite forms of address appropriately

P2.3 demonstrates knowledge of different tenses

P2.4 uses appropriate pronunciation and intonation

P2.5 uses appropriate script, spelling and punctuation

P2.6 uses appropriate language in familiar contexts

P2.7 produces spoken and written texts appropriate to a particular audience, purpose and context

P2.8 structures and sequences ideas

P3.1 understands and conveys gist and identifies main points in Japanese texts

P3.2 infers meaning from contexts

P3.3 responds appropriately in English and/or in Japanese to spoken and written texts in Japanese

P4.1 recognises language appropriate to different social contexts

## LEGAL STUDIES

Year 11 Preliminary, 2017

| COMPONENTS              | WEIGHTINGS | TASK 1  | TASK 2                                       | TASK 3   | TASK 4                                |
|-------------------------|------------|---|--|--|---------------------------------------|
|                         |            | <i>DATE DUE</i><br>Week 7<br>Term 1                                 | <i>DATE DUE</i><br>Term 2                    | <i>DATE DUE</i><br>Week 2<br>Term 3                    | <i>DATE DUE</i><br>Week 9<br>Term 3   |
|                         |            | <b>TASK TITLE</b><br>Australian law sources<br>Annotated media file | <b>TASK TITLE</b><br>Half Yearly examination | <b>TASK TITLE</b><br>Law in practice<br>In-class essay | <b>TASK TITLE</b><br>Preliminary Exam |
| <b>Research</b>         | 30         | 15  | 5  | 10   |                                       |
| <b>Presentation</b>     | 15         | 5   |  | 10   |                                       |
| <b>Report</b>           | 10         | 5   | 5  |  |                                       |
| <b>Exam, test items</b> | 40         |   | 10   | 10   | 30                                    |
| <b>Weighting</b>        | <b>100</b> | <b>20</b>   | <b>20</b>                                    | <b>30</b>  | <b>30</b>                             |
| <b>Outcomes</b>         |            | P1, P2, P3,P4,P5, P6, P7  | P1,P3,P5,P6 P7                               | P1,P4,P5 P6,P7,P8,P9, P10                              | P1,P4,P5 P6,P7,P8,P9, P10             |

## LEGAL STUDIES OUTCOMES

*A student:*

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

## MATHEMATICS GENERAL

Year 11 Preliminary, 2017

| OUTCOMES                                | COMPONENT                     | WEIGHTING<br>SYLLABUS<br>% | TASK 1                 | TASK 2                             | TASK 3                  | TASK 4    |
|---|-------------------------------|----------------------------|------------------------|------------------------------------|-------------------------|-----------|
|   |                               |                            | Term 1                 | Term 2                             | Term 3                  | Term 3    |
|   |                               |                            | Topic Test             | Half Yearly Exam                   | Assignment              | Trial HSC |
| MGP1-10                                 | Concepts, skills & techniques | 50                         | 12.5                   | 12.5                               | 12.5                    | 12.5      |
| MGP1-10                                 | Reasoning & communication     | 50                         | 12.5                   | 12.5                               | 12.5                    | 12.5      |
| MARKS                                   |                               | 100                        | 25                     | 25                                 | 25                      | 25        |
| Specific Outcomes assessed by each task |                               |                            | MGP1, MGP2, MGP3, MGP9 | MGP1, MGP2, MGP3, MGP4, MGP5, MGP9 | MGP6, MGP7, MGP8, MGP10 | MGP1-P10  |

## MATHEMATICS GENERAL COURSE OUTCOMES

*A student:*

MGP-1 uses mathematics and statistics to compare alternative solutions to contextual problems

MGP-2 represents information in symbolic, graphical and tabular form

MGP-3 represents the relationships between changing quantities in algebraic and graphical form

MGP-4 performs calculations in relation to two-dimensional and three-dimensional figures

MGP-5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units

MGP-6 models financial situations relevant to the student's current life using appropriate tools

MGP-7 determines an appropriate form of organisation and representation of collected data

MGP-8 performs simple calculations in relation to the likelihood of familiar events

MGP-9 uses appropriate technology to organise information from a limited range of practical and everyday contexts

MGP-10 justifies a response to a given problem using appropriate mathematical terminology

