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Higher School Certificate Assessment Manual



INVERELL HIGH SCHOOL

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Rationale

The procedures outlined in this manual, reflect the schools' Assessment Policy that has been developed in line with requirements and best practice as indicated by the NSW Educational Standards Authority (NESA) and NSW Department of Education (DoE).

This policy was last reviewed in 2014.

A full copy of the Assessment Policy is available from the school on request, and further information regarding assessment implementation is available on the NESA website.

<http://www.educationstandards.nsw.edu.au>

Student Responsibilities

Student Responsibilities

1. *To read and keep the HSC Assessment Booklet in an accessible place for reference.*
 2. *To note any changes given by teachers to assessment task schedules. Changes (and clarification where required) will be issued in writing.*
 3. *To complete tasks to the best of your ability by the required date.*
- To provide appropriate documentation when requesting considerations for any variation to the assessment task requirements, e.g. Assessment Task Variation Form.*

Procedures

2.1 - Assessment Schedule Time Frame

Each faculty will provide students with an assessment schedule to provide them with a time-frame for assessment tasks. The schedule will allow students to plan assessments so that there will not be an overload of tasks in any one period of time. If students encounter problems with too many tasks scheduled at the same time they should see the Year Advisor immediately.

Students must be informed of the ACTUAL date of the assessment task in writing. Typically this should occur 14 calendar days before the task.

No assessments should be scheduled in the week immediately prior to a major examination period.

Students should devise their own diary of assessment tasks.

2.2 - Notification of Assessment Tasks

The due date for an Assignment or other Assessment Task will typically be notified in writing at least 14 calendar days before the task.

In some circumstances, it may be necessary to alter the Assessment Schedule. When this occurs, students MUST be informed of any changes in writing, and typically 14 calendar days in advance.

The Principal is to be consulted if it is not possible to give 14 days notice for changed tasks.

If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, or whole school events, eg. carnivals, then the task will be postponed until the next available day and students will be informed in writing of the re-scheduled date of the task in advance.

2.3 - Absence From Class When A Task Notification Is Given

Whenever students are absent from school, it is *their responsibility* to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified. Absentees on issue dates are not entitled to any automatic extension of time for the task.

2.4 - Feedback on Draft Versions of Assessment Tasks

Students are able to submit one plan of a task, and one draft of a task for the purpose of feedback from their class teacher.

Drafts or plans being submitted for consideration are to be delivered to teachers no later than 3:30pm.

No drafts will be accepted by teachers in the three school days before the due date.

2.5 - Submission Of Tasks

For assignments which are completed outside the classroom, all tasks are to be submitted by the due date prior to 8:50am.

Students who absent themselves from school or lessons on the due date in order to complete a task may be given zero for that task.

All tasks submitted after this time will be deemed to be LATE (see Late Submission of Tasks).

2.6 - Leave

If a student has been granted leave (to attend a school commitment, work placement, sport representation) and will be absent from school on the day an assessment task is due for submission, they must notify their teacher in writing prior to the leave using the *Assessment Task Variation Form*.

The assessment task should be submitted on the day *prior* to the leave. The granting of a possible concession / extension is at the discretion of the Principal.

2.7 - Excursions

Some subject rules require students to undertake compulsory field study. Other subject assessment schedules link assessment tasks to excursions and special study days. In the case of absence from such activities, the student must arrange for prior notice to be provided in writing. The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the Class Teacher and Head Teacher.

2.8 - Extensions To Due Dates Or Special Considerations

An extension to the due date of an assignment may be approved by the Head Teacher, in consultation with Principal, only in cases of severe illness or other exceptional circumstances. Approval for an extension MUST be sought well in advance of the due date. A medical certificate will be required in cases of illness. You must submit to the Head Teacher an *Assessment Task Variation Form*. If your extension is not granted, you must submit the incomplete task on the due date. Unless prior application for an extension has been approved by the Head Teacher in consultation with Principal, the late submission of a task will result in ZERO marks being awarded for that task (see 2.20 below)

2.9 - Absence Due To Illness / Misadventure for Whole School Day

It is the STUDENT'S responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

Absence from school on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Principal).

A student who is absent from school for a valid reason on the day of an assessment task or when a piece of work is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant teacher by the due date or to carry out the following procedures:

ASSESSMENT VARIATION CHECKLIST

If a student has a valid reason for not submitting an assessment task on the due date he / she should:

Notify the school on or before the due date in writing / in person

OR

Phone the school and provide the following information:

- *Name*
- *Assessment Task Details*
- *Subject*
- *Subject Teacher*
- *Details of the Illness / Misadventure*

On the day the student returns to school he / she must:

- *Report to the Head Teacher of the subject immediately*
- *Hand in Assessment Task Variation Form*
- *Hand in Doctor's Certificate (or other supporting documentation)*
- *Hand in the Assessment Task or organise time to complete the task*

If more than one assessment task is due, students must provide details of all tasks when notifying the school.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where consideration CANNOT be given:

- *Routine medical appointments (unless arrangements are made PRIOR to the date)*
- *social visits; too tired*
- *Illness without appropriate supporting documentation (e.g. Doctor's certificate)*
- *Misadventure without reasonable proof*
- *Misunderstood times or instructions given*

2.10 - Prior Knowledge of Absence

If students know in advance that they will be absent (including but not limited to school excursions, medical appointments, work placements, representative sport, or other representative activities) on the day that an assessment task is to be done/submitted, they must NOTIFY THE HEAD TEACHER AND THE CLASS TEACHER, and submit the work the day prior to leave as stated in Section 2.5. Students who fail to submit the task before the due date and do not make arrangements for its submission on the due date MUST complete a *Assessment Task Variation Form* as in Section 2.7.

