

# Fairfield High School



**2019**

**ASSESSMENT POLICY**

**&**

**YEAR 11**

**ASSESSMENT SCHEDULE**

**HANDBOOK**





# 2019 Preliminary Assessment Information

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# Fairfield High School

To Live Is To Learn



## 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.
- If I submit assessment tasks electronically through Turnitin, **I must receive a reply email** from my teacher to confirm the task has been received.



.....  
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 3, 2019 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.*

## FACULTY HEAD TEACHERS

<u>SUBJECT</u>	<u>FACULTY HEAD TEACHER</u>
ENGLISH	Mr M Bianca
MATHEMATICS	Mr D Watson
SCIENCE	Mrs A Galagher
HSIE	Mrs G Sansom
CAPA	Ms K Hannigan
PDHPE	MR A Johnson
TAS	Mr D Sellen
EAL/D	Ms S Ogilvy
LOTE	Mr N Waesch
LAST	Mrs C Tamayao
HT STUDENT ENGAGEMENT	Mrs M Lancaster / Mr T Sansom
HT TEACHING AND LEARNING	Mrs C Webber
SEU	Mr J Grech
Head Teacher Welfare	Ms C Picone

## Section 1: Senior School Expectations and Information

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### An introduction to a different way of learning

It is generally recognised that older 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 3.15pm – 5.00pm.

### Study Expectations of our Senior Year 11 and 12 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 at all times, while attending Fairfield High School.
- 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 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 for each class (because of RoSA and HSC requirements for application to studies).
- be at the whole school assembly on Mondays, even if they do not have a timetabled lesson Period 1.

### 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 ABOVE 85%  
TO FULFILL Preliminary and 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 / L Block 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.
- 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 (EVET) Attendance)

TAFE has strict rules regarding attendance to courses. Students will be putting their Higher School Certificate at great risk 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, Mrs K.Tyler, 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, as they are called.
- 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; and
- **scan out at the front office each week when leaving for TAFE.**

### NOTE:

- (1) The majority of TAFE courses will conclude at the end of Term 3.
- (2) Students may not study a course at TAFE or Distance Education if it is available to be studied at school.
- (3) 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 ALL EXAMS.** Students will be sent home if not in correct uniform or late for exams and will receive a **ZERO**.

The school has one formal examination for Year 11 in Term 3.

The school has one formal examination for Year 12 in Term 3. ( HSC Trial Examination)

The majority of Year 12 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; and
- Student's examination result, examination rank and course 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.

## Learning Charges

There are learning charges for Years 7–12. 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. There is also a technology cost towards computer software/hardware resources, etc.

The learning charges are expected to be paid by the students in Term 4, 2019 and no later than Term 1, 2020. 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 11 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 volunteer in the Library, assist juniors with work and assignments, support students from the IEC and chair whole school Monday Assemblies and other formal assemblies.

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/iPods to school. The school takes NO RESPONSIBILITY for lost or stolen phones/iPods.

Students who do bring Phones/iPods to school must follow the DoE (Department of Education) guidelines and the School's Mobile Phone Policy as outlined below.

- ✓ Mobile phones and iPods **must be switched off** and placed **in the student's bag** during school hours. School hours commence from the time they enter school grounds in the morning until they exit the school grounds at the end of the school day OR the conclusion of their last scheduled activity in the afternoon beyond standard school hours.
- ✓ Earphones must not be visible at any time.
- ✓ Mobile phones must be out of sight during school hours. They are not to be used for checking the time, as every classroom has a clock.
- ✓ Mobile phones cannot be used for any reason. 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 (EVET);
- 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.

Senior students should check their Department of Education (DoE) email as a *CAREER NEWS ISSÚE* will be sent to them every month. This will contain valuable information. Other important notices and HSC information, including the HSC timetable, will also be sent to each student's DoE email. Students should start a good practice of checking it regularly.

To start researching careers students have access to [www.jobjump.com.au](http://www.jobjump.com.au), an online resource website. Password: *frog*.

### **Head Teacher Engagement - Located in E Block**

The Head Teacher Engagement monitors poor attendance and provides students with advice about alternative pathways while at school and guidance with subject selection and career choices. Teacher Engagement, 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 Engagement. Many students are also referred by their Year Adviser and Deputy Principal.

The Head Teacher Engagement 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 - Located in S Block**

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.

### **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 3pm – 5pm. The Library provides books and magazines to read for pleasure and general interest, as well as, books, 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. photocopying is 10 cents per copy Back and White and 50 cents for colour. Students must go to the library counter to place money on their ID cards to photocopy or print.

### **School Counsellor - Located in S Block**

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; or
- 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.

### **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

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*This section deals with the specific requirements for eligibility for the award of the Higher School Certificate Record of Achievement from year 11.*

### Eligibility

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

- (a) have gained the RoSA and all Preliminary courses or such other qualifications as NESA considers satisfactory;
- (b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- (c) have achieved the Minimum Standards in Literacy and Numeracy, as per NESA requirements to receive the HSC, by:
  - **passing the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN in 2017 and**
  - **passing the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN in 2017 and**
  - **passing the online numeracy test or have achieved Band 8 or above in numeracy in Year 9 NAPLAN in 2017.**

### Pattern of study requirements

- (d) 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;
- (e) sit for and make a serious attempt at the requisite Higher School Certificate external examinations;
- (f) complete the mandatory work placement for any VET courses studied.

### Credentials

- (a) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- (b) 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.

- (c) 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.
- (d) Higher School Certificate Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by NESAs. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record which lists the courses satisfactorily completed and the results achieved.
- (e) 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 NESAs 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.
- (f) 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. Chester Hill 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

The following course completion criteria refer to both Preliminary and HSC courses:

### **Course Completion Criteria**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by NESAs;
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **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)*)

<p><b>At Fairfield High School the attendance pattern required is a minimum of 85%. Any attendance which falls below 85% may jeopardies course completion.</b></p>
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## **RoSA**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

### **Grades are:**

- based on student achievement in their assessment work
- submitted to us by the school in Term 4
- monitored by us for fairness and consistency.

We work with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school. We also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Students choosing to leave school in Year 11 will receive their RoSA (Record of School Achievement) and a transcript of subjects studied.

## Section 3: HSC Assessment Information

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### 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 (public) 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 NESAs 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 NESAs, 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; and
- 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 in a Progress Report format and end of course format.

## 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 on CD, DVD or USB or by email. 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 NESAs policies followed. This may result in an 'N' Determination in the course.

### **Request for extension**

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 back-dated 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.

# Turnitin Assessment Policy

## Stage 5 & 6

### What is Turnitin?

Turnitin is software that compares your written work with existing written work from web pages, previously submitted assessments, library databases and publications.

Turnitin detects similarity; it does not detect plagiarism or academic dishonesty. Fairfield High School students may be asked to submit assessment tasks on [turnitin.com](https://www.turnitin.com). It is up to the teacher (with the support of the head teacher) marking your work, to judge whether it demonstrates an appropriate level of originality and academic honesty. The purpose of turnitin is to decrease the amount of submitted assignments that have had high levels of similarity and improve the writing of student's assignments with a high level of feedback provided online.

### How to submit an assignment on [www.turnitin.com](https://www.turnitin.com)

To submit an assignment on Turnitin

1: Login in on [www.turnitin.com](https://www.turnitin.com)

2: Click on the subject, then assignments. Find the Turnitin submission box, Assessment Task X'.

3: Select View/Complete, which will take you to the Turnitin Assignment.