MGP-VA develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation

## MATHEMATICS 2 UNIT

Year 11 Preliminary, 2017

| COMPONENT                     | TASK 1                         | TASK 2  | TASK 3   | TASK 4   | WEIGHT |
|-------------------------------|--------------------------------|---|--|--|--------|
|                               | CLASS TEST<br>Basic Arithmetic | SEMESTER 1 EXAM<br>Basic Arithmetic, Trigonometry<br>Geometry & Functions | ASSIGNMENT & QUIZ<br>Trigonometry & Linear Functions | SEMESTER 2 EXAM<br>Basic Arithmetic, Trigonometry, Geometry, Functions, Parabola and Locus |        |
|                               | Term 1                         | Term 2  | Term 3   | Term 3   |        |
|                               | P1, P2, P3, P4                 | P1, P2, P3, P4  | P1, P2, P3, P4                                       | P1, P2, P3, P4, P5   |        |
| Concepts, skills & techniques | 10                             | 15  | 10   | 15   | 50     |
| Reasoning and communication   | 10                             | 15  | 10   | 15   | 50     |
| Marks                         | 20                             | 30  | 20   | 30   | 100    |

## MATHEMATICS OUTCOMES

*A student:*

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus

## MATHEMATICS EXTENSION 1

Year 11 Preliminary, 2017

| COMPONENT                     | TASK 1                            | TASK 2  | TASK 3                            | TASK 4  | WEIGHT     |
|-------------------------------|-----------------------------------|---|-----------------------------------|---|------------|
|                               | <b>CLASS TEST</b><br>INEQUALITIES | <b>SEMESTER 1 EXAM</b><br>INEQUALITIES,<br>CIRCLE<br>GEOMETRY,<br>HARDER 2U<br>QUADRATIC<br>EQUATIONS,<br>PERMUTATIONS<br>&<br>COMBINATIONS | <b>ASSIGNMENT</b><br>TRIGONOMETRY | <b>SEMESTER 2 EXAM</b><br>INEQUALITIES,<br>CIRCLE<br>GEOMETRY,<br>PERMUTATIONS &<br>COMBINATIONS,<br>TRIGONOMETRY,<br>ANGLE BETWEEN<br>TWO LINES,<br>DIVISION OF AN<br>INTERVAL,<br>PARAMETRIC<br>EQUATIONS |            |
|                               | <b>Term 1</b>                     | <b>Term 2</b>   | <b>Term 3</b>                     | <b>Term 3</b>   |            |
|                               | PE3                               | PE2, PE3, PE6   | PE2, PE6                          | PE2, PE3, PE4,<br>PE5, PE6  |            |
| Concepts, skills & techniques | 10                                | 15  | 10                                | 15  | 50         |
| Reasoning and communication   | 10                                | 15  | 10                                | 15  | 50         |
| <b>Marks</b>                  | <b>20</b>                         | <b>30</b>   | <b>20</b>                         | <b>30</b>   | <b>100</b> |

## MATHEMATICS (EXTENSION 1) OUTCOMES

*A student:*

- PE1 appreciates the role of mathematics in the solution of practical problems
- PE2 uses multi-step deductive reasoning in a variety of contexts
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
- PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 determines derivatives which require the application of more than one rule of differentiation
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations



## MODERN HISTORY

Year 11 Preliminary, 2017

| COMPONENT   | TASK 1<br>SOURCE<br>ANALYSIS | TASK 2<br>HISTORICAL RESEARCH<br>PROJECT                   | TASK 3<br>SEMESTER 1<br>EXAM                      | TASK 4<br>PRELIMINARY<br>EXAM                     | WEIGHT     |
|---|------------------------------|--|---|---|------------|
|   | IN CLASS<br>TASK             | RESEARCH ESSAY AND<br>PRESENTATION                         | SEMESTER 1<br>EXAM                                | PRELIMINARY<br>EXAM                               |            |
|   | Term 1                       | Term 2 - ongoing   | Term 2  | Term 3  |            |
|   | P3.2, P3.3,<br>P3.4, P4.1    | P1.1, P1.2, P2.1,<br>P3.1, P3.2, P3.4, P3.5,<br>P4.1, P4.2 | P1.1, P2.1,<br>P3.2, P3.3,<br>P3.4, P4.1,<br>P4.2 | P1.1, P2.1,<br>P3.2, P3.3,<br>P3.4, P4.1,<br>P4.2 |            |
| Knowledge and<br>understanding of<br>content                            | 10                           | 10   | 5   | 15  | 40         |
| Source based skills   | 10                           |  | 5   | 5   | 20         |
| Historical inquiry<br>and research                                      |                              | 20   |   |   | 20         |
| Communication of<br>historical<br>understanding in<br>appropriate forms |                              | 10   | 5   | 5   | 20         |
| <b>Marks</b>  | <b>20</b>                    | <b>40</b>  | <b>15</b>   | <b>25</b>   | <b>100</b> |