2.11 - Illness Or Misadventure Occurring at School On The Day Of The Task

A student who becomes ill or suffers a misadventure at school on the day of an assessment task must report to the Student Support Office, the Year Advisor or the relevant teacher. If the student is ill but decides to do the assessment task, the student should notify the supervising teacher before the assessment task commences.

A student adversely affected by illness or misadventure on the day of an assessment task may apply for consideration by completing an *Assessment Task Variation Form* and lodging it as in 2.7 above.

2.12 - Attendance At Scheduled Lessons On Assessment Due Dates

Students must attend ALL of their scheduled classes on the day of an assessment, except in cases of illness or misadventure. Any student who does not attend all scheduled lessons on the day of the assessment may be awarded zero marks for the task.

2.13 - Late Submission Of Tasks

All out of class assessments are deemed LATE if they are not submitted to the relevant teacher or / Head Teacher by 8.50am on the due date.

Deadline for completion and hand-in of Major Projects for Practical Examinations

Major Projects including folios must be handed in to the supervising teacher by the date and time specified by NESAs. No work may be undertaken on projects or folios after this time. An Illness/Misadventure form may be completed and submitted to NESAs if required.

2.14 - Marks Awarded For Alternative Tasks / Extensions Of Time

In those cases where alternative arrangements have been authorised (in line with procedures listed above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This estimate will be based on a similar task (in format and content), completed at an appropriate, negotiated time, which may include the next examination period. Students will be given prior notification if this is to occur. This is necessary as a substitute task does not always duplicate the same conditions and content as the original task.

2.15 - Technology And Assessment Tasks

Most students now use some form of electronic technology to produce their assignments and assessment tasks. Some assessment tasks will require that students submit the task in electronic form via email to DoE account or Moodle, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering his / her ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- *When working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive or email account.*
- *When working at school, save the latest version of your work to your personal file on the school server whenever possible, or make use of your student Google/Office 365 drive.*
- *Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.*
- *Work should be submitted as a PDF file, unless specifically stated otherwise by the task.*
- *Save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive.*
- *Submissions on flash drive must be opened and checked in the presence of the teacher.*
- *To submit a hard copy of your task, print the task at home, firstly to avoid any software compatibility problems, and secondly the school computers may not always be available. If you are unable to print your work at home, download the task onto a flash drive and bring it to school for printing. Inform your teacher of this. Printing at school should only*

be a last resort.

- *In the event you are unable to upload to Moodle, students are to email tasks to the appropriate teacher using their student DoE account or submit a dated hard copy.*
- *Sending a link/share to a Google Document (or Microsoft 365 equivalent) is NOT an acceptable method of submission. Google documents need to be saved as PDF and emailed to teachers.*
- *Teachers may choose to provide feedback electronically, however, they will also provide a hard copy of this feedback to individual students.*

2.15 - Electronic Submission of Tasks

Tasks that are required to be submitted electronically must follow the instructions stipulated on task.

This may involve submission via Moodle, Google Classroom, or email. Where a task is to be submitted by email, students MUST use their DoE email account and send their assignment to the relevant teacher's DoE email account.

In the event that an online submission service is unavailable or suffers technical problems, students should email their assignments to the school's email address as a contingency (inverell-h.school@det.nsw.edu.au)

2.16 - Presentation Style Tasks

Students must be ready to present their task from the specified due date. Students must submit all elements of the task (this may include their palm cards, digital files, and any other resources required) by 8:50am on the due date, in the manner specified by the task notification.

2.17 - Non-Attempt Of Tasks

When a student does not attempt a task:

- *a ZERO mark will be awarded for the task*
- *the task will be recorded as a non-attempt*
- *parents / guardians will be informed by letter (Zero Letter Appendix 5.6)*
- *copies of the letter will be submitted to the Principal, Deputy Principal, and Year Advisor.*
- *An investigation of how this non-attempt may affect the "50% Regulation" will occur (see Section 2.18)*

2.18 - Non-Genuine Attempt Of Tasks

Students must make a genuine attempt at all assessment tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task. (see Section 2.17)

A non-genuine attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

2.19 - Completion Of 50% Of Total Value Of Tasks

Students studying an HSC Course **MUST COMPLETE AND/OR MAKE A GENUINE ATTEMPT** at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has **NOT** been satisfactorily completed. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

2.20 - Malpractice In Assessment Tasks

What is malpractice?

- Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Deliberate acts of malpractice may occur if a student feels that their own efforts may be inadequate, or if they feel unable to cope with the consequences of poor performance.

Unintentional acts of malpractice may occur if students are poorly prepared or do not know how to acknowledge the contribution made by others to their work.

Strategies for students to avoid malpractice include:

- familiarising themselves with their obligations and responsibilities of authorship to comply with the HSC rules and procedures and the HSC: All My Own Work program
- being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating their time effectively
- starting tasks early so that they can seek clarification if needed
- saving all drafts and support materials

- recording sources/references along the way so the reference list does not become a major task at the end
- frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late
- acknowledging that each student's mark will be determined by the quality of the work produced by the student only.

2.20.1 - Copying and Non-Original Work

Where there is evidence of copying, or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work. This may also result in a zero for the task, or may be considered a non-serious attempt (see Section 2.18).

2.20.2 - Cheating

If a student is found to be cheating (or assisting others to cheat) in any assessment task (including examinations), the task will score zero, parents/guardians will be informed, and the school may take further action as appropriate.

2.20.3 - Rules For Student Conduct In Examinations

If an Assessment Task is an examination, a student must

- not speak to any person other than a supervisor during the examination
- not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- not take into the examination room anything other than the equipment specified for the particular examination
- not cheat, copy or plagiarise from textbooks, notes or prepared materials.
- not have access to a mobile phone / electronic device.

2.20.4 - Malpractice

Any student found to have been involved in malpractice in a Preliminary course will have their name noted in the school's malpractice register. Any student found to have been involved in malpractice in a HSC course will be lodged with NESAC. Information detailed in this register is the student, subject concerned, nature of the offence and the penalty applied by the school.

A committee will review cases of suspected malpractice and make determinations of appropriate actions and make recommendations to the Principal.

2.21 - Zero Marks

ZERO is awarded to:

- *a non-attempt at a task*
- *a non-genuine attempt at a task*
- *a task submitted late (without a VALID reason)*

In such cases:

- *parents/guardians will be notified in writing*
- *the Principal, Head Teacher and Year Advisor will be informed*
- *An investigation of how this non-attempt may affect the completion of 50% total value of tasks (see Section 2.19)*

2.22 - Invalid Or Non-Discriminating Tasks

In the case of a task not discriminating (ie. failing to differentiate results) between students, being invalid or having problems associated with its administration, the school reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the school may add another task (with sufficient notice), and/or adjust the weightings accordingly, upon approval by the Principal. Students and parents will be notified.

2.23 - Course Changes, Late Enrolments, Accelerated Students & Pathways Students

For students changing courses, the Principal must be satisfied that they will be able complete all course outcomes before the completion of the HSC course. NESAs entrance and completion dates for courses must be adhered to.

Accelerated Students should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program.

Pathways students are to meet the same course requirements as other students. In the case of a Pathways student who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted.

2.24 - Parallel Classes

When there is more than one class in a particular course, common assessment tasks should be given and arrangements made for marking procedures which maintain relativity across all classes.

2.25 - Reporting

During each course, the school will provide information to students which will show their level of achievement on identified course outcomes.

Formal school reports will be issued by the school at a point midway through the course and at the completion of the course. These reports will indicate cumulative assessment ranks, and examination marks mapped to reflect HSC bands.

2.26 - Warning of 'N' Determination

Students undertaking the HSC Program must make a genuine attempt to complete course requirements. The satisfactory completion of a course requires principals to have sufficient evidence to show that the student has:

- a) followed the course developed or endorsed by NESAs; and*
- 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 outcomes

If it appears that a student is at risk of being found unsatisfactory in attendance, application or achievement of outcomes in any course, the Principal must:

- a) advise the student of the problem, in writing, allowing sufficient time for the problem to be corrected*
- b) advise the parent/guardian, in writing*
- c) retain copies of relevant documentation.*

2.27 – Conflict of Interest

Where possible, it is desirable that the school does not allocate classroom teachers to classes containing their own children. However, when this is not possible the following protocol will be followed.

The protocol provides guidance where a classroom teacher is teaching their own child in Year 7-12 courses or marking assessment tasks of their own child and are designed to ensure fairness for both students and teachers.

Should the school consider that the best option for the whole class is to have the classroom teacher allocated to a class containing their own child, or in situations where a parent marking their own child's assessment task is unavoidable, then the following protocols are designed to cover 'perceived conflict of interest' situations.

This is to ensure that the teacher's child is neither advantaged nor disadvantaged, and the teacher's integrity is not brought into question.

Should circumstances change whereby these protocols prove unworkable, the HT shall liaise with Principal to develop suitable amendments.

