



FAIRFIELD HIGH SCHOOL

Creativity Excellence Success

Year 11 Assessment Handbook 2023

Assessment Schedules for each subject
Assessment Policy and Procedures
Student Agreement Contract
Assessment Forms
Assessment Calendars



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Fairfield High School

YEAR 11 STUDENT & PARENT/GUARDIAN AGREEMENT

I have read the Fairfield High School Student Assessment Policy Handbook and understand that:

- all assessment, including informal tasks such as classwork and homework will be used in assessing my progress
- regular attendance plays an integral role in my ability to meet course requirements and learning outcomes in each of my subjects
- I must sign to acknowledge receipt of an assessment task every time I receive a notification.
- I must keep a copy of all tasks I submit
- I must ensure that I receive a receipt upon submission of my task
- all work submitted by me is entirely my own work
- I must meet all assessment deadlines as set out in the schedules for each of my subjects
- If I miss an assessment task due to illness, I will provide the Head Teacher with a doctor's certificate (not backdated) on the first day of my return to school
- if there is no valid reason supported by appropriate documentation for missing a task, I will receive a zero mark for that task and an 'N' Award Determination letter will be sent home. The task must still be completed in order to meet course outcomes
- if I receive an 'N' Determination letter, I am aware that I may attend the Homework Centre on Tuesday, Wednesday or Thursday afternoons until the task is completed
- if I receive two 'N' Determination letters in a course, I will have an interview with the Deputy Principal and my parent/guardian to discuss the issue



I understand that failure to meet my obligations as a student of Fairfield High School may compromise my HSC year.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: _____ Year: _____

Student signature: _____ Date: _____

I acknowledge that I have received and read the Term 1 - Term 4, 2023 Assessment Policy Handbook and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook.

I will support my child in meeting their obligations as a student of Fairfield High School and I understand that failure to do so may compromise their progression into the following year. I will make travel arrangements for my child at 5pm after the Homework Centre.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Please return slip to the Deputy Principal or place it in the box for your relevant year.

Principal's Message

This handbook has been produced to give you and your parents some useful information about the Senior Assessment Policy, Assessment Schedules and requirements at Fairfield High School. While the Higher School Certificate has traditionally prepared students for tertiary education at University, Technical and Further Education (TAFE) and other such institutions, our courses also cater for the increasing number of young people who wish to complete six years of High School and intend to pursue direct entry into the workforce. Fairfield High School is offering a choice of three pathways of study in the senior years.

- Higher School Certificate (HSC)
- Higher School Certificate with Australian Tertiary Admissions Rank (ATAR)
- Bridging Course for new arrivals to Australia Year 11 only

To be eligible for the HSC, students must study 12 units in the Preliminary course and a minimum of 10 units in the HSC Course.

The HSC with an ATAR refers to the study of specific subjects in order to allow an ATAR to be calculated. The ATAR is a rank designed to be used only for university selection.

Students may elect to gain a NON-ATAR HSC. This option still allows them entry into TAFE courses and employment after Year 12. Students will be eligible for the HSC despite not receiving an ATAR. If any parents would like further clarification on either of these pathways to the Higher School Certificate, please contact the school on 9727 2111 and make an appointment to discuss their queries with the relevant Deputy Principal or myself.

I hope that you will find the information in this handbook useful and that it helps you prepare effectively for your HSC.

Yours sincerely,

Mr C. Borg
PRINCIPAL

Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

English	Mr M Bianca
Mathematics	Mr J Fang
Science	Ms A Galagher
HSIE	Ms T Petrakis
CAPA	Mr J Harris
PDHPE	Mr A Johnson
TAS	Mr A Singh
EAL/D	Ms V Veljkovic
Languages/Administration	Mr N Waesch
Secondary Studies	Ms M Hayes
Professional Learning & Engagement	Ms T Kalogeropoulos
Teaching and Learning	Ms R Brown
Welfare	Ms C Picone
SEU	Ms M Bianca

Executive and Welfare Support Staff - 2023

These are some staff students and parents may approach for support with assessment issues:

PRINCIPAL: Mr C Borg

DEPUTY PRINCIPALS: Ms D Knapman

Ms K O'Sullivan (Yrs 8, 11)

Mr K Erickson (Yrs 9, 12)

Ms D Clarke (Yrs 7,10)

YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	YEAR ADVISER	ASSISTANT YEAR ADVISER
Yr 7	Ms T Devarkonda – EAL/D Staffroom	Ms J Oliverio – EAL/D Staffroom
Yr 8	Ms A Kezic – PE Staffroom	Mr J Bartlett – PE Staffroom
Yr 9	Ms S Calver – EAL/D Staffroom	
Yr 10	Ms A Saliba – PE Staffroom	Ms C Stibbard – LaST – S Block
Yr 11	Mr H Mgbemene – HSIE Staffroom	Ms R Kumar – HSIE Staffroom
Yr 12	Ms K Weldon –PE Staffroom	Mr R Al-Saffar - Science Staffroom

Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak with the staff member concerned so that mutually beneficial outcomes may be reached.

Section 1: Senior School Expectations and Information

An introduction to a different way of learning

It is generally recognised that senior students learn more effectively when:

- they have as much choice and control as possible over their own studies
- they have the opportunity to work alone but with guidance
- they enjoy a variety of teaching and learning techniques and experiences
- they understand how learning happens
- they are responsible for their own learning

At Fairfield High School, the senior school is structured to allow this to happen. We have:

- students studying TAFE subjects, attending TAFE at the timetabled time
- NESA requirements for the HSC qualification monitored by teachers in each subject
- a Homework Centre, staffed by teachers, that operates in the library on Tuesday Wednesdays and Thursdays from 3.15 pm – 4.15 pm
- timetable flexibility which allows students with study periods the flexibility to work in the Canteen under cover area or in the Library or at home. These are periods when formal lessons are not timetabled. Year 12 students do not need to be at school if they are not timetabled for a lesson Period 1 or at the end of the school day. Students with study periods in the middle of the day must remain at school
- the library provides students access to the internet and at times a qualified teacher to assist them with their assessments and study skills

Study Expectations of our Senior Year 11 Students

It is important that students understand that while they have greater independence and flexibility than junior students, it is expected that due care and responsibility will be exhibited by all senior students.

Students are expected to:

- be safe, respectful learners who belong at Fairfield High School (FHS)
- be responsible, self-disciplined and a credit to their school (this is particularly important when walking/driving to school or in the public eye)
- wear full school uniform at all times, including travelling to and from school and on school activities
- wear their school uniform in the appropriate manner
- maintain our high standard of behaviour by following the FHS Care code, all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example
- be self-disciplined enough to work and be motivated independently
- apply themselves to their studies to the best of their ability
- be on time to school and for each class and be in all classes (because of HSC requirements for application to studies)

During study periods, senior students may not:

- be in the playground playing games or go to the canteen
- interfere with PE lessons
- disrupt the learning of any other student within the school
- loiter in cars or in areas near the school
- drive cars on to school grounds or be a passenger in a student-driven car
- leave school grounds to go to the shops or for any other reason without parental consent

Attendance

The Deputy Principal and Head Teacher Engagement will monitor students' attitude, academic performance and attendance. If there are any concerns, parents will be notified and parent interviews will occur to discuss issues and privileges may be withdrawn.

- Students are expected to attend school on time every day in order to meet the requirements for their HSC courses. School begins at 8.50am. Students who are continually late to school will be placed on detention, placed on a warning of suspension or suspended for persistent disobedience.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch. The school canteen is available for recess and lunch.
- If a student is absent because of illness or for some other acceptable reason:
 - (i) a note stating the reason for the absence must be brought to the front office on the first day of return from absence; or
 - (ii) a doctor's certificate.
- a doctor's certificate must be supplied if absent for an assessment task; this must be provided to the Head Teacher of the faculty the next day the student returns to school after their absence.
- truancy means that valuable work is missed as the student has not been in class. Parents will be notified and letters sent home.
- attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- any long-term leave during the senior years may result in a student not progressing to the following year or achieving the HSC. Any request for holiday leave MUST be approved by the Principal prior to going on leave.
- leave will not be granted during examination periods, unless there is a known medical condition.
- student absences are recorded on student reports – documenting both whole day explained, and unexplained absences and partial day explained and unexplained absences.
- a child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates on a full-time basis in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work.
- students must maintain an attendance rate of over 85% to fulfil the HSC requirements. Extended absences must be justified by a doctor's certificate.

Flexible Attendance – Study Periods

- Students may be granted the privilege of flexible attendance in the first term of Year 12, subject to conditions. This is authorised by the Principal and Deputy Principal, provided students consistently follow school rules and expectations.
- Students must scan in at the front office upon arrival when they have flexible attendance and similarly scan out in the afternoon.
- When scanning, students with flexible attendance will need to show their official timetable to the office.
- Students must be on time to school – they should arrive at least 20 minutes prior to the lesson on the timetable.
- When a student has a timetabled study period during the school day, they must study quietly in the Senior Learning Areas (Library / canteen undercover area). Students' whereabouts must be accounted for at all times, particularly in case of emergency.
- Students with incomplete/unsubmitted work will have their flexible attendance revoked. Study periods must be used productively. Consequences will be administered if they are not.
- Once students have arrived at school, they are not allowed to leave the school premises again throughout the day – unless they have an authorised leave pass from the Deputy Principal.
- Flexible attendance privileges will be withdrawn if a student truants, persistently arrives late or lends their flexible attendance timetable to another student.
- In case of an evacuation during a flexible study period, students are to evacuate to the Back AFL oval and sit in their roll call line.

Medical Appointments

It is expected that, whenever possible, all medical/dental appointments will be made outside of school hours. If time is taken away from school due to medical appointments, please request a doctor's certificate where appropriate to present to the school. This includes all early leave requests for medical or dental appointments. A doctor's/dentist certificate must be submitted to the Deputy or office the following day, otherwise the absence will be recorded as 'unjustified'.

TAFE (External Delivery of Vocational Education Training (TVET) Attendance)

TAFE has strict rules regarding attendance to courses. Students will be putting their Higher School Certificate in jeopardy if they do not meet TAFE course requirements.

A student's attendance at a TAFE course will affect their Higher School Certificate. The Careers Adviser coordinates all TAFE applications. Students must:

- attend all TAFE classes. TAFE classes take priority over everything else. This includes examinations, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher. If problems are not resolved, see the Careers Adviser
- complete all set assignments
- complete work placement where relevant
- attend all meetings
- behave in an appropriate manner, while on public transport and at TAFE
- have their attendance card signed every week by the TAFE teacher. This will be the student's record of attendance
- scan out at the front office each week when leaving for TAFE

NOTE:

The majority of TAFE courses will conclude at the end of Term 3.