## MODERN HISTORY OUTCOMES

*A student:*

- P1.1 describes the role of key individuals, groups and events of selected studies from the eighteenth century to the present
- P1.2 investigates and explains the key features and issues of selected studies from the eighteenth century to the present
- P2.1 identifies forces and ideas and explains their significance in contributing to change and continuity from the eighteenth century to the present
- P3.1 asks relevant historical questions
- P3.2 locates, selects and organizes relevant information from different types of sources
- P3.3 comprehends and analyse sources for their usefulness and reliability
- P3.4 identifies and accounts for differing perspectives and interpretations of the past
- P3.5 plans and presents the findings of historical investigations, analyzing and synthesizing information from different types of sources
- P4.1 uses historical terms and concepts appropriately
- P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

## PDHPE

Year 11 Preliminary, 2017

|  | Task 1                         | Task 2                                    | Task 3                           | Task 4  |                     |
|--|--------------------------------|---|----------------------------------|---|---------------------|
| Task Date  | T1                             | T2  | T3                               | T3  |                     |
| Syllabus content                                   | The Body In Motion             | The Body In Motion/<br>Outdoor Recreation | Better Health for Individuals    | Better Health for Individuals/<br>Fitness Choices |                     |
| Task type  | Movement Analysis              | Semester 1 Exam                           | Presentation                     | Semester 2 Exam                                   |                     |
| Outcomes   | P7, P8, P9, P10, P11, P16, P17 | P6, P7, P8, P9, P10, P11, P14             | P1, P2, P3, P4, P5, P6, P15, P16 | P1, P2, P3, P4, P5, P6, P16                       |                     |
| Assessment components                              |                                |   |                                  |   | Component Weighting |
| Knowledge and Understanding                        | 5                              | 15  | 5                                | 15  | 40                  |
| Skills   | 10                             | 5   | 10                               | 5   | 30                  |
| Skills in critical thinking, research and analysis | 10                             | 5   | 10                               | 5   | 30                  |
| Task Weighting                                     | 25                             | 25  | 25                               | 25  | 100                 |

## **PDHPE Outcomes**

*A student:*

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts.
- P17 analyses factors influencing movement and patterns of participation.

## PHYSICS

Year 11 Preliminary, 2017

| COMPONENT   | TASK 1                          | TASK 2                 | TASK 3                | TASK 4                 | WEIGHT     |
|---|---------------------------------|------------------------|-----------------------|------------------------|------------|
|   | <b>OPEN ENDED INVESTIGATION</b> | <b>SEMESTER 1 EXAM</b> | <b>PRACTICAL TASK</b> | <b>SEMESTER 2 EXAM</b> |            |
|   | <b>Term 1</b>                   | <b>Term 2</b>          | <b>Term 2</b>         | <b>Term 3</b>          |            |
|   | P1 P3 P4 P5<br>P7 P8 P12 - P15  | P1 - P10,<br>P12 P14   | P11 P12 P13 P14 P15   | P1- P14                |            |
| <b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics.</li> </ul> | 5                               | 10                     | 5                     | 10                     | 30         |
| <b>Skills in:</b> <ul style="list-style-type: none"> <li>• Planning and conducting first-hand investigations.</li> <li>• Gathering and processing first-hand data.</li> <li>• Gathering and processing relevant information from secondary sources.</li> </ul>                            | 10                              | 7.5                    | 10                    | 7.5                    | 35         |
| <b>Skills in:</b> <ul style="list-style-type: none"> <li>• Communicating information and understanding.</li> <li>• Developing scientific thinking and problem-solving techniques.</li> <li>• Working individually and in teams.</li> </ul>  | 10                              | 7.5                    | 10                    | 7.5                    | 35         |
| <b>Marks</b>  | <b>25</b>                       | <b>25</b>              | <b>25</b>             | <b>25</b>              | <b>100</b> |