Exams will be placed in a secure environment. (ie : Principals Office)

2.26.1 – Setting Tasks

- HT* and faculty senior teachers designated by HT/Principal meet with classroom teacher to discuss issues arising from teaching of the topic(s).*
- HT and designated faculty senior teachers develop and publish a warning notice according the school assessment guidelines.*
- HT and designated faculty senior teachers develop the question(s) to be used in the task.*
- HT organises for the typing and printing of the assessment task*
- HT oversees security of task until the nominated day of the task.*
- External exams maybe used for trial and final preliminary exam.*

** Where the HT is the parent of the child, this role shall be undertaken by a faculty senior teacher designated by the HT/Principal.*

2.26.2 – Marking Tasks

- Tasks are marked on a rotational basis according to the faculty marking schedule.*
- Students are to use HSC student numbers, not names, so that all tasks can be blind marked.*
- Where the scheduled marker is the parent of a child, a sample of scripts shall be double marked by a faculty senior teacher designated by HT/Principal.*
- Where further judging is deemed helpful, the HT shall triple mark those scripts requiring clarification.*

- *At the discretion of the HT/Principal, additional marking of a sample of scripts shall be sought from HT/senior teachers outside the school.*

2.28 – Special Provisions

Some students may be eligible for Special Provisions for Assessment Tasks through referral to the school's Learning Support Team. Student's who feel they may need access to these provision should contact their Year Advisor well in advance.

Special Provisions can include additional time to complete examinations, and provision of readers and writers.

2.29 – Appeals

There is an appeal panel within the school. It consists of the Deputy Principal, relevant Year Advisor, and a Head Teacher. The role of the panel is to oversee the implementation of the Assessment Policy and make recommendation to the Principal.

Where the Head Teacher is the teacher responsible for the assessment, he/she may be substituted by the Principal with another suitable staff member, at their discretion.

Where the Year Advisor is the Teacher responsible for the assessment, he/she may be substituted by the Principal with an alternative staff member, at their discretion.

Vocational Education Assessment

3.1 School Based VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- *Units towards Preliminary and HSC qualification*
- *Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)*

Students will be assessed in both areas during each VET Course.

3.1.1 - AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency Based Assessment means that students work to develop the competencies skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in Competency Based Assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- *WHS requirement*
- *Cost*
- *Time frame*
- *Supervision required*
- *Resource availability*

Specific information about these competencies will be issued to students at the beginning of the course.

3.1.2 - Higher School Certificate

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses eg Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses. (refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded.

No Assessment mark for VET Courses is required by the NESAs. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3.1.3 - Work Placement

Work Placement is a mandatory HSC requirement of curriculum framework VET courses. Mandatory hours are as follows:

- *120 hour course – a minimum of 35 hours in a workplace*
- *240 hour course – a minimum of 70 hours in a workplace*

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESAs course requirements. Penalties will occur if, mandatory hours are not met. Learning in the workplace will enable students to:

- *progress towards the achievement of industry competencies*
- *develop appropriate attitude towards work*
- *learn a range of behaviours appropriate to the industry*
- *practise skills acquired in a classroom or workshop*
- *develop additional skills and knowledge, including key competencies*

Note:

- *The Information Technology Course may simulate 35 hours of work placement. This must be documented and authorised by the school.*
- *In the Entertainment Industry Course it is permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.*

3.1.4 - Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency.

3.1.5 - Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

3.1.6 - RPL – Recognition of Prior Learning

Students may apply for recognition of prior learning with evidence.

3.2 - School Based Apprenticeships and Trainees

As a School-based Apprentice or Trainee students have added responsibilities to meet. These include:

- *To ensure that the school is aware of your TAFE days and working days.*
- *To catch-up on work missed whilst they are out of school.*
- *Not take on extra days of work during the school week unless approved by the Principal.*
- *Show your log book to the Careers Advisor once a term.*
- *Inform the school if you are not available for assessment work or exams due to your work commitments and complete the Assessment Task Variation form for each task being missed.*

The most important thing to remember is that this is a school-based activity and regular attendance at school is mandatory and will determine your continuation in this program.

3.3 - Students Attending TAFE (TVET)

Attending TAFE entails students undertaking extra responsibilities other than the school program. These include:-

- *Regular attendance at TAFE and school,*
- *Catching-up of school work missed due to TAFE attendance,*
- *Travel away to TAFE this is to be organised through your parents/carers. (Some funding may be available for travel costs),*
- *Whilst away from the school environment, adherence to the code of conduct of Inverell High School or disciplinary measures will be taken,*
- *Dress appropriately whilst attending TAFE and follow the Code of Conduct of the TAFE you are attending.*

3. Students Studying Through Distance Education

Studying through Distance Education requires extra responsibilities. These include:-

- *Completion of your studies in the Library in the periods allocated. Report to the Librarian for attendance checking.*
- *Hand in work when it is due to the Librarian. If you are experiencing problems with this you MUST contact your Distance Education Teacher.*
- *Remember you are under the supervision of the Distance Education School and you must correspond to your teacher.*
- *Maintain contact with your teacher, as arranged, via phone, email and or video conferencing.*
- *Be aware that procedures for assessments apply to ALL Distance Education Courses including adhering to due dates and special considerations.*
- *The Distance Education School operates on a different whole school assessment to Inverell High School. You are responsible for maintaining your attendance schedule and collection of subject materials, regardless of commitments at Inverell High School.*

4 - Assessment for Life Skills Students

Students completing Life Skills Stage 6 will have a set of outcomes which will differ from those of mainstream students. Any Examination or Assessment Task, required by the students completing a Life Skills course, will need to be notified or adjusted to assess the student's performance on the outcomes identified in any set course .

