

Mount Annan High School



Stage 6 - Year 11

2020



Assessment Policy Booklet

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Year 11 Assessment Policy 2020

Information for parents and students

What is an assessment?

- It is a mark compiled by the school, based upon results in a series of tasks. This mark measures your achievement relative to other students throughout each course studied.

Why have a school assessment?

- It allows you to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of your achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination result.

What will be assessed?

- Such things as knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.

How will these assessments be made?

By some or all of the following, after advance notice:

- Oral/aural tests
- Class tests of many kinds
- Reports you can make
- Extended responses
- Assignments
- Research you do
- Submitted practical work
- Field work
- Lectures and oral presentations given
- Notes you make
- Practical performance
- By a series of formal examinations.

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important.

Marks you earn in formal exams are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

STAGE 6 School Assessment Policy

A) Schedule of Assessment tasks

- All students will be given an Assessment Policy Booklet indicating the assessment week(s) for each Year 11 course.
- You may be told marks and rankings for class tests, assignments etc., as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

B) Satisfactory Completion of Courses:

A Course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Education Standards Authority (NESA)
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Students must satisfactorily complete the Preliminary component of a **course** to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final Preliminary assessments.

C) Failure to complete an assessment task – Zero mark:

- A zero mark is noted as a non-attempt. If zero marks have been given for tasks, which make up 50% or more of the total assessment marks in a course, a student is at risk of Non Completion of that course. The Principal is the final arbitrator.
- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher and Deputy Principal. (See 'Absent for an Assessment Task')
- Students found guilty of malpractice will be awarded a zero mark. (See point E)
- Students/parents will be notified in writing when receiving a zero mark.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

D) Absent for an assessment task

If a student is absent for a task they must:

- See their teacher or head teacher on the first day they return back to school and hand in a completed **ASSESSMENT TASK/ EXAMINATION APPEAL form (forms are located on MAHS School Website or can be collected from the front office)**. Reasons for the absence must be stated, verified by a doctor, and have a Doctor's Certificate attached to the form.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty.

Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.

- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by Deputy Principal / Principal.
- Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- Copies of all completed misadventure forms must be given to the supervising Deputy Principal.

E) Malpractice (cheating, copying) in assessment tasks:

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course.
- Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.
- When completing a task on a computer; it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR to print the task off before the due date. **All hand-in tasks must be handed in on paper unless otherwise stated.**

F) Appeals Process:

- If you disagree with a mark awarded by a teacher, the matter must be discussed with the teacher and resolved when the task is returned.
- Where no agreement is reached, the issue should be discussed with the Head Teacher.

Eligibility

Question: What do I have to do to be eligible for the Higher School Certificate?

To be eligible for the award of the Higher School Certificate you must do the following:

1. Study the pattern of courses required by NESA for the required time.
2. Have a satisfactory record of attendance and application in your studies.
3. Complete the requirements for a sufficient number of NESA courses, including practical, oral or project works.
4. Complete assessment requirements for a sufficient number of courses and sit for and make a serious attempt at all assessment tasks.

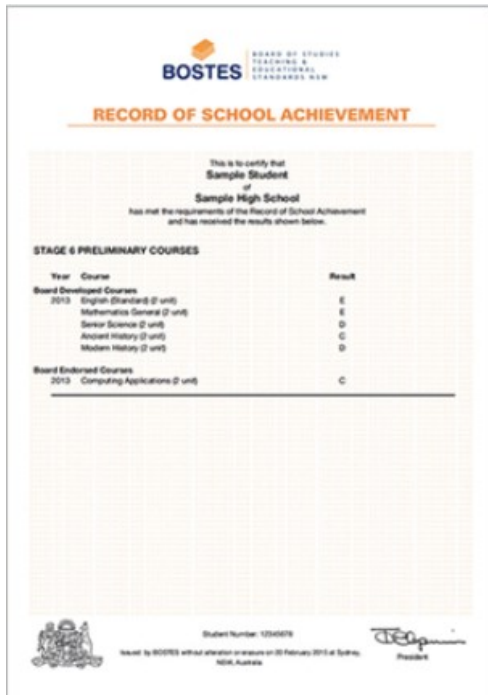
The Record of School Achievement (RoSA)

Question: What if I leave before the Higher School Certificate?

The RoSA is a credential for the NSW Education Standards Authority (NESA). This credential will:

- Be a record of achievement for students who leave school prior to receiving their HSC Report results of moderated, school-based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10
- Be cumulative and recognise a student's achievements until the point they leave school
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW

Sample RoSA certificate, Stage 6 Preliminary Courses



The image shows a sample Record of School Achievement (RoSA) certificate for Stage 6 Preliminary Courses. The certificate is issued by BOSTES (Board of Studies Teaching and Educational Standards NSW). It certifies that a student from Sample High School has met the requirements of the Record of School Achievement and has received the results shown below.

Year	Course	Result
Board Developed Courses		
2010	English (Standard 2 unit)	E
	Mathematics General (2 unit)	E
	Senior Science (2 unit)	D
	Ancient History (2 unit)	C
	Modern History (2 unit)	D
Board Endorsed Courses		
2010	Computing Applications (2 unit)	C

At the bottom of the certificate, there is a student number (12345678) and a signature of the President. A note at the bottom states: "Issued by BOSTES without alteration on paper on 20 February 2010 at Sydney, NSW, Australia."

Students Responsibilities

Question: What are my responsibilities as a student?

Your responsibilities are to:

- present work on time
- present your own work
- make a serious attempt at all assessment tasks
- complete ALL tasks whether they are part or not part of the assessment program
- not interfere with the progress of other students
- find out what tasks are to be assessed and when they are due

HSC Assessment

Question: What is the purpose of HSC Assessment?

Assessment tasks are intended to provide an indication of a student's ability in a wider range of objectives than can be measured in a single HSC examination. Assessment tasks measure performance in the whole course, but do not take into account interest, attitude or conduct. Students

earn a final assessment mark for each of their HSC courses, based on their performance on set assessment tasks throughout the course.

The final assessment mark provides the school with an order of merit of students and the relative difference between them for each course. The final HSC assessment mark is submitted to NESA and is not available to students. The final order of merit for each course of study will be made known to students.

Assessment Task Rules

Question: Are there any rules I should know about concerning the management of my assessment tasks?

Each subject will provide students with an outline of the assessment program for the course of study (including weighting of each task and due dates) at the commencement of the Year 11 and Year 12 courses. The Head Teacher of the faculty involved will notify students in writing of any changes to their assessment program.

Submitting an Assessment Task on Time

Question: How do I go about submitting a task and what happens if it is not submitted on time?