4: Select Submit button on the right to go to the next screen where you upload and submit your assessment task.

5: Check your name is shown, add a submission title, find and choose your assessment task file and select Upload.

You will then be taken to a preview screen where you can confirm your submission.

Once you have confirmed your submission, a Digital Receipt will appear.

Please record submission ID number for evidence of the completion of your assignment.

### **Students please note**

**All Turnitin tasks must be submitted before 3pm the day the task is due.**

## Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Plagiarism is copying someone else’s work and pretending that it is your own.

Malpractice may include:

- Plagiarism (copying someone else’s work and claiming that it is your work);
- Collusion (allowing someone to copy your work); or
- Forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of **cheating** or **using an electronic device**, the whole examination **will** be cancelled and parents notified.

The school attempts to assist students to avoid malpractice by:

- (i) Ensuring all students have completed NESAs ‘All My Own Work’ Program to be eligible for the HSC;
- (ii) Teachers constantly reminding students of good and ethical practice;
- (iii) Signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.

***It is a requirement of NESAs that any acts of malpractice be reported in a Malpractice Register on NESAs website.***

## 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 NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs’s policy on satisfactory completion of course requirements. If course requirements aren’t completed satisfactorily, the following will occur:

### ***Stage One – Warning No. 1***

1. Classroom teacher sends an ‘N’ Award warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only),
2. A new due date for the task is recorded on the letter.
3. Letter is signed by teacher, Head Teacher and Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a ‘zero’ mark recorded.

### ***Stage Two – Warning No. 2***

1. Classroom teacher prepares a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by Head Teacher and Principal and issued to parent(s)/guardian and student at an interview with the Deputy Principal. This is recorded on *Sentral*.
3. During this interview, parents are informed that if the work is not completed on time, then a warning letter No. 3 is sent and this will lead to unsatisfactory completion of the course if not completed by due date. This is recorded on *Sentral*.

### **Stage Three – Warning No. 3**

If the student has not:

- redeemed the assessment tasks,
- completed course requirement, or
- completed 50% of course assessment tasks,

parents are invited for an interview with the Principal and Deputy Principal and informed that their child will not meet requirements in that subject for the HSC if he/she doesn't complete the required work by the allocated time on the letter. This is recorded on *Sentral*.

### **Stage Four**

- If the student hasn't completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal and Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
- Parents will have the option to appeal this process to the school Principal and if the Principal declines, then parents may wish to appeal to NESAs (see pages 21-22).

## **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 NESAs 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 NESAs, 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 NESAs approve disability provisions, arrangements are made with NESAs 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:

- (a) 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);
- (b) 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:

- (a) 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);
- (b) 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 NESAs of such events in writing;
- (c) 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, NESAs 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:

- (a) a statement from the student explaining how he/she was affected in each examination session;
- (b) 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;
- (c) a presiding officer's report that outlines any observable signs noticed by the supervisor during each examination;
- (d) 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 NESAs'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:

- (a) Student appeals against ‘N’ Determinations;
- (b) 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 NESAs.

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 NESAs 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:

- (a) advise the student in writing in time for the problem to be corrected;
- (b) advise the parent or guardian in writing (if the student is under 18 years of age);
- (c) request from the student/parent a written acknowledgement of the warning;
- (d) issue at least one follow-up warning letter; and
- (e) 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 NESAs. 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 NESAs requirements in a course, the Principal must advise NESAs 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

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### Definition of a VET course

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

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

### Vocational Education Courses Available at Chester Hill High School

These courses include:

- Business Services
- Construction
- Retail Services
- 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 .

#### 1. 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.

#### 2 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.

### **3 Credencing 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.

### **4 Credencing 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.

### **5 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.

## **6 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 either -

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.

## **7 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 Chester Hill High School.

## **8 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.

## **9. 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 NESAs. 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.

## **10. 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](http://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); and
- View online and download their training records and results in the form of a transcript.



### ASSESSMENT TASK ILLNESS/MISADVENTURE FORM

Submit this form to the **HEAD TEACHER** on the **FIRST DAY OF YOUR RETURN TO SCHOOL**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

TASK: \_\_\_\_\_ Course: \_\_\_\_\_

DUE DATE: \_\_\_\_\_

Reason for missing the task:

---

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**Doctor's Certificate attached: YES / NO**

(Doctor's Certificate MUST be attached to this form if your reason is **ILLNESS**)

If you were sick DURING an assessment, did you notify the teacher immediately? **YES / NO**

#### MISADVENTURE

Do you have a statement from a parent/guardian or witness to support your application? **YES / NO**

Parent/Guardian Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Head Teacher decision** (*indicate if this application needs to go to Deputy Principal*): **YES / NO**

---

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(In case of appeal)

**APPEAL DECISION:**

---

**Deputy Principal** (*in charge of year*): \_\_\_\_\_ Date: \_\_\_\_\_





# Fairfield High School

To Live Is To Learn

Year 12 Assessment Task 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: .....



# Fairfield High School

To Live Is To Learn

## 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:	



# Fairfield High School

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## Student Appeal / Misadventure Form

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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

.....

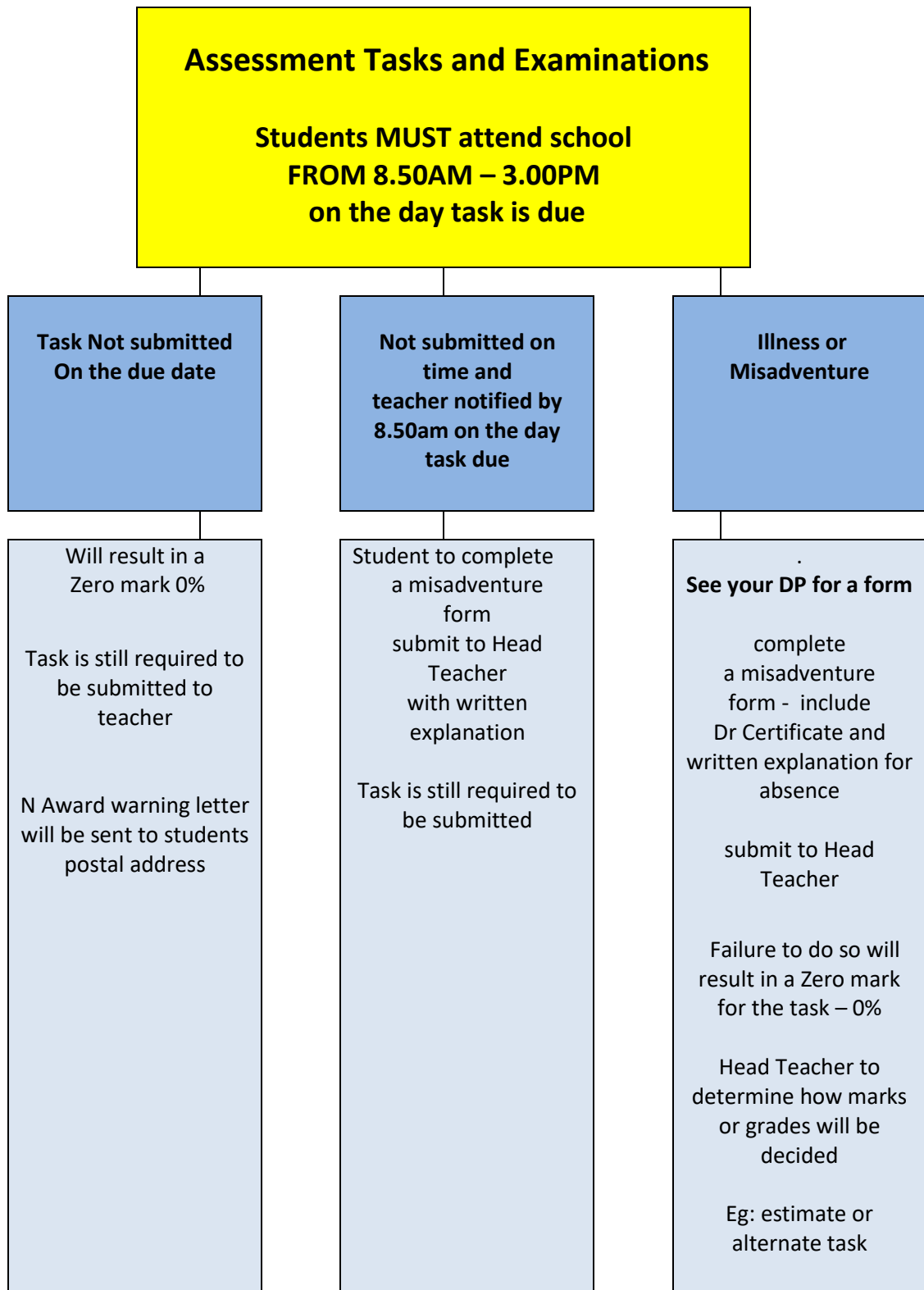
.....