Adjustments to Assessment task; a student may complete a different task or may do the task verbally.

It is expected that students completing Life Skills Courses in the mainstream setting, will have some form of modified/adjusted assessment implemented.

Expectation of students in terms of indicative hours and effort sustained, should be the same as those in mainstream courses.

5. Appendices

5.1 Assessment Variation Form (Appendix A)

INVERELL HIGH SCHOOL



Appendix A

Assessment Task Variation Form

This form is to be used when a student has not submitted or been present for an Assessment Task

<input type="radio"/> ILLNESS Absence on the day of the task due to illness	<input type="radio"/> MISADVENTURE Something unexpected occurs on the day of the task	<input type="radio"/> SPECIAL CONSIDERATION Some reason you cannot sit/submit the task when scheduled
---	---	---

Name		Course	
Task Number		Task Description	
Due Date /Time		Teacher	Teacher Initials

I declare that I was / or will be absent from school on the above date and therefore was / am unable to complete, submit or be present for the above task for the following reasons:

The following documentary evidence is attached (eg. Doctors Certificate, Funeral Notice, Parent Letter)

Excursion Organising Teacher Signature		Date	
The school was contacted by phone?	<input type="radio"/> YES <input type="radio"/> NO	Date	

Student Signature		Date	
Parent/Guardian Signature		Date	

Head Teacher Recommendation			
Head Teacher Signature		Date	

Principal Determination			
Principal Signature		Date	

5.2 Glossary of Board of Studies Key Words

Verb	BOS Meaning
Define	State meaning and identify essential qualities
Recall	Present remembered ideas, facts or experiences
Recount	Retell a series of events
Clarify	Make clear or plain
Describe	Provide characteristics and features
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Outline	Sketch in general terms; indicate the main features of
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Apply	Use, utilise, employ in a particular situation
Calculate	Ascertain/determine from given facts, figures or information
Construct	Make; build; put together items or arrangements
Demonstrate	Show by example
Explain	Relate cause and effect ; make the relationship between things
Predict	evident; provide why and/or how Suggest what may happen based on available information
Analyse	Identify components and the relationship between them; draw out and relate implications
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Examine	Inquire into
Classify	Arrange or include in classes
Deduce	Draw conclusions
Investigate	Plan, inquire into and draw conclusions about
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Compare	Show how things are similar or different
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to
Discuss	Identify issues and provide points for and/or against
Evaluate	Make a judgment based on criteria; determine the value of
Extract	Choose relevant and/or appropriate details
Justify	Support and argument or conclusion
Recommend	Present reasons in favour



INVERELL HIGH SCHOOL

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Website www.inverell-h.schools.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Monday, 30th October 2017

N Award Notification - Non Completion of a HSC Course

Dear Charles & Isabelle Scott,

We are writing to advise that Bon Scott is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in Year 3, Music.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **6th official warning** we have issued concerning Music.

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- (a) Followed the course developed or endorsed by the Board; and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experience provided in the course by the school; and
- (c) Achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date Bon has not satisfactorily met requirements by: (a), (b) and (c) of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Bon to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed and/or achieved.

Please discuss this matter with Bon and contact the school if further information or clarification is needed.

Yours sincerely,

Mr B Adder
Class Teacher

Mr J Smith
Head Teacher

Ms P Colley
Principal

N Award Notifications Issued in this Notice

Assessment Schedules for Individual Courses

Aboriginal Studies

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 6	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 3 - 4
		Social Justice & Human Rights	Major Project	Heritage & Identity	Trial HSC Exam
Social Justice & Human Rights Issues	30	20			10
Aboriginality & the Land or Heritage & Identity	30			20	10
Research & Inquiry Method - Major Project	40		30		10
TOTAL	100	20	30	20	30

Agriculture

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3 - 4
		Farm Product Study Report	Research Assignment Experimental Trial	Plant/Animal Production	Trial HSC
Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems. The impact of innovation, ethics and current issues on Australian agricultural systems.	40	10	10	5	15
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner. Knowledge of and skills in evaluation of technology and management techniques used in sustainable production and marketing.	40	10	10	10	10
Skills in effective research, experimentation and communication.	20		5	10	5
TOTAL	100	20	25	25	30

Biology

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 1 Weeks 10 - 11	Term 3 Weeks 3 - 4
		Practical Task	Research Task	Depth Study Report	Trial HSC Exam
Skills in Working Scientifically	40	15	5	10	10
Knowledge and Understanding	60		20	20	20
TOTAL	100	15	25	30	30