## PHYSICS OUTCOMES

*A student:*

- P1 outlines the historical development of major principles, concepts and ideas in physics
- P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
- P3 assesses the impact of particular technological advances on understanding in physics
- P4 describes applications of physics which affect society or the environment
- P5 describes the scientific principles employed in particular areas of research in physics
- P6 describes the forces acting on an object which causes changes in its motion
- P7 describes the effects of energy transfers and energy transformations
- P8 explains wave motions in terms of energy sources and the oscillations produced
- P9 describes the relationship between force and potential energy in fields
- P10 describes theories and models in relation to the origins of matter and relates these to the forces involved
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in physics
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a member of a team
- P16 demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

## SOCIETY AND CULTURE

Year 11 Preliminary, 2017

|                              |                  |                                     |             | Course Component     |                    |               |
|------------------------------|------------------|-------------------------------------|-------------|----------------------|--------------------|---------------|
| Task Description             | Due Date         | Outcomes (Syllabus)                 | Weighting   | Knowledge and Skills | Secondary Research | Communication |
| Personal & Social Identity   | Term 2<br>Week 2 | P1, P3, P5, P6, P7, P10             | 20%         |                      | 20%                |               |
| In-class Topic Test          | Term 2<br>Week 6 | P1, P2, P3, P4, P5, P6, P7, P8, P10 | 25%         | 25%                  |                    |               |
| Inter-cultural Communication | Term 3<br>Week 5 | P1, P3, P4, P5, P6, P7, P8, P10     | 25%         |                      | 10%                | 15%           |
| Yearly Exam                  | Term 3<br>Week 9 | P1, P2, P3, P4, P5, P6, P7, P8, P10 | 30%         | 25%                  |                    | 5%            |
| <b>Total:</b>                |                  |                                     | <b>100%</b> | 50%                  | 30%                | 20%           |

## SOCIETY AND CULTURE COURSE OUTCOMES

*A student:*

P1 describes the interaction between persons, societies, cultures and environments across time.

P2 identifies and describes relationships within and between social and cultural groups.

P3 describes cultural diversity and commonality within societies and cultures.

P4 explains continuity and change, and their implications for societies and cultures.

P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society.

P6 differentiates between, and applies, the methodologies of social and cultural research.

P7 applies appropriate language and concepts associated with society and culture.

P8 selects, organises and considers information and sources for usefulness, validity and bias.

P9 plans an investigation and analyses information from a variety of perspectives and sources.

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

## SPORT, LIFESTYLE and RECREATION

Year 11 Preliminary, 2017

|                              | Task 1             | Task 2                     | Task 3                       | Task 4                       | Task 5   |                            |
|------------------------------|--------------------|----------------------------|------------------------------|------------------------------|--|----------------------------|
| <b>Task Date</b>             | T1,<br>W6          | T2,<br>W4                  | T2, W10                      | T1 –<br>T3                   | T3, W9   |                            |
| <b>Syllabus content</b>      | Aquatics           | First Aid & Sport Injuries | Games & Sports Application 1 | Ongoing Practical            | Aquatics, First Aid, Games & Sports Application, Resistance Training |                            |
| <b>Task type</b>             | Practical + Exam   | Practical + Exam           | Research/ presentation       | Practical                    | Yearly Exam  |                            |
| <b>Outcomes</b>              | 2.2, 3.1, 3.6, 4.4 | 1.3, 2.5, 3.6, 4.5         | 1.1, 2.1, 3.1, 4.1, 4.4      | 1.1, 3.1, 4.2, 4.4, 5.2, 5.5 | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.5           |                            |
| <b>Assessment components</b> |                    |                            |                              |                              |  | <b>Component Weighting</b> |
| Knowledge and Understanding  | 10                 | 10                         | 10                           | 5                            | 15   | <b>50%</b>                 |
| Skills                       | 10                 | 10                         | 10                           | 10                           | 10   | <b>50%</b>                 |
|                              | <b>20%</b>         | <b>20%</b>                 | <b>20%</b>                   | <b>15%</b>                   | <b>25%</b>   | <b>100%</b>                |

