

YEAR 12

2021-2022

HSC

ASSESSMENT BOOK



Provided October
2021 (Version 2)

GUNNEDAH HIGH SCHOOL

Gunnedah High School Vision Statement

Gunnedah High School is a comprehensive High School which caters for a broad range of interests and abilities and has a strong community focus. Our core values revolve around the words Respect, Responsibility and Doing Your Best. Members of our school community demonstrate Respect for themselves, others and the environment in a safe supportive atmosphere in which the rights of all to learn is acknowledged. Students accept Responsibility for all facets of their educational endeavours and reflect the strong values and high expectations of Gunnedah High and its community. Through the diverse curriculum offered at Gunnedah High school, students and staff strive to Do Their Best to achieve personal goals and become lifelong learners.

Gunnedah High School Higher School Certificate ASSESSMENT GUIDELINES 2021-2022

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Gunnedah High School Higher School Certificate Assessment Policy 2021- 2022

Introduction

This booklet details the assessment requirements for Higher School Certificate students at Gunnedah High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Gunnedah High School.

LIST OF CONTACTS

Questions relating to this Assessment Information Booklet should be directed to the personnel listed below:

**Rel. Principal
Deputy Principal
Deputy Principal
Instructional Leader
Year Advisor
Careers Advisor**

Mr R Bourke
Mrs E McInerney
Mrs E Campbell
Mrs L Macdonald
Ms B Cowan
Mrs L Ellis

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| <p>Students are required to sign to acknowledge that they have received a copy of this booklet.</p> |
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Gunnedah High School Higher School Certificate Assessment Policy 2021 - 2022

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by external examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event

Assessment tasks are conducted throughout Year 12 and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

Part 1: General Information

Eligibility Requirements for the 2022 Higher School Certificate

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

- have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- have attended a government school, an accredited non-government school, a school outside NSW recognized by NESA or a TAFE college
- have completed HSC: All My Own Work
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations

Pattern of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Preliminary Courses and at least 10 units of HSC courses.

Both the Preliminary and HSC patterns of study **MUST** include at least:

- six units of Board Developed courses;
- two units of a Board Developed course in English*;
- three courses of two units value or greater (either Board Developed or Board Endorsed courses); and
- four subjects

* Satisfactory completion of *English Studies* will fulfil English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and seven HSC units from courses in Science.

Students are required to confirm their pattern of study and sign a **Confirmation of Entry** form.

NESA Course Requirements

To be eligible for the award of the Higher School Certificate, the student must have satisfactorily completed each course. Students will be considered to have satisfactorily completed a course leading up to the Higher School Certificate examination if there is sufficient evidence that the student has:

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as – assignments, class participation and practical work. Students must complete HSC assessment tasks that contribute in excess of 50% of available marks in courses where internal assessment marks are submitted, for the Principal to deem them as satisfactorily completing the course.

Students can best meet all course requirements if they:

- attend all timetabled lessons and minimise absences from class for any reason;
- complete all activities set during class time;
- complete homework set by the teacher;
- regularly revise all work and implement a regular study timetable;
- complete past Higher School Certificate papers; and
- complete all assessment tasks to maximise their Higher School Certificate result.

Internal Assessment Marks

At the end of the Higher School Certificate course, the school will submit a school based assessment mark to NESA for each student for each Board Developed course (with the exception of Life Skills and Vocational Education and Training (VET) courses). The mark will be calculated in accordance with NESA's requirements for that course, as specified in the syllabus and assessment and reporting documents. The assessment marks submitted are devised from assessment tasks set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the assessment and reporting documents for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks. Students' rankings within a course will be determined by their overall result in a course.

School-based assessment throughout the Higher School Certificate course contributes 50% of a student's Higher School Certificate mark, and is reported on the Higher School Certificate Record of Achievement. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on the Student's HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the Higher School Certificate examination. The rank order of students as submitted by the school is not changed. The moderation process has no effect on examination marks.

The school is required to submit internal assessment marks for students undertaking an HSC Board Content Endorsed Course. These marks are not moderated by NESA.

Vocational Education and Training (VET) Courses

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from Industry Training Packages. A student's performance is judged as being either competent or not yet competent against a prescribed standard. Students may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. At Gunnedah High School this will be included in the Trial Higher School Certificate Examination period.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of an illness/misadventure appeal.

Note that a Trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

Life Skills

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

HSC External Examinations and Submitted works

The examination mark in a course will be based upon performance in the external Higher School Certificate examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination.

The following courses require you to undertake practical examinations or to submit works as part of the Higher School Certificate examination requirements:

- Dance;
- Design and Technology;
- Drama;
- English Extension 2;
- History Extension;
- Industrial Technology;
- Languages;
- Music (all courses);
- Society and Culture;
- Textiles and Design; and
- Visual Arts.