Business Studies

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Weeks 10 - 11	Term 2 Week 8	Term 3 Weeks 3 - 4
		Operations Extended Response	Marketing/HRM Report	Finance Stimulus Investigation	Trial HSC Exam
Knowledge and Understanding of Course Content	40	10	10	5	15
Stimulus Based Material	20		5	10	5
Inquiry and Research	20	5	10	5	
Communication of business information, ideas and issues in appropriate forms	20	5		5	10
TOTAL	100	20	25	25	30

Community and Family Studies

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 3 - 4
		Independent Research Project	Case Study	Report	Trial Exam
Knowledge and Understanding of Course Content	40	10	10	10	10
Skills in critical thinking, research methodology, analysing and communicating	60	10	15	15	20
TOTAL	100	20	25	25	30

Construction (VET)

INVERELL HIGH SCHOOL SCOPE AND SEQUENCE																					
CPC20211 Certificate II in Construction Pathways																					
120-240hr Component 2018-2019																					
Event	Event Title	Term																			
		Term 4			Term 1			Term 2			Term 3										
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Course Prerequisite	GIT Whitecard																				
Event 0	Literacy & Numeracy Skills assessment																				
Event 1	Carpentry Field																				
Event 2	Workplace com.																				
Event 3	Tiling Or other selected field of work																				
Event 4	Basic Levelling																				
Event 5	Construction Major Project																				
Work Readiness																					
Work Placement																					
		Event 3			Event 2			Event 4			Event 5			Work Placement							

*Pre-events are provided as an introduction to the work skills and required literacy and numeracy of the course. All students should complete the literacy and numeracy induction booklet so to determine areas for overall improvement in the course. This resource is an industry validated tasks used by Group Training Companies in NSW to test basic literacy and numeracy levels of pre apprenticeship employees.

Chemistry

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 3 - 4
		Equilibrium	Titration Practical	Hydrocarbon Research	Trial Exam
Skills in Working Scientifically	60	10	20	15	15
Knowledge and Understanding	40	10	5	10	15
TOTAL	100	20	25	25	30

Design and Technology

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 3 - 4
		Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development, management and Design Practices Report	Trial HSC Examination
Knowledge and understanding of course content	40		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	20		30	10
TOTAL	100	20	20	30	30

Exploring Early Childhood

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 3 Weeks 3 - 4	Term 3 Week 5
		Food & Nutrition	Children's Literature	Trial HSC Exam	Play and the Developing Child
Knowledge and Understanding of Course Content	50			25	25
Skills	50	25	25		
TOTAL	100	25	25	25	25

English - Advanced

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3 - 4
		Texts and Human Experiences Multimodal Presentation with Re- lated Material	Textual Conversations Listening Task	Craft of Writing Imaginative text with Reflection	Trial Exam Critical Study of Literature: 25% Common Module + Textual Conversations + Craft of Writing:
Knowledge and understanding of course content	50	10	15	10	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	
TOTAL	100	20	25	25	30

English - Standard

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 3 - 4
		Texts and Human Experiences Multimodal Presentation with Re- lated Material	Language, Identity and Culture Viewing Task	Craft of Writing Imaginative text with Reflection	Trial HSC Exam Close Study of Literature: 25% Common content + Language, Identity and Culture + Craft of
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
TOTAL	100	20	25	25	30

English - Studies

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 6
		Texts and Human Experiences Multimodal Presentation with Re- lated Material	We Are Australians Reading/Writing	Telling Us All About It Viewing Task	Playing the Game Portfolio and Reflection
Knowledge and understanding of course content	50	10	15	10	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50	10	10	15	15
TOTAL	100	20	25	25	30

English - Extension 1

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 3 - 4	
		Imaginative Response and Reflection	Critical Response with Related Text	Trial HSC Exam	
Complex analysis, Independent Investigation, Sustained Composition	50	15	20	15	
Knowledge and Understanding	50	15	20	15	
TOTAL	100	15	20	15	

English - Extension 2

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 3	Term 2 Week 8	Term 2 Week 10	
		Viva Voce	Draft version of the major work	Report	
Objective 1: Skills in extensive independent investigation	25	5	10	10	
Objective 2: Skills in sustained composition	25	5	15	5	
TOTAL	100	10	25	15	

Engineering Studies

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Weeks 10 - 11	Term 2 Week 4	Term 3 Weeks 3 - 4
		Research Assignment	Half-Yearly Exam	Research Assignment	Trial HSC
Scope of Profession	20	5			5
Knowledge of Engineering Principles	40	5	10	10	15
Communication Skills	10			5	
Understanding the Impacts of Engineering	15	5	5		
Management & Problem Solving	15		5	5	5
TOTAL	100	15	20	20	25

Food Technology

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 3 - 4
		Food Industry Case study	Food Manufacture Experiment and Preparation	Food Product Development Design and Research	Trial HSC Examination
Knowledge and understanding of course content	40	10			30
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30		10	20	
TOTAL	100	20	20	30	30