The following rules apply when submitting tasks, completing tasks in class and sitting for examinations:

Tasks requiring submission by a due date:

1. Tasks that are not handed in on time and on the due date without satisfactory reason **may incur a mark of zero.**
2. Requests for an extension to submit a task must be submitted to the Head Teacher of the relevant faculty **prior to the date the task is to be handed in.** Extensions of time can only be approved by the Faculty Head Teacher and should be for significant reasons such as ongoing illness.
3. Reasons for lateness of tasks should be provided **by a parent or guardian through contact with the Head Teacher. An appeals form must be submitted.** The only acceptable reasons are illness supported by a doctor's certificate, or a case of extreme misadventure, supported by substantive documentation.
4. Students/ parents will be notified in writing by the class teacher if a task is not handed in and a mark of zero is to be awarded. At this stage, it is still expected that the student will complete the task as they risk not meeting NESA assessment requirements if the task remains outstanding.

Tasks completed during class time:

The only acceptable reasons for missing an assessment task are illness or a case of extreme misadventure. In the case of illness, a doctor's certificate must be provided. In the case of misadventure, substantive supporting documentation will be required. Please note:

1. **You will be required to sit the task on the first day of your return to school.**

2. You must submit your doctor's certificate or supporting documentation, along with a completed appeals form, to the Head Teacher of the relevant faculty on **the morning of your return to school**.
3. A copy of the Assessment Task/ Examination Appeal form is included in this booklet. Please print a copy from the school website or collect from the front office.
4. If you are unable to access the appeals form prior to your return to school, you must bring a note from your parents, with your supporting documentation, on the first day of your return to school. You must obtain an appeals form from the Front Office or from the MAHS website. This form must be returned the following day.
5. Failure to follow these procedures may result in you receiving a mark of zero for the task.
6. The Faculty Head Teacher will make the decision on whether the reason for missing the task is acceptable.

Formal Examinations:

1. Students are expected to be present for all formal examinations. Non-attendance at an exam without satisfactory reason may result in a 'zero' mark being awarded.
2. Reasons for absence from an examination should be provided by a parent or guardian to the Head Teacher for approval **on or before the first day of the student's return to school**. Where the reasons given are regarded as satisfactory, a student may be allowed to sit the exam, or a substitute task may be given to replace the exam. The only accepted reasons are illness supported by a doctor's certificate or a case of extreme misadventure.
3. Students/parents will be notified in writing by the class teacher if an examination is not attended and a mark of zero is to be awarded. At this stage, it is still expected that the student will sit the examination as they risk not meeting NESA assessment requirements if the examination remains outstanding.

Other Regulations About Assessment Tasks

Question: Are there any other rules, regulations or guidelines I should know about?

Yes, there are. These deal with partial truancy before an assessment task and dishonesty.

Partial Truancy Prior to an Assessment Task (including lateness without reason)

Students are expected to attend ALL periods on the day of an assessment task. If a student truant periods prior to an assessment task or arrives late to school without satisfactory reason they may be awarded a 'zero' mark for the task. The only acceptable reasons are illness supported by a doctor's certificate, or a case of extreme misadventure.

Proven Dishonesty

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Students are expected to submit their own work and not the work of other students. Plagiarism will not be accepted in any form. This includes work copied from the internet or other sources. Malpractice,

including plagiarism, could lead to your receiving zero marks and will jeopardise your HSC results. Malpractice includes assisting another student to engage in malpractice. Students who hand in or attempt to hand in work that is not their own may receive zero marks. Students assisting other students to engage in malpractice may also receive zero marks.

Malpractice is any activity that allows you to gain an unfair advantage over other students. 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 books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

NB: The above are examples of malpractice and are not conclusive. The Principal or Principal Delegate may determine if an act performed by the student is deemed as malpractice.

During assessment tasks and/or formal examinations, students must not behave in a manner which is likely to disturb any other student. Students who behave inappropriately may have their tasks or examinations cancelled and a zero-mark awarded. If a zero mark is given, students and parents will be notified in writing. Students caught cheating during a task or formal examination also risk having a 'zero' mark awarded.

HSC: 'All My Own Work' program

All students are required to have satisfactorily completed HSC: All My Own Work before any Preliminary or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

Failure to Submit a Task

Question: What happens if I do not submit assessment tasks?

If you fail to complete the assessment program you will be deemed unsatisfactory in the subject. Students are expected to complete ALL assessment tasks in every course.

If a student fails to submit or sit for assessment tasks worth 50% or more of the total assessment mark in a subject, then they are deemed UNSATISFACTORY in that subject by NESA. This may leave a student ineligible for the award of an HSC. In the case of Extension courses students who fail to meet the requirements for the common part of the course will not receive a result in the course at all. Students and parents will be notified in writing every time a task is missed and the accumulated value of the missed tasks.

Non-Serious Attempt

Question: What happens if I do not make a serious attempt at the task or examination?

A student's work must be consistent and of as high a standard as possible throughout the whole Year 11 and Year 12 courses, in both assessment and non-assessment tasks. It is expected that students prepare for and submit tasks to the best of their ability on all occasions. **Any assessment work handed in or completed in the form of an examination or in-class task that does not meet these criteria may be deemed a NON-SERIOUS ATTEMPT and be awarded 'zero' marks.**

A NON-SERIOUS ATTEMPT at an HSC examination may lead to NESA determining a student to be UNSATISFACTORY. This may lead to a student being ineligible for the award of the HSC.

Question: What happens if I misbehave during an examination or assessment task?

It is expected that all students follow the rules and regulations of the school in examinations and assessment tasks. Students must not misbehave during examinations and assessment tasks and must not behave in a way that disrupts other students. Students are expected to follow the instructions of the supervising teacher at all times. In cases of misbehaviour in examinations or assessment tasks, the supervising teacher has the right to remove a student from the examination or task. The task or examination may be deemed a non-serious attempt and a mark of zero may be awarded.

Absent When Assessment Information is issued

Question: What happens if I am absent when assessment information is given out?

Every student will receive a copy of this book, outlining the requirements in each subject and the procedures to follow. They are also provided with an assessment outline for each of their subjects and an overview of each term's tasks for all courses is issued at the beginning of each term.

It is the **student's responsibility** to collect assessment information and be aware when assessment tasks are scheduled and the procedures to follow.

At least two weeks written notice will be given of the specific date and nature of any assessment task. **It is the responsibility of any absent student to obtain assessment task information and dates provided in their absence.**

Missing a Task because of VET Work Placement

Question: What if I am a VET student and absent from an assessment task due to work placement or other school representation?

Students who are absent on the day of a task as a result of a VET subject Work Placement or any similar requirements to represent the school must organise alternate dates with the class teacher PRIOR to the task date. If a task is to be handed in while a student is involved in Work Placement or other school commitment, the student is required to make alternate arrangements to hand this task in on or before the due date.

Attendance

Question: What happens if I am absent from school and have poor attendance?

Poor attendance, without satisfactory reason, will result in a student being unable to meet the HSC requirements. This may lead to a student being deemed unsatisfactory for the award of an HSC. Students over the age of 17 can also be expelled for unsatisfactory participation in learning.