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](http://www.nsw.gov.au/education-standards)

- ✓ 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 requirements?**

# Section 5

# Assessment Schedules

## For

## All Preliminary Courses

## 2019

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 Preliminary courses from your class teachers.*
- \* *Refer to the Assessment Schedules for all your Preliminary courses.*
- \* *Assessment Calendar: Tear off back page and highlight the assessment tasks for your courses. This will help you to see at a glance when tasks are due, and therefore, help you with your organisation.*
- \* *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.**



# YEAR 11 Ancient History

Year 11 Assessment Outline 2019

**SYLLABUS COMPONENTS:**

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

**TASK DETAILS:**

No.	Task	Weight	Outcomes	Task Description
1	Research and essay	30%	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	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	Oral presentation Historical Investigation	30%	AH11-1 AH11-3 AH11-6 AH11-7 AH11-10	Presentation based on research work on a chosen topic presented orally to class group.
3	Yearly Examination	40%	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	Formal examination based on work covered throughout the course.



# Biology

## Year 11 Assessment Outline 2019

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

### TASK DETAILS:

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



# Business Studies

## Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Topic Test	Business Report	Yearly Exam
	<b>Outcomes:</b>	P1,P2, P6, P7, P8	P2, P4, P5, P7, P8, P9, P10	P2, P4, P5, P6, P7, P8, P9, P10
	<b>Timing:</b>	Term 1 – Ongoing	Term 3, Week 1	Term 3, Week ( & 10
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Stimulus based Skills	<b>20%</b>	5%	5%	10%
Inquiry and research	<b>20%</b>	10%	5%	5%
Communication of business information, ideas and issues in appropriate forms.	<b>20%</b>	5%	10%	5%
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
<b>1</b>	Topic Test	30%	P1,P2, P6, P7, P8	Multiple choice, short answer and stimulus responses on the Nature of Business
<b>2</b>	Business Report	30%	P2, P4, P5, P7, P8, P9, P10	A business report covering the three topics – Nature of Business, Business Management and Business Planning.
<b>3</b>	Yearly Exam	40%	P2, P4, P5, P6, P7, P8, P9, P10	Multiple choice, stimulus, interpretation, short answer and essays





# Chemistry

## Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3
<i>Task:</i>	Depth Study	Practical Exam	Final Exam
<i>Outcomes:</i>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-11	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	CH11-8 CH11-9 CH11-10 CH11-11
<i>Timing:</i>	Week 8 Term 1	Week 5 Term 2	Week 8 Term 3
<b>SYLLABUS COMPONENTS:</b>			
Skills in Working Scientifically	<b>60%</b>	30	30
Knowledge and Understanding	<b>40%</b>	10	-
	<b>100%</b>	<b>40%</b>	<b>30%</b>

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-11	Depth study related to reaction rates
2	Practical Exam	30%	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	Practical exam related to skills in working scientifically
3	Final Exam	30%	CH 11-8 CH 11-9 CH11-10 CH11-11	Final exam related to knowledge and understanding outcomes



# Community and Family Studies

Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3 Yearly Exam
<b>Task:</b>		Individuals and Groups Essay, including a set of research notes and draft	Families and Communities Power Point Presentation	Formal Exam
<b>Outcomes:</b>		2.1, 3.2, 4.1, 4.2	1.1, 1.2, 2.4, 4.2, 5.1, 6.1	1.1, 1.2, 2.3, 3.1, 3.2
<b>Timing:</b>		Term 2, week 8	Term 3, week 6	Term 3, week 9/10
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	30	10
	100%	30%	40%	30%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Individuals and Groups	30	2.1, 3.2, 4.1, 4.2	Formal essay about the influence of gender in relationships using research data and including an edited draft
2	Families and Communities (Incorporating Resource Management concepts)	40	1.1, 1.2, 2.4, 4.2, 5.1, 6.1	Power Point/oral presentation with a focus on a community issue impacting on families and offering justifiable creative solutions
3	Yearly Exam	30	1.1, 1.2, 2.3, 3.1, 3.2	A formal written exam



# Design and Technology

Year 11 Assessment Outline 2019

**SYLLABUS COMPONENTS:**

	Component Weighting	TASK 1	TASK 2	TASK 3
	<i>Task:</i>	Project1	Project2	Preliminary Exam
	<i>Outcomes:</i>	P1.1, P2.1, P3.1, P4.1, P5.2, P6.2	P2.2, P4.2, P4.3, P5.1, P5.3, P6.1	P2.1, P2.2, P3.1, P4.3
	<i>Timing:</i>	Term 2, Week 2	Term 3, Week 4	Term 3, Week 9-10
Knowledge and understanding of course content	40%	15%	15%	10%
Knowledge and skills in designing, managing, producing and evaluating	60%	25%	25%	10%
	100%	40%	40%	20%

**TASK DETAILS:**

No.	Task	Weight	Outcomes	Task Description
1	Project 1	40%	P1.1, P2.1, P3.1, P4.1, P5.2, P6.2	Practical Project using recycled materials to design and produce a product for a specific target market.
2	Project 2	40%	P2.2, P4.2, P4.3, P5.1, P5.3, P6.1	Practical Project based around digital technologies and game design and marketing.
3	Preliminary Examination	20%	P2.1, P2.2, P3.1, P4.3	Multiple choice, short and long response questions in HSC format.