## **SPORT, LIFESTYLE and RECREATION OUTCOMES**

*A student:*

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

### **Values and Attitudes**

- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance



## VISUAL ARTS

Year 11 Preliminary, 2017

| COMPONENT                       | TASK 1   | TASK 2  | TASK 3   | TASK 4  | TASK 5  | WEIGHT     |
|---------------------------------|--|---|--|---|---|------------|
|                                 | <b>RESEARCH TASK PRESENTATION</b><br>Students are to write a descriptive profile of an artist relating to the Unit. Covering the practice of the artist or group of artists as well as discussing the artist using the Frames and Conceptual frame work agencies. The artist profile is to be presented orally to the class and supported with written documents in the form of handouts/ PowerPoint presentation. | <b>SEMESTER 1 BOW</b><br>Students present a Body of Work (BOW) using a minimum of 2 different mediums in response to theme of the unit. | <b>SEMESTER 1 EXAM</b><br>Students demonstrate their understanding of the concepts in art through short answer responses assessing your ability to critically describe and interpret artworks using the art frames and conceptual frame work to analyse the artist and their artmaking practice. Students will also complete one of three essay questions. The topics vary however you will need to have an understanding of The frame work Conceptual frame work and practice | <b>SEMESTER 2 BOW</b><br>Students present a Body of Work (BOW) using a minimum of 2 different mediums in response to theme of the unit. | <b>SEMESTER 2 EXAM</b><br>Students demonstrate their understanding of the concepts in art through short answer responses assessing your ability to critically describe and interpret artworks using the art frames and conceptual frame work to analyse the artist and their artmaking practice. Students will also complete one of three essay questions. The topics vary however you will need to have an understanding of The frame work Conceptual frame work and practice. |            |
|                                 | <b>Term 1</b>  | <b>Term 2</b>   | <b>Term 2</b>  | <b>Term 3</b>   | <b>Term 3</b>   |            |
|                                 | P7, P8, P9, P10  | P1, P2, P3, P4, P5, P6  | P7, P8, P9, P10  | P1, P2, P3, P4, P5, P6  | P7, P8, P9, P10   |            |
| ● Artmaking                     |  | 25  |  | 25  |   | 50         |
| ● Art Criticism and Art History | 10   |   | 15   |   | 25  | 50         |
| <b>Marks</b>                    | <b>10</b>  | <b>25</b>   | <b>15</b>  | <b>25</b>   | <b>25</b>   | <b>100</b> |

## **VISUAL ARTS OUTCOMES**

*A student:*

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## Appendix 1: Malpractice and Plagiarism

### INTRODUCTION:

Macquarie Anglican Grammar School seeks to instil in the lives of its students a high regard for truth, honesty, and academic integrity and scholarly work. Students are encouraged to study the work of others in a critical and reflective way so that they may communicate their own ideas in an informed, principled and ethical way. Such standards and processes will assist students to present work of a high standard; work of which they can be proud.

There is a great deal of material which students can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst students are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, students must not wilfully present the ideas or work of another (in any form) as their own.

The proliferation of various technologies which allow the easy perusal and retrieval of information has given rise to a significant increase in the incidence of plagiarism in school years (Conradson: 2004, Underwood and Szabo: 2003; Cromwell: 2000, Schulte: 2002) and it appears that students are using increasingly sophisticated methods for their plagiarism.

### DEFINITIONS & EXAMPLES:

(from Conradson, 2004 et. al. & <http://www.plagiarism.org/>)

Malpractice is any behaviour or action that results in, or has the potential to result in, the candidate or any other candidate gaining an unfair advantage in an assessment task.

Malpractice includes:

- a. Plagiarism
- b. Collusion
- c. Duplication
- d. Any Other Behaviour that gains an unfair advantage for a student or behaviour that affects the results of another candidate.

#### a. Plagiarism

Plagiarism is the representation of the ideas or work of another person (or persons) as the student's own. Plagiarism can be wilful or unintentional. Examples of plagiarism include:  
Direct duplication of paragraphs, sentences, a single sentence or significant part of a sentence, by copying (or allowing to be copied) another's work. This includes copying from a book, article, web site, electronic media or another student's work;  
Paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original, without acknowledging the source of the material;  
Piecing together sections of the work of others into a new whole;  
Submitting an assignment that has already been submitted for assessment in another subject;  
Presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, for example, another student;

Submitting a practical task such as an artwork or design & technology project which has been completed, in part or whole, by another person, without acknowledgement of the other's involvement;

- Submitting the work of a coach or tutor, in part or whole, without acknowledgement.