Students should provide written reason for ALL absences from school. If a student suffers from a long-term illness, it is requested that the parent or guardian contact the school, so support can be provided to the student throughout the illness and on their return.

Transferring from Another School

Question: What happens if I come from another school during Year 11 or Year 12? How does this affect my assessment?

The previous school is to provide assessment marks for HSC courses for students who transfer after 30 June in the year of the Higher School Certificate examination. The marks will be developed from assessment information collected during the students' period at the school. For the purpose of moderation, these students will be treated as members of the previous school.

Reporting

Question: How does the school report on my progress?

Each faculty will inform students of their results for each assessment task, their rank order on the task and their progressive rank order in the course. Full reports will be completed at the conclusion of Year 11 with an interim report distributed in early Term 2.

Queries, Reviews and Appeals

Question: What do I do if I want to query a mark or lodge a review or appeal?

If a student is unable to complete a task and has a successful illness/ misadventure appeal they will be given a substitute task. In rare cases a student may be given an estimate. An estimate does not assess the potential of a student but rather would maintain the previous demonstrated standard of student performance based on the majority of their tasks. An assessment estimate cannot be calculated until the entire assessment program has been completed.

Students may only query a mark for an assessment task at the time it is returned. (Students are advised to keep all assessment tasks.) The final school assessment mark in each course is confidential and will not be available to students. Students will be informed of their final position in the course by a course rank.

Students who consider that their placement in the final order of merit for any course is not correct based on the feedback of their performance during the course may appeal to the school for a review.

Students may only appeal about the school's procedures for arriving at their position in the order of merit, not the marks awarded for individual assessment tasks. The appeal must take place

within one school day of the order of merit being available to students. The Principal or Deputy Principal, Head Teacher of the Faculty and Class Teacher will form the appeals committee.

Number of Units of Study for an HSC

Question: How many units of study do I need to complete in Year 11 to be eligible for the HSC?

For a student to be eligible for the award of an HSC, they must satisfactorily complete 12 units of study in Year 11 and 10 units of study in Year 12. A student cannot study a course in Year 12 if they have not completed it satisfactorily in Year 11. NESA issues the award of an HSC once this requirement has been completed. A student is able to accrue the required satisfactory completion of courses of study for an HSC over a period of 5 years in both the High School and TAFE setting.

Assessment Task/ Examination Appeal Form



MOUNT ANNAN HIGH SCHOOL

248 WELLING DRIVE MOUNT ANNAN 2567

PO BOX 50 NARELLAN 2567

PHONE (02) 4648 0111 FAX (02) 4648 0042

EMAIL: mountannan-h.school@det.nsw.edu.au

ASSESSMENT TASK /EXAMINATION APPEAL

Student name: _____ Grade: _____ Date of appeal: __/__/____

TYPE OF APPEAL:

- ☐ SCHOOL APPROVED ACTIVITY
☐ MALPRACTICE

- ☐ ILLNESS / ACCIDENT
☐ MISADVENTURE

TYPE OF TASK:

- ☐ SUBMITTED ☐ IN-CLASS ☐ EXAMINATION

Reason for Appeal: _____

Student signature: _____

Parent signature: _____

Subject	Task/ Examination	Teacher	Date Issued	Date Due

✓ EVIDENCE PROVIDED:

- ☐ medical certificate ☐ statutory declaration
☐ other (please specify) _____

NB: All

documentation in support of your appeal must be attached.

PRINCIPAL OR DELEGATED OFFICER ONLY

Appeals form submitted to: _____ (Deputy Principal)

The appeal **IS** / **IS NOT** approved _____ (Deputy Principal) Comments:

Signed (Principal/ Delegate): _____

Date: __/__/____

Special Examination (Disability) Provisions

Information for Students and Parents

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If you have a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, teacher or Learning and Support Teacher.

What are Special Examination Provisions?

Special examination provisions provide students who have special needs with practical support in formal Assessment Tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

Applying for Special Examination Provisions

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher. Applications needs to be completed in Term 1.
- ii. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made, the school will send you written notification of the approved and/or declined provisions.

Appeal procedures

If you wish to appeal against the school's decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

A note to parents

If you are concerned about whether special examination provisions apply for your child, you should contact the Year Adviser or Learning and Support Teacher at the school as early as possible.

Further information can be accessed on the NESA Website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Year 11 Assessment Schedule Summary 2020

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Modern History,
Week 7	Biology
Week 8	CAFS, Music 1, Physics
Week 9	Business Studies, Chemistry, Drama, SLR
Week 10	English Advanced, English Standard, English Studies, IT- Multimedia, IT-Timber, Mathematics Extension, Photography, Visual Arts
Week 11	Legal Studies
Term 2	
Week 1	
Week 2	Ancient History, Mathematics, Mathematics Standard, Modern History, Music 1
Week 3	PDHPE
Week 4	Food Technology
Week 5	
Week 6	CAFS
Week 7	Biology
Week 8	Drama, IT-Multimedia, IT-Timber, Physics
Week 9	Chemistry, Legal Studies, Mathematics, Mathematics Standard, Mathematics Extension, SLR, Visual Arts
Week 10	Ancient History, English Advanced, English Standard, English Studies, Photography
Term 3	
Week 1	
Week 2	Food Technology, PDHPE
Week 3	Business Studies
Week 4	
Week 5	
Week 6	Music
Week 7	
Week 8	English Studies, Photography, SLR, Visual Arts
Week 9	EXAMINATION WEEK* Ancient History, Biology, Business Studies, Chemistry, CAFS, Drama, English Advanced, English Standard, Food Technology, IT-Multimedia, IT-Timber, Legal Studies, Mathematics, Mathematics Standard, Mathematics Extension, Modern History, PDHPE, Physics, Visual Arts
Week 10	LIFE READY PROGRAM*

*Students absent from EXAMINATION WEEK will need to organise missed examinations around the LIFE READY compulsory program for all Year 11 students

YEAR 11 PRELIMINARY ASSESSMENT SCHEDULES 2020



- * The Assessment Schedules are in alphabetical order and include Board Developed Courses and Content Endorsed Courses.
- * Each course Assessment Schedule indicates the syllabus outcomes, course components and weightings, the task type and due date (Term and Week)
- * Often a number of outcomes can be addressed by a single task
Not all outcomes are assessed with each task
- * Any variations to syllabus outcomes or tasks set for each course will be provided by the class teacher in writing giving two weeks' notice of a change
- * For further information on assessment schedules for the courses the class teacher or Faculty Head Teacher of the subject should be contacted

Ancient History – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
AH11-1	describes the nature of continuity and change in the ancient world	✓		✓
AH11-2	proposes ideas about the varying causes and effects of events and developments	✓		✓
AH11-3	analyses the role of historical features, individuals and groups in shaping the past		✓	✓
AH11-4	accounts for the different perspectives of individuals and groups		✓	
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world	✓	✓	
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument	✓	✓	✓
AH11-7	discusses and evaluates differing interpretations and representations of the past			✓
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources		✓	
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms	✓	✓	✓
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history			✓

