

WARRAWONG HIGH SCHOOL

HSC Preliminary Assessment Handbook 2022



Education



CONTENTS

Assessment Policy and Procedures

Purpose	5
Practices	5
Management of Assessment Tasks	6
Student Responsibilities	7
Supporting Documents and References	7
Penalties	8
Late Submission and/or Student Absence from Task	8
N Warning Procedures	9
Assessment Task Appeal	9
Special Provisions	10
The Higher School Certificate (Preliminary and HSC)	10
HSC Minimum Standards	10
Record of School Achievement (RoSA)	11
Confirmation of Entry	11
Internal Assessment Overview	12
Satisfactory Completion in Each Subject	13
Satisfactory Attendance	13
Students Online Account	13
Students Unique Student Identifier Number	14

Vocational Education & Training (VET) Course Assessment 15

Assessment	15
Mandatory Work Placement	15
Work Placement and Student Responsibilities	16
Work Placement Schedule	16

Major Examination Rules and Procedures 17

Attendance	17
Organisation during Examinations	17
Performance in Examinations	17
Behaviour in Examinations	18
Glossary of key words	19

Illness/Misadventure/Absence Process 20

Sample Forms 21

Student Illness/Misadventure/Absence Application	21
Student Appeal Application	24
Assessment Task Notification	26

Assessment Calendar and Assessment Schedules for HSC Preliminary Courses 30

Calendar of Assessment Tasks	31
Sample Calendar of Assessment Tasks	32

Assessment Schedules for Subjects

Ancient History	33
Biology	34
Business Studies	35
Community & Family Studies	36
English Advanced	37
English Extension 1	38
English Extension 2	39
English Standard	40
English Studies	41
Exploring Early Childhood.....	42
Italian Beginners	43
Mathematics Advanced	44
Mathematics Extension 1	45
Mathematics Standard 2	46
Mathematics Standard 1	47
Music 1	48
Personal Development, Health and Physical Education	49
Physics	50
Sport Lifestyle & Recreation	51
Visual Design	52
Work Studies	53
 HSC Assessment Advice for VET Courses	54
Cert II Hospitality	55
Cert III Retail Services	56

WARRAWONG HIGH SCHOOL

ASSESSMENT POLICY AND PROCEDURES

Purpose

Warrawong High School's Assessment Principles align to the Department of Education Policy as well as NESA requirements and standards.

Warrawong High School plans assessment so that:

- Teachers can assist students in their learning and continual development.
- Teaching and learning programs are evaluated and improved.
- Students and teachers have evidence of satisfactory completion of a course.
- Teachers can report on the achievement of each student at the end of a course.
- Students can demonstrate achievement of course outcomes.
- Valid and reliable assessment strategies are used.
- The timing, frequency and nature of the assessment processes are efficient and manageable for teachers and students.

Warrawong High School promotes an integrated approach to teaching, learning and assessment. Continuous assessment of student learning takes place throughout the year in formal and informal settings. Teachers use a range of formal and informal assessment to gather evidence about student achievement and to improve student learning. Assessment data is also used for the purposes of reporting to parents, when conferencing with students, and for awarding NESA grades to students.

Practices

School-based assessment programs allow students to demonstrate the breadth and depth of their knowledge, understanding and skills in relation to syllabus outcomes. Achievement of outcomes can be demonstrated through formal and informal assessment throughout each unit of work.

Formal assessment is to be complemented by informal assessment throughout the teaching and learning cycle to gather evidence about how students learn, what they know, and what they can do. Formal assessment tasks for Year 11 must reflect the assessment expectations of the HSC preliminary syllabuses specific to subject areas to increase student skillsets and capability within these task types.

Informal assessment includes activities undertaken in class and evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

Management of Assessment Tasks

Teachers design assessment tasks to confirm students are meeting the course syllabus outcomes. **Assessment Schedules** are developed to provide an overview of the formal assessment expectations for each course and reflect the requirements of the appropriate syllabus indicating the course outcomes being assessed. Student course reports will identify how students have achieved against those outcomes. The assessment schedule for each course is accessible in this document (see pages 33 - 55).

The assessment schedule for each course includes the number of assessment tasks for each course, type of task, course focus areas, timing for each task, outcomes being assessed, course components, weighting of components, total value of task and total value of components.

For each assessment task:

- Students will be notified in writing, using the school **Assessment Task Notification** proforma, of the:
 - Task title and focus
 - Outcomes assessed
 - Weighting
 - Date issued
 - Date due and instructions for submission
 - Task Description; including task type, outline of student expectations, area focuses for study reference
 - Marking Criteria
 - Learning Intentions
 - Success Criteria outlining grading expectations
 - Milestone activity requirements
 - Directions for feedback and review requirements

Notice will be provided **at least three (3) weeks in advance of the task** (see page 24).

- Students in years 10-12 will sign and date documentation as part of the Assessment Monitoring Folders to indicate when they: receive task notification; submit the task; receive feedback.
- Students will be expected to meet task milestones, indicated on the Assessment Task Notification, to support them in the development and completion of each task. Students will receive peer, individual or teacher feedback at each milestone.
- Students will be given feedback, including a mark/grade and comment, for each assessment task within two weeks of the submission date. Any concerns surrounding the grading of a task must be raised by the student and resolved with the teacher when the task is returned and/or within 7 school days.
- Students can be compensated under special considerations for extended illness or misadventure that may have affected their performance. Any decision to compensate will depend on whether the student has met their responsibilities to prove that such an allowance is warranted. All such decisions will occur in consultation between the deputy principal, the class teacher and faculty head teacher, and the parent/caregiver, where necessary (see Illness/Misadventure/Absence Process Years 10 – 12 page 20).
- If a student in Years 10-12 has missed a task or has made a non-serious attempt, the teacher must follow the school's procedures for completing an **N-Warning notification** (outlined on page 9), including verbally notifying parent/caregiver.
- In the event that a student's application for misadventure is declined, they will be awarded a penalty; however, teachers will keep a separate record of the grade the student would have achieved without the penalty for the purposes of reporting and determination of grades.

Student Responsibilities

The information in this document reflects the **NESA Year 11 – 12 HSC Roles and Procedures Guide** (NESA, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>).