No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course. Students will be notified of dates for completion of projects and practical tasks when these are finalized by NESA.

Students who repeat a course where a submitted work or project is required, may not resubmit a work or project entered and marked in a previous year, without the special permission of NESA.

Disability Provisions – For Students with Medical and Learning Requirements

Disability provisions are available for students with a range of medical and learning conditions, for example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses. Disability provisions in the HSC Examinations are applied for by the school. Learning and Support Teachers can provide further information.

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

Australian Tertiary Admission Rank (ATAR)

A candidate's ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC Courses, subject to the following restrictions:

- At least two units of English must be included;
- At least three Board Developed Courses of two units value or greater must be included;
- Courses from at least four subject areas must be included;
- At most, two units of Category B courses may be included in the calculation of the ATAR (This includes English Studies and Mathematics Standard 1).

HSC Minimum Standard Test

The HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. The HSC minimum standard is a way of supporting and ensuring students have a functional level of literacy and numeracy.

Link to NESA:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12hsc/hsc-minimum-standard/online-tests>

Online Test

To achieve a HSC in 2020 and beyond, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. Students must achieve a level 3 in each test in order to meet the HSC minimum standard. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC.

Students can sit the online twice a year, in Year 10, 11 and 12 and up to five years after they start the HSC. Students will be given the opportunity to sit these tests at various times throughout the year

Unsatisfactory Participation in Learning

If a student of Post Compulsory Age has a documented pattern of unsatisfactory participation in learning at Gunnedah High School the Principal may consider expulsion under Section 8.4.1 of the Department of Education and Training Suspension and Expulsion of School Student Procedures: *“this will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.”*

Higher School Certificate Examination Illness/Misadventure appeals

If a student believes that his/her performance in the Higher School Certificate examination was diminished because of circumstances beyond control, an illness/misadventure appeal may be lodged.

An appeal may be made for a variation to Higher School Certificate results if the student was prevented from attending an examination, or performance was affected by illness or misadventure immediately before or during an examination.

Appeal forms are available from the presiding officer or the Principal. Further details of appeal procedures are on the form and on the Illness/Misadventure Information Guide for Students sheet. It is your right and responsibility to lodge an appeal. See the NESA website for further details.

Part 2: Gunnedah High School Assessment Policy and Procedures

This formal assessment program has been prepared in accordance with each NESA syllabus and course specific assessment and reporting materials which specify the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

Fairness

The underlying belief in each of these school requirements is fairness to all candidates within the group. Our policy aligns with NESA's guidelines for HSC Assessment.

Student Organisation

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

Assessment Program

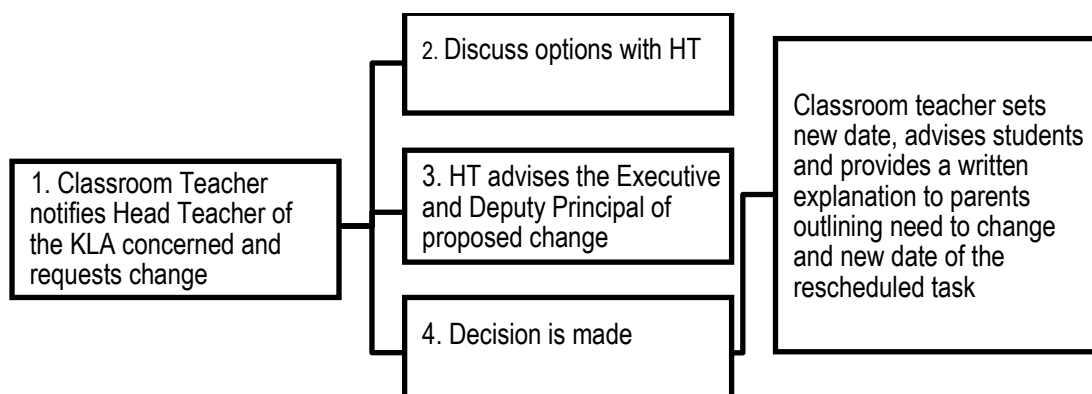
The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The mark value of each task in relation to the total number of assessment marks for the course; and
- An indication of when each assessment task will take place.

It is expected that all students will complete all assessment tasks.

Assessment Schedules

- Students will be issued with assessment schedules for all courses;
- Students will be given written notification of each assessment task;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing after the following process has been undertaken:



The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. 3-4 tasks of various types will be set for each 2 unit course and 3 tasks for each 1 unit course. Assessment free blocks of time have been included immediately prior to the Trial examination period. This is to ensure that the workload for all students is manageable across the HSC year and to provide every possible opportunity for students to achieve the best results possible.