Ancient History – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	In-class topic test Investigating Ancient History	Research Presentation Historical Investigation	Final Examination All topics
		Date	Term 2 Week 2	Term 2 Week 10	Term 3 Week 9
		Outcomes	AH11-1, AH11-2, AH11-5, AH11-6, AH11-9	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10
Knowledge and understanding of course content	40%		15	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20%		5	10	5
Historical inquiry and research	20%		5	10	5
Communication of historical understanding in appropriate forms	20%		5	5	10
Total	100%		30%	30%	40%

Biology – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
BIO11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓	
BIO11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information	✓	✓	
BIO11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information	✓	*NOTE: As well as BIO11/12-1, BIO11/12-2 and BIO11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.	
BIO11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		
BIO11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓		
BIO11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓		✓
BIO11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓	✓
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes	✓	*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.	✓
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms			✓
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species			✓
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem			✓

Biology – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Practical Assessment Task	Depth Study	Final examination
		Date	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9
		Outcomes	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-7 <i>*NOTES in Course Outcomes</i>	BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Skills in working scientifically	60%		20	30	10
Knowledge and understanding of course content	40%		10	0	30
Total	100%		30%	30%	40%

Business Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1	discusses the nature of business, its role in society and types of business structure	✓	✓	✓
P2	explains the internal and external influences on businesses	✓		✓
P3	describes the factors contributing to the success or failure of small to medium enterprises		✓	
P4	assesses the processes and interdependence of key business functions		✓	✓
P5	examines the application of management theories and strategies			✓
P6	analyses the responsibilities of business to internal and external stakeholders	✓	✓	✓
P7	plans and conducts investigations into contemporary business issues	✓	✓	✓
P8	evaluates information for actual and hypothetical business situations	✓	✓	✓
P9	communicates business information and issues in appropriate formats		✓	
P10	applies mathematical concepts appropriately in business situations		✓	✓

Business Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Business Research Task	Final Examination
		Date	Term 1 Week 9	Term 3 Week 3	Term 3 Week 9
		Outcomes	P1 P2, P6, P7, P8	P1, P3, P4, P6, P7, P8, P9, P10	P1, P2, P4, P5, P6, P7, P8, P10
Knowledge and understanding of course content	40%		10	10	20
Stimulus-based skills	20%		10		10
Inquiry and Research	20%			20	
Communication of business information, ideas and issues in appropriate forms	20%		5	10	5
Total	100%		25%	40%	35%

Chemistry – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
CH11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓	
CH11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		✓	
CH11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information	✓	*NOTE: As well as CH11/12-1, CH11/12-2 and CH11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.	
CH11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		
CH11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓		
CH11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓		✓
CH11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓	✓
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter	✓	*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.	✓
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships			✓
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions			✓
CH11-11	analyses the energy considerations in the driving force for chemical reactions			✓

Chemistry – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Practical Assessment Task	Depth Study	Final Examination
		Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
		Outcomes	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11-8	CH11/12-1, CH11/12-2, CH11/12-7 <i>*NOTES in Course Outcomes</i>	CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
Skills in working scientifically	60%		20	30	10
Knowledge and understanding of course content	40%		10	0	30
Total	100%		30%	30%	40%

Community and Family Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals	✓		✓
P1.2	proposes effective solutions to resource problems			✓
P2.1	accounts for the roles and relationships that individuals adopt within groups		✓	✓
P2.2	describes the role of the family and other groups in the socialisation of individuals			✓
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement		✓	✓
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning			✓
P3.1	explains the changing nature of families and communities in contemporary society			✓
P3.2	analyses the significance of gender in defining roles and relationships			✓
P4.1	utilises research methodology appropriate to the study of social issues	✓	✓	✓
P4.2	presents information in written, oral and graphic form		✓	✓
P5.1	applies management processes to maximise the efficient use of resources	✓		✓
P6.1	distinguishes those actions that enhance wellbeing			✓
P6.2	uses critical thinking skills to enhance decision making			✓

Community and Family Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Case Study Resource Management	Stimulus/Response Individuals and Groups	Final Examination
		Date	Term 1 Week 8/9	Term 2 Week 6/7	Term 3 Week 9
		Outcomes	P1.1, P4.2, P5.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2
Knowledge and understanding of course content	40%		10	10	20
Skills in critical thinking, research, analysing and communicating	60%		20	20	20
Total	100%		30%	30%	40%

Drama – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles	✓		
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form			✓
P1.3	demonstrates performance skills appropriate to a variety of styles and media			✓
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively	✓		
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance			✓
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action	✓		
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration			✓
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole	✓		
P2.1	understands the dynamics of actor-audience relationship	✓		
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers	✓		
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action	✓		
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces	✓		✓
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production	✓		
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance		✓	
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others		✓	
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques		✓	
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements		✓	
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest		✓	

Drama – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Presentation of Individual Performance	Written Extended Essay	Theatrical Styles: Group Performance
		Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
		Outcomes	P1.1, P1.4, P1.6, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5	P2.6, P3.1, P3.2, P3.3, P3.4	P1.2, P1.3, P1.7, P1.5, P2.4
Making	40%		20		20
Performing	30%		10		20
Critically Studying	30%			30	
Total	100%		30%	30%	40%

Earth and Environmental Science – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
EES11/12-1	Questioning and predicting Develops and evaluates questions and hypotheses for scientific investigation		✓	
EES11/12-2	Planning investigations Designs and evaluates investigations in order to obtain primary and secondary data and information		NOTE: As well as EES11/12-1 and EES11/12-7. All the working scientifically outcomes may be assessed for their Depth Study. This will be at the teacher's discretion.	
EES11/12-3	Conducting investigations Conducts investigations to collect valid and reliable primary and secondary data and information	✓		
EES11/12-4	Processing data and information Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		
EES11/12-5	Analysing data and information Analyses and evaluates primary and secondary data and information	✓		
EES11/12-6	Problem solving Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓		✓
EES11/12-7	Communicating Communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓	✓
EES11/8	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated	✓	*NOTE: Includes at least ONE knowledge and understanding outcome for their Depth Study. This will be at the teacher's discretion.	
EES11-9	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries			✓
INS11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems			✓
INS11-11	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes			✓

Earth and Environmental Science – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Practical Assessment Task	Depth Study	Yearly Examination
		Date	NA	NA	NA
		Outcomes	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11-8	EES11/12-1, EES11/12-7 + More *NOTES below	EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11
Skills in working scientifically	60%		20	30	10
Knowledge and understanding of course content	40%		10	0	30
Total	100%		30%	30%	40%