To ensure students are meeting the student responsibilities outlined in this document and the NESA Year 11 – 12 HSC Roles and Procedures Guide:

- Students must read and follow the HSC roles and procedures for assessment outlined in the NESA Year 11 – 12 HSC Roles and Procedures Guide.
<https://educationstandards.nsw.edu.au/wps/wcm/connect/cdac1bba-d094-4e0f-824f-51433e65425d/2022-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID=>
- Students must submit or complete all assessment tasks on the due date, following instructions for submission.
- Students must be aware of and follow all school rules and teacher instructions regarding each task.
- Students must ensure they have the correct resources to undertake the assessment. If the student is unable to access the resources required to complete the assessment, they must consult with their teacher, faculty head teacher or deputy principal as soon as possible, who will provide them with the resources they require.
- Students in years 10-12 will sign and date documentation as part of the 'Assessment Monitoring Folders' to indicate when they: receive task notification; submit the task; receive feedback.
- Students must keep track of all assessment task requirements and due dates.
- If students feel that they have too many assessment tasks to complete at that time, they must notify the teacher immediately when an assessment task is handed out.
- If a student is absent on the day an assessment task notification is delivered, it is the student's responsibility to see their teacher to obtain all assessment task information.
- If a student is going to be on leave for any of the reasons listed below, they must apply through the Warrawong High School front office and fill out a **Student Illness/ Misadventure/ Absence Application** and hand it to their deputy principal prior to the due date of the assessment task(s):
 - Family Holiday
 - Illness
 - Operation
 - Family concerns/complications
 - Other significant reasons for student leave
- Students must submit all formal assessment tasks before 3pm on the due date unless otherwise directed on the assessment task notification.
- If a student fails to complete an assessment task on the due date, they will receive the relevant penalty if they fail to complete **Student Illness/Misadventure/Absence Application** (page 21) or **Assessment Appeal Application** (page 24) in consultation with their deputy principal within 3 days after the due date of the task (see Illness/Misadventure/Absence Process Years 10 – 12 page 20).

Supporting Documents and References

- Each subject assessment schedule must be read in conjunction with the NESA syllabus outcomes. All students must familiarise themselves with the course outcomes by visiting the NESA website.
- For more detailed information on all aspects of the Higher School Certificate curriculum, course outcomes, course examination and assessment visit www.educationstandards.nsw.edu.au or approach the relevant Head Teacher at school. In terms of NESA policy and rules, the key reference is the Assessment Certification and Examination Manual (ACE) manual at www.educationstandards.nsw.edu.au.

Penalties

- Tasks not completed on time may receive a zero mark. Whether a student receives a zero mark will depend on whether the student has a valid reason and follows the procedures for late submission and/or student absence from a task (see Illness/Misadventure/Absence Process Years 10 – 12 page 20).
- Whether a student receives a zero mark or not, they must complete the task, or they will be at risk of N determination.
- If an assessment task involves digital storage, students must make a back-up copy so they avoid not handing a task in on time due to a technology failure. A technology failure is not a valid reason for not submitting a task.
- A student will be awarded a zero mark if they are involved in cheating, gross disruption, disobedience, copying or submitting work other than their own. Plagiarism is considered cheating. A mark of zero will be awarded and the task must be re-submitted if the assessment is deemed to be plagiarised.

Late Submission and / or Student Absence from a Task

- If a student is away, arrives late, or fails to hand in an assessment task on the due date, a zero mark will be issued unless the student can provide appropriate formal documentary evidence of illness or misadventure through the school's appeals process.

Appropriate documentary evidence, may include:

- Evidence from a health professional (medical certificate)
- Another relevant person (eg. counsellor or police officer)
- Application for Leave form approved by the Principal
- Other documentary evidence deemed relevant by the Assessment Review Panel

If the school is not initially satisfied with the documentation provided, parents/caregiver will be notified immediately. All appropriate documentary evidence should:

- Be issued during the period of illness, misadventure, or absence
- State the nature of the illness, misadventure, or absence
- State the date the student visited the service/professional
- On the day of the task or on the first day back at school, the student must see their deputy principal and obtain an accident, illness, or misadventure procedures package.
- Appropriate documentary evidence of illness, misadventure or absence must be submitted with a **Student Illness/Misadventure/Absence Application** form within 3 days of the student returning to school (see page 21). It is the student's responsibility to provide the deputy principal with the appropriate misadventure documentation for consideration to be given to the task.
- When illness or misadventure occurs prior to the due date and the student feels that their performance will be affected, a **Student Illness/Misadventure/Absence Application** may be submitted in consultation with the deputy principal. Initial notification to the class teacher, e.g. a parent letter or telephone call, must be provided prior to the task being due.
- All requests for special consideration are dealt with by the Assessment Review Panel. If the Panel accepts the request then an alternative date or task will be negotiated between the class teacher, faculty head teacher, and the student. If the Panel declines the request, then the student may appeal. The school appeals process is outlined below. The documentation includes a request for appropriate documentary evidence, which is outlined above.

N Warning Procedures

Teacher is to issue an N Warning within 5 days after the due date if:

- A student fails to complete a formal assessment task on the due date identified on the Assessment Task Notification and does not submit a **Student Illness/Misadventure/Absence Application**.
- A student fails to make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

It is the principal's responsibility to decide if a student is to be issued an N Determination and this decision will be made in consultation with the Assessment Review Panel referencing the documentation provided by the teacher and relevant faculty head teacher of the course. The decision is made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings may be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' Determination.

Assessment Task Appeal

Students have the right to appeal using the **Student Appeal Application** form (see page 24) if they feel that they have, in any way, been disadvantaged or treated unfairly at any time during the assessment process.

- Appeals must be in writing using the school Student Appeal Application form available from the deputy principal. This must be returned within 3 school days of the issue arising ie. when the task is handed back or a request for special consideration is denied.
- The deputy principal and relevant personnel will convene to make a determination within 7 school days of the appeal being received. The relevant personnel may include the Assessment Review Panel, faculty head teacher and/or relevant teacher.
- A final appeal can be made to the principal if the student feels the appeals process has not been appropriately followed. The student and parent/caregiver should discuss the issue with the principal who will advise the process to follow.
- Matters that may be considered as grounds for appeal include but are not limited to:
 - If a student feels they have been treated differently from other students.
 - If a student has a PLASP or other relevant support plan and believes appropriate accommodations/adjustments/provisions were not made for their needs.
 - If, after discussion with both the teacher and faculty head teacher, the student feels that the assessment mark does not reflect the quality of their performance in the task.
 - Any issue relating to the marking criteria or a computation error in determining the mark.
 - If a student believes the assessment procedures were not followed correctly.
 - Any issues with the administration of the task eg. timing errors or errors in the task.