# YEAR 11 DRAMA

## Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>SYLLABUS SKILLS:</b>	<b>Task:</b>	Group Performance	Individual Projects	<i>(Preliminary Exam)</i> Comparative Essay
	<b>Outcomes:</b>	P1.1, P1.2, P1.3, P1.7, P1.8, P2.5, P2.6, P1.5, P3.1, P3.2, P3.3	P1.5, P3.1, P3.2, P3.3, P3.4	P1.5, P2.2, P2.5, P3.1, P3.2, P3.4
	<b>Timing:</b>	Out: Term 1, Week 4 Due: Term 1, Week 6	Out: Term 2, Week 2 Due: Term 2, Week 6	Out: Term 3, Week 2 Due: Term 3, Week 9
	<b>Making</b>	40%	10%	15%
<b>Performing</b>	30%	10%	10%	10%
<b>Critical Studying</b>	30%	10%	10%	10%
	<b>100%</b>	30%	35%	35%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Group Performance	30%	P1.1, P1.2, P1.3, P1.7, P1.8, P2.5, P2.6, P1.5, P3.1, P3.2, P3.3	Group performance presentation and submission of group performance and individual performance rationales.
2	Mid-course Exam: Individual Projects	35%	P1.5, P3.1, P3.2, P3.3, P3.4	Planning development of individual project, Oral presentation and logbook including preliminary drafts and research.
3	Preliminary Exam: Critical study-Essay	35%	P1.5, P2.2, P2.5, P3.1, P3.2, P3.4	Class workshops activities and related written reflections - Comparative essays



# Engineering Studies

## Year 11 Assessment Outline 2019

**SYLLABUS COMPONENTS:**

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<i>Task:</i>	Engineering applications Exam	Engineered products report	Braking Systems Report	Yearly Examination	
<i>Outcomes:</i>	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3,	P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3,	
<i>Timing:</i>	Term 1, Week 10	Term 2, Week 7	Term 3, Week 7	Term 3, Weeks 9-10	
Knowledge and understanding of engineering principles and developments in technology	50%	10%	15%	10%	15%
Skills in research, problem solving and communication related to engineering	30%	5%	10%	5%	10%
Understanding of the scope and role of engineering including management and problem solving	20%	5%	5%	5%	5%
<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	

**TASK DETAILS:**

No.	Task	Weight	Outcomes	Task Description
1	Complete Exam	20%	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3,	Examination on the fundamentals of engineering
2	Practical Task and Report including 3D modelling	30%	P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Develop 3D model and create an engineering report about material in engineering.
3	Braking Systems Engineering Report	20%	P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Develop Pascals principle model engineering report
4	Yearly Examination	30%	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3,	Yearly Examination



# Preliminary English (Advanced)

Year 11 Assessment Outline 2019

		Task 1	Task 2	Task 3	
		Reading to Write Task	Module B – Multimodal presentation	Module A - Preliminary Examinations	
<b>Timing</b>		Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 9 and 10	
<b>Outcomes</b>		1, 3, 5, 9	2, 4, 8, 9	1, 3, 4, 6, 7	<b>Weighting</b>
Modules	Common Module: Reading to Write	30			<b>30</b>
	Module A: Narratives that Shape our World			40	<b>40</b>
	Module B: Critical Study of Literature		30		<b>30</b>
	<b>Marks</b>				<b>100</b>
Language modes	Knowledge and understanding of course content	15	15	20	<b>50</b>
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
	<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Common Module: Reading to Write	30%	1, 3, 5	In-class essay and short story submission.
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 Examinations	40%	1, 3, 4, 6, 7	Preliminary Examinations assessing Common Module and at least one other module.



# Preliminary English EAL/D

Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3	Yearly Exam	
<b>Task:</b>	Extended Response	Viewing and analysis task	Multimodal Representation	Reading and writing task	
<b>Outcomes:</b>	EAL11-1B, EAL 11-2, EAL 11-7, EAL 11-9	EAL11-1A, EAL 11-3, EAL 11-5, EAL 11-8	EAL 11-3, EAL 11-4, EAL 11-6, EAL 11-8	EAL11-1A, EAL 11-5, EAL 11-7	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7	Term 3, Week 9/10	
<b>SYLLABUS COMPONENTS:</b>					
Knowledge and Understanding of Course Content	50%	15	5	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	15	5	20	15
	100%	30	10	30	30

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Module A: Language, Texts and Context	30%	EAL11-1B, EAL 11-2, EAL 11-7, EAL 11-9	Extended Response: In-class Extended Response
2	Module B: Close Study of Text	10%	EAL11-1A, EAL 11-3, EAL 11-5, EAL 11-8	Film viewing and analysis: In-class short answers and extended response
3	Module C: Texts and Society	30%	EAL 11-3, EAL 11-4, EAL 11-6, EAL 11-8	Multimodal presentation and peer reflection
<b>Yearly Exam</b>	Module A: Language, Texts and Context/Focus on Reading	30%	EAL11-1A, EAL 11-5, EAL 11-7	Examination responding to unseen texts - Module A and Focus on Reading



# English Standard

## Year 11 Assessment Outline 2019

		<b>Task 1 Reading to Write</b>	<b>Task 2 Contemporary Possibilities</b>	<b>Task 3 Examination</b>	
		Imaginative Composition	Multimodal presentation	Yearly Exam	
<i>Timing</i>		T1, Wk10	T2, Wk10	T3, Wks9-10	
<i>Outcomes</i>		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	<b>Weighting</b>
Course Components	Knowledge and understanding of course content	15	15	20	<b>50</b>
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
	<i>Marks</i>	30	30	40	<b>100</b>

### 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	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.





# English Studies

## Year 11 Assessment Outline 2019

		Task 1	Task 2	Task 3	Task 4	
		Cover Letter, resume and interview	Multi-modal Presentation	Portfolio of work across modules	Formal written examination	
<b>Timing</b>		Term 1 Week 9	Term 2 Week 7	Term 3 Week 10	Term 4 Week 9	
<b>Outcomes</b>		ES11-1, ES11-3, ES11-4, ES11-6, ES11-10	ES11-2, ES11-6, ES11-10	ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9, ES11-10	ES11-1, ES11-5, ES11-7, ES11-8	<b>Weighting</b>
<b>Modules</b>	Mandatory Module: Achieving through English	25		5	10	40
	Module C: On the Road		20	5	5	30
	Module K: The big screen			25	5	30
	<b>Marks</b>	25	20	35	20	<b>100</b>
<b>Component</b>	Knowledge and Understanding of Course content	10	10	15	10	<b>50</b>
	Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	15	15	10	<b>50</b>
	<b>Marks</b>	25	25	30	20	<b>100</b>

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Cover Letter, resume and	25	ES11-1, ES11-3, ES11-4, ES11-6, ES11-10	Students are to prepare a formal cover letter and resume
2	Multi-modal Presentation	20	ES11-2, ES11-6, ES11-10	Students are to work collaboratively and prepare a multimodal presentation
3	Portfolio of work across modules	35	ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, 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
4	Formal written examination	20	ES11-1, ES11-5, ES11-7, ES11-8	Students are to complete formal examination to assess learning



# English Extension

## Year 11 Assessment Outline 2019

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
		Texts, Culture and Value. Dystopian Fiction- F451-Critical essay	Imagined worlds- Creative response and reflection.	Independent Research task- Literature Review	Yearly Exam	
<b>Timing</b>		Term 1, Week 9	Term 2, Week 10	Term 3, Week 4	Term 3, Week 8	
<b>Outcomes</b>		EE11-1 EE11-2 EE11-3	EE11-3, EE11-5	EE11-4, EE11-6, EE11-1	All Syllabus Outcomes	<b>Weighting</b>
<b>Knowledge, Understanding and Skills.</b>	- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts  -express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	15	10	10	15	<b>50</b>
	- express understanding of how cultural, historical and social contexts are represented in critical and creative texts - reflect on and evaluate their own processes of learning and creativity.	10	15	10	15	<b>50</b>
	<b>Marks</b>	25	25	20	30	100

### Task Details:

No.	Task	Weight	Outcomes	Task Description
1	Critical response	25	EE11-1 EE11-2 EE11-3	Critical response that engages with concepts associated with the dynamic between Texts, Culture and Value. Dystopian Fiction. Fahrenheit 451
2	Creative Response/ Reflection Statement.	25	EE11-3, EE11-5	Creative Response- imagined worlds/Alterity Reflection Statement.
3	Literature review	20	EE11-4, EE11-6, EE11-1	Independent Research. Literature review-Related texts.
4	Yearly Examination	30	All Syllabus Outcomes	Critical and Creative Response.