English Advanced – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	✓		✓
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies		✓	
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	✓		✓
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts	✓		✓
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments		✓	✓
EA11-6	investigates and evaluates the relationships between texts	✓	✓	
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued	✓	✓	
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning		✓	✓
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner	✓		

English Advanced – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Portfolio and reflection Reading to Write	Multimodal Speaking Narratives that Shape the World	Final Examination Critical Study of Literature
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
		Outcomes	EA11-1, EA11-3, EA11-4, EA11-6, EA11-7, EA11-9	EA11-2, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8
Knowledge and understanding of course content	50%		15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%		15	15	20
Total	100%		40%	30%	30%

English Extension – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies		✓	✓
EE12-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts	✓	✓	✓
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts	✓	✓	✓
EE11-4	develops skills in research methodology to undertake effective independent investigation		✓	
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts	✓	✓	✓
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity	✓	✓	

English Extension – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Imaginative response	Multimodal TED Talk	Final Examination
		Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Outcomes	EE11-2, EE11-3, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Knowledge and understanding of complex texts and of how and why they are valued	50%		15	20	15
Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	50%		15	20	15
Total	100%		30%	40%	30%

English Standard – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure	✓		✓
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies		✓	
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning	✓	✓	
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts			✓
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments	✓	✓	
EN11-6	investigates and explains the relationships between texts	✓		✓
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds		✓	✓
EN11-8	Identifies and explains cultural assumptions in texts and their effects on meaning	✓		
EN12-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner	✓		

English Standard – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Portfolio and reflection Reading to Write	Multimodal Speaking Contemporary Possibilities	Yearly Examination Critical Study of Literature
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
		Outcomes	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8, EN11-9	EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-4, EN11-6, EN11-7
Knowledge and understanding of course content	50%		15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%		15	15	20
Total	100%		40%	30%	30%

English Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes.	✓		✓
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts		✓	
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways		✓	
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms.	✓		✓
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.	✓	✓	✓
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes.	✓	✓	
ES11-7	represents own ideas in critical, interpretive and imaginative texts.		✓	✓
ES11-8	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade		✓	
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.			✓
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning	✓		✓

English Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Personal Career Dossier Achieving through English	Multimodal presentation Digital Worlds	Collection of Coursework All modules
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
		Outcomes	ES11-1, ES11-4, ES11-5, ES11-6, ES11-10	ES11-2, ES11-3, ES115, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES115, ES11-7, ES11-9, ES11-10
Knowledge and understanding of course content	50%		15	15	20
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%		15	15	20
Total	100%		30%	30%	40%

Food Technology – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods			✓
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors	✓		✓
P2.1	explains the role of food nutrients in human nutrition		✓	
P2.2	identifies and explains the sensory characteristics and functional properties of food	✓		✓
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups		✓	
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate	✓	✓	
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food	✓	✓	
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection	✓	✓	✓
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups		✓	
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products			✓
P5.1	generates ideas and develops solutions to a range of food situations	✓	✓	✓

Food Technology – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Food selection, experimentation and preparation	Food nutrients; experimentation and preparation	Final Examination
		Date	Term 2 Week 4	Term 3 Week 2	Term 3 Week 9
		Outcomes	P 1.2, P2.2, P3.2, P4.1, P4.2, P5.1	P2.1, P3.1, P 3.2, P4.1, P4.2, P 4.3, P5.1	P1.1, P1.2, P2.2, P4.2, P4.4, P5.1
Knowledge and understanding of course content	40%		5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	30%		15	15	
Skills in experimenting with and preparing food by applying theoretical concepts	30%		15	15	
Total	100%		35%	35%	30%

Industrial Technology: Multimedia Technologies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1.1	Describes the organisation and management of an individual business within the focus industry	✓		✓
P1.2	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies	✓		✓
P2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques		✓	✓
P2.2	Works effectively in team situations			
P3.1	Sketches, produces and interprets drawings in the production of projects		✓	
P3.2	Applies research and problem-solving skills		✓	
P3.3	Demonstrates appropriate design principles in the production of projects			
P4.1	Demonstrates a range of practical skills in the production of projects		✓	
P4.2	Demonstrates competency in using relevant equipment, machinery and processes		✓	
P4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects		✓	
P5.1	Uses communication and information processing skills	✓		
P5.2	Uses appropriate documentation techniques related to the management of projects		✓	
P6.1	Identifies the characteristics of quality manufactured products			✓
P6.2	Identifies and explains the principles of quality and quality control	✓		
P7.1	Identifies the impact of one related industry on the social and physical environment	✓		✓
P7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.	✓		

Industrial Technology: Multimedia Technologies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Industry Case Study	Preliminary Project	Final Examination
		Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
		Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	40%		10	10	20
Knowledge and skills in the management, communication and production of projects	60%		10	30	20
Total	100%		20%	40%	40%

Industrial Technology: Timber Products and Furniture Technologies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1.1	Describes the organisation and management of an individual business within the focus industry	✓		✓
P1.2	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies	✓		✓
P2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques		✓	✓
P2.2	Works effectively in team situations			
P3.1	Sketches, produces and interprets drawings in the production of projects		✓	
P3.2	Applies research and problem-solving skills		✓	
P3.3	Demonstrates appropriate design principles in the production of projects			
P4.1	Demonstrates a range of practical skills in the production of projects		✓	
P4.2	Demonstrates competency in using relevant equipment, machinery and processes		✓	
P4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects		✓	
P5.1	Uses communication and information processing skills	✓		
P5.2	Uses appropriate documentation techniques related to the management of projects		✓	
P6.1	Identifies the characteristics of quality manufactured products			✓
P6.2	Identifies and explains the principles of quality and quality control	✓		
P7.1	Identifies the impact of one related industry on the social and physical environment	✓		✓
P7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.	✓		

Industrial Technology: Timber Products and Furniture Technologies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Industry Case Study	Preliminary Project	Final Examination
		Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
		Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	40%		10	10	20
Knowledge and skills in the management, communication and production of projects	60%		10	30	20
Total	100%		20%	40%	40%

Legal Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1	Identifies and applies legal concepts and terminology	✓	✓	✓
P2	Describes the key features of Australian and international law	✓		✓
P3	Describes the operation of domestic and international legal systems		✓	✓
P4	Discusses the effectiveness of the legal system in addressing issues	✓		✓
P5	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change		✓	✓
P6	Explains the nature of the interrelationship between the legal system and society	✓		✓
P7	Evaluates the effectiveness of the law in achieving justice			✓
P8	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents		✓	✓
P9	Communicates legal information using well structured responses	✓	✓	✓
P10	Accounts for differing perspectives and interpretations of legal information and issues		✓	

