

# WARRAWONG HIGH SCHOOL

**Year 11**

**Assessment Handbook**

**2021**



**Education**



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# 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 throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Formal assessment tasks for Year 11 must attempt to 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. The assessment schedule for each course is accessible in this document (see pages 29 - 60).

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.
  - Assessment Milestones.
  - Task Description; including task type, outline of student expectations, area focuses for study reference.
  - Marking Criteria.
  - Learning Intentions.
  - Success Criteria outlining grading expectations.

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 Assessment Task Notification.
  - Submit the assessment 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/carer, where necessary (see Illness/Misadventure/Absence Process Years 10 – 12, page 19).
- 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 8), including verbally notifying parent/carer.
- In the event that a student's application for misadventure is denied, 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/rules-procedures-guide-students>).

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.
- Students must submit or complete all assessment tasks on the due date.
- Students must be aware of and follow all school rules and teacher instructions with regard to 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.
- Students must notify the teacher immediately when an assessment task is handed out if they feel that they have too many assessment tasks to complete in that week.
- It is the student's responsibility to see their teacher to obtain all assessment task information if a student is absent on the day an assessment task notification is delivered.
- 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 do not complete a **Student Illness/Misadventure/Absence Application** (page 20) or **Assessment Appeal Application** (page 23) 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 19).

## 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 Preliminary curriculum, course outcomes, course examination and assessment visit [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) or approach the relevant Head Teacher at school. In terms of NESA policy and rules, the key references is the Assessment Certification and Examination Manual (ACE) manual at [www.educationstandards.nsw.edu.au](http://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 follows the procedures for late submission and/or student absence from a task (see *Illness/Misadventure/Absence Process Years 10 – 12*, page 19).
- 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 handing in 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 also be awarded if the submitted assessment task 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/carer 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 19). 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 (eg. a parent letter or telephone call), must be done 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 on page 8. The documentation includes a request for appropriate documentary evidence, which is outlined above.

## N Warning Procedures

Teacher is to issue an N Warning 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 Determined and this decision will be made in consultation with the Assessment Review Panel and 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 can 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 if they feel that they have, in any way, been disadvantaged or treated unfairly with regard to an assessment task using the **Student Appeal Application** form (see page 23).

- 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 personal will convene and make a determination within 7 school days of the appeal being received. The relevant personal 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/carer should discuss the issue with the principal who will advise the following steps.
- 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, 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 perform successfully and complete all tasks.

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 NESAs 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/carers 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 (eg. PLASPs) to ensure they are catering appropriately for the needs of students with a disability and/or learning need.

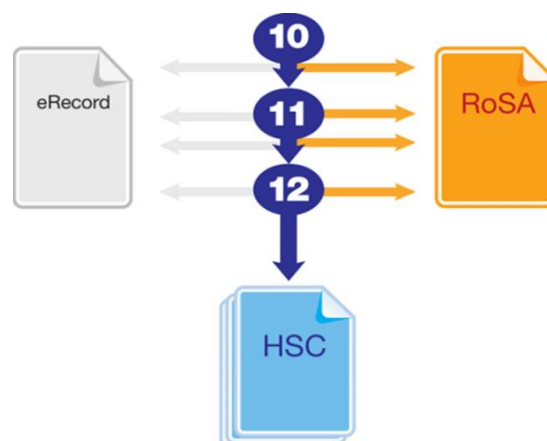
## Record of School Achievement (RoSA)

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.

Students in years 10, 11 and 12, before signing their Confirmation of Entry each year, should check that they are:

- Enrolled in the correct courses.
- Eligible for an ATAR.
- Eligible for:
  - 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.

## 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 two (2) opportunities in years 10, 11 and 12 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.