# EXPLORING EARLY CHILDHOOD

Year 11 Assessment Outline 2019

Component Weighting	TASK 1 (Option 1 & 2)	TASK 2 (Core 2)	TASK 3 (Core 1)
<b>Task:</b>	Take home Task:	Mid-course examination or In class exam	Preliminary Examination: Case Studies
<b>Outcomes:</b>	1.1,1.4,2.1,5.1,6.1,6.2	1.2,1.3,1.4,1.5,2.2,2.3,2.4,4.1,4.2, 5.1	5.2,2.2,3.2,4.4,4.1,5.1
<b>Timing:</b>	Term 1, Week 8 Issued Week 5	Term 2, Week 5 Issued Week 3	Term 3, Week 3,4&5
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding	50%	20%	10%
Skills in:	50%	20%	20%
	100%	40%	20%
			40%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case study, Take home Task:	40%	1.1,1.4,2.1,5.1,6.1,6.2	The developing foetus
2	Mid-course examination or In class exam	20%	1.2,1.3,1.4,1.5,2.2,2.3,2.4,4.1,4.2, 5.1	Multiple choice, short answers and extended response
3	Preliminary Examination:	40%	5.2,2.2,3.2,4.4,4.1,5.1	Multiple choice, short answers and extended response



# Food Technology

## Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3	
<b>Task:</b>	Food Availability and Selection Report	Food Quality Report on Food Properties	Yearly Exam	
<b>Outcomes:</b>	P1.1, P1.2, P4.2	P2.1, P2.2, P4.4	P1.2, P2.1, P2.2, P3.1	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9&10	
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	15%	5%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%		10%	20%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Food Availability and Selection	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 Report on Food Properties	30%	P2.1, P2.2, P4.4	Students select food products manufactured in Australia and research the manufacturing equipment and technologies required in their developments
3	Yearly Examination	40%	P1.2, P2.1, P2.2, P3.1	Multiple choice, short and long responses in HSC format



# Geography

## Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Research Report	Oral Presentation	Yearly Exam
	<b>Outcomes:</b>	P1, P2, P4, P6, P8, P9	P4, P5, P6, P7, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12
	<b>Timing:</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9 & 10
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	10%	10%	20%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	10%	10%	
Communication of geographical; information, issues and ideas appropriate forms	20%	5%	5%	10%
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Report	30%	P1, P2, P4, P6, P8, P9	A report on ecosystems at risk in regards to the management and protection of sites.
2	Oral Presentation	30%	P4, P5, P6, P7, P8, P10, P11	Oral presentation on Urban Places
3	Yearly Exam	40%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	Multiple choice, short answer, geographical skills and essays.



# Industrial Technology: Timber Products and Furniture Technologies

Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3	
<b>Task:</b>	Industry Study	Practical Projects	Preliminary Examination	
<b>Outcomes:</b>	P1.1, 3.2, 5.1, 5.2, 7.1, & 7.2	P1.1, 1.2, 3.3, 4.1, 4.2, 4.3, 5.2, 6.1 & 6.2	P1.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1 & 7.2	
<b>Timing:</b>	Tm 1 / Wk. 10	Tm 3 / Wk. 7	Tm 3 / Wk. 10	
<b>SYLLABUS COMPONENTS:</b>				
Project Planning, Sketching and Production	25%	5%	15%	5%
Industry Study	15%	5%	5%	5%
Time and Project Management, Communication and Documentation	25%		15%	10%
Preliminary Examination	35%	5%	15%	15%
	100%	15%	50%	35%

## TASK DETAILS:

No.	Task	Weighting	Outcomes	Task Description
1	Industry Study	15%	P1.1, 3.2, 5.1, 5.2, 7.1, & 7.2	Industry Study of a business in Timber Products and Furniture Industry. Technologies associated with timber and furniture industries
2	Practical Projects	50%	P1.1, 1.2, 3.3, 4.1, 4.2, 4.3, 5.2, 6.1 & 6.2	Timber Project: planning and production portfolio (Workplace communication) SOPs and WHS Details of Timber Project: production including Time and Project management
3	Preliminary Examination	35%	P1.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1 & 7.2	Preliminary Examination with HSC style questions examined



# Investigating Science

Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Depth Study	Practical Exam	Final Exam
<b>Outcomes:</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7	INS11-8 INS11-9 INS11-10 INS11-11
<b>Timing:</b>	Week 8 Term 1	Week 5 Term 2	Week 8 Term 3
<b>SYLLABUS COMPONENTS:</b>			
Skills in Working Scientifically	<b>60%</b>	30	30
Knowledge and Understanding	<b>40%</b>	10	-
	<b>100%</b>	<b>40%</b>	<b>30%</b>

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	Depth study related to scientific models
2	Practical Exam	30%	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7	Practical exam related to skills in working scientifically
3	Final Exam	30%	INS11-8 INS11-9 INS11-10 INS11-11	Final exam related to knowledge and understanding outcomes



# Legal Studies

## Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Essay on Domestic and International Law	Law in Practice Speech	Yearly Exam
	<b>Outcomes:</b>	P1, P2, P8, P9	P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	<b>Timing:</b>	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9 & 10
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	60%	20%	20%	20%
Inquiry and research	20%	5%	5%	10%
Communication of Legal Studies information, issues and ideas appropriate forms	20%	5%	5%	10%
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Essay on Domestic and International Law	30%	P1, P2, P8, P9	A 1500 to 2000 worded essay on International law that includes the topic of the UN and International Law.
3	Law in Practice Speech	30%	P4, P5, P6, P7, P8	Speech on a disadvantaged group that includes Women, Migrants and people with a disability.
4	Yearly Exam	40%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Multiple choice, short answer stimulus and essays.





# Mathematics Standard 1

## Year 11 Assessment Outline 2019

### SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Investigation Task	Preseen Problems Test	Final Examination
<b>Outcomes:</b>	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
<b>Timing:</b>	Term 1 – Week 10	Term 2 – Week 4	Term 3 – Week 9/10
Concept, skills and techniques	50%	15	15
Reasoning and communication	50%	15	15
<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Investigation Task	30%	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	MS11-3, MS11-4, MS11-8, MS11-10	A formal 80 minute examination assessing the syllabus components of the course. The exam 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-hour examination based on the syllabus components of the course.



# Mathematics Standard 2

## Year 11 Assessment Outline 2019

### SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Investigation Task	Preseen Problems Test	Final Examination
	<b>Outcomes:</b>	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
	<b>Timing:</b>	Term 1 – Week 10	Term 2 – Week 4	Term 3 – Week 9/10
Concept, skills and techniques	50%	15	15	20
Reasoning and communication	50%	15	15	20
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Investigation Task	30%	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	MS11-3, MS11-4, MS11-8, MS11-10	A formal 80 minute examination assessing the syllabus components of the course. The exam 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-hour examination based on the format of the HSC assessing the syllabus components of the course.



# Mathematics Advanced Course

## Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>SYLLABUS COMPONENTS:</b>				
	<b>Task:</b>	Investigation Task	Preseen Problems Test	Final Examination
	<b>Outcomes:</b>	MA11-1, MA11-2, MA11-8, 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
	<b>Timing:</b>	Term 1 – Week 10	Term 2 – Week 4	Term 3 – Week 9/10
Concept, skills and techniques	50%	15	15	20
Reasoning and communication	50%	15	15	20
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Investigation Task	30%	MA11-1, MA11-2, MA11-8, MA11-9	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	A formal 80 minute examination assessing the syllabus components of the course. The exam 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-hour examination based on the syllabus components of the course.