Formal Assessment Notification

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (usually, two weeks);
- The notification will include:
 - Task number;
 - Task weighting;
 - Timing;
 - Outcomes assessed;
 - Description of the nature of the task;
 - Marking criteria; and
 - Where appropriate, detailed marking guidelines provided at the time of the written notification.
 - Feedback to be provided

The nature of the task will clearly describe for students the requirements and expectations of the task. The assessment criteria for the task will outline for students what will be assessed in relation to the outcomes.

Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

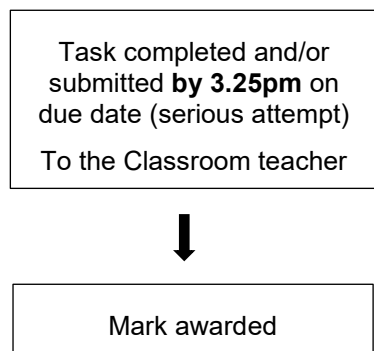
Notice of Due Dates

Students will usually be given two weeks' notice in writing for each HSC Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teacher and stored in the HSC Monitoring Folder.

It is the responsibility of students who are absent from class to obtain copies of assessment tasks. Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

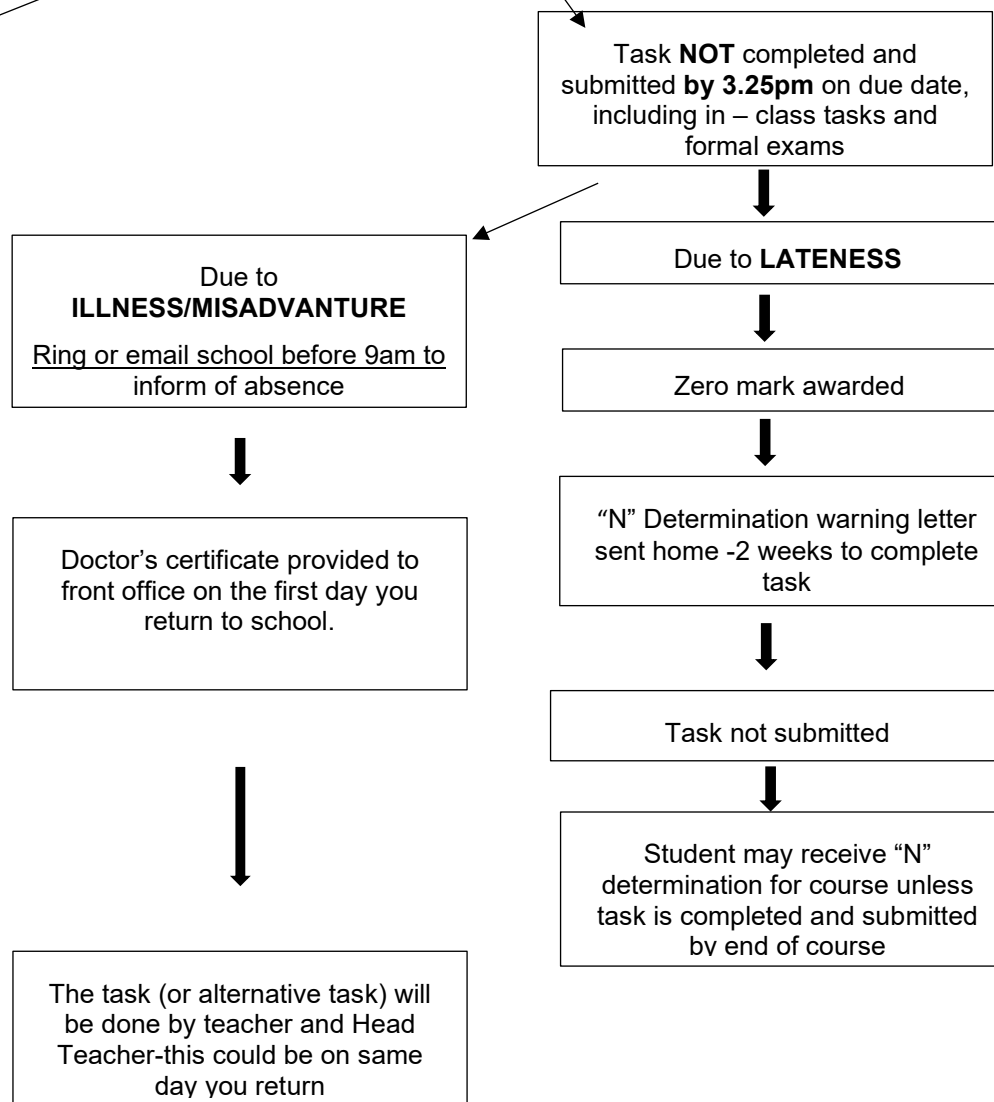
Handing in Assessment Tasks-Flow Chart



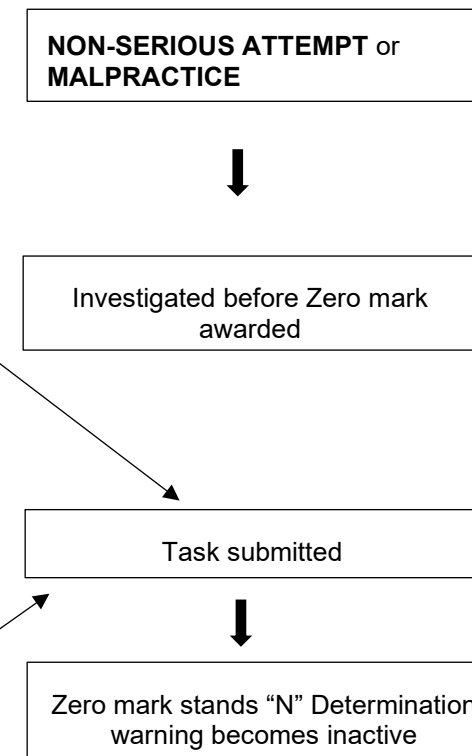
Note:

- Students are to complete all Assessment Tasks
- Students are not to take unfair advantage, including absenting themselves from class or school prior to the task.
- Any extension of time must be negotiated with the Head Teacher prior to the date. Documentation will be required
- Failure of electronic equipment is not an adequate reason for the late submission or non-submission of a task

Task Due Date



Handing in Assessment Tasks-Flow Chart



- Students must complete more than 50% of Assessment Tasks or risk an "N" determination for the course

DO NOT LEAVE ASSESSMENT TASKS ON TEACHER'S DESK

Penalty for Late Work

Students are expected to submit assessment tasks by the due date.

According to NESA guidelines, **students who fail to complete or submit an HSC task prior or before the due date without a valid reason and accompanying paperwork will automatically receive a mark of ZERO.**

What to do if you know you will be absent when an assessment task is due

If students know in advance that they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know that they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete an **Illness and Misadventure form.**

Adjustments for students with special education needs

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Attendance on the Day a Task is Due

Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.

Students or parent/carers must ring the school on the morning of the task to notify of their absence.

The student must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

If proof of illness or leave is not approved, then the student's assessment mark for that task will be awarded a **zero** mark.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

Illness/Misadventure

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student is unable to complete a task on or by the due date they may apply for consideration under the illness/misadventure provisions. **It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness or unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason will the Principal grant an extension of time or award a mark based on a substitute task.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after approval from the Principal). The **Illness and Misadventure Form** is located on page 19 of this booklet.