Legal Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	In class topic test Part I: The Legal System	Structured questions Part II: The Individual and the Law	Final Examination All Topics
		Date	Term 1 Week 11	Term 2 Week 9	Term 3 Week 9
		Outcomes	P1, P2, P4, P6, P9	P1, P3, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10
Knowledge and understanding of course content	40%		10	10	20
Analysis and evaluation	20%		10	5	5
Inquiry and research	20%		5	10	5
Communication of legal information, issues and ideas in appropriate forms	20%		5	5	10
Total	100%		30%	30%	40%

Mathematics Advanced Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	✓	✓	✓
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems	✓	✓	✓
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes		✓	✓
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities		✓	✓
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	✓	✓	✓
MA11-6	manipulates and solves expressions using the logarithms and exponential functions to solve practical problems			✓
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions			✓
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts	✓	✓	✓
MA11-9	provides reasoning to support conclusions which are appropriate to the context	✓	✓	

Mathematics Advanced Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Research Task	Final Examination
		Date	Term 2 Week 2	Term 2 Week 9	Term 3 Week 9
		Outcomes	MA11-1, MA11-2, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Understanding Fluency Communication	50		15%	15%	20%
Problem solving Reasoning Justification	50		15%	15%	20%
Total	100%		30%	30%	40%

Mathematics Standard Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems	✓		✓
MS11-2	represents information in symbolic, graphical and tabular form	✓	✓	✓
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units	✓	✓	✓
MS11-4	performs calculations in relation to two-dimensional and three dimensional figures	✓		✓
MS11-5	models relevant financial situations using appropriate tools		✓	✓
MS11-6	makes predictions about everyday situations based on simple mathematical models	✓	✓	✓
MS11-7	develops and carries out simple statistical processes to answer questions posed		✓	✓
MS11-8	solves probability problems involving multistage events			✓
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts	✓	✓	✓
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations	✓	✓	✓

Mathematics Standard Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Research Task	Final Examination
		Date	Term 2 Week 2	Term 2 Week 9	Term 3 Week 9
		Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Understanding Fluency Communication	50%		15%	15%	20%
Problem solving Reasoning Justification	50%		15%	15%	20%
Total	100%		30%	30%	40%

Mathematics Extension 1 – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverse	✓	✓	✓
ME11-2	manipulates algebraic expressions and graphical functions to solve problems	✓	✓	✓
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems			✓
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change			✓
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering		✓	✓
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts	✓	✓	✓
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs	✓	✓	✓

Mathematics Extension 1 – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Assignment	Final Examination
		Date	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10
		Outcomes	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding Fluency Communication	50%		15%	15%	20%
Problem solving Reasoning Justification	50%		15%	15%	20%
Total	100%		30%	30%	40%

Modern History – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
MH11-1	describes the nature of continuity and change in the modern world	✓		✓
MH11-2	proposes ideas about the varying causes and effects of events and developments		✓	
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past		✓	✓
MH11-4	accounts for the different perspectives of individuals and groups			✓
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world	✓	✓	✓
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument	✓	✓	✓
MH11-7	discusses and evaluates differing interpretations and representations of the			✓
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources		✓	
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms	✓	✓	✓
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history		✓	

Modern History – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Source Analysis The Nature of Modern History	Historical Investigation	Final Examination All topics
		Date	Term 1 Week 6	Term 2 Week 2	Term 3 Week 9
		Outcomes	MH11-1, MH11-5, MH11-6, MH11-9	MH11-2, MH11-3, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9
Knowledge and understanding of course content	40%		15		25
Historical skills in the analysis and evaluation of sources and interpretations	20%		10		10
Historical inquiry and research	20%			20	
Communication of historical understanding in appropriate forms	20%		5	10	5
Total	100%		30%	30%	40%

Music 1 – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1	Performs music that is characteristic of the topics studied	✓	✓	
P2	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied	✓		
P3	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied	✓		✓
P4	Recognizes and identifies the concepts of music and discusses their use in a variety of musical styles		✓	✓
P5	Comments on and constructively discusses performances and compositions			✓
P6	Observes and discusses concepts of music in works representative of the topics studied		✓	✓
P7	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied	✓		✓
P8	Identifies, recognizes, experiments with and discusses the use of technology in music			✓
P9	Performs as a means of self-expression and communication	✓	✓	
P10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities	✓	✓	✓
P11	Demonstrates a willingness to accept and use constructive criticism	✓		✓

Music 1 – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Solo performance. Composition of a variation of performance repertoire.	Aural analysis of three pieces presented in a viva voce style. Performance (group or solo)	Composition including evaluation and presentation of portfolio.
		Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 6
		Outcomes	P1, P2, P3, P4, P7, P9, P10	P1, P4, P6, P9, P10	P3, P4, P5, P6, P7, P8, P10, P11
Performance	25%		15	10	
Composition	25%		15		10
Musicology	25%			15	10
Aural	25%			15	10
Total	100%		30%	40%	30%

Personal Development, Health and Physical Education – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1	identifies and examines why individuals give different meanings to health		✓	✓
P2	explains how a range of health behaviours affect an individual's health		✓	✓
P3	describes how an individual's health is determined by a range of factors		✓	✓
P4	evaluates aspects of health over which individuals can exert some control		✓	✓
P5	describes factors that contribute to effective health promotion		✓	✓
P6	proposes actions that can improve and maintain an individual's health		✓	✓
P7	explains how body systems influence the way the body moves	✓		✓
P8	describes the components of physical fitness and explains how they are monitored	✓		✓
P9	describes biomechanical factors that influence the efficiency of the body in motion	✓		✓
P10	plans for participation in physical activity to satisfy a range of individual needs	✓		✓
P11	assesses and monitors physical fitness levels and physical activity patterns	✓		✓
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)	✓		✓
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)			
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)			
P15	forms opinions about health-promoting actions based on a critical examination of relevant information	✓	✓	✓
P16	uses a range of sources to draw conclusions about health and physical activity concepts	✓		✓
P17	analyses factors influencing movement and patterns of participation			✓

Personal Development, Health and Physical Education – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Laboratory Core 2 – The body in motion Option 1 – First Aid	Topic Test Core 1 – Better health for individuals	Final Examination
		Date	Term 2 Week 3	Term 3 Week 2/3	Term 3 Week 9
		Outcomes	P7-P12, P15, P16	P1-6, P15	P1–P12, P15-17
Knowledge and understanding of course content	40%		10	10	20
Skills in critical thinking, research, analysing and communicating	60%		20	20	20
Total	100%		30%	30%	40%

Photography, Video and Digital Imaging – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice	✓	✓	✓
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works	✓	✓	✓
M3	investigates different points of view in the making of photographs and/or videos and/or digital images	✓	✓	
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images	✓	✓	✓
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images		✓	
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works	✓	✓	✓
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging	✓	✓	✓
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations		✓	
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies			✓
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging	✓		✓
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production		✓	