Special Provisions

Students with a disability and/or learning difficulty may request additional support so they can access and participate in the task on the same basis as other students.

Students in Years 10, 11 and 12 who are eligible for disability provisions in formal examinations must be accommodated in the same manner for assessment tasks. Adjustments through differentiation and scaffolds for assessment tasks are required for a student whose learning is impacted by disability and/or learning difficulty, or an EAL/D student. This may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, separate supervision, permission to take medication, or other provisions as judged appropriate.

Parents/carers should notify the school immediately if they wish their child to apply for disability provisions in a formal examination. The Learning and Support Team will co-ordinate the preparation of appropriate evidence and a submission to NESA for approval.

The Learning and Support Team must work with teachers to identify and implement adjustments and accommodations that can be made for individual students and class groups for specific tasks. It is the responsibility of the Learning and Support Team and class teacher to notify the student and parents/caregivers of any adjustments and accommodations that have been suggested/implemented to support the student.

It is the responsibility of teachers to engage with student support documents (for example: PLaSPs) to ensure they are catering appropriately for the needs of students with a disability and/or learning need.

The Higher School Certificate (HSC)

To be eligible for the Higher School Certificate, a student must satisfactorily complete the minimum pattern of courses as required by the NSW Education Standards Authority (NESA). For each course, students must complete the school-based assessment program and the Higher School Certificate examination. The school ensures each student complies with all requirements for the Higher School Certificate.

The NSW Education Standards Authority (NESA) provides students with an outline of the [Higher School Certificate policy](#), rules and organisation while this booklet provides details on the assessment procedures at this school.

HSC Minimum Standards – Reading, Writing and Numeracy

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

Students will be provided with six (6) opportunities to pass the standard identified below if they have not met the minimum standard previously.

To show they meet the standard, students need to achieve:

- Level 3 or 4 in the online reading test.
- Level 3 or 4 in the online writing test.
- Level 3 or 4 in the online numeracy test.

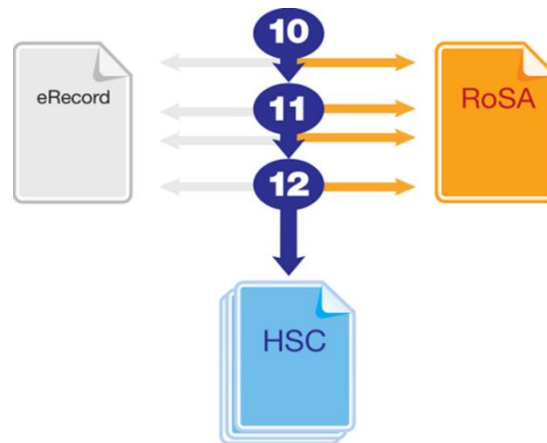
Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.



Confirmation of Entry

Students will receive a NESA Confirmation of Entry from the school.

Before signing the Confirmation of Entry each year (Years 10, 11 and 12) students should check that they are:

- enrolled in the correct courses
- eligibility for an ATAR
- eligible for Year 12: HSC Certificate
 - Year 10: RoSA.
 - Year 11: RoSA.
 - Year 12: HSC Certificate.

The Confirmation of Entry reflects the subjects the student will receive results for at the end of each course.

If students have any concerns about their Confirmation of Entry, they must inform the deputy principal or the Head Teacher Secondary Studies as soon as possible.

Internal Assessment Overview 2022

[illegible]

Satisfactory Completion of Each HSC Course

A student will be deemed satisfactory in each course if there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA
- Attended school regularly
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school ie. classwork, assignments, homework, and class tests
- Made a satisfactory attempt in all examinations and assessment tasks
- Achieved some or all of the course outcomes

Satisfactory Attendance

Students must attend school at least 90% of all school days each year. Students must meet this attendance requirement until the final day of school, as determined by current Department of Education policy relating to student attendance. To ensure the best possible chance of success during their HSC year, students should not be absent from school for an extended period.

If a student's attendance has impacted on their ability to demonstrate outcomes due to a lack of work completed, the activities relating to the outcomes need to be identified on the N Warning letters distributed. A student cannot receive an N Warning based on attendance; however, a student can receive an N Warning for not satisfactorily completing course outcomes.

School leave may be granted to cover an extended student absence. It is essential that parents contact the school prior to leave taking place to complete the appropriate documentation including the **Student Illness/Misadventure/Absence Application** form and to confirm any alternative arrangements that may be required.

It is the responsibility of the student to collect and complete any relevant assessment tasks and/or schoolwork as determined in consultation with the deputy principal, head teacher and teacher. School leave is only granted by the school if the reason is substantial and the student's progress towards course outcomes will not be unduly affected.

Students Online Account

Students Online is the students' source for important information about their study from Year 10 to the HSC. Once students have logged into Students Online, they must:

- check their confirmation of entry to ensure their name, courses, address, email and phone number are accurate
- inform their school of any name changes inaccuracies or eligibility concerns

Students can change their address, email and phone number in the personal details section. It is important that the student changes their school email to a personal email after they have activated their account. This will enable the student to access their credentials beyond high school.

Students can download their free PDF credentials in the Results Services section. Students can find helpful information in My Account under Manuals and Guides to support them throughout their HSC.

By activating this account, students will be able to receive information leading up to their HSC and access their results online after they leave school. If students have not activated their account, they must see their deputy principal or the Head Teacher Secondary Studies as soon as possible.

Students Unique Student Identifier Number

From 2015, anyone undertaking a Vocational Education and Training course or a White Card/First Aid course (e.g. through TAFE or other training providers) is required to have a "Unique Student Identifier" (USI). This is used to identify the student when undertaking any vocational training.

A USI allows students to login into their training account and see all their training records and the results of all courses started and completed. Students can also print out their results to provide to an employer when they are applying for a job or to any training provider when undertaking additional courses.