# Internal Assessment Overview 2021

Subject	Term 1											Term 2										Term 3									
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Ancient History																35%											30%				35%
Biology									30%													40%									30%
Business Studies								30%											30%												40%
Community and Family Studies													30%										30%								40%
English Advanced										30%											30%										40%
English Standard										30%											30%										40%
English Studies										30%													30%								40%
English Extension 1										30%											30%										40%
Exploring Early Childhood						30%																								30%	40%
Italian Beginners									30%							30%															40%
Mathematics Advanced							35%																								35%
Mathematics Standard							30%												30%												40%
Mathematics Extension								35%													30%										35%
Music									25%											25%										50%	
PD/H/PE									30%											30%											40%
Physics							30%										40%														30%
Sport, Lifestyle and Recreation										30%										30%										40%	
Visual Arts																	50%														50%
Visual Design								35%													45%				20%						
Work Studies								30%								30%															40%

## Satisfactory Completion of Each Preliminary 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 NESAs.
- 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 Preliminary 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.

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:

- check their confirmation of entry to ensure their name, courses, address, email and phone number are correct.
- inform their school of any name changes or course concerns.

Students can change their address, email and phone number in the personal details section.

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 significant information for their senior years 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 (eg: through TAFE or other training providers) is required to have a "Unique Student Identifier" (USI). It 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 all of their results to take to an employer when they are applying for a job or to any training provider when they are doing any 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](http://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](http://www.warrawonghighcareers.com) and enter 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 NESAC and will not receive a **certificate or Statement of Attainment**. This might 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.

**NOTE:** 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. VET Advice Schedules are available from page 54.

## Work Placement Schedule

Year 12 Construction Work Placement	Term 1, Week 8	Backup date, Term 1, Week 9
Year 12 Hospitality Work Placement	Term 1, Week 9	Backup date, Term 1, Week 10
Year 12 Retail Work Placement	Term 1, Week 7	Backup date, Term 1, Week 8

**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 (ie. 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 will 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.  
During the **Year 11 Yearly examination period (Week 9, Term 3)**, 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.



## **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 will 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 will 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 NESAs documents. It is designed to help students understand what is expected in responses to examination and assessment tasks.

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

#### **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 3 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: _____  Teacher: _____	Task Title: _____  Weighting: _____%	___/___/___
Action		Signatures	
When: _____ Where: _____  Instruction: _____		Head Teacher: _____  Course Teacher: _____	



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

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

Task	Subject	Assessment Task	Due Date
Task 4	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___
<b>Action</b>		<b>Signatures</b>	
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 3 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.

\_\_\_\_\_

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Parent Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Step 3: Submit Application to Deputy Principal for Review**

The Deputy Principal has met with the relevant personal to discuss your application and the following has been decided.

Application Approval:  Yes  No

Reason for Decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- Document has been copied and distributed to:
- Student and parent/carer
  - Faculty Head Teacher for Course Faculty Monitoring Folder
  - Course Teacher
  - SASS staff for student file





# Assessment Task Notification 2021



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

**Type of task:**

**Focus/question:**

**Task Instructions**

**Syllabus outcomes assessed:**

**Learning intention**

**Success criteria**

Task Milestones	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	

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

## Marking Criteria

Name: \_\_\_\_\_

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

Comment:



# Assessment Calendar and Assessment Schedules for HSC Preliminary Courses

# MY CALENDAR OF ASSESSMENT

(including timing and % weighting of each task)

Subject	Term 1 2021	Term 2 2021	Term 3 2021	Yearly Examination	Examination %	Term 3 2021	
					Term 3 Week 9		

## MY CALENDAR OF ASSESSMENT

(including % weighting of each task)

Subject	Term 1 2021	Term 2 2021	Term 3 2021	Trial Examination Term 3 Week 9	Trial	Term 3 2021
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 2, 2021