Photography, Video and Digital Imaging – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Module WP1: Introduction to Practice in Wet Photography	Module WP4: Manipulated Forms	Module V1: Introduction to the Practice of Video
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
		Outcomes	M1, M2, M3, M4, M6, CH1, CH4	M1, M2, M3, M4, M5, M6, CH1, CH2, CH5	M1, M2, M4, M6, CH1, CH3, CH4
Making/ Photographic Practice	70%		20	25	25
Critical and Historical Studies	30%		10	10	10
Total	100%		30%	35%	35%

Physics – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
PH11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓	
PH11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		✓	
PH11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information	✓	*NOTE: As well as PH11/12-1, PH11/12-2 and PH11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.	
PH11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		
PH11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓		
PH11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓		✓
PH11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓	✓
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration	✓	*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.	✓
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy			✓
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles			✓
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism			✓

Physics – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Practical Assessment Task	Depth Study	Yearly examination
		Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
		Outcomes	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-2, PH11/12-7 <i>*NOTES in Course Outcomes</i>	PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11
Skills in working scientifically	60		20	30	10
Knowledge and understanding of course content	40		10	0	30
Total	100%		30	30	40

Sport, Lifestyle and Recreation Studies – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
1.1	applies the rules and conventions that relate to participation in a range of physical activities	✓	✓	✓
1.3	demonstrates ways to enhance safety in physical activity		✓	✓
1.6	describes administrative procedures that support successful performance outcomes	✓		
2.1	explains the principles of skill development and training	✓	✓	
2.2	analyses the fitness requirements of specific activities	✓		✓
2.5	describes the relationship between anatomy, physiology and performance	✓		
3.1	selects appropriate strategies and tactics for success in a range of movement contexts	✓	✓	
3.2	designs programs that respond to performance needs	✓		✓
3.3	measures and evaluates physical performance capacity	✓		✓
4.1	plans strategies to achieve performance goal		✓	✓
4.4	demonstrates competence and confidence in movement contexts	✓	✓	

Sport, Lifestyle and Recreation Studies – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Performance analysis - Athletics	Practical performance and demonstration - Games and Sports Applications	Report - Fitness
		Date	Term 1, ongoing and due week 9/10	Term 2, ongoing and due week 9/10	Term 3, ongoing and due week 8
		Outcomes	1.1, 1.6, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 3.1, 4.1, 4.4	1.1, 1.3, 2.2, 3.2, 3.3, 4.1
Knowledge and understanding of course content	50%		15	15	20
Skills in critical thinking, research, analysing and communicating	50%		15	15	20
Total	100%		30%	30%	40%

Visual Arts – Course Outcomes

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions	✓	✓	✓
P2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work	✓	✓	✓
P3	demonstrates an understanding of the frames when working independently in the making of art		✓	✓
P4	selects and develops subject matter and forms in particular ways as representations in artmaking		✓	✓
P5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways	✓	✓	✓
P6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work	✓	✓	✓
P7	applies their understanding of practice in art criticism and art history	✓	✓	✓
P8	applies their understanding of the relationships among the artist, artwork, world and audience	✓	✓	✓
P9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art		✓	✓
P10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts		✓	✓

Visual Arts – Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Essay and Artwork	Essay and Artwork	Artwork and Final Examination
		Date	Week 10 Term 1	Week 9 Term 2	Week 8 and 9 Term 3
		Outcomes	P1, P2, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Artmaking	50%		10%	20%	20%
Art Criticism and Art History	50%		10%	20%	20%
Total	100%		20%	40%	30%

Vocational Education and Training (VET) Courses-ASSESSMENT PACKAGE

Please read the following information:

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 90072) to deliver and assess VET qualifications to secondary students.

- It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Drivers' 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 training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

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

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.

Work Placement

It is a mandatory requirement of your VET course. If you do not complete at least 70 hours of work placement you will not have the course recognised by the NESA. This might mean that you will not receive your HSC.

Work placement involves working for one week (35 hours) in a workplace in the VET area that you have chosen.

During your work placement you are expected to practice and develop the competencies that are part of your course. Your teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered to you by employers in the community. It is not easy to find employers who are willing to take students for work placement. Employers are doing you a favour as they are under no obligation to assist in work placement and it does take time and resources from their organisation.

Some students have gained employment or improved their employment chances due to work placement. It is expected that you will make the most of the opportunity given to you.

Students undertaking a VET course at Mount Annan High School will be participating in their mandatory 70 hours work placement at a venue organised through the school and South West Connect. Students wishing to complete their mandatory work placement at another workplace venue are to inform their teacher as soon as possible. Work placement will be done in two 1week blocks, over 2 years. **It is the students' responsibility to catch up on missed class work.**

Work Placement (School VET/TVET) and assessment tasks – student responsibilities

It is important to note that **it is the student's responsibility to notify teachers in advance that they are attending Work Placement**

Any assessment tasks due while you are on Work Placement must be discussed with the subject teacher/head teacher to negotiate an alternate due date for the task. You may be required to hand in the completed task before you go on Work Placement or on your first day back at school after Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement.

Student Reviews/Appeals - VET

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The student does not agree with competency decision.
- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency
- They were not informed in advance of the conditions and method of assessment
- The process used was discriminatory in some way, and
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET Supervisor (DP), the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions on the basis of the evidence a student has submitted:

- The assessment did not follow the school policy and procedures relating to competency-based assessment. In this instance the student will be allowed to resubmit her evidence or be given an opportunity to be reassessed, or
- The assessment did follow the school policy and procedures relating to competency-based assessment. In this instance the determination will stand and the student will not be allowed to resubmit or be given another opportunity for reassessment.

