

WARRAWONG HIGH SCHOOL

HSC Preliminary Assessment Booklet 2024



Education &
Communities



CONTENTS

Assessment Policy and Procedures

Purpose	4
Practices	4
Management of Assessment Tasks	5
Student Responsibilities	6
Supporting Documents and References	6
Penalties	7
Late Submission and/or Student Absence from Task	7
Malpractice	8
Non-Serious or Non-Attempts	8
N Warning Procedures	8
Assessment Task Appeal	9
Special Provisions	9
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
Chemistry	36
Community and Family Studies	37
English Advanced	38
English Standard	39
English Studies	40
Geography	41
Investigating Science	42
Marine Studies	43
Mathematics Advanced	44
Mathematics Extension 1	45
Mathematics Standard	46
Personal Development, Health and Physical Education	47
Physics	48
Society and Culture	49
Sport Lifestyle & Recreation	50
Visual Art	51
HSC Assessment Advice for VET Courses	52
Cert II in Construction Pathways	53
Cert II Hospitality	54
VET Metal and Engineering	55

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 26).

- 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 21).
- 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/7f63462b-d33f-4c63-9e1e-c971fab0d36b/2024-rules-and-procedures-guide.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 21).

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 21).
- 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 may 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 may 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.

Malpractice

Malpractice is defined as any activity that allows students to gain an unfair advantage over other students. It includes but is not limited to:

- Copying someone else's work in part or whole, and presenting it as their own
- Using material directly from other sources without reference to that source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task
- Providing false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Using any generative or other artificial intelligence technologies to synthesise work in part or whole, and presenting it as their own.

If students are found to have partaken in any form of malpractice, a zero-mark will be awarded. An N-warning will also be issued, and students are required to resubmit the task free of malpractice.

Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include, but is not limited to:

- Completing multiple choice questions only in a task or examination
- Repeating the question as the answer
- Malpractice in some or all of the task
- Inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice.

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 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/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. The Higher School Certificate policy can be found at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

HSC Minimum Standards – Reading, Writing and Numeracy

Students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard.

Students get up to six times per year to sit each minimum standard reading, writing or numeracy test.

At least 14 calendar days is required before re-attempting a test in the same domain.

Students can take the tests from Year 10 until up to five years after starting their first HSC course.

Schools will help students decide when they are ready to take each test.

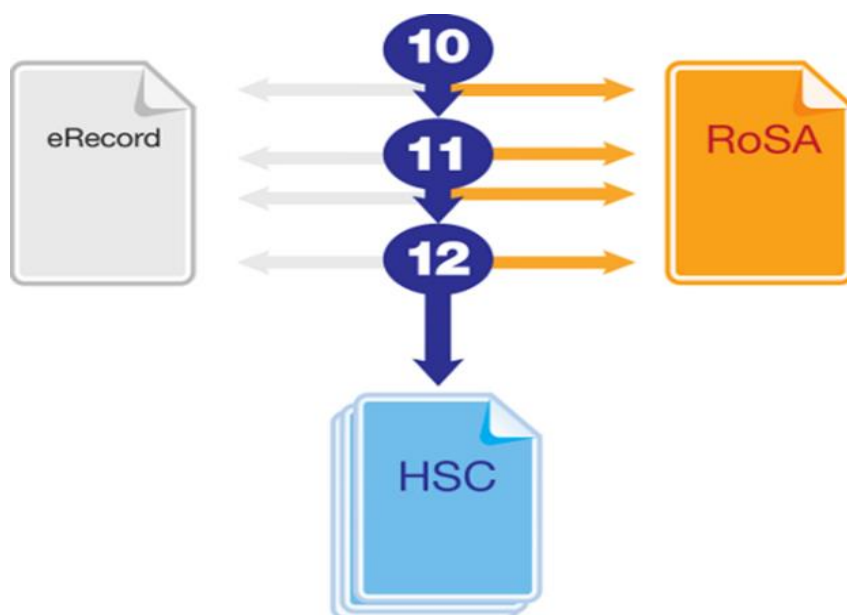
Record of School Achievement (RoSA)

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.

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 (page 21) 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

Year 11 Hospitality Work Placement	Term 3, Week 5	Backup date, Term 3, Week 6
Year 11 Metal Work Placement	Term 3, Week 7	Backup date, Term 3, Week 8
Year 11 Construction Work Placement	Term 3, Week 6	Backup date, Term 3, week 7

Please note: 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** (page 21) 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 NESAs 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 3 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 3 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 may 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 may receive 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

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: _____ 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: _____%	___/___/___
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



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

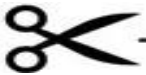
Comment:



STUDENT FEEDBACK

Name: _____

W What went well?	
I Improvements that can be made.	
N Next steps in my learning	



STUDENT SELF ASSESSMENT

Name: _____

Questions	Response	Comment
1. I had a clear idea of what I was learning about and why	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. I used the teacher and/or peer feedback provided to improve my performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. I understood the Marking Criteria and was able to predict the marks I achieved in the assessment task	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. The learning activities in the unit prepared me for the assessment task	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. I found the learning activities in the lessons interesting	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Assessment Calendar
and
Assessment Schedules
for HSC (Preliminary) Courses

MY CALENDAR OF ASSESSMENT TASKS

(Including timing and % weighting of each task)

Subject	Term 1 2024	Term 2 2024	Term 3 2024	Yearly Examination Term 3 Week 9	Examination %	Term 3 2024	

MY CALENDAR OF ASSESSMENT TASKS

(including % weighting of each task)

Subject	Term 1 2024	Term 2 2024	Yearly Examination	Trial	Term 3 2024	
ENGLISH	Week: 8 Task: Speech Weighting: 40%	Week: 6 Task: Multimodal Weighting: 30%		Term 3 Week 9	30%	Week: 9 Focus Areas: Creative Writing Reflection Essay
MATHEMATICS 2 Unit	Week: 7 Task: Assignment Weighting: 30%	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:			30%	Week: 9 Focus Areas:	
MATHS EXT1			35%	Week: 9 Focus Areas:		

SUBJECT TITLE: Ancient History**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 6	TERM 2, 2024 WEEK: 5	TERM 3, 2024 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	10		10	20%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Biology**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 8	TERM 3, 2024 WEEK: 6	TERM 3, 2024 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%	30%	10%	60%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: Business Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 9	TERM 2, 2024 WEEK: 7	TERM 3, 2024 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	15%		25%	40%
Stimulus-based skills	10%		10%	20%
Inquiry and research		20%		20%
Communication of business information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Chemistry**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 9	TERM 2, 2024 WEEK: 6	TERM 3, 2024 WEEK: 9	
Course Component	Module 1: Properties and structure of matter	Module 2: Introduction to quantitative chemistry	All course components	
Nature of Task	Model Making	Depth Study	Preliminary Examination	
Outcomes Assessed	CH11/12-2, CH11/12-4, CH11/12-7, CH11/12-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-7, CH11/12-9	All course components	
Components/Weightings				TOTAL
Knowledge & understanding	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: Community and Family Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 2, 2024 WEEK: 2	TERM 3, 2024 WEEK: 2	TERM 3, 2024 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				TOTAL
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: English Advanced**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 11	TERM 2, 2024 WEEK: 9	TERM 3, 2024 WEEK: 9	
Course Component	Common Module: Reading to Write	Module A: Narratives That Shape Our World	All course components	
Nature of Task	Creative Writing and Reflection	Multimodal Presentation	Preliminary Examination	
Outcomes Assessed	EA11-1; EA11-3; EA11-9	EA11-2; EA11-4; EA11-6	EA11-1; EA11-2; EA11-3; EA11-4; EA11-5; EA11-6; EA11-7; EA11-8	
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 Standard**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 11	TERM 2, 2024 WEEK: 9	TERM 3, 2024 WEEK: 9	
Course Component	Common Module: Reading to Write- Transition to Senior English	Module A: Contemporary Possibilities	All course components	
Nature of Task	Creative Writing and Reflection	Multimodal Presentation	Preliminary Examination	
Outcomes Assessed	EN11-1; EN11-3; EN11-9	EN11-2; EN11-4; EN11-8	EN11-1; EN11-2; EN11-3; EN11-4; EN11-5; EN11-6; EN11-7; EN11-8	
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 Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 11	TERM 2, 2024 WEEK: 10	TERM 3, 2024 WEEK: 9	
Course Component	Mandatory Module: Achieving Through English	All course components	All course components	
Nature of Task	Multimodal Presentation	Portfolio of Work	Preliminary Examination	
Outcomes Assessed	ES11-2; ES11-5; ES11-6; ES11-9	ES11-1; ES11-3; ES11-4; ES11-10	All Outcomes	
Components/Weightings				TOTAL
Knowledge in understanding of course content	15%	20%	15%	50%
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	15%	20%	15%	50%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: Geography**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 11	TERM 2, 2024 WEEK: 10	TERM 3, 2024 WEEK: 9	
Course Component	Earth's Natural Systems: Fieldwork and skills.	Geographical Investigation	All course components	
Nature of Task	Report	Extended Response (Senior Geography Project)	Preliminary Examination	
Outcomes Assessed	GE-11-01, GE-11-2, GE-11-5, GE-11-6, GE-11-7, GE-11-8, GE-11-9	GE-11-01, GE-11-2, GE-11-5, GE-11-6, GE-11-7, GE-11-8, GE-11-9	GE-11-01, GE-11-2, GE-11-3, GE-11-4, GE-11-5, GE-11-8, GE-11-9	
Components/Weightings				TOTAL
Knowledge and understanding of course content	5%	10%	25%	40%
Geographical tools and skills	10%	5%	5%	20%
Geographical inquiry and research, including fieldwork	10%	10%		20%
Communication of geographical information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total Value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Investigating Science**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 7	TERM 3, 2024 WEEK: 4	TERM 3, 2024 WEEK: 9	
Course Component	Modules 1: Cause and Effect - Observing	Module 2: Cause and Effect – Inferences and Generalisations	All course components	
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%	30%	10%	60%
Total value of tasks	30%	40%	30%	100%