#### b. Collusion

Collusion is supporting an act of malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student (whether or not the student whose work is copied gains an advantage or not). Examples of collusion include:

- Sharing an assessment task that has previously been submitted by another person with others;
- Working with another student to complete an assignment, when neither student covers the whole of the assignment (e.g. each student agrees to do half of the assignment).

#### c. Duplication

Duplication of work is the presentation of the same work for different assessment tasks.

Examples of duplication include:

- Submitting all or part of a previously completed assessment task as a part of a task in the same subject;
- Submitting all or part of a previously completed assessment task as a part of a task in a different subject.

#### d. Other Examples of Malpractice

- fabricating data for an assessment task
- taking unauthorised material into an assessment task or examination room (for example, an electronic device other than a permitted calculator)
- misbehaving during an examination, including any attempt to disrupt the examination or distract another candidate
- copying the work of another candidate
- failing to comply with the instructions of the supervising teacher or another member of the School's staff responsible for the conduct of the assessment tasks or examination
- including offensive material in a script for reasons other than analysis
- stealing examination papers.

### THE COPYING OF WORKS

The copying works of art, whether music, film, dance, theatre arts or visual arts, constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged, and must be within the parameters set by the teacher.

It is acknowledged that in some subjects where practical assessment tasks are attempted, students may need to use outside expertise to complete a part of an assessment task (for example, in Design & Technology or Visual Arts.) In such a case it is necessary for the student to clearly acknowledge the assistance sought.

## Appendix 2: Application for Appeal

*To be submitted to the Director of Studies within 3 days of the return of an Assessment Task or in the case of absence, upon returning to School.*

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

Please be advised that \_\_\_\_\_ hereby requests an Appeal regarding the Assessment Task in:

**SUBJECT:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

**Title of Task and Due Date:**

\_\_\_\_\_

**REASON FOR APPEAL: (Please attach relevant documentary evidence)**

**Student Signature:**

**Date:**

**RESULT OF APPEAL (Date of interview/ panel and comments)**

**Director of Studies**

**Signature:**

**Date:**

*One copy to be given to the student and one retained in the student's file.*

## Appendix 3: Request for extension of time or alternative task

*To be submitted to the Director of Studies before the Task Due Date.*

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

Please be advised that \_\_\_\_\_ hereby requests an extension of time for Assessment Task specified below or an alternative task;

**SUBJECT:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

**Title of Task and Due Date:**

**REASON FOR EXTENSION OR ALTERNATIVE TASK: (Please attach relevant documentary evidence from a Parent and/or a Doctor)**

**Student Signature:**

**Date:**

### RESULT OF REQUEST

**I have noted the above request and Have/ Have Not granted an extension of time or alternative task.**

**Extension Time** \_\_\_\_\_ **days and Task is now due on** \_\_\_\_\_

**Or Alternative Task is to be completed by** \_\_\_\_\_

**Director of Studies Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*One copy to be given to the student and one retained in the student's file.*

## Appendix 4: Academic Code of Honour

Macquarie Anglican Grammar School seeks to instil in the lives of its students a high regard for honesty, personal and academic integrity and scholarly work and thought. As students you are encouraged to study the work of others in a critical and reflective manner so that you can communicate your own ideas in an informed, principled and ethical way. Such standards and processes will assist you to present work of a high standard; work which you can be proud of.

There is a great deal of material which you can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst you are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, you must abide by all of Macquarie Anglican Grammar School's expectations regarding ethical scholarship and academic integrity, and must not wilfully present the ideas or work of someone else (in any form) as your own.

To assist in the development of the values espoused by Macquarie Anglican Grammar School, this Academic Honour Code has been developed. As a student of Macquarie Anglican Grammar School you are expected to maintain the highest standards of personal and academic integrity, scholarship, leadership of your peers, and communal responsibility. In signing this Academic Code of Honour, you are agreeing that you;

- Have read and understand the school's policy regarding malpractice and plagiarism.
- Understand the consequences of being involved in any form of malpractice or plagiarism.
- Agree to abide by the school's expectations regarding ethical scholarship, and personal and academic integrity.
- Agree to abide by the school's expectations regarding the completion and submission of assessment tasks.

I, \_\_\_\_\_ agree to abide by the Macquarie Anglican Grammar School Academic Code of Honour.

Signed (student) \_\_\_\_\_ Date: \_\_\_\_\_

Signed (parent) \_\_\_\_\_ Date: \_\_\_\_\_