Students may not study a course at TAFE or Distance Education if it is available to be studied at school.

Most courses require a work placement component to be completed by students. The school must be informed of these arrangements and students are still required to complete work in their other subjects.

Senior Course Requirements

The senior courses are based on a number of periods for each course. A 1-Unit course equals 4/5 x 50-minute periods per cycle and a 2-unit course equals 9 periods per cycle.

To be awarded the HSC, a student must successfully complete all requirements for each course and a minimum of 12 units of Preliminary courses and Sport and 10 units of HSC courses.

Students may elect to undertake additional units of study via TAFE, Distance Education or Saturday School as part of the HSC. These units of study may not be substituted for units at school.

At Fairfield High School, all students study 12 units in Year 11 and a minimum of 10 units in Year 12 at school. Saturday School is in addition to this. This can only be varied with written permission from the Principal or Deputy Principal. It is expected that, if a course is offered at Fairfield High School, students must enrol in the course at school. Enrolment in some courses at TAFE is not permitted.

In Year 12, a student may only reduce the number of units studied for the HSC from 12 units to the minimum requirement of 10 units with parental consent. Students and parents complete a *Change of Subject Form*, indicating the course they wish to discontinue and a change in the number of units. Students may also elect to change their HSC pathway to a NON-ATAR HSC.

When a change of HSC pathway, from ATAR to NON-ATAR, is requested, the parent will be contacted by the Deputy Principal/ Head Teacher Student Engagement to confirm their approval and knowledge of the requested change.

Examinations and Reports

Full school uniform must be worn to examinations. Students will be sent home if not in correct uniform or late for examinations and may receive a zero.

The school has one formal examination in Year 12. This is the Trial HSC Examination in Term 3.

The majority of HSC Examinations are held in Term 4. HSC Performance Examinations in Drama, Dance and Music and Language Speaking Exams are held in Term 3.

Reports are issued twice a year to provide parents with the following information:

- student's progress and attitude in various subjects
 - teachers' feedback on students' achievement
 - student's examination mark, examination rank and cumulative rank
- Students are reminded of the importance of school reports and the need to keep filed copies of all school reports, as these may be required for job interviews.

HSC Major Works

Some students will be required to produce Major Works for their specific subject as part of the HSC. Such subjects are Textiles, Society and Culture, Industrial Technology and Visual Arts. Major Works are usually due in Term 3 and can only be commenced at the beginning of the Year 12 course. These Major Works are externally assessed by NESA and the subject teacher will be able to provide details of these projects. As they are externally assessed, they have specific non-negotiable deadlines for completion.

Fees

There are learning fees for Year 12. These are used to supplement government funding and make possible such purchases as library books, photocopies of worksheets, reports, sporting equipment, musical instruments and textbooks.

The learning fees are expected to be paid by the students in Term 4 and no later than Term 1 the following year. This allows for appropriate resources to be purchased.

Textbooks

Senior students may require many textbooks. These are supplied by the school and may be taken home. These books are expensive and must be cared for. Students will be asked to pay the cost of replacing books if they are lost or damaged.

The Student Representative Council (SRC) and Prefect Body

All Year 12 students elected into the SRC (Student Representative Council) are elected as Senior Prefects. They represent their peers and coordinate whole school fundraising events and other activities. Prefects are involved in activities that enhance and support student wellbeing and the community. They are the decision-making body representing the students at FHS. Their roles include chairing assemblies and representing FHS at community events.

All proposals made by the Student Representative Council (SRC) must be presented to the Leadership Deputy and approved by the Principal. SRC students have the opportunity to contribute to the decision-making processes at Fairfield High School. Prefects develop their confidence through the development of their leadership and public speaking skills.

Driving Guidelines

Students are only permitted to drive to school following the submission of a signed permission note from parents that includes car make, model and registration details.

Students are only permitted passengers who have signed permission from their parents to be passengers in one designated car. Only one non-family member is permitted to be a passenger at any given time.

Students who drive to school must not park within the school grounds. They should not obstruct our neighbours' driveways and must observe the restricted parking areas around the school during school hours. Police do make regular visits to the school and may take note of vehicle activities in the area around the school. Students are not permitted to go to their cars during the day.

Mobile Phone Policy

School Policy and Best Practice advises that students should not bring mobile phones and other electronic devices to school. The school takes no responsibility for lost or stolen phones/electronic equipment.

Students who do bring phones/electronic equipment to school must follow the DoE (Department of Education) guidelines and the School's Mobile Phone Policy.

Mobile phones and electronic equipment including earphones and air pods must be switched off and placed in the student's bag during class time.

Mobile phones are not to be used for checking the time, as every classroom has a clock.

If a parent needs to contact their child, they can do so through the front office and a message will be sent to the child. If a child requires assistance or needs to contact a parent they should report to the office

Student Services

Year Adviser

Students are encouraged to discuss any problems that they may be having at school with their Year Adviser. This can include problems with learning difficulties, relationships with other students or teachers and personal problems.

The Year Adviser gathers information about students' progress and behaviour from the teachers. Parents can make an appointment with the Year Adviser to discuss their child's progress. The Year Adviser is responsible for developing the self-esteem of students by encouraging and recognising the good work of individuals.

Careers Adviser

The Careers Adviser can give students information, guidance and counselling about:

- careers and courses
- subject selection for students who want to continue with further education
- work experience
- part-time Traineeships
- school delivered Vocational Education courses (VET)
- TAFE Delivered Vocational Education courses (TVET)
- apprenticeships/traineeships
- the world of work
- resume and cover letter writing and the preparation of a portfolio
- making the transition from school to work
- links to employers and to local community partnerships

Students should regularly check their Department of Education (DoE) email for information about careers, HSC information and be proactive in speaking with the careers advisor about their prospective careers.

Head Teacher Secondary Studies

The Head Teacher Secondary Studies monitors poor attendance and provides students with advice about alternative pathways while at school and guidance with subject selection and career choices. Head Teacher Secondary Studies, along with the Careers Adviser, interviews all Year 12 students to assist them with developing a plan for their future whether at university, TAFE or work.

If students have any concerns about their progress at school and are uncertain about which pathway to follow to achieve success, they should make an appointment with the Head Teacher Secondary Studies. Many students are also referred by their Year Adviser and Deputy Principal.

The Head Teacher Secondary Studies and Careers Advisor work closely to support and guide students in their final year of schooling to assist in their transition beyond Year 12.

Head Teacher Welfare

The Head Teacher Welfare coordinates student welfare programs to promote awareness of welfare issues and assists all students with any problems which they feel they need to discuss or solve. The Head Teacher Welfare is available at any time for interviews and special requests. Parents can also make appointments with the Head Teacher Welfare.

School Counsellor

The School Counsellor is trained to help students when they have emotional problems. Students can ask the Counsellor for help when they have problems in:

- their friendships with others
- preparing for examinations
- their relationship with teachers or parents.

Appointments to see the Counsellor may be made by students, their parents/guardians or their teachers, by contacting the Counsellor or the Deputy Principal.

Library

The school library is available to all students from 8.00am until 3.15pm Monday to Friday. The Homework Centre operates in the school library Tuesday, Wednesday and Thursday afternoons from 3.15pm – 4.15 pm. The Library provides books and magazines to read for pleasure and general interest, as well as encyclopedias, magazines and pamphlets to support your studies. There are a number of computers available for student use. The Library has the facility to provide internet usage for students using their DoE student log-in.

Students must have their ID card in order to borrow books. Senior students may borrow up to six books per cycle. Videos/DVDs may be borrowed overnight by senior students. One photocopier is located in the library. There is a charge for photocopying. Students must go to the library counter to place money on their ID cards to photocopy or print.

Computer and Internet Usage at School

Students have access to computers and the internet in the Library, before school, during Recess and Lunch and after school hours at the Homework Centre.

Section 2: Requirements for the Higher School Certificate and Record of Achievement

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate Record of Achievement.

Eligibility

To be eligible for the award of the Higher School Certificate students must:

- 1) have gained the RoSA and all Preliminary courses or such other qualifications as NESA considers satisfactory
- 2) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE
- 3) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; that is, if students wish to be awarded the HSC, they must have studied a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC must include the following
 - at least 6 units from Board Developed Courses
 - at least 2 units of a Board Developed Course in English
 - at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses);
 - at least 4 subjects
- 4) sit for and make a serious attempt at the requisite Higher School Certificate external examinations
- 5) complete the mandatory work placement for any VET courses studied
- 6) achieve Level 3 or 4 in the NESA Minimum Standards tests in reading, writing and numeracy. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. Students have up to four attempts each year, in Years 10-12, to achieve the standard. Students who are unable to demonstrate Level 3 in all areas of literacy and numeracy will be awarded a RoSA (Record of School Achievement)

Credentials

- 1) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- 2) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course. For each Board Developed HSC course (not including VET, or EVET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination(s), the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination(s), these courses are reported without a mark. An examination mark is reported for the Board Developed TAFE delivered courses. The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

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

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

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

- 4) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by NESA jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE-delivered VET courses, the certificate will be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.
- 5) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered VET courses the statement is issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework. Fairfield High School is part of NSW DET South-Western Region RTO 90072. All VET courses are required to meet the standards of delivery for this RTO.

Satisfactory Completion of a Course

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if the Principal certifies there is sufficient evidence that the student has:

- 1) followed the course developed or endorsed by NESA;
- 2) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 3) achieved some or all of the course outcomes.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. (*NESA Manual (ACE 8021)*)

At Fairfield High School the attendance pattern required is a minimum of 85%. Any attendance which falls below 85% may jeopardise course completion.

Section 3: HSC Assessment Information

Why a School Assessment?

The school assessment allows for the measuring of all of the stated aims of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external (public) examination. The assessment allows for the assessing of a student's progress in Year 12 and is therefore not a guess of a student's performance in the final examination, the HSC. In particular it allows for the assessing of practical and oral skills, so important yet so difficult to examine.

What Should Students Know About the Assessment?

- The assessment will measure the student's achievement of the course outcomes.
- The assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against the school's performance in the external examination.
- The weightings for the component parts of the course will vary from subject to subject, but not class to class.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2 Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.