HOURS: 120

<b>Course Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>The Nature of Ancient History – Interpreting Evidence</b>	<b>Historical Investigation</b>	<b>Preliminary Examination</b>	
<b>Due Date</b>	Term 2 Week 5	Term 3 Week 5	Term 3 Week 9	
<b>Outcomes</b>	AH11-2, AH11-6, AH11-9	AH11-3, AH11-4, AH11-7, AH11-8	AH11-5, AH11-6, AH11-9, AH11-10	
<b>Components/Weightings</b>				<b>Total</b>
Knowledge and understanding of course content.	10%	5%	25%	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations.	10%	5%	5%	<b>20%</b>
Historical inquiry and research.		20%		<b>20%</b>
Communication of historical understanding in appropriate forms.	15%		5%	<b>20%</b>
<b>Total Value of Tasks</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

**SUBJECT TITLE: BIOLOGY****2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2021****HOURS: 120**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Due Date</b>	<b>TERM 1, 2021 WEEK: 9</b>	<b>TERM 3, 2021 WEEKS: 1 - 2</b>	<b>TERM 3, 2021 WEEK: 9</b>	
<b>Course Component</b>	Modules 1 and 2 Cells as the Basis of Life & Organisation of Living Things	Modules 3 & 4 Biological Diversity & Ecosystem Dynamics	Modules 1 – 4	
<b>Nature of Task</b>	Practical Assessment	Depth Study	Yearly Examination	
<b>Outcomes Assessed</b>	BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-8 BIO11-9	BIO11-1 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-10 BIO11-11	BIO11-1 BIO11-2 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge & understanding.	10%	10%	20%	<b>40%</b>
Skills in working scientifically.	20%	30%	10%	<b>60%</b>
<b>Total Value of Tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



**SUBJECT TITLE: Business Studies****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

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

**SUBJECT TITLE: Community and Family Studies****2 UNIT**

ASSESSMENT COMMENCES: TERM 2, 2021

HOURS: 125

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<p><b>Wellbeing Interview</b> Students conduct an interview and use the data to provide a range of effective resource management strategies in a detailed report.</p>	<p><b>Family &amp; Community Analysis</b> Students conduct secondary research and evaluate services for families and communities.</p>	<p><b>Preliminary Examination</b> Students are examined on all three topics in the syllabus; Resource management, Individuals and groups &amp; Families and communities. Questions include multiple choice, short answer and an extended response.</p>	
<b>Due Date</b>	Term 2  Week 2	Term 3  Week 2	Term 3  Week 9	
<b>Outcomes</b>	P1.2 P4.1	P2.2 P4.2	P2.3, P2.4, P3.1, P6.1,	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	10%	10%	20%	<b>40%</b>
Skills in critical thinking, research methodology, analysing and communicating.	20%	20%	20%	<b>60%</b>
<b>Total Value of Tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**SUBJECT TITLE: English Advanced****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

<b>Course Component</b>	<b>Task 1 Creative and Reflection</b>	<b>Task 2 Multimodal Presentation</b>	<b>Task 3 Yearly Exam</b>	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes</b>	EA11-1, EA11-9	EA11-2, EA11-4, EA11-6	EA11-5, EA11-7, EA11-8	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	15%	15%	20%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%	<b>50%</b>
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

<b>SUBJECT TITLE: English Standard</b>	<b>2 UNIT</b>
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ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

Course Component	Task 1 Creative Task and Reflection Statement	Task 2 Multimodal Presentation	Task 3 Yearly Exam	
<b>Due Date</b>	Term 1  Week 10	Term 2  Week 9	Term 3  Week 9	
<b>Outcomes</b>	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%
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**SUBJECT TITLE: English Studies****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

<b>Course Component</b>	<b>Task 1 Multimodal Presentation</b>	<b>Task 2 Writing Portfolio</b>	<b>Task 3 Preliminary Exam</b>	
<b>Due Date</b>	Term 1 Week 10	Term 3 Week 2	Term 3 Week 9	
<b>Outcomes</b>	ES11- 2, ES11-5	ES11-1, ES11-7	ES11-4, ES11-6, ES11-9	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	15%	15%	20%	<b>50%</b>
Skills in: <ul style="list-style-type: none"> <li>comprehending texts.</li> <li>communicating ideas.</li> <li>using language accurately, appropriately and effectively.</li> </ul>	15%	15%	20%	<b>50%</b>
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