Warrawong High School requests that all students starting Year 11 have a USI account and record this number on the careers website in the student secure area, (www.warrawonghighcareers.com). Students can access this site anywhere.

If students have not yet obtained a USI they can apply for it directly at <http://www.usi.gov.au/create-your-USI/> on computer or mobile device or log on to www.warrawonghighcareers.com and enter a secure student area.

If students require assistance they must see their Careers Advisor as soon as possible.

Vocational Education and Training (VET) Course Assessment

Assessment

VET courses such as Hospitality and Construction are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a vocational qualification.

Students are being continually assessed and attendance in each lesson is extremely important, along with satisfactory completion of mid-course and end of course examinations.

If at any time it appears that a student is at risk of receiving an N determination in any vocational course, the Principal must follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.

Mandatory Work Placement

Work placement is a mandatory requirement for final accreditation of a VET course. Students who do not complete at least 70 hours of work placement over two years (35 hours each year), will not complete the course recognised by NESA and will not receive a certificate or statement of attainment. This may mean that students will receive an N determination for the Preliminary Course or the HSC.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement, students are expected to practise and develop the competencies that are part of the course. A teacher and/or workplace supervisor will assess the students' performance during the work placement.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to them.

Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a non-completion of work placement warning letter which will jeopardise the satisfactory requirements for work placement.

NB: It is each **student's responsibility** to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week.

Students will be required to hand in the completed task before the commencement of work placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with the teacher before work placement.

Work Placement is not a reason for non-completion of formal assessment tasks.

Work Placement and Student Responsibilities

All students going on work placement are required to complete **work plans**, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after work placement. This forms part of the evidence required for completion of mandatory work hours.

All VET courses include ongoing, continuous assessment so students have many opportunities to achieve course outcomes. Assessment for all VET courses involve different processes and are not scheduled in the same way as for other subjects. As a consequence, VET course assessment schedules are not included in this booklet.

Work Placement Schedule UPDATE

Year 11 Hospitality Work Placement	Term 3, Week 4	Backup date, Term 3, Week 5
Year 11 Construction Work Placement	Term 3, Week 5	Backup date, Term 3, Week 6
Year 11 Retail Work Placement	Term 3, Week 6	Backup date, Term 3, Week 7

Please note: The above dates are subject to change due to Covid-19 restrictions. The above Work Placement Schedule may alter under the direction of NSW Government, Department of Education and/or Warrawong High School Polices.

Major Examination Rules and Procedures

Attendance

- Students must know their examination timetable and attend every scheduled examination on time; misreading the examination timetable will not be accepted as a justifiable reason for missing an examination.
- Students must arrive at the examination room at least 15 minutes before the examination is scheduled to start.
- Students will only enter the examination room when directed by the examination supervisor/s.
- Rolls will be marked at the beginning of each examination.
- Students who arrive late for an examination will be permitted to enter; however, they will not be given any extra time to complete the examination.

Organisation during Examinations

- Students will be allocated an examination desk (in alphabetical order) labelled with their name.
- Students will sit at the same allocated desk for all examinations.
- Bags must be left at the front of the examination room or as directed by the examination supervisor.
- School uniform is to be worn for all examinations.
- Students must remain in the examination room for the duration of the examination. Students who have to leave the room during the examination due to illness, to use the toilet or for any other reason, must be accompanied by an examination supervisor and their name and the time recorded.

Performance in Examinations

- Students must provide all necessary equipment, i.e. pens, pencils, staplers, and other equipment as required, for each examination. Students should check with their teacher to determine exactly what equipment needs to be taken for each examination. If the student is unable to access the resources required to complete the examination, they must consult with their teacher, faculty head teacher or deputy principal prior to the examination, who will provide them with the resources they require.
- Students are not allowed at any time during the examination to borrow equipment from another student as this will disturb that student's concentration.
- Students must make a serious, sustained effort to complete all examinations to the best of their ability. Failure to do so may lead to a formal N warning. In addition, students who fail to make an adequate attempt may have to re-sit the examination at another time (most likely outside normal classroom hours).
- Students who are sick or miss an examination for any other reason must notify their teacher and deputy principal as soon as possible, on the day of the examination.

In the **HSC Preliminary examination period (Year 11)**, students must follow school assessment policy procedures for missing an assessment task. This includes completing the **Student Illness/ Misadventure/ Absence Application** and providing a medical certificate or appropriate documentation. Failure to follow school procedures will lead to a mark of zero and a formal N warning.

In the **HSC Preliminary examination (Year 11)**, students must notify the school of their absence before the commencement of the examination or as soon as possible. Students will need to follow the NESA Illness/ Misadventure procedures in consultation with the deputy principal as soon as possible.

Behaviour in Examinations

- Standard examination rules apply from the time the student enters the examination room and for the duration of the examination. Primarily this means no talking and following all supervisor directions.
- Students must not commence writing until instructed to do so by the supervisor.
- Any student involved in cheating, copying or submitting work other than their own may receive a mark of zero and a formal N warning.
- Students who behave poorly (eg. disobedience, distracting or causing disruption) will be moved to the rear of the examination room or in more extreme circumstances, asked to leave the room. In most cases, such behaviour may lead to a mark of zero and a formal N warning.
- Mobile phones are to be turned off and left in bags or preferably left at home. Under no circumstances are mobile phones to be on the person as there is the potential for mobile phones to be used for the purpose of cheating during the examination.