The HSC mark for 2-Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

- On satisfactory completion of the HSC, students will receive a portfolio containing:
 - the HSC Testamur (the official certificate confirming a student's achievement of all requirements for the award)
 - the Record of Achievement (this document lists the courses studied and reports the marks and bands the student has achieved)
- Course Reports: For every HSC Board Developed Course (except VET courses), students will receive a Course Report showing their marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course is also shown.

When Will Assessment Begin?

The Preliminary Course will be assessed, and the school will report the final assessment to NESA as a Grade. A satisfactory assessment in Preliminary courses is necessary for progress to the Higher School Certificate. The Preliminary Course assessment will not contribute to the Higher School Certificate assessment. However, all students must have completed all assessment requirements for each course studied in Preliminary prior to proceeding to the HSC courses.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised, at least two weeks in advance, of any task that is to be used for assessment purposes. They will be issued an Assessment Task Notification. In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be given.

All students will be advised of the progressive ranking at the end of Year 11, midway through Year 12 and again before the Higher School Certificate begins. (Assessment in a VET course will not be estimated.)

Any students failing to complete 50% of the assessment tasks will have their name submitted to NESA, which may result in the subject being deleted from their Higher School Certificate.

Assessment Task Information

Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due
- the task and what is required
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance.

Reports will be given twice a year.

Submission of Assessment Tasks

Assessment tasks must be submitted at the beginning of the timetabled lesson of that subject. Any changes to this rule will be clearly stated in the Assessment Task Notification issued by the faculty/teacher. Tasks completed at home must be submitted directly to the teacher. Every written assessment task should have a cover sheet. In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal. Students should ensure that they receive an official FHS receipt slip for every task they submit.

In the case of all written assessment tasks, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When this is required or permitted, the task may be submitted electronically. When electronic submission does occur, the following rules will apply:

- 1) the school will not be responsible for unreadable, unusable or virus infected files or media
- 2) the school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers
- 3) the assessment task should be readily identifiable
- 4) an assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied
- 5) the school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work

Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

Work for assessment must be submitted on time. If a student fails to do an assessment task, or to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task. The Head Teacher will contact parents/guardians informing them (by phone or letter) of the penalty involved. An 'N' Determination Warning letter will be sent home and parents/guardians will be asked to indicate that they have received this letter by returning the tear-off slip.

The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero, then it is a matter for the teacher's professional judgement whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances estimate a student's marks based on other evidence.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified and alert the student to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, Non-Completion of Major Works at progress checks will be considered by the teacher and Head Teacher, as non-completion of requirements and NESA policies followed. This may result in an 'N' Determination in the course.

Request for extension of a due date

If a student requires additional time to complete a task, negotiation before the due date must be made with the teacher, Head Teacher and Deputy Principal. Students must apply in writing using the "Extension of time for an assessment task" form. This form is used when a student has a satisfactory reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The form must be handed in to the Head Teacher at least three days prior to the task deadline. The subject Head Teacher will decide if the reason stated is satisfactory.

The Head Teacher may consider a student's circumstances prior to an assessment task and a negotiated arrangement may be made. A student should not assume that an extension will be given to complete an assessment task.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Absence due to illness

Students must make every effort possible to be present at an assessment task or examination.

If students are absent on the day of an assessment task or examination, they must ring and notify the school of the absence before 9.00am.

Students must bring a valid doctor's certificate immediately upon the first day of return, in order to verify absence. Certificates must not be backdated and must be handed in on the day of return to the relevant Head Teacher. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

Other cases of misadventure

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A letter from a parent/guardian must be handed in to the relevant Head Teacher, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the teacher has collected about that student's learning.

A misadventure application form must be completed, signed by the parent/guardian and handed in to the Head Teacher. These documents should be submitted to the Head Teacher on the day of return to school, or earlier in the case of a prolonged absence.

Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

- 1) the paper will be marked along with all the others
- 2) the Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
- 3) if the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken
- 4) if the new mark is significantly below expectations, it will be set aside, and an estimated mark will be given instead

In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise his or her professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure before an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control should report immediately to their classroom teacher or the Head Teacher concerned. The Head Teacher will determine an appropriate course of action.

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice or cheating is dishonest behaviour by a student that gives them unfair advantage over others. Any form of malpractice, including plagiarism is unacceptable and we treat these allegations very seriously.

The following is a list as identified by NESA (NSW Education Standards Authority)

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own (plagiarism)
- using material directly from books, journals, CDs or the internet without reference to the 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, such as a parent, coach or subject expert, 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
- contriving false explanations to explain work not handed in by the due date

- non-serious attempts, including only attempting a small section of the assessment task or exam e.g. multiple-choice questions and answering questions in a language other than English (unless specifically instructed to do so)

Detected malpractice will limit your marks and jeopardise your ROSA/Preliminary HSC or HSC qualification.

If the student is suspected of malpractice, the student will need to show that all unacknowledged work is entirely their own by proving and explaining of the work process e.g. progressive drafts or answering questions about the assessment task, exam or submitted work to demonstrate their knowledge, understanding and skills.

If any malpractice is confirmed, the student will be given a zero and an N warning and parents contacted.

The school will register the malpractice on Schools Online as mandated by NESA. NESA will advise the student and the school principal of its decision at the time of the release of Higher School Certificate results.

The school attempts to assist students to avoid malpractice by:

- 1) ensuring all students have completed NESA 'All My Own Work' Program to be eligible for the HSC
- 2) teachers constantly reminding students of good and ethical practice
- 3) signs are displayed in appropriate areas, including the library, explaining aspects of good practice

School 'N' Award Procedures

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA's policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

- 1) Classroom teacher sends an 'N' Award warning letter home because of non-completion of an assessment task, coursework, low attendance, or poor participation in class.
- 2) A new due date for the task is recorded on the letter.
- 3) The letter is signed by teacher, Head Teacher and Deputy Principal then posted home with a copy of the assessment task.
- 4) When the task is redeemed, a zero mark is recorded, and the teacher marks the N-warning as resolved.

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. NESA has delegated to principals the authority to determine whether candidates for the award of the Record of School Achievement have satisfactorily completed the mandatory curriculum requirements for the award of the Record of School Achievement.

Academic Review

Each term the Academic Review process occurs. The Head Teacher Secondary Studies leads interviews with students and their parents. The students selected for the interviews are the ones at risk of being N determined. The criteria for students to be on the Academic Review is that they have three or more N award warning letters from across three different Key Learning Areas. The purpose of the Academic Review is to inform students and their parents that the N warnings, either assessment tasks or classwork must be completed, or the student will receive an N determination and not receive HSC credential from NESA.

Support systems will be offered to the student. If the student redeems their N warnings within the time frame given by the Principal, they will achieve their credential. If not, the Principal will inform NESA and the student will not receive their credential. It is important for all students to submit their tasks and communicate with their teachers if they require an extension or further assistance.

Disability Provisions

A student may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

Parents/guardians are responsible for providing all documentation and informing the school of their child's disability.

Successful applicants will be granted provisions that are appropriate as determined by NESA or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESA, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions in the School

Some disability provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

- 1) For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
- 2) Once NESA approves disability provisions, arrangements are made with NESA officers and the parents/guardians and student(s) will be notified.

Higher School Certificate and Record of Achievement Appeal Process

Students may appeal to NESA if there are circumstances beyond their control that may have affected their performance at an examination or in preparation for an examination or a Major Work.

Illness/Misadventure Appeals Policy

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately prior to or during the Higher School Certificate Examination, and which were beyond their control, diminished their examination performance.

If the appeal is upheld, the student will be awarded the higher of either his/her scaled examination mark or moderated assessment mark in the courses involved.

The illness/misadventure appeal provisions are open only to those students who have had an assessment mark submitted for the course in question.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

Lodging the Appeal

All illness/misadventure appeals relating to written examinations are to be lodged before the date shown in the timetable. Those relating to oral or practical examinations must be submitted within one week of that examination or submission date.

Appeals submitted after the closing date will only be considered in exceptional cases. Appeals initiated after the examination results are issued will not be considered in any circumstances.

Appeal forms will be sent to Principals and presiding officers and supervising teachers/examiners at examination centres before examinations commence. Full details of submission procedures are given on the form. Principals should provide the appeal forms to students on request and should make every attempt to explain the procedures. Principals should not dissuade students from lodging appeals.

NESA recommends that, where at all possible, students should attend examination sessions. NESA does not, however, expect students to attend an examination against specific documented medical advice. Where students are in doubt, they are advised to contact the principal.

Grounds for Appeal

The scaled examination mark is intended to be a measure of a student's performance in the examination. Therefore, an appeal must relate to illness or misadventure suffered at the time of the examination that has affected the student's performance in the examination.

Appeals may be in respect of:

- 1) illness or accident, that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination (for example, influenza, an asthma attack, cut hand);
- 2) misadventure, that is, any other event beyond the student's control which allegedly affected the student's performance in the examination (for example, death of a family member, disruption at the examination centre or a faulty examination paper).

The provisions of the appeals process do not cover:

- 1) matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities (there may be cases involving interruption to the completion of the work or loss of materials prepared by the student for submission which the board will consider, for example, major works stolen or destroyed by vandals)
- 2) matters that could have been avoided by the student (for example, misreading of timetable, failure to enter for the examination in a course). In such instances Principals should, however, advise NESA of such events in writing
- 3) long-term illness such as glandular fever, asthma and epilepsy — unless there is evidence of a 'flare-up' during the examination (chronic illness is not in itself an acceptable basis for an appeal)

Evidence

In all cases, NESA requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the examination. Supporting evidence from any source is acceptable but a student's appeal must include:

- 1) a statement from the student explaining how he/she was affected in each examination session
- 2) a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance in the examination may have been affected. In cases of misadventure, evidence from other sources (for example, police statements and/or statutory declarations explaining how the student's performance in the examination may have been affected) should be provided with the date and time of the occurrence and subsequent events
- 3) a presiding officer's report that outlines any observable signs noticed by the supervisor during each examination
- 4) a statement from the student's School Principal. This should contain reference to the student's preparation for the examination, general attitude and any other information deemed relevant to the genuineness of the appeal. Such a statement is of particular importance in cases where the student was absent from the examination

Group Appeals

When the entire course candidature of an examination, or a significant proportion of it, is affected by illness or misadventure, principals need to submit a Group Appeal Form.