SUBJECT TITLE: Marine Studies**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 8	TERM 2, 2024 WEEK: 7	TERM 3, 2024 WEEK: 7	
Course Component	Core 1: First Aid Examination and CPR Skills Matrix	Module 10: Crab Trap Portfolio	School Developed Module: Extension Fishing PBL	
Nature of Task	Scenario based questioning	Portfolio and project submission	STEM Extension fishing booklet and project submission	
Outcomes Assessed	1.2, 3.1, 5.2	1.1, 2.3, 5.1	1.3, 2.3, 5.1	
Components/Weightings				TOTAL
Knowledge & understanding	10%	10%	10%	30%
Skills in working scientifically	20%	25%	25%	70%
Total value of tasks	30%	35%	35%	100%

SUBJECT TITLE: Mathematics Advanced**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 9	TERM 2, 2024 WEEK: 8	TERM 3, 2024 WEEK: 9	
Course Component	Functions	Graphing	All Year 11 Topics	
Nature of Task	Examination	Investigation/Research Task	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 1**1 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 60**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 11	TERM 2, 2024 WEEK: 10	TERM 3, 2024 WEEK: 9	
Course Component	Functions	Graphing	Year 11 Topics	
Nature of Task	Examination	Investigation/Research Task	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, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 9	TERM 2, 2024 WEEK: 8	TERM 3, 2024 WEEK: 9	
Course Component	Financial Mathematics	Statistics	Year 11 Topics	
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, 2024

HOURS: 120

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 10	TERM 2, 2024 WEEK: 7	TERM 3, 2024 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				TOTAL
Knowledge and understanding of course content.	10%	10%	20%	40%
Skills in critical thinking, research, analysing and communicating.	20%	20%	20%	60%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Physics**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 8	TERM 2, 2024 WEEK: 9	TERM 3, 2024 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	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Society and Culture**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 8	TERM 2, 2024 WEEK: 4	TERM 3, 2024 WEEK: 9	
Course Component	Social and Cultural World	Personal and Social Identity	All course components	
Nature of Task	Report	Group Primary Research	Preliminary Examination	
Outcomes Assessed	P1, P2, P6, P10	P1, P2, P5, P8, P10	P1, P3, P6, P9, P10	
Components/Weightings				TOTAL
Knowledge and understanding of course content	10%	10%	30%	50%
Application and evaluation of social and cultural research methods	15%	15%		30%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total value of tasks	30%	30%	40%	100%

SUBJECT TITLE: Sports, Lifestyle and Recreation Studies (SLR)**2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 11	TERM 2, 2024 WEEK: 7	TERM 3, 2024 WEEK: 8	
Course Component	Games and Sports Application 1	Social Perspectives of Sport	Resistance Training	
Nature of Task	Mixed Games Practical skills assessment Task Overview: Students will be assessed on their knowledge and skills in a variety of game scenarios.	Examination Task Overview: Students will be assessed on their knowledge the range of social perspectives that have an impact on sport participation	Resistance Training Demonstration Task Overview: Students are assessed on their ability to explain and demonstrate safe and correct lifting techniques	
Outcomes Assessed	P1.1, P3.1, P4.4	P1.4,P2.4, P3.7	P1.3, P2.5	
Components/Weightings				TOTAL
Knowledge and understanding of 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, 2024****HOURS: 120**

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 11	TERM 3 WEEK: 4	TERM 3 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%

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

School Name: Warrawong High School _____

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	Week 5 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

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

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Warrawong High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please
		Week 5 Term 3	Week 10 Term 3
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

Optional EXAM
Week Term

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Warrawong High_____

Assessment Schedule Year 11 - 2024

Assessment Tasks for MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Welcome to the industry	Task 2 Right tool, right job	Task 3 Engineering in practice	EXAM (Optional)
Code	Unit of Competency	Week 10 Term 1 Date2024	Week 10 Term 2 Date2024	Week 10 Term 3 Date2024	Week Term Date
MEM13015	Work safely and effectively in manufacturing and engineering	X			N/A
MEM16006	Organise and communicate information	X			
MEM11011	Undertake manual handling	X			
MEM18001	Use hand tools		X		
MEM18002	Use power tools/hand held operations		X		
MEM12024	Perform computations			X	
MEM16008	Interact with computing technology			X	
MEM07032	Use workshop machines for basic operations			X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.