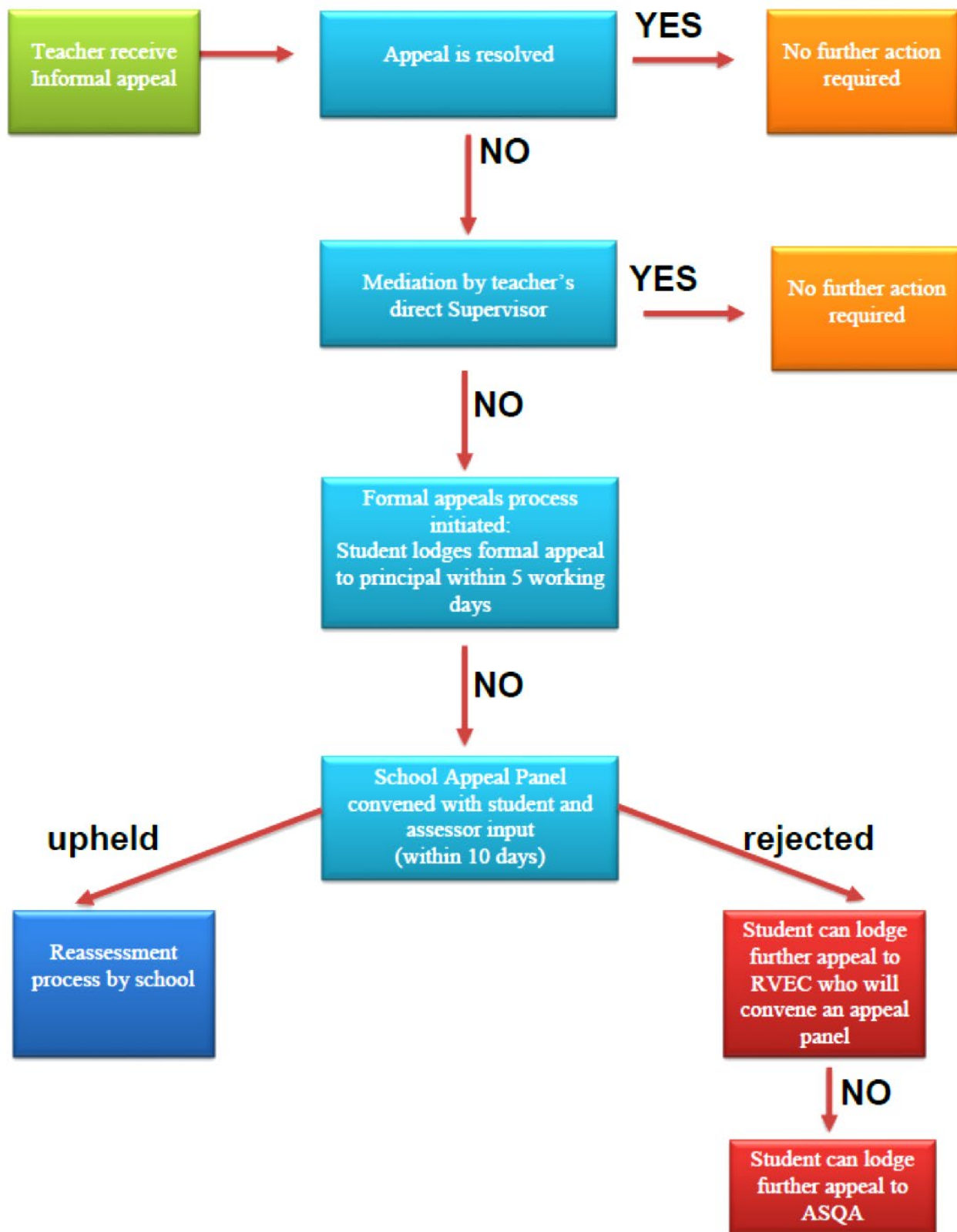
The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The RVEC will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to ASQA.

2020 VET Subjects offered at Mount Annan High School

- Business Services
- Construction
- Hospitality – Food and Beverage
- Information and Digital Technology

Appeals Flowchart

Teachers explain rights of appeal to students at commencement of course and assessment process.





Education

ULTIMO 90072

BUSINESS SERVICES CATEGORY B BOARD DEVELOPED

COURSE ASSESSMENT SCHEDULE

Preliminary Year 2020 - HSC 2021

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services (Version 3)

NESA Course Code:

2 U X 2 YR - 26101

2021 HSC Exam: 26199


LMBR UI Code:

(11 OR 12)


BSB20115226101B

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	7 PRELIMINARY UOCs						240 Indicative hours over 2 years 35 hrs Work placement 40% Preliminary Exam	
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment		
	BSBWOR204	Use business technology	E	E	15			
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	40% Preliminary Exam	
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E	M E	15 10	Cluster C: Quality presentations Scenario, written task, case studies, self-assessment		
			E	E	15			
	Term 3-4	7 HSC UOCs						35 hrs Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams.
BSBITU307 BSBITU211		Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment		
Term 5-6	BSBITU202 BSBINM201	Create and use spread sheets Process and maintain workplace information	E E	E M	20 20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence		
	TLIP2029	Prepare and process financial documents	E	M	20			
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	Cluster F: Back to the Future Written task, case study, scenario		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.		

ULTIMO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2020 - HSC 2021 QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.5)							NESA course code 2 U X 2 YR 26201 2021 HSC Exam: 26299 LMBR UI Code: (11 or 12) CPC20211426201B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	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 35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
Term 2/3 Work Placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
Terms 4/5	9 HSC UOCs						35 hrs. Work placement
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test. *Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	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	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	Cluster F – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
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	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours 235 - 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.	

 <div> ULTIMO 90072 HOSPITALITY-FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2020 - HSC 2021 QUALIFICATION: SIT20316 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality (Release 1.2) </div>							NESA Course Code 2 U X 2 YR – 26511 2021 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs					Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively	240 Indicative Hours over 2 years
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practice work	35 hrs Work placement
	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work	40% Prelim Yearly Exam
Term 2 & 3							
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work NOTE: Person with THREE years' Industry Experience must be involved in assessment.	
	6 HSC UOCs						
	SITXCCS003 SITHFAB005	Interact with customers Prepare and serve espresso coffee*	C E	S S	15 15	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35% hrs Work Placement 60% HSC Trial Exam
Term 4 - 6	SITHFAB007 SITHIND003	Serve food and beverage Use hospitality skills effectively	E C	S E	40 20		The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of
	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry	

						Written questioning, student reflection	the estimate is a school decision.
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 ULTIMO 90072 INFORMATION and DIGITAL TECHNOLOGY – WEB and SOFTWARE APPLICATIONS STREAM CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2020 - HSC 2021 QUALIFICATION: Statement of Attainment towards ICT30118 Certificate III in Information, Digital Media and Technology Training Package: ICT Information and Communications Technology (version 5)							NESA course code 2 U X 2 YR - 27301 HSC Exam No. 27389 LMBR UI Code (11 OR 12) ICT30118127301B
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years 35 hrs Work placement 40% Preliminary Exam
	BSBWHS304	Participate effectively in WHS communication and consultation processes	C	M	20	Cluster A: Working Safely with others Research, report and presentation	
Term 2	BSBSUS401	Implement and monitor environmentally sustainable work practices	C	E	25		
	ICTICT302	Install and optimise operating system software	C	M	20	Cluster B: Systems & Software Scenario, Observation, portfolio of evidence	
Term 3	ICTSAS308	Run standard diagnostic tests	C	M	10		60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	ICTICT202	Work and communicate effectively in an ICT environment	C	M	25	Cluster C: Operate software packages effectively Oral questioning, Written	
Term 4 & Term 5	ICTICT203	Operate application software packages	E	S	20		
	5 HSC UOCs						
Term 6	ICTICT308	Use advanced features of computer applications	E	S	30	Cluster D :Computer Applications Written, portfolio of evidence	
	ICTWEB303	Produce digital images for the web	E	E	20	Cluster E: Working on the Web Observation and questioning	
Term 6	ICTWEB301	Create user documentation	C	E	20		
	ICTWEB302	Build simple websites using commercial programs	E	S	30	Cluster F: Web Technologies Observation and Oral report	

<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>	Total hours 240	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>
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