Glossary of Key Words

Syllabus outcomes, performance bands and examination questions have key words that state what students are expected to be able to do. The glossary below has been developed to provide a common language and consistent meaning in all NESA documents. It is designed to help students understand what is expected in responses to examination and assessment tasks.

account	Account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
analyse	Identify components and the relationship between them; draw out and relate implications
apply	Use, utilise, employ in a particular situation
appreciate	Make a judgement about the value of
assess	Make a judgement of value, quality, outcomes, results or size
calculate	Ascertain/determine from given facts, figures or information
clarify	Make clear or plain
classify	Arrange or include in classes/categories
compare	Show how things are different or opposite
construct	Make, build, put together items or arguments
contrast	Show how things are different or opposite
critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
deduce	Draw conclusions
define	State meaning and identify essential qualities
demonstrate	Show by example
describe	Provide characteristics and features
discuss	Identify issues and provide points for and /or against
distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
evaluate	Make a judgement based on criteria; determine the value of
examine	Inquire into
explain	Relate cause and effect; make relationships between things evident; provide why and/or how
extract	Choose relevant and/or appropriate details
extrapolate	Infer from what is known
identify	Recognise and name
interpret	Draw meaning from
investigate	Plan, inquire into and draw conclusions about
justify	Support an argument or conclusion
outline	Sketch in general terms; indicate the main features of
predict	Suggest what may happen based on available information
propose	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
recall	Present remembered ideas, facts or experiences
recommend	Provide reasons in favour
recount	Retell a series of events
Summarise details	Express concisely the relevant
synthesise	Putting together various elements to make a whole

Illness/Misadventure/Absence Process Years 10 – 12



Student does not complete Assessment Task on Due Date

Teacher identifies on Assessment Register and class roll that student has not completed formal assessment task on the due date.

Student Provides Formal Documentation

If student provides a doctor's certificate (and/or other appropriate documentation) and completes the WHS Student Appeals Application within 5 days of the due date of the assessment task or on the first day of the student's return to school, teacher is to follow the directions of the Assessment Review Panel.

Student Does Not Provide Formal Documentation

If student does not provide a doctor's certificate or complete the WHS Student Appeals Application within 5 days of the due date of the assessment task or on the first day of the student's return to school, teacher is to complete and issue an N Warning ensuring they notify the students' parent/caregiver.

Student Application is Successful

If students' application is successful, the relevant deputy principal will notify Head Teacher of process to follow.

This could include:

- The rescheduling of the task due on a date negotiated with the Assessment Review panel, head teacher, teacher and student
- An alternate Task to be delivered/completed due on a date negotiated with the Assessment Review panel, teacher and student
- An estimated mark
- Other, if deemed appropriate by the Assessment Review Panel

Student Application is Unsuccessful

If students' application is unsuccessful the student will receive a zero (0) mark and the relevant deputy principal will notify Head Teacher of process to follow.

This will include but is not limited to:

- The rescheduling of the task due on a date negotiated with the Assessment Review panel, teacher and student
- An alternate Task to be delivered/completed due on a date negotiated with the Assessment Review panel, teacher and student
- Complete and issue an N Warning, ensuring they notify the parent/caregiver
- Identify the student is receiving a 0 on Markbook; however, teacher must also notify student of their actual mark
- Other, if deemed appropriate by the Assessment Review Panel

Teacher Puts in Place Support for Student

Head Teacher/teacher is to provide, and document support put in place for the student to aide in the completion of the task.

Support could include but not is limited to:

- Accessing Thursday Homework Club
- Providing time to complete the task during a set period
- Providing further information
- Being available to assist student during breaks
- Head Teacher/teacher requests to meet with the parent/carer and documents outcome of the meeting.
- Teacher calling home to notify parents
- LaST referral is generated in consultation with head teacher

Student meets the expectations of 'N' Warning

When student completes expectations of 'N' Warning, the Head Teacher/teacher immediately (within 24 hours) indicates that the 'N' Warning is "resolved" on Sentral and notifies parents and head teacher.

Although the student receives a zero (0) mark, teacher is to

Student fails to meet expectations of 'N' Warning

If student does not meet the expectations of the 'N' Warning, teacher notifies parents and head teacher. Another letter is sent home. Head Teacher/teacher request a meeting with parent/carer and documents the outcome of the meeting. If the student fails to complete another task, the new 'N' Warning will include all previous course assessment tasks that have not been completed.

IMPORTANT NOTE

In the context of Years 7 – 9, all documentation in relation to the process must be stored in a central location for the remainder of the school year.

In the context of Years 10 – 12, all documentation in relation to the process must be stored in course monitoring folders for at least 12 months after the completion of the course.



Student Illness/Misadventure/Absence Application

The student is to complete this application if they are going to miss or have missed a formal assessment task due to illness, misadventure and/or absence. The student must:

- Access, complete and submit Student Illness/Misadventure/Absence Application in consultation with the relevant Deputy Principal within 5 days of the due date of a formal assessment task or on the first day of the student's return to school.
- Attach a doctor's certificate (and/or other appropriate documentation) to this application.

Step 1: Complete the information below and attach the documentation you have identified

Student Name: _____ Year: _____

Identify which of the following you are applying for:

☐ Illness

☐ Misadventure

☐ Absence

Outline the reason for your application: _____

Medical Certificate is attached to this document: ☐ Yes ☐ No

Other documentation attached to support my application include: _____

Step 2: Identify the formal assessment task(s) under review and see the relevant faculty head teacher(s) and course teacher(s) to complete the information below

In consultation with the faculty head teacher and course teacher, outline where, when and how the identified formal assessment tasks will be completed. The actions outlined must occur unconditional to the application outcome.

Task	Subject	Assessment Task	Due Date
Task 1	Subject: _____	Task Title: _____	___/___/___
	Teacher: _____	Weighting: _____%	
Action		Signatures	
When: _____ Where: _____		Head Teacher: _____	
Instruction: _____		Course Teacher: _____	



Task	Subject	Assessment Task	Due Date
Task 2	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___
Action		Signatures	
When: _____ Where: _____ Instruction: _____		Head Teacher: _____ Course Teacher: _____	

Task	Subject	Assessment Task	Due Date
Task 3	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___
Action		Signatures	
When: _____ Where: _____ Instruction: _____		Head Teacher: _____ Course Teacher: _____	

Task	Subject	Assessment Task	Due Date
Task 4	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___
Action		Signatures	
When: _____ Where: _____ Instruction: _____		Head Teacher: _____ Course Teacher: _____	

Step 3: Student Declaration

I understand:

- The Assessment Review Panel will determine and indicate if my application is successful.
- If the Assessment Review Panel does not approve my application, I must follow the actions outlined above and complete the formal assessment task(s) to avoid an N warning.
- If I wish to appeal the decision made by the Assessment Review Panel, I must notify the Deputy Principal.

Student Signature: _____

Date: ____/____/____

Parent Signature: _____

Date: ____/____/____



Step 4: Submit Application to relevant Deputy Principal for Assessment Review Panel

The Assessment Review Panel has met to discuss your application and the following has been decided.