Valid Reason

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation, (copy of doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days. **It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.** The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

Technology and Assessment Tasks

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

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

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

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
 - Check the compatibility of your home software with the school's technology
 - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
 - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

Copyright and Plagiarism

What is Plagiarism?

Plagiarism is a serious offence. It is regarded as academic theft and a serious form of cheating. "Plagiarism is the unauthorised use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight

What are the Consequences of Plagiarism?

By the time students are in Stage 6 it is expected that they are able to present original work free of plagiarism. It may be necessary, of course, for students to quote from particular sources but these must be referenced in according to the Task outline. All Assessment Tasks submitted during Stage 6 are expected to be free of any form of plagiarism. Serious penalties will be applied. Generally, a student presenting a work identified as containing plagiarised material will receive zero for that task. All cases of suspected plagiarism will be presented to a panel including the classroom teacher, the Head Teacher-Teaching and Learning. Students will be notified in writing if a task is to be given a zero. All work presented in assessment tasks and examinations must be your own. Malpractice, including plagiarism, could lead to you receiving zero marks for the task concerned and may jeopardise your overall marks. The issue of malpractice is specifically explored in NESAs 'All Your Own Work' modules. All students are required to complete these modules and the college is required to register your completion of 'All Your Own Work' with NESAs.

The Rules and Procedures for Higher School Certificate Candidates incorporates the following definitions of malpractice.

- Copying someone else's work and presenting it as your own
- Using material directly from books, journals, or the internet, without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing, borrowing another person's work and presenting it as your own
- Submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

- Paying someone to write or prepare material • Breaching school examination rules
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Copying from other members while working in a group
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks
- Handing part or all of work in twice, for separate subjects/ marks

It is the School's expectation that students do not engage in malpractice, or take unfair advantage, including absenting themselves from class or school prior to a task. Both malpractice and unfair advantage may result in a loss of some or all marks for that task

- To ensure students have not engaged in malpractice, a declaration form is to be submitted with all tasks. One of these declaration forms is located at the back of this booklet and additional copies can be found in the school Library.