# Mathematics Extension 1 Course

Year 11 Assessment Outline 2019

## SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Investigation Task	Preseen Problems Test	Final Examination
	<b>Outcomes:</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7
	<b>Timing:</b>	Term 1 – Week 10	Term 2 – Week 4	Term 3 – Week 9/10
Concept, skills and techniques	50%	15	15	20
Reasoning and communication	50%	15	15	20
	<b>100%</b>	30%	30%	40%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Investigation Task	30%	ME11-1, ME11-2, ME11-6, ME11-7	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	ME11-1, ME11-3, ME11-7	A formal 80 minute examination assessing the syllabus components of the course. The exam will be comprised of questions that students have the opportunity to prepare for in advance.
3	Final Examination	40%	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	A formal 1.5-hour examination based on the syllabus components of the course.



# Year 11 MODERN HISTORY

## Year 11 MHI Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>		Arab Israeli Conflict Essay	Historical Investigation: Oral Presentation + Report	Preliminary Exam
<b>Outcomes:</b>		MH11-2, MH11- 3, MH11- 7	MH11-1, MH11- 4, MH11- 8, MH11- 10	MH11- 5, MH11- 6, MH11- 9
<b>Timing:</b>		Week 7, Term 1	Week 5, Term 3	Week 10, Term 3
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	15	10	15
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%	10	5	5
	<b>100%</b>	40%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>The Origins of the Arab Israeli Conflict:</b> Essay	40%	MH11-2, MH11- 3, MH11- 7	Students complete an essay the Origins of the Arab Israeli Conflict
2	<b>Historical Investigation:</b> Oral Presentation + Report	30%	MH11-1, MH11- 4, MH11- 8, MH11- 10	A 5-10 minute speech on the topic studied + a report on the topic studied
3	<b>Preliminary Exam</b>	30%	MH11- 5, MH11- 6, MH11- 9	Students complete a preliminary exam assessing the content and skills covered throughout the course



# Music

## Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3	Weighting %
<b>Task:</b>	<b>Viva Voce and student devised Aural Analysis</b> Topic 1 Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce	<b>Composition Portfolio and Aural Analysis</b> Topic 2 Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Performance and Viva Voce</b> Topic 3 Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	100%
<b>Outcomes:</b>	P -2,4,5,6,7,8	P -1,2,4,5,6	P -1-8	
<b>Timing:</b>	Term 1 Wk. 8	Term 2 Wk. 7	Term 3 Wk8	
<b>SYLLABUS COMPONENTS:</b>				
Perform-ance Core	10%		25%	25
Composition Core	10%	25%		25%
Musicology Core	10%	15%	10%	25%
Aural Core	25%	10%	15%	25%
Total	15%	25%	35%	100%



# Personal Development, Health and Physical Education

Year 11 Assessment Outline 2019

Component Weighting	TASK 1 (Option 1 & 2)	TASK 2 (Core 2)	TASK 3 (Core 1)
<b>Task:</b>	First Aid (20%) & Composition and performance (20%) <b>Take home Task:</b>	The Body in Motion (20%) <b>Mid-course examination or In class exam</b>	Better Health for Individuals (30%) & The Body in Motion (10%) <b>Preliminary Examination:</b>
<b>Outcomes:</b>	P6, P12-13, P15-17	P7-11, P16-17	P1-11, P13-P17
<b>Timing:</b>	Term 1, Week 8 Issued Week 5	Term 2, Week 5 Issued Week 3	Term 3, Week 3,4&5
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of: • factors that affect health • the way the body moves	40%	15%	10%
Skills in: • influencing personal and community health • taking action to improve participation and performance in physical activity	30%	15%	5%
Skills in critical thinking, research and analysis	30%	10%	15%
<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	First Aid and Composition and performance <b>Take home Task:</b> Practical Analysis	40%	P6, P12-13, P15-17	<b>Options 1 and 2:</b> Theoretical analysis of first aid procedures and Composition and Performance <b>Part A: First Aid: ( 20%)</b> Theoretical demonstration of first aid procedures. <b>Part B: Composition and performance: (20%)</b> Critically analyse the impact elements of a chosen sport have on its composition and performance.
2	The Body in Motion <b>Mid-course examination or In class exam</b>	20%	P7-11, P16-17	<b>Core 2:</b> Mid-course examination <b>The Body in Motion: (20%)</b> Explains how the body and its systems, training and biomechanical principals influence movement. Multiple Choice, short answer, extended response.
3	Better Health for Individuals & The Body in Motion <b>Preliminary Examination:</b> Case Studies	40%	P1-11, P13-P17	<b>Core 1 and 2:</b> Multiple choice and core questions. <b>Better health for Individuals: (30%)</b> Analyse methods of improving the Health Status of population groups in Australia. <b>The Body in Motion: (10%)</b>



# Photography, Video and Digital Imaging

## Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>SYLLABUS COMPONENTS:</b>	<b>Task:</b>	Introduction to Practice in Video	The Arranged Image	Traditions, Conventions Styles, Genres	The Arranged Image Developing a Point of View
	<b>Outcomes:</b>	CH 1 CH 2 CH 3 M6	M5 M6	M3 M4 M5	M1 CH4 CH5
	<b>Timing:</b>	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019
	<b>Making</b>	<b>70%</b>	20		25
<b>Critical and Historical Studies</b>	<b>30%</b>		20		15
	<b>100%</b>	20%	20%	25%	35%

No.	Task	Weight	Outcomes	Task Description
1	Introduction to Practice in Video	20%	CH 1 CH 2 CH 3 M6	Investigate production and editing techniques to construct a film or video work. Explore systems and orthodoxies in motion pictures where common elements enable viewers to perceive the dynamics of the medium  Work Health and Safety: identify, assess and adopt strategies
2	The Arranged Image	20%	M5 M6	Use a range of concepts, devices and techniques to offer an interpretation of selected subject matter in moving images
3	Traditions, Conventions, Styles, Genres	25%	M3 M4 M5	Develop artistic intentions by exploring areas of interest suited to the moving image. Explore differing styles and genres in their own work and that of others using the rich textuality of the medium
4	Developing a Point of View	35%	M1 CH4 CH5	Investigate the structure of practice including pre-production, production and post production, lighting, mise-en-scene, montage, and distinctions between highbrow and lowbrow culture in film and video.