Principals should complete the appropriate section of the form, or attach report detailing the incident and its effect on the performance of those students involved. If the illness or misadventure was in a particular examination session, a photocopy of the seating list for that session, indicating which students, if any, were absent should be included. If the appeal is in relation to the whole school candidature, a copy of NESA's list of students by school should be included. Specific students who the Principal considers have been particularly disadvantaged should be identified. These students should be encouraged to submit an individual Illness/Misadventure Appeal form. In instances where a small proportion of the course candidature is submitting appeals on the basis of a common misadventure, each student involved is to submit an individual Illness/Misadventure Appeal form. Each form should be cross-referenced and include a list of all other students involved in the incident and refer to the original Principal's comment.

Non-completion of Course Requirements – 'N' Determination Appeals Policy

Introduction

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following bases:

- 1) student appeals against 'N' Determinations
- 2) student appeals against assessment rankings in HSC courses

Principal's Delegation

The Board has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an 'N' Determination will not appear on any NESA credential. Students who receive an 'N' Determination in any Preliminary course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements.

Students who receive an 'N' Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.

Warnings

If at any time it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a course on Higher School Certificate eligibility. The Principal must:

- 1) advise the student in writing in time for the problem to be corrected
- 2) advise the parent or guardian in writing (if the student is under 18 years of age)
- 3) request from the student/parent a written acknowledgement of the warning
- 4) issue at least one follow-up warning letter
- 5) retain copies of the warning notice(s) and other relevant documentation

Principal's Determination

The Principal's Determination is the initial decision made by the principal under delegated authority from NESA. The criteria used in making determinations are provided in Section 11.4 of this manual. Where a principal has determined that a student has not satisfied NESA requirements in a course, the Principal must advise NESA on the appropriate schedule.

Completion of Appeal Forms

The Principal's Determination form should be completed, and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESA will review appeals only on the information submitted with the School Review Principal's Report form and the Student Appeal form. No further information will be sought; thus, copies of all warning letters must be provided.

If a student does not wish to appeal, the Principal's Determination form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination form, the Student Appeal form and the School Review Principal's Report form should be retained at the school. Notification must be sent to NESA so that the 'N' Determination can be removed. Principals are to complete and send to the Board the appropriate page of the School Review Principal's Report form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal form, the School Review Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA. The appropriate forms relating to 'N' Determinations must be submitted to NESA by the dates specified in the timetable.

Section 4: Vocational Education & Training (VET) Courses

Definition of a VET course

A course is regarded as a VET course when it meets all of the following criteria:

- designed to meet industry training needs
- has industry support in course design and delivery
- based on national training packages where available
- derived from national industry standards where available written and assessed in competency-based terms
- provides a clearly defined pathway through recognition by TAFE and/or industry
- credentialed by NESA and is nationally recognised through the Australian Qualifications Framework delivered and assessed by a Registered Training Organisation (RTO)

Vocational Education Courses Available at Fairfield High School

These courses include:

- Hospitality

Students will be informed of the following aspects of the course by their teacher in class:

- course requirements (specifics are provided at the beginning of the course due to the evolving nature of the training packages)
- work placement information
- assessment procedures (not all subjects are included in this booklet)
- how to obtain a unique Student Identifier (USI) code required by all VET students across Australia

Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

VET Assessment

Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency - based assessment. Students are assessed as either competent or not yet competent. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency based assessment determines the vocational qualifications that a student will receive. External Assessment – HSC Examination

This is an optional examination and can be used for inclusion in the ATAR as a 'Category B' subject. This examination is independent of the competency- based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.

The estimated mark for NESA will be made up of 40% Mid-Course Test and 60% Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

Credentialing Courses in the VET Curriculum Frameworks

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet using NESA course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved. Students can access their own information by logging on to the NESA website.

Credentialing TAFE Delivered VET Content Endorsed Courses

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

Work Placement

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESA mandatory course requirements. It should be noted that if a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For the award of a Preliminary HSC Certificate, the successful completion of 35 hours work placement is required by NESA. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, 240-hour course = 70 hours work placement.

For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course, they must have satisfactorily completed their work placement. This is a requirement of NESA. For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the school. It is the student's responsibility to be ready to attend placement offered and refusal to complete placement may result in an 'N' Determination. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement. This may require 4 – 6 weeks' notice in order to organise a suitable placement. Travel to and from the work placement is the student's responsibility.

Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course.

- 1) Under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
- 2) If undertaken concurrently with the VET course, the employment must meet the following conditions:
 - the minimum length of employment should be greater than the minimum hours of work placement
 - the student should undertake the employment during the duration of course
 - the workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment
 - the primary purpose of the employment function is related to the industry area of the course
 - the enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry

- where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings. Generally, only half the hours for a course will be considered
- student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements
- where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees
- under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements, but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school

Recognition of Prior Learning (RPL) for VET Courses

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Fairfield High School.

Students Transferring into VET Courses (regarding recognition of prior learning)

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures.

- 1) An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)
- 2) In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).
- 3) Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
- 4) If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

Students Undertaking Multiple VET Courses

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESA. However, they will be able to claim the "hours" credit for a unit of competency in one VET course only. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

Step 1:

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

Step 2:

Written appeal with evidence to be presented to VET Coordinator.

Step 3:

A panel of HT/VET Coordinator as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

Step 4:

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.

The Benefits of the USI System

The USI has many benefits for students including:

- being able to get a complete record of their Australia-wide VET achievements from a single, secure and accurate online source from a computer, tablet or smart phone anywhere and anytime
- immediate access to all their VET records. This means they can be quickly given to employers, training organisations and others as proof of VET achievements

It will be easier for training organisations to assess students' pre-requisites, credit transfers and Recognition of Prior Learning (RPL). This can result in students taking less time to complete training and potentially reduce training costs.

The Student's USI Online Account

Students will be asked on the USI Student Declaration to identify their preferred way of contact. This can be by email, mobile phone or post. It is strongly recommended that student's select either email or mobile phone as their preferred method of contact. This will make it easier to create their online account and to retrieve forgotten passwords.

Students can manage their USI account from the Student Log In on the Student page on the USI website, www.usi.gov.au

Once a student has created their USI account, they will be able to:

- give their USI to each training organisation they study with
- view and update their details in their USI account
- give their training organisation permission to view and/or update their USI account
- give their training organisation view only access to their transcript
- control access to their transcripts (official results notice)
- view online and download their training records and results in the form of a transcript



Assessment Task Form

Illness/Misadventure

This form is to be completed and signed by a parent/guardian
An extension can only be granted if a student has a satisfactory reason.
Application must be made to the subject Head Teacher before the task due date.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for illness/Misadventure:	
Medical Certificate attached? YES NO	Other documentation attached? YES NO
Parent statement attached? YES NO	Teacher statement attached? YES NO
Student Signature:	Date:
Parent Signature:	Date:
Class Teacher Signature:	Date:
Head Teacher Decision:	
Head Teacher signature:	Date:

The Head Teacher will give this slip back to the student with the decision recorded on it

ILLNESS/MISADVENTURE - DECISION (to be filled in by Head Teacher before returning to student)	
Student Name:	Year:
Head Teacher Decision:	
Head Teacher Signature:	Date:



Assessment Task Form Cover Sheet

Name:	Class:
Course:	Topic:
Assessment Task Title:	
Date Task Due:	
Date Received:	Mark/Grade:
Teacher :	

By signing my name, I certify that:

- This task is my OWN work, based on my personal study and/or research.
- I have not copied, in part, or in whole, or otherwise plagiarised (copied) the work of other students or the internet.
- I have acknowledged all the material and sources used in the preparation of this assessment task in a
- Final tasks based on group work are not the same as other students' work.
- I have kept a copy of my assignment and the receipt below.
- I UNDERSTAND THAT ZERO MARKS WILL BE AWARDED IN THE SECTIONS IDENTIFIED AS NOT COMPLYING WITH THE ABOVE-MENTIONED GUIDELINES.

Student's Signature:

Date:



ASSESSMENT TASK STUDENT RECEIPT

(This receipt MUST be kept as proof of assessment submission)

Name:	Year:
Course:	Topic:
Assessment Task Title:	
Date Due:	Date Received:
Teacher Signature:	



Student Appeal Misadventure Form

Student's Name: Signature:

Year: Roll Class: Date:

In lodging an appeal, you are asking the Principal to reconsider the decision that has been made about you. An appeal may be about Assessment Decisions and Disciplinary Action.

The Principal in consultation with an Executive Member will;

- review the line of action taken
- give consideration to your statement in support of your appeal
- decide whether there is sufficient evidence to change the original determination

I wish the Principal to reconsider the following decision made about: *(List down the decision made)*

.....

.....

.....

Student Statement in Support of the Appeal / Misadventure

please write in detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal.

My appeal is based on the following grounds:

.....

.....

.....

.....

Principal's Recommendations / Action

.....