Application Approval: ☐ Yes ☐ No

Reason for Decision: _____

Student Responsibility: _____

Course Teacher Responsibility: _____

Faculty Head Teacher Responsibility: _____

Deputy Principal Signature: _____

Date: ____ / ____ / ____

Document has been copied and distributed to:

- ☐ Student and parent/carer
- ☐ Course Teacher
- ☐ Faculty Head Teacher for Course Faculty Monitoring Folder
- ☐ SASS staff for student file



Student Appeal Application

The student is to complete this application if they are wishing to appeal a decision made by the Assessment Review Panel, faculty head teacher and/or teacher in regard to formal assessment tasks. The student must:

- Access, complete and submit Student Appeal Application in consultation with the relevant Deputy Principal within 5 days of the student being notified of the decision.
- Attach appropriate documentary evidence to support the appeal application.

Step 1: Complete the information below and attach the documentation you have identified

Student Name: _____ Year: _____

Identify decision student is appealing:

- ☐ Assessment Review Panel decision ☐ Zero Mark being rewarded for a task
- ☐ Other: _____

Subject: _____ Assessment Title: _____

Assessment Task Description: _____

Due Date: ____ / ____ / ____

Supporting documentation is attached: ☐ Yes ☐ No

Documentation attached to support my application includes: _____

Step 2: Outline below the reasons for the student appeal

In consultation with the deputy principal outline the reasons why the decision should be reconsidered. Ensure you refer to the documentation you have provided and include dates and conversations/lessons to support your application.



Assessment Task Notification 2022



Year group:	Teacher:
Subject:	Weighting:
Date issued:	Date due:
Submission by:	Teacher email:
Task title:	Head teacher approval:

Type of task:

Focus/question:

Task Instructions

Syllabus outcomes assessed:

Learning intention

Success criteria

Task Milestones
Week 1
Week 2
Week 3

Feedback		
Individual	Peer	Teacher
<input type="checkbox"/> Individual feedback method	<input type="checkbox"/> Peer feedback method	<input type="checkbox"/> Teacher feedback method
Sign: _____	Sign: _____	Sign: _____
Date: _____	Date: _____	Date: _____

Marking Criteria

Name: _____

Mark Range	A student:
A	
B	
C	
D	
E	
0	<ul style="list-style-type: none">• Non-attempt/non-serious attempt

Comment:



Assessment Calendar and Assessment Schedules for HSC Courses

MY CALENDAR OF ASSESSMENT TASKS

(Including timing and % weighting of each task)

[illegible]

MY CALENDAR OF ASSESSMENT TASKS

(including % weighting of each task)

Subject	Term 1 2022	Term 2 2022	Term 3 2022	Term 3 Week 9 Trial Examination	Trial	Term 3 2022
ENGLISH ESL	Week: 8 Task: Speech Weighting: 20%	Week: 6 Task: Multimodal Weighting: 15%	Week: 9 Task: Portfolio Weighting: 10%		15%	Week: 9 Focus Areas: Creative Writing Reflection Essay
MATHEMATICS 2 Unit	Week: 7 Task: Assignment Weighting: 15%	Week: Task: Weighting:	Week: Task: Weighting:		35%	Week: 9 Focus Areas:
CHEMISTRY	Week: Task: Weighting:	Week: Task: Weighting:			40%	Week: 9 Focus Areas:
ANCIENT HISTORY	Week: Task: Weighting:	Week: Task: Weighting:			20%	Week: 9 Focus Areas:
VISUAL ARTS	Week: Task: Weighting:		Week: Task: Weighting:		30%	Week: 9 Focus Areas:
MATHS EXT1			Week: Task: Weighting:		35%	Week: 9 Focus Areas:

SUBJECT TITLE: Ancient History**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 2, 2022 WEEK: 5	TERM 3, 2022 WEEK: 5	TERM 3, 2022 WEEK: 9	
Course Component	Topic 3 Representation of the Ancient Past Masada	Topic 4 Power and Image	All course components	
Nature of Task	The Nature of Ancient History (Interpreting Evidence)	Historical Investigation	Preliminary Examination	
Outcomes Assessed	AH11-2, AH11-6, AH11-9	AH11-3, AH11-4, AH11-7, AH11-8	AH11-1, AH11-5, AH11-10	
Components/Weightings				TOTAL
Knowledge and understanding of course content	10%	5%	25%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research		20%		20%
Communication of historical understanding in appropriate forms	15%		5%	20%
Total value of tasks	35%	30%	30%	100%

SUBJECT TITLE: Biology**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 9	TERM 2, 2022 WEEK: 9	TERM 3, 2022 WEEK: 9	
Course Component	Module 1 Cells as the basis of life	Module 3 Biological diversity	All course components	
Nature of Task	Practical Investigation and data analysis	Depth Study	Preliminary Examination	
Outcomes Assessed	BIO 11-2, BIO 11-3, BIO 11-5, BIO 11-8	BIO 11-1, BIO 11-5, BIO 11-7, BIO 11-10	BIO 11-1 to BIO 11-11	
Components/Weightings				TOTAL
Knowledge & understanding	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Business Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 8	TERM 2, 2022 WEEK: 7	TERM 3, 2022 WEEK: 9	
Course Component	Nature of Business	Business management / planning	All course components	
Nature of Task	Business Report: Nature of Business	Business Research Project	Preliminary Examination	
Outcomes Assessed	P1, P2, P6, P7, P8	P2, P4, P7, P9	P1, P3, P4, P6, P8, P9, P10	
Components/Weightings				TOTAL
Knowledge and understanding of course content.	10%		15%	25%
Communication of business information, ideas and issues in appropriate forms.	10%	10%	15%	35%
Inquiry and research.		20%		20%
Stimulus-based skills.	10%		10%	20%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Community and Family Studies	2 UNIT
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ASSESSMENT COMMENCES: TERM 1, 2022

HOURS: 120

Task Number	Task 1	Task 2	Task 3
Due Date	TERM 2, 2022 WEEK: 2	TERM 3, 2022 WEEK: 2	TERM 3, 2022 WEEK: 9
Course Component	Resource Management/Individuals & groups	Families & communities	All course components
Nature of Task	Wellbeing Interview	Family & Community analysis	Preliminary Examination
Outcomes Assessed	P1.2 P4.1	P2.2 P4.2	P2.3, P2.4, P3.1, P6.1,
Components/Weightings			
Knowledge and understanding of course content.	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating.	20%	20%	20%
Total value of tasks	30%	30%	40%
			100%