# Physics

## Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3
<i>Task:</i>	Depth Study	Practical Exam	Final Exam
<i>Outcomes:</i>	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	PH11-8 PH11-9 PH11-10 PH11-11
<i>Timing:</i>	Week 8 Term 1	Week 5 Term 2	Week 8 Term 3
<b>SYLLABUS COMPONENTS:</b>			
Skills in Working Scientifically	<b>60%</b>	30	30
Knowledge and Understanding	<b>40%</b>	10	30
	<b>100%</b>	<b>40%</b>	<b>30%</b>

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9	Depth study related to kinematics and dynamics
2	Practical Exam	30%	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	Practical exam related to skills in working scientifically
3	Final Exam	30%	PH 11-8 PH11-9 PH11-10 PH11-11	Final exam related to knowledge and understanding outcomes



# SPORT, LIFESTYLE AND RECREATION

Year 11 Assessment Outline 2019

	Component Weighting	TASK 1 (Option 1 & 2)	TASK 2 (Core 2)	TASK 3 (Core 1)
	<b>Task:</b>	Fitness Take home Task:	Mid-course examination or In class exam	Preliminary Examination:
	<b>Outcomes:</b>	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
	<b>Timing:</b>	Term 1, Week 8 Issued Week 5	Term 2, Week 5 Issued Week 3	Term 3, Week 3,4&5
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding	50%	20%	10%	20%
Skills in:	50%	20%	10%	20%
	100%	40%	20%	40%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Fitness program design Take home Task:	40%	1.1,1.3,2.2,3.2,3.3, 4.1	Designing, implementing and evaluating a training program for a specific group (eg school cross-country or soccer team)
2	Mid-course examination or In class exam	20%	1.1,1.3,2.2,3.2,3.3,4. 1 2.5,3.6,4.2,4.4,4.5	Multiple choice, short answer and extended response
3	Preliminary 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



# YEAR 11 Society and Culture

Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	The Social and Cultural World Cross-Cultural Report	Personal and Social Identity Intercultural Communication Presentation	Preliminary Exam
<b>Outcomes:</b>	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8	P3, P4, P7, P8, P9
<b>Timing:</b>	Week 7, term 1	Week 6, term 3	Week 9, term 3
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of course content	50%	10	20
Application and evaluation of social and cultural research methods	30%	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	<b>The Social and Cultural World</b> Cross-Cultural Report	30%	P1, P3, P6, P9, P10	Students complete a cross-cultural report comparing features of Australian and Amish culture
2	<b>Personal and Social Identity</b> Intercultural Communication Presentation	30%	P1, P2, P3, P5, P8	Students compare communication aspects between two different cultures and present their finds in the form of a PPT presentation
3	<b>Preliminary Exam (covers all topics)</b>	40%	P3, P4, P7, P8, P9	Students complete a preliminary exam summarizing the content covered throughout the course



# Software Design and Development

Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>		Case Study	Programming assignment 1	Programming Assignment 2	Yearly Examination
<b>Outcomes:</b>		H1.2, H5.3	H1.1, H3.1, H4.1	H1.2, H5.3, H1.1, H3.1, H4.1	H5.1, H5.2, H6.1, H6.3, H6.4
<b>Timing:</b>		Tm 1/Wk 9	Tm 2/Wk 5	Tm 3/Wk 5	Tm 3/Wk 9 and 10
<b>SYLLABUS COMPONENTS:</b>					
Knowledge and understanding about development and impact of software solutions and the software development cycle	20%	5			15
Design and development of software solutions	25%	5	10	5	5
Project management techniques, including documentation, teamwork and communication	30%		15	15	
Project(s)	25%		10	15	
	<b>100%</b>	<b>10%</b>	<b>35%</b>	<b>35%</b>	<b>20%</b>

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case Study	10%	H1.2, H5.3	Case study of one of software development social issues
2	Programming assignment 1	35%	H1.1, H3.1, H4.1	Programming Assignment 1 Coding fundamentals
3	Programming Assignment 2	35%	H1.2, H5.3, H1.1, H3.1, H4.1	Programming Assignment 2 Functions, arrays, Algorithms
4	Yearly Examination	20%	H5.1, H5.2, H6.1, H6.3, H6.4	Yearly Examination



# Studies of Religion

## Year 11 Assessment Outline 2019

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Research Report	Oral Presentation	Yearly Exam
	<b>Outcomes:</b>	P1, P2, P4, P6, P8, P9	P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9
	<b>Timing:</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9 & 10
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	10%	10%	20%
Source-based skills	20%	5%	5%	10%
Investigation and research	20%	10%	10%	
Communication of geographical; information, issues and ideas appropriate forms	20%	5%	5%	10%
	<b>100%</b>	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Report	30%	P1, P2, P4, P6, P8, P9	A report on the Nature of Religion in regards to the management and protection of sites.
2	Oral Presentation	30%	P4, P5, P6, P7, P8,	Oral presentation on Religious Tradition Study.
3	Yearly Exam	40%	P1, P2, P3, P4, P5, P6, P7, P8, P9	Multiple choice questions, short answer and extended response.



# Preliminary Visual Arts

## Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<i>Task:</i>	<b>Portfolio of Experimental Works</b> Submission of 5 -8 exploratory artworks Accompanying VAPD and evidence	<b>Research Task + Extended Written Response</b> Using research on selected artists as the basis for an in class response	<b>Body of Work – Multimedia</b> Submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework	<b>Art Criticism and Art History</b> Written Examination
<i>Outcomes:</i>	P1, P3, P4, P5,P6	P8, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
<i>Timing:</i>	Term 1 , Week 8, 2018	Term 2, Week 2, 2018	Term 2, Week 8, 2018	Term 3 Week 7,2018
SYLLABUS COMPONENTS				
	%			
Art Making	50%	25	25	
Art Criticism and Art History	50%		25	25
	%			
	100%	50%	25%	25%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>Portfolio of Experimental drawings</b>	25	P1, P3, P4, P5 ,P6	Submission of 5-10 exploratory drawings. Accompanying VAPD including evidence of material and conceptual experimentation and understanding of artistic conventions.
2	<b>Research Task + Extended Written Response</b>	25	P8, P9	Using research on selected artists/artworks as the basis for an in class extended response. Analysis of the Artist/World relationship through the relationship through the Subjective, Structural and Cultural Frame with reference to a range of traditional and contemporary artistic practices.
3	<b>Body of Work – Conventions of Art</b>	25	P1, P2, P3, P4,P5,P6,	Submission of a Body of Work under development. Accompanying VAPD and written analysis of intention and artmaking practice through the conceptual framework.
4	<b>Art Criticism and Art History</b>	25	P7, P8, P9,P10	Preliminary Final Examination.



# Work Studies

## Year 11 Assessment Outline 2019

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Research Report	In- Class Exam	Yearly Exam
<b>Outcomes:</b>	1, 3, 4, 5	1, 5, 6, 8	5, 7, 8, 9
<b>Timing:</b>	Term 1, Week 6	Term 2, Week 10	Term 3 (Exam Period)
<b>SYLLABUS COMPONENTS:</b>			
My Working Life	40%	30%	5%
In the Workplace/ Workplace Communication	35%	30%	5%
Personal Finance	30%		30%
	100%	30%	30%
			40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Report	30%	1, 3, 4, 5	Research and skills questions on career pathways
2	In-Class Exam	30%	1, 5, 6, 8	In-Class Exam on Topics 'My Working Life,' 'In the Workplace' and 'Workplace Communication'
3	Yearly Exam	40%	5, 7, 8, 9	Yearly Exam on all Topics



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## **Assessment Information and Schedules**

**2019 - 2020**

### **Vocational Education and Training (VET)**

### **Ultimo RTO 90072 Preliminary Assessment Schedules**







## ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

### **Attention: Deputy Principals in charge of Curriculum**

The following assessment schedules are to be used in assessment booklets for all VET courses delivered by Ultimo RTO90072:

Assistant Dance Teaching	Information & Digital Technology
Business Services	Information and Digital Technology Specialisation Study
Construction	Metal & Engineering
Entertainment Industry	Primary Industries
Entertainment Industry Specialisation Study	Retail Services
Hospitality (Kitchen Operations)	Screen and Media
Hospitality (Food and Beverage)	Sport Coaching

For each VET course, please insert the % weighting for each exam in the right hand column of the assessment schedule prior to printing and distribution to students. At least two exams should be used to determine the final estimate exam mark for the HSC. The final estimate exam mark will only be used as in the case of misadventure.