<b>SUBJECT TITLE: English Extension 1</b>	<b>2 UNIT</b>
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ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

Course Component	Task 1 Creative and Reflection	Task 2 Critical Essay	Task 3 Independent Research Project	
<b>Due Date</b>	Term 1  Week 10	Term 2  Week 9	Term 3  Week 9	
<b>Outcomes</b>	EA11-1, EA11-9	EA11-2, EA11-4,	EA11-5, EA11-6, EA11-7, EA11-8	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	15%	15%	20%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%	<b>50%</b>
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**SUBJECT TITLE: Exploring Early Childhood****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

<b>Course Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Biophysical Interactions, Fieldwork, Skills and Report</b>	<b>Senior Geography Project</b>	<b>Preliminary Examination</b>	
<b>Due Date</b>	Term 1 Week 6	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes</b>	P1, P2, P3, P5, P8, P9, P10, P12	P1, P5, P7, P8, P9, P10, P11, P12	P1, P2, P4, P5, P8, P10, P12	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	5%	10%	25%	<b>40%</b>
Geographical tools and skills.	10%	5%	5%	<b>20%</b>
Geographical inquiry and research, including fieldwork.	10%	10%		<b>20%</b>
Communication of geographical information, ideas and issues in appropriate forms.	5%	5%	10%	<b>20%</b>
<b>Total Value of Tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# SUBJECT TITLE: Italian Beginners

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

Course Component	Task 1 Family Life, Home and Neighbourhood-Reading and Speaking Activity	Task 2 Friends, Recreation and Pastimes- Responses to Spoken Texts & Writing Activity	Task 3 Education and Work-Yearly Exam (Includes previous topics)- Reading, speaking, responding and writing activities	
Due Date	Term 1  Week 9	Term 2  Week 5	Term 3  Weeks 9	
Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1,3.2, 3.3, 3.4	
Components/ Weightings	Interacting 10% Understanding texts 20%	Understanding Texts 20% Producing Texts 10%	Understanding Texts (L) 10% Understanding Texts (R) 10% Interacting 10% Producing Texts 10%	<b>TOTAL</b>
Listening.		20	10	<b>30</b>
Reading.	20		10	<b>30</b>
Speaking.	10		10	<b>20</b>
Writing.		10	10	<b>20</b>
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



**SUBJECT TITLE: Mathematics Advanced****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Examination Functions</b>	<b>Investigation Graphing Trigonometry</b>	<b>Year 11 Yearly Examination</b>	
<b>Due Date</b>	Term 1  Week 7	Term 2  Week 9	Term 3  Week 9	
<b>Outcomes</b>	MA11 – 1, MA11 – 2, MA11 – 5, MA11 – 8	MA11 – 3, MA11 – 8, MA 11 – 9	MA11 – 1, MA11 – 2, MA11 – 3, MA11 – 4, MA11 – 5, MA11 – 6, MA11 – 7, MA11 – 8, MA11 – 9	
<b>Components/Weightings</b>				<b>TOTAL</b>
Problems solving, reasoning and justification.	17.5%	15%	17.5%	<b>50%</b>
Understanding and fluency.	17.5%	15%	17.5%	<b>50%</b>
<b>Total Value of Tasks</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