SUBJECT TITLE: English Advanced**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 2, 2022 WEEK: 9	TERM 3, 2022 WEEK: 9	
Course Component	Reading to Write	Narratives That Shape Our World	Critical Study of Text	
Nature of Task	Creative and Reflection	Multimodal Presentation	Preliminary Examination	
Outcomes Assessed	EA11-1, EA11-9	EA11-2, EA11-4, EA11-6	EA11-1; EA11-2; EA11-3; EA11-5, EA11-6; EA11-7, EA11-8	
Components/Weightings				TOTAL
Knowledge and understanding of course content.	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	20%	15%	50%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: English Extension	1 UNIT
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ASSESSMENT COMMENCES: TERM 1, 2022

HOURS: 60

Task Number	Task 1	Task 2	Task 3
Due Date	TERM 2, 2022 WEEK: 2	TERM 3, 2022 WEEK: 2	TERM 3, 2022 WEEK: 10
Course Component	Texts, Culture and Value	Texts, Culture and Value	Related Research Project
Nature of Task	Creative and Reflection	Critical Essay	Independent Research Project
Outcomes Assessed	EE11-1, EE11-6	EE11-2, EE11-3	EE11-4, EE11-5
Components/Weightings			
Knowledge and understanding of course content.	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%
Total value of tasks	30%	30%	40%
			100%

SUBJECT TITLE: English Standard**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 2, 2022 WEEK: 9	TERM 3, 2022 WEEK: 9	
Course Component	Reading to Write	Contemporary Possibilities	Close Study of Text	
Nature of Task	Creative Task and Reflection Statement: Reading to Write	Multimodal Presentation: Mod A -Contemporary Possibilities	Preliminary Examination	
Outcomes Assessed	EN11-1, EN11-3, EN11-9	EN11-2, EN11-4, EN11-8	EN11-4, EN11-5, EN11-7, EN11-8	
Components/Weightings				TOTAL
Knowledge and understanding of course content.	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: English Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 11	TERM 3, 2022 WEEK: 2	TERM 3, 2022 WEEK: 9	
Course Component	Mandatory Module: Achieving Through English	Module A: The Big Screen	Module B: On the Road	
Nature of Task	Multimodal Presentation	Writing Portfolio	Preliminary Examination	
Outcomes Assessed	ES11- 2, ES11-5	ES11-1, ES11-7	ES11-4, ES11-6, ES11-9	
Components/Weightings				TOTAL
Knowledge and understanding of course content.	15%	15%	20%	50%
Skills in: <ul style="list-style-type: none">•comprehending texts.•communicating ideas.•using language accurately, appropriately and effectively.	15%	15%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Industrial Technology Timber**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 3, 2022 WEEK: 7	TERM 3, 2022 WEEK: 9	
Course Component	Design, Management, Communication and Production	Design, Management, Communication and Production	All course components	
Nature of Task	Design Project & Drawings	Design Project & Folio	Preliminary Examination	
Outcomes Assessed	P2.1, P4.1, P5.1, P6.1	P2.2, P3.1, P3.2, P3.3, P4.2, P4.3, P5.2, P6.2	P1.1, P1.2, P7.1, P7.2	
Components/Weightings				TOTAL
Knowledge and understanding of course content	10%		30%	40%
Knowledge and skills in the design, management, communication and production of projects	20%	40%		60%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: Investigating Science**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 3, 2022 WEEK: 4	TERM 3, 2022 WEEK: 9	
Course Component	Modules 1: Cause and Effect - Observing	Module 2: Cause and Effect – Inferences and Generalisations	Modules 1,2, 3 and 4	
Nature of Task	Practical Investigation	Depth Study	Preliminary Examination	
Outcomes Assessed	INS11-1, INS11-3, INS11-4, INVS11-8	INS11-1, INS11-2, INS11-3 INS11-5, INS11-7, INS11-9	INS11-1 to INS11-11	
Components/Weightings				TOTAL
Knowledge & understanding	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Marine Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 11	TERM 2, 2022 WEEK: 4	TERM 3, 2022 WEEK: 4	
Course Component	Core 6: First Aid Certificate	Core 7: Marine Aquarium	Core 9: Oceanography	
Nature of Task	First Aid Certificate	Build and Maintain Aquarium	Marine Portfolio	
Outcomes Assessed	1.2, 2.1, 3.1, 3.2, 5.1, 5.2, 5.3, 5.4	1.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 5.4	
Components/Weightings				TOTAL
Knowledge & understanding	10%	15%	20%	45%
Skills in marine studies	15%	20%	20%	55%
Total value of tasks	25%	35%	40%	100%

SUBJECT TITLE: Mathematics Advanced**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 8	TERM 2, 2022 WEEK: 8	TERM 3, 2022 WEEK: 9	
Course Component	Functions	Graphing Trigonometry	All course components	
Nature of Task	Examination	Investigation	Preliminary Examination	
Outcomes Assessed	MA11 – 1, MA11 – 2, MA11 – 9	MA11 – 1, MA11 – 3, MA11-4, MA 11 – 8	MA11 – 1, MA11 – 2, MA11 – 3, MA11 – 4, MA11 – 5, MA11 – 6, MA11 – 7, MA11 – 8, MA11 – 9	
Components/Weightings				TOTAL
Problems solving, reasoning and justification.	15%	15%	20%	50%
Understanding and fluency.	15%	15%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Mathematics Extension**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 2, 2022 WEEK: 10	TERM 3, 2022 WEEK: 9	
Course Component	Combinatorics Functions	Further Functions	All course components	
Nature of Task	Examination	Investigation	Preliminary Examination	
Outcomes Assessed	ME11-2, ME11-5, ME11-7	ME11-1, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components/Weightings				TOTAL
Problems solving, reasoning and justification.	15%	15%	20%	50%
Understanding and fluency.	15%	15%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Mathematics Standard**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 8	TERM 2, 2022 WEEK: 8	TERM 3, 2022 WEEK: 9	
Course Component	Financial Mathematics	Statistics	All course components	
Nature of Task	Examination	Investigation	Preliminary Examination	
Outcomes Assessed	MS 11-2, MS 11-5, MS 11-6, MS 11-9, MS 11-10	MS 11-2, MS 11-7, MS 11-9, MS 11-10	MS 11-1, MS 11-2, MS 11-3, MS 11-4, MS 11-5, MS 11-6, MS 11-7, MS 11-8, MS 11-9, MS 11-10	
Components/Weightings				TOTAL
Problems solving, reasoning and justification.	15%	15%	20%	50%
Understanding and fluency.	15%	15%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Personal Development, Health and Physical Education (PDHPE)	2 UNIT
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ASSESSMENT COMMENCES: TERM 1, 2022