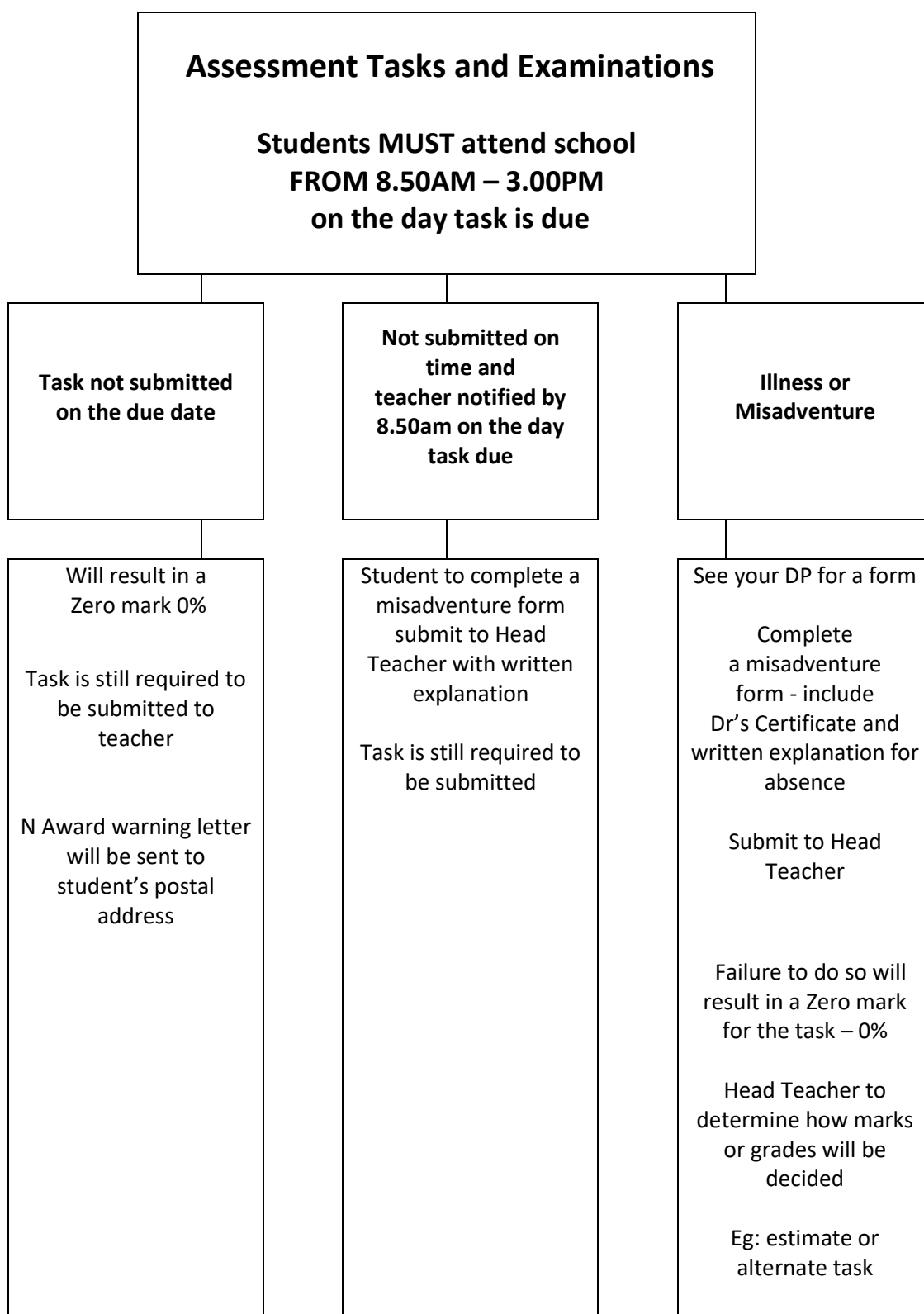
.....

Principal's Signature:

Date:.....



School Procedures For Students Who Miss Or Do Not Submit Assessment Tasks





The Award The Higher School Certificate Course Completion Criteria

YOU need to Show evidence of...

(a) following the course developed
by the [NSW Education Standards Authority](#)

- ✓ In each of your subjects.
- ✓ The syllabus details.
- ✓ The content or information of classwork.
- ✓ Completed all classwork and assessments.

(b) Applied yourself with **diligence**
and sustained effort to the set
tasks and experiences provided
in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time.
- ✓ Sustained effort means keeping working continuously.
- ✓ Set tasks = class work, activities and assessments.
- ✓ Experiences = excursions and all activities.
- ✓ Attending all classes

(c) Achieving the course outcomes

ATTENDANCE - 85% or more

- ✓ Following the teacher's guidance in what is required in the course.
- ✓ Succeed in completing classwork.
- ✓ Completing assessments, tests and examinations successfully.
- ✓ Work is handed in **ON TIME**

- ✓ 85% or more attendance rate.
- ✓ Full day absences = expectation of a parent note and doctor's certificate.
- ✓ Late to school = note from parent with a valid reason.
- ✓ Leaving school early = note from parents with a valid reason.

**Do you meet
these
requirement**



Assessment Schedules

Preliminary Courses - 2023

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

The assessment of a student's achievement throughout the HSC course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC Examination. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

STUDENT INSTRUCTIONS

- * **Ensure you have collected all Assessment Schedules for your HSC courses from your class teachers.**
- * **Refer to the Assessment Schedules for all your HSC courses.**
- * **Assessment Calendar: Check the assessment calendar on next pages and highlight the assessment tasks for your courses.**
- * **Keep Assessment Handbook for future reference.**
- * **Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESA regulations.**

Assessment Task Calendar

Term 1 - 2023

Week	Dates	Course	Task
1A	27/01/2023 – 29/01/2023		
2B	30/01/2023 – 05/02/2023		
3A	06/02/2023 – 12/02/2023		
4B	13/02/2023 – 19/02/2023		
5A	20/02/2023 – 26/02/2023		
6B	27/02/2023 – 05/03/2023	Work Studies	My working life career pathways research task
7A	06/03/2023 – 12/03/2023	Business Studies	Nature of Business Topic Test
		Chemistry	Depth study
		Mathematics Standard 1	Research task
		Modern History	Assassination of JFK Essay
		Music	Viva Voce and student devised aural analysis
		Society and culture	The social and cultural world cross cultural report
8B	13/03/2023 – 19/03/2023	Ancient History	Investigating the ancient past research and essay
		Biology	Depth Study
		Computing Applications	Depth Study Project
		English EAL/D	Module A: Language and text in contexts
		Legal Studies	The Legal System Essay
		Mathematics Advanced	Research Task
		Photography, Video & Digital Imaging	Artist focus report and photographic submission
		Sport, Lifestyle, and recreation	Fitness
		Arabic	Personal Identity
9A	20/03/2023 – 26/03/2023	English Extension 1	Critical response Literature review multimodal presentation
		English Studies	Cover letter, resume and interview
		Food Technology	Food availability and selection (Report)
		Mathematics Extension 1	Research Task
		Personal Development, Health, and Physical Education	Better health for individuals (30%) Case studies
		Physics	Depth Study
		Visual Arts	Portfolio of experimental works

		Visual Design	Visual design project 1 + Visual Design Diary
10B	27/03/2023 – 02/04/2023	English Advanced	Reading to write task
		English Standard	Reading to write: Imaginative composition
		Industrial technology: Timber Products and Furniture Technology	Practical project 1- Wooden Mallet
		Investigating Science	Depth Study
11A	03/04/2023 – 06/04/2023		

Assessment Task Calendar

Term 2 – 2023

Week	Dates	Course	Task
1A	25/04/2023 – 30/04/2023		
2B	01/05/2023 – 07/05/2023	Visual Arts	Research Task and extended written response
3A	08/05/2023 – 14/05/2023	Community and Family Studies	Individuals and groups (Essay)
4B	15/05/2023 – 21/05/2023	Engineering studies	Engineered product analysis and report
		Mathematics Advanced	Pre-seen problems test
		Mathematics Standard 1	Pre-seen problems Test
		Music	Composition portfolio and aural analysis
5A	22/05/2023 – 28/05/2023	Biology	Practical Examination
		English Advanced	Module B: Multimodal presentation
		Mathematics Extension 1	Pre-seen Problems Test
		Photography, Video & Digital Imaging	Body of work presentation
		Sport, Lifestyle, and recreation	Resistance Training
		Arabic	Health
6B	29/05/2023 – 04/06/2023	Physics	Practical examination
7A	05/06/2023 – 11/06/2023	Investigating Science	Practical Examination
		Modern History	Historical Investigation – PPPT – Oral presentation
8B	13/06/2023 – 18/06/2023	Chemistry	Practical Examination
		English EAL/D	Module C: Text and society
9A	19/06/2023 – 25/06/2023	Business Studies	Business Management – Business Report
		Computing Applications	Practical Examination
		Legal Studies	The individual and the law PPT presentation
		Personal Development, Health, and Physical Education	The body in motion (30%) video – theoretical analysis
		Society and Culture	Personal and social identity mini PIP research task
10B	26/06/2023 – 30/06/2023	English Extension 1	Creative response / reflection statement
		English Standard	Multimodal Presentation
		Food Technology	Food quality – functional properties of food (Essay)
		Visual Design	Visual Design project 2 + visual design diary
		Work studies	Workplace communication Topic Test

Assessment Task Calendar

Term 3 - 2023

Week	Dates	Course	Task
1A	17/07/2023 – 23/07/2023		
2B	24/07/2023 – 30/07/2023		
3A	31/07/2023 – 06/08/2023	Personal Development, Health and Physical Education	First aid (20%) fitness choices (20%) yearly examination
		Sport, Lifestyle and recreation	Yearly Examination
4B	07/08/2023 – 13/08/2023	Community and Family Studies	Families and Communities (Report)
5A	14/08/2023 – 20/08/2023	Music	Presentation of performance with analysis and aural examination
		Personal Development, Health and Physical Education	First aid (20%) fitness choices (20%) yearly examination
		Sport, Lifestyle, and recreation	Yearly Examination
6B	21/08/2023 – 27/08/2023	Ancient History	Historical investigation PPT /Oral presentation
		Arabic	Travel
7A	28/08/2023 – 03/09/2023	Engineering Studies	Bio-engineering product and report
		Industrial technology: Timber Products and Furniture Technology	Practical Project 2 – Shaker Table
		Arabic	Travel
8B	04/09/2023 – 10/09/2023	Computing Applications	Yearly Examination
		Mathematics Advanced	Final Examination
		Mathematics Extension 1	Yearly Examination
		Mathematics Standard 1	Final Examination
9A	11/09/2023 – 17/09/2023	Ancient History	Yearly Examination
		Biology	Yearly Examination
		Business Studies	Yearly Examination (on all topics)
		Chemistry	Yearly Examination
		Community and Family Studies	Yearly Examination
		English Advanced	Preliminary Examination
		English EAL/D	Module A, B & C
		English Standard	Yearly Examination
		Food Technology	Yearly Examination
		Investigating Science	Yearly Examination
		Legal Studies	Law in practice – Yearly Examination
		Mathematics Advanced	Final Examination

		Mathematics Extension 1	Yearly Examination
		Mathematics Standard 1	Final Examination
		Modern History	Preliminary Examination
		Photography, Video & Digital Imaging	Photography examination and Photographic submission
		Physics	Yearly Examination
		Society and Culture	Yearly Examination
		Visual Arts	Body of work and yearly examination
		Visual Design	Yearly Examination
		Work Studies	Yearly Examination
10B	18/09/2023 – 22/09/2023	Ancient History	Yearly Examination
		Business Studies	Yearly Examination (on all topics)
		Community and Family Studies	Yearly Examination
		Engineering Studies	Yearly Examination
		English Advanced	Preliminary Examination
		English EAL/D	Module A, B & C
		English Standard	Yearly Examination
		English studies	Portfolio of work across modules
		Food Technology	Yearly Examination
		Industrial technology: Timber Products and Furniture Technology	Yearly Examination
		Legal Studies	Law in practice – Yearly Examination
		Modern History	Preliminary Examination
		Society and Culture	Yearly Examination
		Work Studies	Yearly Examination