Invalidity of Assessment Tasks

In the case of an invalid task, unreliable results or where there are problems with the administration of the task, it will be the responsibility of a panel consisting of the Head Teacher, Deputy Principal and Principal to make a determination on how to resolve the situation which may include.

- Implementation of an alternate task supplied for the whole or part of the original task
- Mark adjustment to discount the invalid part of the test/task or
- Other, as determined by the panel

Decisions of the panel will be final.

Feedback on Assessment Tasks

Students will receive information on the quality of each task submitted and their individual progress in terms of HSC assessment.

- There will be written comments on the school reports issued at the end of Semester 1 and Semester 2.
- Students will receive feedback on assessment tasks.

Malpractice

All students must comply with the NESA program *All My Own Work*. In 2022, students will not be deemed to have met the requirements for the Higher School Certificate unless they have satisfactorily completed this program.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Higher School Certificate. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, 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 to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;

- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

In the case of suspected malpractice students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given and it will impact on their overall final assessment mark and rank. Proven malpractice must be registered on the NESA Register of Malpractice in HSC Assessment Tasks and detailed in the relevant HSC Monitoring Folder.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for all or part of the assessment task;
- an N Warning letter issued; or
- the student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

N Determination

Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.

An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or not achieving course outcomes. To do this it is essential to attend school regularly. An N Determination warning letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then an N Determination may be given for the course by the Principal. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Award Warning Letters.

Students undertaking a Stage 6 Life Skills course can be issued with N Awards.

Until a student receives results in 12 Preliminary units and 10 Higher School Certificate units, he/she will not be eligible for the award of the Higher School Certificate.

The issuing of an N Determination Warning Letter in any course at Gunnedah High School will result in the student not being granted flextime in order to address outstanding class work and/or assessment tasks.

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a **zero** mark will be recorded for that task. A student must complete and submit a task even if it is to receive a zero mark.

Zero Marks Awarded

A student will be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason;
- has been involved in extensive malpractice; or
- if, in the teacher's judgement, the work is worth zero.

Parents will be advised if a student is awarded a mark of zero for a task.

Notification to Parents

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed by the Head Teacher.

Appeals

Students have the right to appeal if they feel that the process does not comply with the set rules (see relevant form which is contained in this booklet). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. The **Mark/Grade Appeal Form** is on page 20.

Appeals will be heard by a panel consisting of members of the school executive. Decision of the panel are final.

Enquiries

Students should direct any enquiries about HSC assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

School Reports

School reports will be issued at the end of Term 1 and after the Trial Higher School Certificate Examination and will indicate the student's cumulative assessment ranking.

Examination and Assessment Task Rules and Procedures

In many subjects Trial HSC Examinations form part of the assessment program.

No other assessment tasks will be due in the 2 weeks prior to the Trial HSC examination period.

Students must follow the day-to-day rules of the school including no talking during exams or assessment tasks, no communication with other students once they enter the Hall or room, remaining in their allocated seat and not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

Students must not:

- take a mobile phone into the examination room or assessment task;
- take any electronic device into the examination room or assessment task unless approved by NESA;
- speak to any person other than a supervisor during an examination or assessment task;
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- attend an examination or assessment task under the influence of alcohol or illegal drugs;
- take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or assessment task;
- smoke in the examination room or assessment task;
- eat in the examination room or assessment task except as approved by the presiding officer;
- take any examination booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

Students will be given a copy of the Examination Rules and Procedures with the timetable for the examination.

Frequently Asked Questions About Assessment?

When will assessment begin?

The school's Year 12 Assessment Program commenced at the beginning of Term 4 of 2021, and will conclude in Term 3, 2022.

How much notice will be given of each task?

The Calendar of Year 12 assessment tasks (this booklet) provides students with an outline of the schedule of assessment tasks. Teachers in each subject will provide additional notice where applicable at least two weeks prior to the assessment task using the Gunnedah High School standardised assessment pro-forma. Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date.

What happens if you are ill or unable to complete a task for some reason?

Students are expected to perform all the tasks which are part of their assessment program. If a student is ill or unable to complete or submit an assessment task on the due date, a telephone call or email before 9.00am is required, explaining the absence. If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher immediately after the absence to make appropriate arrangements to do the task in the shortest possible time frame.