Geography

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3 - 4
		Fieldwork Report Ecosystem at Risk	Urban Places Extended response	People and Economic Activity Geographical inquiry	Trial HSC Exam
Knowledge and Understanding of Course Content	40	5	10	5	20
Geographical tools and skills	20		10	5	5
Geographical inquiry and research, including fieldwork	20	10	5	5	
Communication of geographical information, ideas and issues in appropriate forms	20	5		10	5
TOTAL	100	20	25	25	30

School Name:

COURSE: HSC 2019 Kitchen Operations SIT20416

Competency Assessment Schedule

Code	Assessment Events for Certificate II in Kitchen Operations SIT20416 Unit of Competency :	Event 4	Event 5	Event 6	Event 7	Holistic Portfolio	Work Placement 2*	Trial Exam*
		Cooking and cleaning Date: Week: Term: Week: 6 1	Let's get inducted Date: Week: Term: Week: 2 2	Light Luncheon Date: Week: Term: Week: 3	Food on The Run Date: Week: Term: Week: 8 3	Date: Week: Term: Week: 8 3	Date: Week: Term: Week: 3 4 2018	Date: Week: Term: Week: 3 & 4 3
SITHCCC001	Use food preparation equipment				ongoing assessment			
SITHCCC011	Use cookery skills effectively			Holistic unit		√		
SITHCCC005	Prepare dishes using basic methods of cookery	√						
SITHKOP001	Clean kitchen premises and equipment	√						
SITHCCC001	Source and use information on the hospitality industry		√					
SITHCCC006	Prepare appetisers and salads			√				
SITHCCC003	Prepare and present sandwiches				√			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards a Certificate II in Kitchen Operations SIT20416.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

***Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Ancient History

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 - 4
		Core Study: Cities of Vesuvius	Ancient Society	Historical Period	Historical Period Core: 5% Personality: 25%
Knowledge and Understanding of Course Content	40	5	5		30
Source Analysis	20	10	10		
Historical inquiry and research	20	10		10	
Communication	20		5	15	
TOTAL	100	25	20	25	30

Modern History

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3 - 4
		Power and Authority in the Modern World Source Analysis	Russia and the Soviet Union 1917- 1941 Prepared Essay	The Changing World Order 1945- 2011 Presentation	HSC Trial Exam
Knowledge and Understanding of Course Content	40		10	10	20
Source Analysis	20	20			
Historical inquiry and research	20		10	10	
Communication	20		5	5	10
TOTAL	100	20	25	25	30

History Extension

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 3 Week 1	Term 3 Weeks 3 - 4	
		Ongoing Parts Also due: Wk 7 T1, Wk 5 T2, Wk 9 T2	Project	Trial HSC Exam	
Knowledge and Understanding	10			10	
History Project	40	10	30		
TOTAL	100	10	30	10	

Industrial Technology

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 3 Week 1	Term 3 Weeks 3 - 4
		Designing and Planning Folio presentation	Industry Study	Major Project and Folio	Trial HSC Exam
Knowledge and understanding of course content	40	5	5	10	20
Knowledge and skills in the design, management, communication and production of a major project	60	15	5	30	10
TOTAL	100	20	10	40	30

Information Processes & Technology

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 3 Weeks 3 - 4	Term 3 Week 6
		Case Study	Database Project	Trial HSC Exam	Major Project
Knowledge & Understanding of Course Content	60	15	5	20	20
Knowledge and skills in the design and development of information systems	40		10	10	20
TOTAL	100	15	15	30	40

Italian (Beginners)

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3 - 4	Term 3 Week 6
		Friends, Recreation and Pastimes	Holiday, Travel and Tourism	HSC Trial Exam	Future Plans and Aspirations Education and Work
Listening	30		20	10	
Reading	30		20	10	
Speaking	20				20
Writing	20	10		10	
TOTAL	100	10	40	30	20

Investigating Science

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3
		Practical Investigation	Secondary Sourced Research Task	Depth Study Critical Film Review	Trial HSC Exam
Skills in Working Scientifically	60	15	15	20	10
Knowledge and Understanding	40	5	5	10	20
TOTAL	100	20	20	30	30

Legal Studies

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 3 - 4
		Crime	Human Rights	Option: Family	Trial HSC Exam
Knowledge and Understanding of Course Content	40	5	5	10	20
Analysis and Evaluation	20		5	10	5
Inquiry and Research	20	10	10		
Communications of Legal Studies information, issues and ideas in appropriate forms	20	5	5	5	5
TOTAL	100	20	25	25	30

Mathematics

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3 - 4
		In-Class Test	In-Class Assessment	In-Class Test	Trial HSC Exam
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50	5	15	10	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	5	15	10	20
TOTAL	100	10	30	20	40

Mathematics - Standard 2

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Weeks 10 - 11	Term 2 Weeks 2 - 9	Term 3 Weeks 3 - 4
		Task 1 Open Book	Task 2 In Class Quiz	Task 3 Investigation	Trial HSC Exam
Understanding, Fluency and Communication	50	10	10	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
TOTAL	100	20	20	30	30