Assessment Task Calendar

Term 4 – 2023

Week	Dates	Course	Task
1A	09/10/2023 – 15/10/2023		
2B	16/10/2023 – 22/10/2023		
3A	23/10/2023 – 29/10/2023		
4B	30/10/2023 – 05/11/2023		
5A	06/11/2023 – 12/11/2023		
6B	13/11/2023 – 19/11/2023		
7A	20/11/2023 – 26/11/2023		
8B	27/11/2023 – 03/12/2023	English Extension 1	Yearly Examination
9A	04/12/2023 – 10/12/2023	English Studies	Formal written examination
10B	11/12/2023 – 17/12/2023		
11A	18/12/2023 – 19/12/2023		

Ancient History

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Investigating the Ancient Past Research and Essay	Historical Investigation PPT/ Oral Presentation	Yearly Examination
Outcomes:	AH11-6 AH11-7 AH11-10	AH11-5 AH11-8 AH11-9	AH11-1 AH11-2 AH11-3 AH11-4
Timing:	Term 1 Week 8	Term 3 Week 6	Term 3 Week 9-10
Knowledge and understanding of course content	40%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%
Historical inquiry and research	20%	10%	
Communication of historical understanding in appropriate forms	20%	5%	10%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Investigating The Ancient Past Research and Essay	30%	AH11-6 AH11-7 AH11-10	Research essay requiring the use of acquired knowledge (through classwork) to analyse the meaning, relevance and of a range of primary archaeological and written sources.
2	Historical Investigation PPT/Oral presentation	30%	AH11-5 AH11-8 AH11-9	Presentation based on research work on a chosen topic presented orally to class group.
3	Yearly Examination	40%	AH11-1 AH11-2 AH11-3 AH11-4	Formal examination based on work covered throughout the course.



Arabic

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Personal Identity	Health	Travel
Outcomes:	LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.4 LAR6-3.5 LAR6-3.6	LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.5 LAR6-3.6 LAR6-4.1 LAR6-4.2 LAR6-4.3	LAR6-1.1 LAR6-1.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.5 LAR6-3.6 LAR6-4.1 LAR6-4.2 LAR6-4.3
Timing:	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 6 & 7
Communicating	50%	15%	15%
Understanding	50%	15%	20%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Personal Identity	30%	LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.4 LAR6-3.5 LAR6-3.6	Part A: Candidates will listen to a song in Arabic and respond to it in English. The song will cover the following topics: Personal identity or family and friends Part B: Candidates will be provided with a visual text and will write in formal Arabic using one text type studied in class.
2	Health	30%	LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.5 LAR6-3.6 LAR6-4.1 LAR6-4.2 LAR6-4.3	Part A: candidates will read a stimulus and answer related questions in English. Candidates will then write approximately 150 words in Arabic responding to the stimulus. Part B: candidates will prepare a welcome speech for international students visiting Australia.
3	Travel (Migration)	40%	LAR6-1.1 LAR6-1.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.5 LAR6-3.6 LAR6-4.1 LAR6-4.2 LAR6-4.3	Final examination assessing knowledge and understanding outcomes.

Biology

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Depth Study	Practical Examination	Yearly Examination
	Outcomes:	BIO 11-11 BIO11/12-7 BIO11/12-2 BIO11/12-3 BIO11/12-4	BIO11/12-5 BIO11/12-6	BIO11-8 BIO11-9 BIO11-10
	Timing:	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9
Skills in Working Scientifically	60%	30%	30%	
Knowledge and Understanding	40%	10%		30%
	100%	40%	30%%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	BIO 11-11 BIO11/12-7 BIO11/12-2 BIO11/12-3 BIO11/12-4	Depth study assessing working scientifically skills and knowledge and understanding outcomes.
2	Practical Examination	30%	BIO11/12-5 BIO11/12-6	Practical exam assessing skills in working scientifically.
3	Yearly Examination	30%	BIO11-8 BIO11-9 BIO11-10	Final exam assessing knowledge and understanding outcomes.

Business Studies

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Nature of Business Topic Test	Business Management Business Report	Yearly Examination (On all Topics)
	Outcomes:	P1 P2 P5	P4 P7 P9	P3 P6 P8 P10
	Timing:	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9 -10
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus based skills	20%	5%	5%	10%
Inquiry and research	20%	10%	5%	5%
Communication of business information, ideas, and issues in appropriate forms	20%	5%	10%	5%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Nature of Business Topic Test	30%	P1 P2 P5	A topic test focusing on knowledge and understanding, application of concepts in the topic
2	Business Management Business Report	30%	P4 P7 P9	A business report investigating a global business and focusing on the key responsibilities of that business
3	Yearly Examination (On all Topics)	40%	P3 P6 P8 P10	Multiple choice, stimulus, interpretation, short answer and extended response.

Chemistry

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Depth Study	Practical Examination	Yearly Examination
	Outcomes:	CH-11-8 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7	CH11/12-6 CH11/12-5	CH11-9 CH11-10 CH11-11
	Timing:	Term 1 Week 7	Term2 Week 8	Term 3 Week 9
Skills in working scientifically	60%	30%	30%	
Knowledge and understanding	40%	10%		30%
	100%	40%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	CH-11-8 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7	Depth study assessing skill in working scientifically and knowledge and understanding outcomes.
2	Practical Examination	30%	CH11/12-6 CH11/12-5	Practical examination assessing skill in working scientifically and knowledge and understanding outcomes.
3	Yearly Examination	30%	CH11-9 CH11-10 CH11-11	Final examination assessing skills in working scientifically, knowledge and understanding outcomes.

Community and Family Studies

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Individuals and Groups (Essay)	Families and Communities (Report)	Yearly Examination
Outcomes:	P2.1 P3.2 P4.1 P4.2	P1.1 P1.2 P2.4 P4.2 P5.1 P6.1	P1.1 P1.2 P2., P3.1 P3.2
Timing:	Term 2 Week 3	Term 3 Week 4	Term 3 Week 9-10
Knowledge and understanding of course content	40%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	10%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Individuals and Groups (Essay)	30%	P2.1 P3.2 P4.1 P4.2	A formally written essay, focusing on the strategies that specific community groups may use to assist with benefiting the well-being of HSC students experiencing burnout.
2	Families and Communities (Report)	40%	P1.1 P1.2 P2.4 P4.2 P5.1 P6.1	A written report, outlining a community issue impacting on families and analysing how particular organisations aim to support these families overcome adversity.
3	Yearly Examination	30%	P1.1 P1.2 P2.3 P3.1 P3.2	Multiple choice, short and long responses assessing all content areas in HSC format.

Computing Applications

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Depth Study Project	Practical Examination	Yearly Examination
Outcomes:	1.2, 1.3, 3.1, 3.2, 3.3	1.1, 5.1	2.1, 2.2, 2.3
Timing:	Term 1 Week 8	Term2 Week 9	Term 3 Week 8
Computing Applications skills	60%	30%	20%
Knowledge and understanding	40%	10%	10%
	100%	40%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study Project	40%	1.2, 1.3, 3.1, 3.2, 3.3	Depth study project assessing skills in: - use and understanding of computer software and related terminology -demonstrating the methods, processes, and application of project management techniques to solve problems in a range of contexts
2	Practical Examination	30%	1.1, 5.1	Practical examination assessing skills in critical evaluation of the appropriateness of computing software in a variety of contexts
3	Yearly Examination	30%	2.1, 2.2, 2.3	Written exam assessing knowledge and understanding of computer-based systems, their operations, and functions

Engineering Studies

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Engineered product Analysis and Report	Bio-engineering product and report	Yearly Examination
	Outcomes:	P3.1 P3.2 P5.1 P6.1	P2.2 P3.3 P4.2 P4.3	P1.1 P1.2 P2.1 P2.2, P3.1 P3.3
	Timing:	Term 2 Week 4	Term 3 Week 7	Term 3 Week 9-10
Knowledge and understanding of course content	60%	20%	20%	20%
Knowledge and skills in research, problem solving, and communication related to engineering practice	40%	15%	10%	15%
	100%	35%	30%	35%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Engineered Product Analysis and Report	35%	P3.1 P3.2 P5.1 P6.1	Engineered Product Analysis and engineering report about materials in engineering. Students will design, produce, test and analysis an engineering product.
2	Bio-engineering product and report	30%	P2.2 P3.3 P4.2 P4.3	Engineering Solution and Report.
3	Yearly Examination	35%	P1.1 P1.2 P2.1 P2.2 P3.1 P3.3	Yearly Examination

SYLLABUS COMPONENTS:

Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15%	15%	20%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Common Module: Reading to Write	30%	1 3 5	Critical writing, Imaginative appropriation, and reflection.
2	Module B: Critical Study of Literature	30%	2 4 8 9	Multimodal presentation: students are to critically interpret and evaluate the set text with a focus on textual integrity and relevance.
3	Preliminary Examination	40%	1 3 4 6 7	Preliminary Examination assessing Common Module and Module A, Textual Conversations.



English EAL/D

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Module A: Language and Texts in Context	Module C: Texts and Society	Module A Module B Module C
	Outcomes:	EAL11-1A EAL11-5 EAL11-6	EAL11-1B EAL11-2 EAL11-3 EAL11-7	EAL11-1A EAL11-3 EAL 11-5 EAL 11-7 EAL11-8
	Timing:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9-10
Knowledge and Understanding of Course Content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15%	10%	25%
	100%	30%	30%	40%

TASK DETAILS

No.	Task	Weight	Outcomes	Task Description
1	Module A: Language and Texts in Context	30%	EAL11-1A EAL11-5 EAL11-6	Analytical Response: In-class task
2	Module C: Texts and Society	30%	EAL11-1B EAL11-2 EAL11-3 EAL11-7	Multimodal Presentation: writing, speaking, presentation, listening
3	Module A: Language and Texts in Context/Focus on Reading	40%	EAL11-1A EAL11-3 EAL 11-5 EAL 11-7 EAL11-8	Yearly Examination: Section 1 (Unseen texts on Module A / Module C) Section 2 (Extended response on Module B) Section 3 (Listening)

English Extension 1

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Critical Response Literature Review Multimodal Presentation	Creative Response/ Reflection Statement	Yearly Examination
Outcomes:	EE11-1 EE11-2 EE11-3 EE11-4 EE11-6	EE11-3 EE11-5	All Syllabus Outcomes
Timing:	Term 1 Week 9	Term 2 Week 10	Term 4 Week 8
Knowledge and understanding of complex texts and how and why they are valued	50%	25%	15%
Skills in complex analysis, sustained composition, and independent investigation	50%	15%	15%
	100%	40%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Critical Response Literature Review	40%	EE11-1 EE11-2 EE11-3 EE11-4 EE11-6	Critical response that engages with concepts associated with the dynamic between Texts, Culture and Value. Dystopian Fiction.
2	Creative Response/ Reflection Statement.	30%	EE11-3 EE11-5	Creative Response- imagined worlds/Alterity Reflection Statement
3	Yearly Examination	30%	All Syllabus Outcomes	Assessment of creative and critical skills and understanding of dynamic between text culture and value. Critical and imaginative

English Standard

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Reading to Write: Imaginative composition	Multimodal Presentation	Yearly Examination
Outcomes:	EN11-1 EN11-3 EN11-4 EN11-6 EN11-9	EN11-2 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8
Timing:	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10
Knowledge and understanding of course content	50%	15%	20%
Skills in responding too texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15%	20%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Imaginative composition	30%	EN11-1 EN11-3 EN11-4 EN11-6 EN11-9	Imaginative composition and personal reflection
2	Multimodal Presentation	30%	EN11-2 EN11-5 EN11-7 EN11-9	Create a multimodal presentation on a global issue. Comment on how your chosen tool is a force of social change.
3	Yearly Examination	40%	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8	Written examination - variety of unseen texts and an analytical response to a close study of text.