A medical certificate must be provided in the case of illness

If the Deputy Principal, Head Teacher and the class teacher consider that the student had sufficient reason (supported by medical certificate) for not attempting, completing or submitting the task, a substitute assessment task may be arranged. Where a student does not attempt, complete or submit the original or substitute task, a zero mark will be recorded for this task. Where students take the day of the assessment task away from school or arrive late because they are finishing the task, they have deliberately

advantaged themselves over the other students and will be awarded a zero. In exceptional circumstances, where giving a substitute task may be unreasonable, difficult to arrange or not feasible, the Principal may authorise that an estimate is given for this task.

What if you know in advance that you will be absent?

If a student knows that they will be absent with sufficient reason (e.g. a funeral or an operation), then the student should explain the circumstances in writing before the absence to their class teacher. In this situation a substitute assessment task may be arranged.

What if you have been absent from school?

Where a student has missed a lesson, it is the student's responsibility to check with the class teacher to see if information relevant to a forthcoming assessment task has been provided.

How many assessment tasks must you do?

Students must complete all their Year 12 assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, they will be deemed to not have completed the course.

How will I know if I have completed the course?

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

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

If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course and this course will not appear on the student's Higher School Certificate.

What happens if you hand work in late?

Unless a student provides a medical certificate for late submission of an assessment task, supported by an Illness or Misadventure Application Form which has been signed by a parent or guardian, a zero will be recorded. Each case will be individually looked at by the assessment panel. However, the teacher will assess the work.

What about students who get outside help or copy other people's work?

A zero penalty will be imposed for copying, plagiarism, cheating or disturbance in an examination.

What if you do not make a serious attempt?

If you do not make a serious attempt in an assessment task, or produce irrelevant or offensive material, you will be awarded a zero mark. Each case will be considered by the teacher in consultation with the Leader of Learning. Remember It isn't a case of good luck with Assessment. Your Year 12 Assessment mark and your rank will be determined by the amount of effort that you apply to your studies in each subject. The Course Assessment guidelines provide general information about Year 12 Assessment in each subject. Each subject will provide more specific information to students.



Gunnedah High School Illness/Misadventure Form for school-based Assessments, including Examinations

Name: _____ Date: _____

This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

| | | |
|----------------------------------------------------------|--------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> RoSA | <input type="checkbox"/> Preliminary | <input type="checkbox"/> Higher School Certificate |
| Assessment Task: | | Teacher: |
| Scheduled date: | | |
| Outline of Reason/s for misadventure/illness: | | |
| Request and date for proposed completion (if applicable) | | |
| Extension with Penalty <input type="checkbox"/> | | Extension without Penalty <input type="checkbox"/> |

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent/guardian.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

| | |
|--------------------------------------------------------------------|------------------------------------------|
| Recommendation and Decision | |
| <input type="checkbox"/> Extension granted – new date _____ | <input type="checkbox"/> Penalty applied |
| <input type="checkbox"/> No penalty | |
| Signatures: _____ | |
| Head Teacher | Class Teacher |
| Principal's Signature: _____ | |
| Head Teacher Informs student of Decision | |
| Date: _____ | |
| Signatures: _____ | |
| Head Teacher | Student |
| <input type="checkbox"/> Photocopy given to student | |



Gunnedah High School Assessment Mark/Grade Appeal Form

Name: _____ Date: _____

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: _____

Task Number: _____ Task Description: _____

Details of your appeal:

Supporting documentation (list the documents that you are attaching to this appeal).

Office Use Only

Outcome of Appeal

Declined / Upheld

Reasons:

Declined / Upheld

Reasons:

Name: _____

Date: _____

Year 12 Assessment Program 2021-22

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|----------------|-------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|-----------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|--------------|-----------------|
| Term 4 2021 | | Year 11 Exam Week | | | Numeracy | Biology | | SLR | | Eng Stand | CAFS |
| | | | | | | | | Ancient H | Inv. Science | Adv. Eng | Maths Adv |
| | | | | | | | PDHPE | | PI | Eng Studies | Math Stan 2 |
| | | | | | | Math Stan1 | | Soc+Culture | Bus.Studies | Maths Ext I | Agriculture |
| | | | | | Hospitality | | | | | | Man+Engineering |
| Term 1 2022 | | | | Ext Eng 1 | SLR (Weeks 5 – 8) | SLR | SLR | SLR | Adv. Eng | PI | |
| | | | | Drama | Ext Eng 2 | CAFS | EEC | Ancient H | Eng Studies | Inv. Science | |
| | | | | | | Math Stan1 | PDHPE | Biology | Eng Stand | Bus.Studies | |
| | | | | | | Numeracy | Agriculture | Soc+Culture | Maths Ext I | Maths Adv | |
| | | | | | Hospitality | | | | | Math Stan 2 | |
| Term 2 2022 | | Drama | | | Man+Engineering | Soc+Culture | Biology | Agriculture | Bus.Studies | PI | |
| | | | | | | Numeracy | Ext Eng 2 | SLR | Inv. Science | Ext Eng 1 | |
| | | | | | | | Drama | EEC | Adv. Eng | Math Stan1 | |
| | | | | | | | CAFS | Ancient H | Eng Stand | Maths Adv | |
| | | | | | | | Maths Ext I | | | Math Stan 2 | |
| | | | | | | | | | | PDHPE | |
| Term 3 2022 | Assessment Task Block Out Period (No Assessment Tasks can be due during this period) | | TRIAL HSC EXAMS | | SLR (Weeks 5 – 6) | SLR | | | | | |
| | | | | | Man+Engineering | PI | | | | | |
| | | | | | | Ext Eng 2 | | | | | |
| | | | | | | Eng Studies | | | | | |
| | | | | | | Numeracy | | | | | |
| | | | | | | | | | | | |
| | | | | | Agriculture Biology Bus.Studies Drama PDHPE CAFS EEC Maths Adv Maths Stan 1 Maths Stan 2 | Inv. Science PI Eng Studies Adv Eng Eng Stand Ext Eng 1 Soc+Culture Hospitality Man+Engineering Maths Ext 1 | | | | | |

| | | | | | | | | | | | | | | |
|------|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|
| Key: | Line 1 = | | Line 2 = | | Line 3 = | | Line 4 = | | Line 5 = | | Line 6 = | | Line 7 = | |
|------|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|

Note: VET courses have a compulsory work placement component for all students.

AGRICULTURE ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|------------------------|-----------------------|-------------|
| | Experimental Design | Research | Product Study | Trial HSC Examination | |
| TIMING | TERM 4 (2021) WEEK 11 | TERM 1 WEEK 7 | TERM 2 WEEK 8 | TERM 3 WEEK 3/4 | |
| OUTCOMES | H1.1, H2.1, H3.3, H4.1 | H3.4, H4.1, H5.1 | H3.1, H3.2, H3.3, H3.4 | All outcomes | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40% |
| <ul style="list-style-type: none"> Knowledge and understanding and skills required to manage agricultural production systems | 10 | 10 | 10 | 10 | 40% |
| <ul style="list-style-type: none"> Skills in effective research, experimentation and communication | 5 | 5 | 5 | 5 | 20% |
| TOTAL% | 25% | 25% | 25% | 25% | 100% |

ANCIENT HISTORY – ASSESSMENT OUTLINE YEAR 12 – 2021-2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|-----------------------------------------------------------------------------------|--------------------------------------|------------------------------------------|-----------------------------|--------------------------------------|-------------|
| NATURE OF TASKS | Source Analysis Ancient Societies | Historical Analysis Historical period | Essay Personality | Trial HSC Examination | |
| TIMING | Term 4 (2021) Week 8 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 3/4 | |
| OUTCOMES | AH 12-5 AH12-6 AH12-9 | AH12-5 AH12-6 AH12-8 AH12-9 | AH12-1 AH12-2 AH12-3 AH12-9 | AH12-3 AH12-4 AH12-6 AH12-7, AH12-10 | |
| COMPONENTS | | | | | WEIGHTING % |
| • Knowledge and understanding of course content | 20 | 5 | 10 | 5 | 40% |
| • Historical skills in the analysis and evaluation of sources and interpretations | 10 | 5 | | 5 | 20% |
| • Historical inquiry and research | | 10 | 5 | 5 | 20% |
| • Communication of historical understanding in appropriate forms | | 5 | 10 | 5 | 20% |
| TOTAL% | 30% | 25% | 25% | 20% | 100% |

BIOLOGY ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|------------------------------------------------------------------------------------|-------------------------------------|-------------------------------|-------------------------------------|----------------------------------------------------------------------------|-------------|
| | Model Building | Practical investigations | Depth Study | Trial HSC Examination | |
| TIMING | TERM 4 (2021) WEEK 6 | TERM 1 WEEK 8 | TERM 2 WEEK 7 | TERM 3 WEEK 3/4 | |
| OUTCOMES | BIO11/12-3, 12-4, 12-6, 12-7, 12-12 | BIO11/12-1, 12-2, 12-3, 12-14 | BIO11/12-1, 12-4, 12-6, 12-7, 12-13 | BIO11/12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Skills in working Scientifically | 15 | 25 | 10 | 10 | 60% |
| <ul style="list-style-type: none"> Knowledge and Understanding | 5 | 5 | 10 | 20 | 40% |
| TOTAL% | 20% | 30% | 20% | 30% | 100% |