HOURS: 120

Task Number	Task 1	Task 2	Task 3
Due Date	TERM 1, 2022 WEEK: 9	TERM 2, 2022 WEEK: 7	TERM 3, 2022 WEEK: 9
Course Component	Body in Motion	First Aid	All course components
Nature of Task	Practical Workshop	Demonstration of Priorities	Preliminary Examination
Outcomes Assessed	P7, P8, P9	P12	P1-12
Components/Weightings			
Knowledge and understanding of course content.	10%	10%	20%
Skills in critical thinking, research, analysing and communicating.	20%	20%	20%
Total value of tasks	30%	30%	40%
			100%

SUBJECT TITLE: Physics**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 9	TERM 2, 2022 WEEK: 9	TERM 3, 2022 WEEK: 9	
Course Component	Modules 1 and 2 Kinematics & Dynamics	Module 3 Waves and Thermodynamics	Modules 1,2, 3 and 4	
Nature of Task	Practical Investigation	Depth Study	Preliminary Examination	
Outcomes Assessed	PH 11-1, PH 11-2, PH 11-3, PH 11-4, PH 11-7, and PH 11-8	PH 11-1, PH 11-2, PH 11-3, PH 11-4, PH 11-5, PH 11-7, and PH 11-10	PH 11-1 to PH 11-11	
Components/Weightings				TOTAL
Knowledge & understanding	15%	15%	20%	50%
Skills in working scientifically	15%	15%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Sport, Lifestyle and Recreation**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 2, 2022 WEEK: 7	TERM 3, 2022 WEEK: 8	
Course Component	Games and Sport Applications	Social Perspectives in Sport	Resistance Training	
Nature of Task	Practical skills assessment	Examination	Resistance Training Demonstration	
Outcomes Assessed	P1.1, P3.1, P4.4	P1.4, P2.4, P3.7	P1.3, P2.5	
Components/Weightings				TOTAL
Knowledge and understanding outcomes and course content	10%	20%	20%	50%
Skills outcomes and content	20%	10%	20%	50%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Visual Arts**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 10	TERM 3, 2022 WEEK: 4	TERM 3, 2022 WEEK: 9	
Course Component	All course components	All course components	Art Criticism and Art History	
Nature of Task	Developing a material practice	Developing a conceptual practice	Preliminary Examination	
Outcomes Assessed	P1, P3, P6, P9	P2, P4, P5, P8	P7, P8, P9, P10	
Components/Weightings				TOTAL
Artmaking	20%	30%	-	50%
Art Criticism and Art History	10%	10%	30%	50%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: Visual Design**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 8	TERM 2, 2022 WEEK: 9	TERM 3, 2022 WEEK: 5	
Course Component	GD 2 Graphic Design: Illustration and cartooning	PD 2 Product design: Furniture	IED1: Interior/Exterior Design Structures and environments	
Nature of Task	Assessment task	Assessment task	Assessment task	
Outcomes Assessed	DM1, DM3, CH2	DM4, DM5, CH3, CH4	DM2, CH1	
Components/Weightings				TOTAL
Making	25%	35%	10%	70%
Critical and Historical Studies	10%	10%	10%	30%
Total value of tasks	35%	45%	20%	100%

SUBJECT TITLE: Work Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2022 WEEK: 8	TERM 2, 2022 WEEK: 8	TERM 3, 2022 WEEK: 9	
Course Component	In the Workplace	Preparing Job Applications	Workplace Communication	
Nature of Task	Interview Report	Workplace Resume & Workplace Diary	Preliminary Examination	
Outcomes Assessed	02, 05, 08	01, 02, 04, 05, 07	01, 02, 03, 04, 05, 06, 07, 08, 09	
Components/Weightings				TOTAL
Knowledge and Understanding of Course	10%	10%	30%	50%
Skills in responding to texts and communication of ideas appropriate to the audience, purpose and context across all modules	20%	20%	10%	50%
Total value of tasks	30%	30%	40%	100%

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

Requirements for HSC purposes			Dates			
Work Placement (compulsory for the HSC) 70 hours in total			T3 Wk 5/6, T4 W5/6			
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.			T3 Wk 4 2023			
Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCCM2006	Apply basic levelling procedures	X	X	X	
Cluster 8 – Option 1 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCWP2002	Manufacture and assemble joinery components				

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4/5, Term 4 Week 4/5 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 4 2023

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X		X	Y
				X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety Part B Use food preparation equipment Participate in safe food handling practices	X			X	Y
			X	X		X	-
			X	X		X	-
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
			X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X	X		X	Y
			X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X	X		X	Y
			X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 6/7, Term 4 Week 6/7 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 4 2023

Assessment Plan			Evidence Collection				HSC
Cluster	Unit of Competency (Code and Title)		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001 SIRXCOM001	Work effectively in a customer service environment Work effectively in a team	Y	Y		Y	Y
			Y	Y		Y	Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain the store environment	Y	Y		Y	Y
			Y	Y		Y	
Cluster 3 - Handling retail stock	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	Y	Y		Y	
			Y	Y		Y	
Cluster 4 - Serving the customer	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	Y	Y		Y	Y
			Y	Y		Y	
			Y	Y		Y	
Cluster 5 - Point of sale procedures and security	SIRXSLS002 SIRXRSK001	Follow point-of-sale procedures Identify and respond to security risks	Y	Y		Y	Y
			Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSLS001 SIRXPDK001	Sell to the retail customer Advise on products and services	Y	Y		Y	Y
			Y	Y		Y	Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail. The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.