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Cover Letter, Resume and Interview.	Portfolio of Work Across Modules	Formal Written Examination
	Outcomes:	ES11-1 ES11-3 ES11-4 ES11-6 ES11-10	ES11-2 ES11-3 ES11-6 ES11-7 ES11-9 ES11-10	ES11-1 ES11-5 ES11-7 ES11-8
	Timing:	Term 1 Week 9	Term 3 Week 10	Term 4 Week 9
Mandatory Module: Achieving through English	40%	30%	5%	5%
Elective Module	30%		20%	10%
Elective Module	30%		15%	15%
	100%	30%	40%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Cover Letter, Resume and Interview	30%	ES11-1 ES11-3 ES11-4 ES11-6 ES11-10	Students are to prepare a formal cover letter and resume
2	Portfolio of Work Across Modules	40%	ES11-2 ES11-3 ES11-6 ES11-7 ES11-9 ES11-10	Students are to develop a portfolio of texts that you have planned, drafted, edited, and presented in written, graphic and/or electronic forms across all the modules undertaken during the year. Including a multimodal presentation.
3	Formal Written Examination	30%	ES11-1 ES11-5 ES11-7 ES11-8	Students are to complete formal examination to assess learning

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Food Availability and Selection (Report)	Food Quality - Functional Properties of Food (Essay)	Yearly Examination
Outcomes:	P1.1 P1.2 P4.2	P2.1 P2.2 P4.4	P1.2 P2.1 P2.2 P3.1
Timing:	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9-10
Knowledge and understanding of course content	40%	15%	5%
Knowledge and skills in designing, researching, analysing and evaluation	30%	10%	20%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%
	100%	25%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Food Availability and Selection (Report)	30%	P1.1 P1.2 P4.2	Students research food staples in Australia and present a written report with relevant examples of historical, technological, social, political, and economic developments over time.
2	Food Quality - Functional Properties of Food (Essay)	30%	P2.2 P3.2 P4.4	Students identify, define, and analyse the functional properties of foods that affect one recipe produced during their practical lesson.
3	Yearly Examination	40%	P1.2 P2.1 P2.2 P3.1	Multiple choice, short and long responses assessing all content areas (with a strong focus on Nutrition) in HSC format.

Industrial Technology: Timber Products And Furniture Technologies

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Practical Project 1 Wooden Mallet	Practical Project 2 Shaker Table	Yearly Examination
Outcomes:	P1.1 4.1 4.2 4.3 5.1	P1.1 1.2 3.3 4.3 6.2 7.2	P1.1 1.2 2.1 2.2 3.1 3.3 4.1 4.2 4.3 5.1 5.2 6.1 6.2 7.1 7.2
Timing:	Term 1 Week 10	Term 3 Week 7	Term 3 Week 10
Knowledge and understanding of course content	40%	20%	15%
Knowledge and skills in the management, communication and production of project	60%	15%	20%
	100%	35%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Practical Project 1 Wooden Mallet	35%	P1.1 4.1 4.2 4.3 5.1	Industry Study of a business in Timber Products and Furniture Industry. Technologies associated with timber and furniture industries
2	Practical Project 2 Shaker Table	35%	P1.1 1.2 3.3 4.3 6.2 7.2	Timber Project: planning and production Portfolio (Workplace communication) SOPs and WHS Details of Timber Project: production including Time and Project management
3	Yearly Examination	30%	P1.1 1.2 2.1 2.2 3.1 3.3 4.1 4.2 4.3 5.1 5.2 6.1 6.2 7.1 & 7.2	Multiple choice, short and long response questions in HSC format

Investigating Science

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Depth Study	Practical Examination	Yearly Examination
	Outcomes:	INS11/12-2 INS11/12-3 INS11/12-4 INS11-10 INS11/12-7	INS11/12-6 INS11/12-5	INS11-8 INS11-9 INS11-11
	Timing:	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9
Skills in working scientifically	60%	30%	30%	
Knowledge and understanding	40%	10%		30%
	100%	40%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	INS11/12-2 INS11/12-3 INS11/12-4 INS11-10 INS11/12-7	Depth study assessing working scientifically skills and knowledge and understanding outcomes.
2	Practical Examination	30%	INS11/12-6 INS11/12-5	Practical examination assessing skills in working scientifically.
3	Yearly Examination	30%	INS11-8 INS11-9 INS11-11	Final examination assessing knowledge and understanding outcomes.

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	The Legal System Essay	The Individual and the Law PPT Presentation	Law in Practice Yearly Examination
Outcomes:	P2 P8 P9	P4 P5 P6	P1 P3 P7 P10
Timing:	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9-10
Knowledge and understanding of course content	40%	10%	20%
Analysis and evaluation	20%	5%	10%
Inquiry and research	20%	10%	
Communication of Legal Studies information, issues and ideas appropriate forms	20%	5%	10%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	The Legal System Essay	30%	P2 P8 P9	A 1200 to 1500 worded essay on the Legal System in Australia.
2	The Individual and the Law PPT Presentation	30%	P4 P5 P6	PPT presentation on a contemporary issue – examples include misuse of interactive technologies, cyber-bullying, genetic profiling, cyberspace, privacy issues, security and surveillance, mobile phones, copyright.
3	Law in Practice Yearly Examination	40%	P1 P3 P7 P10	Multiple choice, short answer stimulus and essays.



Mathematics Advanced

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Research Task	Pre-seen Problems Test	Final Examination
	Outcomes:	MA11-1 MA11-2 MA11-9	MA11-1 MA11-3 MA11-4 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9
	Timing:	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8-9
Understanding, fluency, and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Task	30%	MA11-1 MA11-2 MA11-9	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Pre-seen Problems Test	30%	MA11-1 MA11-3 MA11-4 MA11-8 MA11-9	An in-class test assessing the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance.
3	Final Examination	40%	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	A formal 2 hours examination based on the syllabus components of the course.

Mathematics Extension 1

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Research Task	Pre-seen Problems Test	Yearly Examination
	Outcomes:	ME11-1 ME11-2 ME11-7	ME11-1 ME11-3 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7
	Timing:	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8-9
Understanding, fluency, and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Task	30%	ME11-1 ME11-2 ME11-7	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Pre-seen Problems Test	30%	ME11-1 ME11-3 ME11-6 ME11-7	An in-class test assessing the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance.
3	Yearly Examination	40%	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	A formal 1.5 hours examination based on the syllabus components of the course.



Mathematics Standard 1

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Research Task	Pre-seen Problems Test	Final Examination
	Outcomes:	MS11-1 MS11-2 MS11-5 MS11-6 MS11-10	MS11-3 MS11-4 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10
	Timing:	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8-9
	Understanding, fluency, and communication	50%	15%	20%
	Problem-solving reasoning and justification	50%	15%	20%
		100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Task	30%	MS11-1 MS11-2 MS11-5 MS11-6 MS11-10	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Pre-seen Problems Test	30%	MS11-3 MS11-4 MS11-9 MS11-10	An in-class test assessing the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance.
3	Final Examination	40%	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	A formal 1.5 hours examination based on the syllabus components of the course.

Modern History

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Assassination of JFK Essay	Historical Investigation PPPT/ Oral Presentation	Preliminary Examination
	Outcomes:	MH11-1 MH11-2 MH11- 3 MH11- 7 MH11- 9	MH11- 4 MH11- 8 MH11- 10	MH11- 5 MH11- 6
	Timing:	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9-10
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Assassination of JFK Essay	30%	MH11-1 MH11-2 MH11- 3 MH11- 7 MH11- 9	Students complete an essay on the assassination of JFK
2	Historical Investigation: PPT/Oral Presentation	30%	MH11- 4 MH11- 8 MH11- 10	PPT/Oral presentation on the topic studied
3	Preliminary Examination	40%	MH11- MH11- 6	Students complete a preliminary exam assessing the content and skills covered throughout the course

Music

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Viva Voce and Student Devise Aural Analysis	Composition Portfolio and Aural Analysis	Presentation of Performance with analysis and Aural Examination
Outcomes:	P4 P5 P6 P7	P2 P3 P7 P8	P1 P5 P6 P9
Timing:	Term 1 Week 7	Term 2 Week 4	Term 3 Week 5
Performance	25%		25%
Musicology	25%	20%	5%
Composition	25%	25%	
Aural	25%	10%	10%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Viva Voce and Student Devise Aural Analysis on Preliminary Topic 1	30%	P4 P5 P6 P7	Students to complete a research task on their choice of music form the topic of study for Term 1. They will then complete an in-class viva voce (presentation) on their piece of music.
2	Composition on Preliminary Topic 2	30%	P2 P3 P7 P8	Students to compose a short piece of music in the style of music studied in Term 2. Students will be given choice of their composition medium. They will also complete an analysis of their composition.
3	Performance Presentation with Analysis and Aural Examination	40%	P1 P5 P6 P9	Students to present a performance in the style of music studied In Term 3, coupled with an analysis of their practice. They will also complete an Aural Examination on the concepts of music.