### **Attention: VET Schools Online Coordinator**

#### **Entering Preliminary Units of Competency (UOC) and Outcomes**

- The following assessment schedules indicate the UOCs to be entered for each VET course. Only enter UOCs which will be studied in the Preliminary year, do not enter all UOCs for the 240 Hour course.
- At the end of Year 11, outcomes for all competencies must be entered. Enter ACHIEVED if the student has achieved a UOC. If a student does not achieve a Preliminary unit of competency, click CONTINUING
- Generate and save a report from My Files, VET Student Course Competencies, to have a record of all student competency outcomes.
- All outcomes that signify achievement (i.e. ACHIEVED, RPL, Credit Transfer etc.) stay in the Schools Online system and do not have to be re-entered in Yr.12.
- These outcomes will be listed on the VET Statement of Attainment students receive with the Record of Achievement at the end of Year 11.
- If no “Achieved” outcomes are entered, no VET credential will be issued. The VET credential is vital to students exiting the course or leaving school.

### Entering HSC Units of Competency and Outcomes

- Enter all HSC UOCs, **plus** any Preliminary units. Schools Online will automatically recognise any UOCs achieved in the Preliminary year.
- All units of competency are to be given an outcome in order for students to receive the appropriate VET credential for the HSC. “Continuing” is not to be used as an outcome in the final year of study.
- Students completing Industry Curriculum Framework courses should also be entered into the HSC examination which has a different course number: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/industry-curriculum-frameworks/icf-numbers>

Use the following table as a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
<b>Achieved</b>	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
<b>Not Achieved</b>	Competency not achieved / fail	Student has attempted <b>all requirements for the assessment</b> and has been <b>assessed</b> as not competent in one or more of the requirements of the competency
<b>Continuing</b>	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
<b>Withdrawn</b>	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
<b>RPL</b>	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
<b>Credit Transfer</b>	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student’s knowledge.
<b>Did Not Start</b>	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

## Vocational Education and Training (VET) Courses

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid Passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may 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.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do 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 either mandatory or recommended industry specific work placement.


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) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.


Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the 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 or 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 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

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.

 <b>ULTIMO 90072</b> <b>BUSINESS SERVICES ASSESSMENT SCHEDULE</b> Preliminary Year 2019 - HSC 2020 <b>QUALIFICATION: BSB20115 Certificate II in Business</b> <b>Training Package: BSB Business Services Version 2</b>							<b>NESA Course Code:</b> <b>2 U X 2 YR</b> <b>26101</b> <b>LMBR UI Code:</b> <b>12BSB20115126101B</b>
TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						<b>240 Indicative Hours</b> <b>over 2 yrs</b>  <b>35 hrs Work placement</b>
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
	BSBWOR204	Use business technology	E	E	15		
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	<b>40% Preliminary Exam</b>
	BSBCM201	Communicate in the workplace	E	E	15		
Term 3	BSBINM202	Handle mail	E	E	10	<b>Cluster C: It's in the Post</b> Scenario, written task, case studies, self-assessment	
	BSBITU203	Communicate electronically	E	E	10		
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15		
Term 3-4	<b>7 HSC UOCs</b>						<b>35 hrs Work placement</b>  <b>60% Trial HSC Exam</b>
	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	<b>Cluster D: Fast and On Task</b> Written questioning, direct observation of practical work, portfolio of evidence	
Term 5-6	BSBITU201	Produce simple word processed documents	E	E	20		<b>Cluster E: Minding Your Own Business</b> Written questioning, scenario, role play, direct observation of practical work and portfolio of evidence
	BSBITU202	Create and use spread sheets	E	E	20		
	BSBINM201	Process and maintain workplace information	E	M	20		
Term 7	TLIP2029	Prepare and process financial documents	E	M	20	<b>Cluster F: Back to the Future</b> Written questioning, case study, scenario and direct observation of practical work	
	BSBINN201	Contribute to workplace innovation	E	M	15		
	BSBIND201	Work effectively in a business environment	E	M	25		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			<b>Total hours 240</b>			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

 <b>Education Public Schools</b>							<b>ULTIMO 90072</b> <b>CONSTRUCTION ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2019 - HSC 2020</b> QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services v 9.4	<b>NESA course code</b> <b>2 U X 2 YR</b> 26201 <b>LMBR UI Code:</b> 12CPC20211426201B
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%	
	<b>5 PRELIMINARY UOCs</b>							<b>240 Indicative Hours over 2 years</b>
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test		
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	40% Preliminary Exam	
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	10 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement	
	<b>9 HSC UOCs</b>							
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D - School Project – Concreting Practical, Teacher observations and written test.	35 hrs. Work placement	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15			
	CPCCCM1015A	Carry out measurements and calculations	C	M	20			
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20			
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20			
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E – Wall and Floor Tiling Practical, Teacher observations and written test	60% Trial HSC Exam	
Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	235-245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		



<b>ULTIMO 90072</b> <b>SPORT COACHING ASSESSMENT SCHEDULE</b> Preliminary Year 2019 - HSC 2020 <b>QUALIFICATION : SIS20513 Certificate II Sport Coaching R4</b> <b>Training Package: SIS10 Sport, Fitness and Recreation R3.1</b>							<b>NESA Course:</b> <b>2 U X 2 YR</b> <b>50402</b> <b>LMBR UI Code:</b> <b>12SIS20513450402B</b>
TERM	Unit Code	Units Of Competency	AGF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1 -2	<b>8 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 yrs
	SISXCAI102A SISSSCO202	Assist in preparing and conducting sport and recreation sessions	C C	C C	15 20	Cluster A: Introduction to Coaching Online Assessment, Group Planning, Practical Teaching, Evaluation and student questioning	
	SISSSCO101 SISSSDE201	Coach beginner or novice participants to develop fundamental motor skills	C C	C C	20 15		
	Develop and update knowledge of coaching practices						
Communicate effectively with others in a sport environment							
Term 2-3	SISSSPT201A	Implement sports injury prevention	E	E	15	Cluster B: Sports Injury and (chosen Sport) Sports Injury Quiz and Health Professional Consultation, Sports Specific Quiz, Group Planning, Observation Sheet, Evaluation	35 hrs Work placement
	SISSRGL204A	Teach the skills of rugby league for modified games	E	E	25		
Term 4	<b>7-8 HSC UOCs</b>						
	SISXWHS101 BSBWOR202A	Follow work health and safety policies Organise and complete daily work activities	C C	C C	15 15	Cluster C: Organise Daily Work Work Health and Safety Quiz, Work, Health and Safety Action Plan and Implementation	
Term 5	SISXIND211	Develop and update sport, fitness and recreation industry knowledge	C	C	20	Cluster D: Athletics Written Questioning, Structured Activity – Case Study, Portfolio of Evidence / Direct observation of the coaching session	
	SISSATH201A	Teach the fundamental skills of athletics	E	E	25		
Term 6-7	SISSBSB201A	Teach fundamental basketball skills	E	E	25	Cluster E: Basketball Online Coaching Course, Written Basketball Quiz, Written Planning, Practical Demonstration, Written	
	SISSSOF202	Officiate games or competitions	E	E	20		
	SISSSOF101	Develop and update officiating knowledge	E	E	10		
Stand alone Unit	HLTAID003	Provide First Aid (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	C	C	20	Credit transfer when this unit is delivered by another RTO	



<p><i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i></p>	<p>Total hours 260</p>	<p><i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i></p>
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