**SUBJECT TITLE: Mathematics Standard****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2020

HOURS: 125

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Examination Financial Mathematics</b>	<b>Investigation Statistics</b>	<b>Preliminary Examination Course Content</b>	
<b>Due Date</b>	Term 1  Week 7	Term 2  Week 7	Term 3  Week 9	
<b>Outcomes</b>	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	
<b>Components/Weightings</b>				<b>TOTAL</b>
Problems solving, reasoning and justification.	15%	15%	20%	<b>50%</b>
Understanding, fluency and communication.	15%	15%	20%	<b>50%</b>
<b>Total Value of Tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**SUBJECT TITLE: Mathematics Extension 1****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Examination Combinatorics, Functions</b>	<b>Investigation Further Functions</b>	<b>Preliminary Examination</b>	
<b>Due Date</b>	Term 1  Week 8	Term 2  Week 10	Term 3  Week 9	
<b>Outcomes</b>	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	
<b>Components/Weightings</b>				<b>TOTAL</b>
Problems solving, reasoning and justification.	17.5%	15%	17.5%	<b>50%</b>
Understanding and fluency.	17.5%	15%	17.5%	<b>50%</b>
<b>Total Value of Tasks</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

**SUBJECT TITLE: Music****2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2021****HOURS: 125**

<b>Task Number</b>	<b>Task 1 Task Overview: Instrument &amp; It's Repertoire</b>	<b>Task 3 Task Overview: Jazz Music</b>	<b>Task 4 Task Overview: Music For Small Ensembles</b>	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	
<b>Outcomes</b>	P2, P4, P7	P1, P9, P10, P11	P3, P4, P6, P7, P8	
<b>Components/Weightings</b>				<b>TOTAL</b>
Viva Voce/Musicology.	25%			<b>25%</b>
Aural.			25%	<b>25%</b>
Performance.		25%		<b>25%</b>
Composition.			25%	<b>25%</b>
<b>Total Value of tasks</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>	<b>100%</b>

**SUBJECT TITLE: PD/H/PE****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

<b>Course Component</b>	<b>Task 1 Body in Motion Practical Workshop</b>	<b>Task 2 First - Aid Demonstration of priorities</b>	<b>Task 3 Preliminary Examination Examination</b>	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	
<b>Outcomes</b>	P7, P8, P9	P12	P1-P12	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	10	10	20	<b>40</b>
Skills in critical thinking, research, analysing and communicating.	20	20	20	<b>60</b>
<b>Total Value of tasks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

**SUBJECT TITLE: Physics****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	<b>TERM 1, 2021 WEEK: 7</b>	<b>TERM 2, 2021 WEEKS: 6-7</b>	<b>TERM 3, 2021 WEEK: 9</b>	
<b>Course Component</b>	Modules 1 and 2 Kinematics & Dynamics	Module 3 Waves and Thermodynamics	Modules 1 – 4	
<b>Nature of Task</b>	Practical Assessment	Depth Study	Yearly Examination	
<b>Outcomes Assessed</b>	PH11-1 PH11-2 PH11-3 PH11-4 PH11-7 PH11-8	PH11-1 PH11-2 PH11-3 PH11-4 PH11-5 PH11-7 PH11-8 PH11-10	PH11-1 PH11-4 PH11-5 PH11-6 PH11-7 PH11-8 PH11-9 PH11-10 PH11-11	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge & understanding	10%	20%	10%	<b>40%</b>
Skills in working scientifically	20%	20%	20%	<b>60%</b>
<b>Total Value of Tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

<b>SUBJECT TITLE: Sport, Lifestyle and Recreation</b>	<b>2 UNIT</b>
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ASSESSMENT COMMENCES: TERM 1 2021

HOURS: 120

Task Number	Task 1- Mixed Games Practical skills assessment <b>Task Overview:</b> Students will be assessed on their knowledge and skills in a variety of game scenarios.	Task 2- Examination <b>Task Overview:</b> Students will be assessed on their knowledge the range of social perspectives that have an impact on sport participation	Task 3- Resistance Training Demonstration <b>Task Overview:</b> Students are assessed on their ability to explain and demonstrate safe and correct lifting techniques	Total
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8/9	
<b>Outcomes</b>	P1.1, P3.1, P4.4	P1.4,P2.4, P3.7	P1.3, P2.5	
<b>Components/Weightings</b>	Games and Sports Application 1	Social Perspectives of Sport	Resistance Training	
Knowledge and understanding outcomes and course content	10%	20%	20%	<b>50%</b>
Skills outcomes and content	20%	10%	20%	<b>50%</b>
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