Personal Development, Health and Physical Education

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1 (Core 1)	TASK 2 (Core 2)	TASK 3 (Option 1 & 2)
Task:	Better Health for Individuals (30%) Case Studies	The Body in Motion (30%) Video/Theoretical Analysis	First Aid (20%) & Fitness Choices (20%) Yearly Examination
Outcomes:	P1 P2 P3	P7 P8 P17	P12 P15 P16 P17
Timing:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-5
Knowledge and understanding of: Factors that affect health. The way the body generates movement.	40%	10%	20%
Skills in: Influencing personal and community health. Taking action to improve participation and performance in physical activity. Critical thinking. Research. Analysis.	60%	20%	30%
100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Better Health for Individuals	30%	P1 P2 P3	Core 1: Better Health for Individuals: (30%) Analyse methods of improving the health status of target population groups in Australia.
2	The Body in Motion	30%	P7 P8 P17	Core 2: The Body in Motion: (30%) Explains how the body and its systems, training and biomechanical principles influence movement. Video/Theoretical Analysis
3	First Aid and Fitness Choices	40%	P12 P15 P16 P17	Option 1 and 3 (40%): Theoretical analysis of first aid procedures and Fitness Choices Part A: First Aid: (20%) Theoretical demonstration of first aid procedures based on different situations. Part B: Fitness Choices: (20%) Develop a health promotion initiative and propose actions individuals can take to improve and maintain healthy

Photography, Video and Digital Imaging

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Artist Focus Report and Photographic Submission	Body of Work Presentation	Photography Examination and Photographic Submission
Outcomes:	M2 M3 M6 CH3	M1 M4 M5 CH4	M1 CH1 CH2 CH5
Timing:	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9
Making of Photographic and Digital Works	60%	20%	30%
Critical and Historical Interpretations	40%	10%	30%
	100%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Artist Focus Report and Photographic Submission	30%	M2 M3 M6 CH3	Students will look at the history and techniques behind photographic methods and complete a report on a chosen artist. They will submit their own works in the style of their chosen artist.
2	Body of Work Presentation	30%	M1 M4 M5 CH4	Students will complete a body of work in a digital format. The body of work may fall under the field of Digital Imaging or Video and will focus on Traditions, Conventions, Styles and Genres of either field
3	Photography Examination and Photographic Submission	40%	M1 CH1 CH2 CH5	Students will complete an examination on practice in digital imaging, developing a point of view, manipulated forms, arranged images and temporal accounts.

Physics

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Depth Study	Practical Examination	Yearly Examination
	Outcomes:	PH11-8 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7	PH11/12-5 PH11/12-6	PH11-8 PH11-9
	Timing:	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9
Skills in working scientifically	60%	30%	30%	
Knowledge and understanding	40%	10%		30%
	100%	40%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	PH11-8 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7	Depth study assessing skills in working scientifically and knowledge and understanding outcomes
2	Practical Examination	30%	PH11/12-5 PH11/12-6	Practical examination assessing working scientifically skills and knowledge and understanding outcomes
3	Yearly Examination	30%	PH11-8 PH11-9	Final examination assessing working scientifically skills and knowledge and understanding outcomes

Society and Culture

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	The Social and Cultural World Cross Cultural Report	Personal and Social Identity Mini PIP Research Task	Yearly Examination
	Outcomes:	P1 P3 P6	P7 P8 P10	P2 P4 P5 P9
	Timing:	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9-10
Knowledge and understanding of course content	50%	10%	20%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	10%
Communication of information, ideas and issues in appropriate forms	20%	10%		10%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	The Social and Cultural World Cross-Cultural Report	30%	P1 P3 P6	Students complete a cross-cultural report comparing features of Australian and Amish culture
2	Personal and Social Identity Mini PIP research task	30%	P4 P7 P8 P10	In Society and Culture this term we have been exploring the foundations of the course, including the application of course concepts (fundamental, additional and related) to contemporary issues. For the purposes of this task, you are to research about an issue and prepare an infographic on a contemporary issue (national or global).
3	Yearly Examination	40%	P2 P5 P9	Students complete a preliminary exam summarising the content covered throughout the course



Sport, Lifestyle & Recreation

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
Task:	Fitness	Resistance Training	Yearly Examination
Outcomes:	1.1 1.3 2.2 3.2 3.3 4.1	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5 1.2 2.1 2.3 3.2
Timing:	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3-5
Knowledge and understanding	50%	20%	10%
Skills	50%	20%	20%
	100%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Fitness Training	40%	1.1 1.3 2.2 3.2 3.3 4.1	Designing, implementing, and evaluating a training program for a specific group of athletes (e.g. school cross-country or soccer team).
2	Resistance Training	20%	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5	Resistance training program design for the areas of hypertrophy, strength, and muscular endurance.
3	Yearly Examination	40%	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5 1.2 2.1 2.3 3.2	Multiple choice, short answer, and extended response



Visual Arts

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Portfolio of Experimental Works	Research Task and Extended Written Response	Body of Work and Yearly Examination
	Outcomes:	P1 P4 P5 P6	P7 P8 P9	P2 P3 P9 P10
	Timing:	Term 1 Week 9	Term 2 Week 2	Term 3 Week 9
Knowledge, Understanding and Skills – Art Making	50%	35%		15%
Critically and Historically Interpret Art	50%		35%	15%
	100%	35%	35%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Portfolio of Experimental Works	35%	P1 P4 P5 P6	Submission of 5 – 8 exploratory artworks. Accompanying VAPD including evidence of material and conceptual experimentation and understanding of artistic conventions.
2	Critical and Historical Task	35%	P7 P8 P9	Using research on selected artists as the basis for an in-class response. Analysis of the Artist/World relationship and the relationship through the Subjective, Structural and Cultural frame with reference to a range of traditional and contemporary artistic practices.
3	Body of Work and Yearly Examination	30%	P2 P3 P9 P10	Yearly Examination and Resolution of Body of Work under development including VAPD curation of artworks.



Visual Design

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	Visual Design Project 1 + Visual Design Diary	Visual Design Project 2 + Visual Design Diary	Yearly Examination
	Outcomes:	DM1 DM2 DM3 DM4	DM3 DM4 DM5 DM6	CH1 CH2 CH3 CH4
	Timing:	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9
Design Making	70%	35%	35%	
Critically and Historical Studies	30%			30%
	100%	35%	35%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Visual Design Project 1 + Visual Design Diary	35%	DM1 DM2 DM3 DM4	Students to complete a Design project based on Visual Design Module 1. The submission must be accompanied by the Visual Design Diary documenting process, inspiration and research.
2	Visual Design Project 2 + Visual Design Diary	35%	DM3 DM4 DM5 DM6	Students to complete a Design project based on Visual Design Module 2. The submission must be accompanied by the Visual Design Diary documenting process, inspiration and research.
3	Yearly Examination	30%	CH1 CH2 CH3 CH4	Yearly Examination focusing on Visual Design Modules 1-3



Work Studies

Year 11 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	Task:	My Working Life Career Pathways Research Task	Workplace Communication Topic Test	Yearly Examination
	Outcomes:	1 3 4	6 7	2 5 8 9
	Timing:	Term 1 Week 6	Term 2 Week 10	Term 3 Week 9-10
Knowledge and understanding	30%	5%	10%	15%
Skills	70%	25%	20%	25%
	100%	30%	30%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	My Working Life Career Pathways Research Task	30%	1 3 4 5	Research possible career pathway options
2	Workplace Communication Topic Test	30%	6 7 8	Topic Test on 'My Working Life' and 'Workplace Communication'
3	Yearly Examination	40%	2 8 9	Yearly Examination on all Topics



Assessment Information and Schedules

2023 - 2024

Vocational Education and Training (VET)

Ultimo RTO 90072

Preliminary Assessment Schedules



Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

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 both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia 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, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school 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.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code

2 U X 2 YR - 26211

2022 HSC Exam:

26299

LMBR UI Code:

CPC20220126211B or

CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years 40% Preliminary Exam 35 hrs. Work placement
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
	11 HSC UOCs						
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	35 hrs. Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIV	HSC STATUS	HSC INDICAT	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 40% Prelim Yearly Exam
Term 2 & 3	SITHCCC024 BSBSUS211	Prepare and present simple dishes Participate in sustainable work practices	E E	E E	20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	35 hrs Work placement 40% Prelim Yearly Exam
Term 3	SITHFAB024 SITXCOM007	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity	E C	S E	15 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							
Term 4 – 6	SITXCCS011 SITHFAB025 SITHFAB027 SITHIND007	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	20 25 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBTWK201 SITHIND006	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 250			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Academic Reports

Reports are issued to Fairfield High School students twice a year, Semester 1 and Semester 2.

The cover page includes a list of each course/subject that the student is enrolled in and the associated teacher. There is also a summary of the student's attendance data, including whole days, partial days, explained and unexplained.

The second page has the summary information about the 5-point scale that all standard reports use and what each Grade means e.g. A – Outstanding, B – High, C – Sound, D – Basic, E – Limited.

The Five-point Scale

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Additional Programs are listed on the second page. The following activities are included: Student Representative Council, Debating, Public Speaking, Representative Sport, Musical Performances, Debating Team, Peer Support Leader any other additional school service activities.

There is also a description of the Social Development and Commitment to Learning outcomes that are reported on for each student.

Parents may request the school to provide written information that clearly shows their child's achievement compared to the peer group at school. This information will show the number of students in the group in each of the achievement levels is included in all year group reports.

Course/Subject Reports have:

- Course Description: a (2 – 3 line summary of what students have studied that semester).
- Overall Achievement: a grade of A – E (A (outstanding), B (high) C(sound), D (basic), E (limited)
- Syllabus Outcomes: reported on A – E
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve

Life Skills Reports have:

- Course Description (2 – 3-line summary of what students have studied that semester)
- Syllabus Outcomes: reported on P4 (independent), P3 (frequent), P2 (occasional) and P1 (beginning)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment - a paragraph written to describe what the students can do, what is the area for improvement and how to improve.

VET Reports have:

- Course Description (a 2 – 3-line summary of what students have studied that semester)
- Unit Code & Unit Title: reported on C (competent), NYC (Not Yet Competent), CN (continuing) and D (Did Not Start)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve
- Workplace hours – total workplace hours are reflected on the report

These procedures and reporting processes have been developed in conjunction with the guidelines specified in the NSW Department of Education, Policy Standards, Implementation document for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy, 28 January 2020. This document can be found in the NSW Department of Education's policy library at: <https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming- assessing-and-reporting-to-parents-k-12>

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