Mathematics - Standard 1

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Weeks 10 - 11	Term 2 Weeks 2 - 9	Term 3 Weeks 3 - 4
		Task 1 Open Book	Task 2 In Class Quiz	Task 3 Investigation	Task 4 Trial HSC Exam
Understanding, Fluency and Communication	50	10	10	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
TOTAL	100	20	20	30	30

Mathematics - Extension 1

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 3 - 4
		In-Class Test	In-Class Assessment	In-Class Test	Trial HSC Exam
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50	5	15	10	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	5	15	10	20
TOTAL	100	10	30	20	40

Mathematics - Extension 2

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3 - 4
		In-Class Test	In-Class Assessment	In-Class Test	Trial HSC Exam
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50	5	15	10	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	5	15	10	20
TOTAL	100	10	30	20	40

Personal Development, Health & Physical Education

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 - 4
		Research Task Core 2	Presentation Core 1	Analysis Presentation	HSC Trial Exam
Knowledge and understanding of the course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	15	15	10	20
TOTAL	100	25	25	20	30

Physics

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4
		Practical Task Advanced Mechanics	Processing/Modelling Task Electromagnetism	Depth Study Nature of Light	Trial HSC Examination
Knowledge and Understanding	40	5	10	10	15
Skills in Working Scientifically	60	20	15	15	10
TOTAL	100	25	25	25	25

COURSE: HSC Primary Industries - Agriculture

2018/2019

Cluster	Code	Unit of Competency	Event 1	Event 2	Event 3	Event 4	Event	Event
			Date: Week 9 Term 4	Date: Week 8 Term 1	Date: Week 8 Term 2	Date: Week 5 Term 3	HSC TRIAL Date: Week 3/4 Term 3	Event Work Placement 2* Date: Week 5 Term 2
Assessment Events for Certificate II in Agriculture AHC20116								
Cluster 5 – Healthy Livestock	AHCLSK202	Care for health and welfare of livestock						
	AHCLSK205	Handle livestock using basic techniques						
	AHCLSK204	Identify and mark livestock						
	AHCLSK206	Carry out regular livestock observations						
Cluster 4 - Chemicals	AHCCHM201	Apply chemicals under supervision						
	AHCPMG201	Treat weeds						
Cluster 3 - Weather	AHCWRK201	Observe and report on weather						
	AHCINF202	Install, maintain and repair fencing						
Cluster 9 - Fencing	AHCINF201	Carry out basic electric fencing operations						

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Agriculture (AHC20116) or a Statement of Attainment towards a Certificate II in Agriculture (AHC20116).

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Software Design & Development

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Weeks 10 - 11	Term 3 Weeks 3 - 4	Term 3 Week 6
		Case Study	Programming Task	Trial HSC Exam	Major Project
Knowledge and understanding of course content	50	15		25	10
Knowledge and skills in the design and development of software solutions	50		20	5	25
TOTAL	100	15	20	30	35

Sport, Lifestyle & Recreation

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Weeks 2 - 5	Term 2 Weeks 7 - 10	Term 3	Term 3 Weeks 3 - 4
		Research task	Sports Admin Presentation Task	Ongoing Practical Assessment Term 4,1,2,3	Trial Exam
Knowledge and Understanding	70	20	20		30
Skills	30			30	
TOTAL	100	20	20	30	30

Visual Arts

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 3 Week 5	Term 3 Weeks 3 - 4
		Case Study	Practical Progress Review	Body of Work	Trial Exam
Critical & Historical	50	20			30
Artmaking	50		20	30	
TOTAL	100	20	20	30	30

EXAM PERIOD NOTIFICATION

The examination timetable may not require to schedule exams on all of these days, however, students are advised to ensure they are available on ALL of these dates.

TRIAL EXAMINATIONS

Weeks 3 & 4 Term 3

Monday 5th August through to Friday 16th August 2019

Acknowledgement

I am aware that the major examination periods for the 2019 HSC Assessment Schedule are as shown above.

I am aware that I am expected to complete examinations during the times listed above.

I understand that it is my responsibility to attempt to re-arrange any Work Placement or TAFE commitments during this time.

Any absences during these times need to have a valid reason and relevant supporting documentation as evidence of these reasons (eg. medical or legal reasons).

I understand the scheduling of family vacations or other leisure pursuits (eg. concerts, music festivals) are not considered valid reasons, and may result in zero marks for any examinations missed.

Signature	
Name	
Date	

STUDENT COPY

EXAM PERIOD NOTIFICATION

The examination timetable may not require to schedule exams on all of these days, however, students are advised to ensure they are available on ALL of these dates.

TRIAL EXAMINATIONS

Weeks 3 & 4 Term 3

Monday 5th August through to Friday 16th August 2019

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I understand the scheduling of family vacations or other leisure pursuits (eg. concerts, music festivals) are not considered valid reasons, and may result in zero marks for any examinations missed.

Signature	
Name	
Date	

SCHOOL COPY