<b>SUBJECT TITLE: Visual Arts</b>	<b>2 UNIT</b>
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ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

Course Component	Task 1	Task 2	
Due Date	Term 3 Week 6	Term 3 Week 9	
Outcomes	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Components/Weightings			TOTAL
Artmaking	50%		50%
Art Criticism and Art History		50%	50%
<b>Total Value of tasks</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>



**SUBJECT TITLE: Visual Design****2 UNIT**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 120

<b>Course Component</b>	<b>Task 1 MODULE GD 2: Graphic Design: Illustration and cartooning</b>	<b>Task 2 MODULE PD 2 : Product design: Furniture</b>	<b>Task 3 MODULE IED1: Interior/Exterior Design Structures and environments</b>	
<b>Due Date</b>	Term 1, 2020  Week: 8	Term 2, 2020  Week: 9	Term 3, 2020  Week: 5	
<b>Outcomes</b>	DM1, DM3, CH2	DM4, DM5, CH3, CH4	DM2, CH1	
<b>Components/Weightings</b>				<b>TOTAL</b>
Making	25%	35%	10%	<b>70%</b>
Critical and Historical studies	10%	10%	10%	<b>30%</b>
<b>Total Value of tasks</b>	<b>35%</b>	<b>45%</b>	<b>20%</b>	<b>100%</b>

**SUBJECT TITLE: Work Studies****2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2021****HOURS: 120**

<b>Course Component</b>	<b>Task 1 INTERVIEW REPORT</b>	<b>Task 2 ELEMENTS OF JOBS: Workplace Research-Resume (Skills Portfolio) &amp; Workplace Diary</b>	<b>Task 3 Preliminary Examination</b>	
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	
<b>Outcomes</b>	01, 09	01, 02, 04, 05, 07	01, 02, 03, 04, 05, 06, 07, 08 09	
<b>Components/Weightings</b>				<b>Total</b>
Knowledge and understanding of course content	10%	10%	30%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20%	20%	10%	<b>50%</b>
<b>Total Value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## ASSESSMENT ADVICE FOR HSC 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 may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet 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 Board Developed courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A 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.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**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).**

Note

- You will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- An '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 Statement of Attainment which indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more 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 examination 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial examination.

○ **SIT20316 Certificate II in Hospitality**

○ **Entry Requirements:**

- **Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**
- **Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.**

**Course: Hospitality** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description**

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

**Core Units of Competency**

- BSBWOR203 Work effectively with others
- SITHIND002 Source & use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices

**Elective Units of Competency**

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**N Determinations:** Where a student has not met NESAs course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** (school to insert resource fee information) Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** school to insert specific information eg. Block 1-5pm, at another school, distance education

**Exclusions:** Refer to NESAs Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship is available in this course, for more information: <http://www.sbatimsw.info/>

○ **SIR30216 Certificate III in Retail**

○ **Entry Requirements:**

- **Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Retail Services** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description** This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager /owner of a small business, department manager and retail executive.

**Core Units of Competency**

- SIRXCEG001 Engage the customer
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXIND001 Work effectively in a service environment
- SIRXCOM002 Work effectively in a team
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty

**Elective Units of Competency**

- SIRRMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock
- SIRRINV002 Control stock
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS002 Follow point-of-sale procedures

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a SIR30216 Certificate III in Retail Services. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not competent’ in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** (school to insert resource fee information) Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** school to insert specific information eg. Block 1-5pm, at another school, distance education

**Exclusions:** Course exclusions apply to students undertaking beauty, hairdressing and retail services courses. Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