BUSINESS STUDIES – ASSESSMENT OUTLINE YEAR 12 – 2021-2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------|-----------------------------------|--------------------------------|-------------|
| NATURE OF TASKS | In Class Report Operations | Extended Response Marketing | Case Study Finance | Trial Exam Examination | |
| TIMING | Term 4 (2021) Week 9 | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 3/4 | |
| OUTCOMES | H1, H2, H5, H7 | H3, H5, H6, H7, H8, H9 | H2, H3, H4, H5, H6, H7, H8, H9 | H2, H3, H4, H5, H6, H9, H10 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40% |
| <ul style="list-style-type: none"> Stimulus-based skills | 5 | 5 | 5 | 5 | 20% |
| <ul style="list-style-type: none"> Inquiry and research | 5 | 10 | 5 | | 20% |
| <ul style="list-style-type: none"> Communication of business information, ideas and issues in appropriate forms | | 5 | 5 | 10 | 20% |
| TOTAL% | 15% | 30% | 25% | 30% | 100% |

CAFS ASSESSMENT OUTLINE YEAR 12 – 2021-22

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------|-----------------------|-----------------------|-------------|
| | Independent Research Project | Presentation | In Class Writing Task | Trial HSC Examination | |
| TIMING | TERM 4 (2021) WEEK 11 | TERM 1 WEEK 6 | TERM 2 Week 7 | TERM 3 WEEK 3/4 | |
| OUTCOMES | H4.1, H4.2 | H3.2, H2.1, H1.1 | H2.3, H3.3 | All Outcomes | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40% |
| <ul style="list-style-type: none"> Skills in research methodology and skills in researching, critical thinking, analyzing and communication | 15 | 15 | 15 | 15 | 60% |
| TOTAL % | 20% | 25% | 25% | 30% | 100% |

DRAMA ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| NATURE OF TASKS | <p>Studies in Drama and Theatre, Selected Topic:</p> <p>Research Task and Workshop Performance:</p> <p>Written response to research question and performance, based on workshop activities</p> | <p>Individual Project: Submission of Designs/ Performance</p> <p>Presentation of work(s), log book including preliminary drafts and final compositions and research (70-80% complete)</p> | <p>Group Performance: Presentation of Work in Progress</p> <p>Presentation of GP under development, log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience</p> | <p>Trial HSC Examination Written Examination Presentation of Group Performance Individual Project Submission</p> <p>G.P. demonstrating ongoing refinement, formal interview and reflection statement</p> <p>I.P.submission/performance with rationale</p> | |
| TIMING | TERM 1 WEEK 4 | TERM 2 WEEK 2 | TERM 2 WEEK 7 | TERM 3 WEEK 4/5 | |
| OUTCOMES | H1.3, H1.6, H3.1, H3.2, H3.3 | H1.2, H1.3, H1.5 NOTE: Teachers will select the appropriate outcomes based on the Individual Project option selected by each student. | H1.1, H1.2, H1.4, H1.5, H2.2 | H3.1, H3.2, H3.3, H1.2, H1.5, H1.7, H2.3, H2.4 NOTE: Teachers will select the appropriate outcomes based on the Individual Project option selected by each student. | |
| COMPONENTS | | | | | WEIGHTING % |
| • Making | 10 | 10 | 10 | 10 | 40% |
| • Performing | 10 | | 10 | 10 | 30% |
| • Critically Studying | 10 | 10 | | 10 | 30% |
| TOTAL % | 30% | 20% | 20% | 30% | 100% |

ENGLISH EXTENSION 1 ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------------|-------------|
| | Imaginative Response and Reflection | Critical Response with Related Text | Trial HSC Examination | |
| TIMING | TERM 1 WEEK 4 | TERM 2 WEEK 10 | TERM 3 WEEK 3/4 | |
| OUTCOMES | EE12-2, EE12-4, EE12-5 | EE12-1, EE12-2, EE12-3, EE12-4 | EE12-2, EE12-3, EE12-4, EE12-5 | |
| COMPONENTS | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of complex texts and of how and why they are valued | 15 | 20 | 15 | 50% |
| <ul style="list-style-type: none"> Skills in complex analysis, sustained composition and independent investigation | 15 | 20 | 15 | 50% |
| TOTAL % | 30% | 40% | 30% | 100% |

ENGLISH EXTENSION 2 ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | |
|--------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------|----------------------------------|-------------|
| | Viva Voce (including written proposal) | Literature Review | Critique of the Creative Process | |
| TIMING | TERM 1 WEEK 5 | TERM 2 WEEK 7 | TERM 3 WEEK 6 | |
| OUTCOMES | EEX12-1, EEX12-4, EEX12-5 | EEX12-1, EEX12-2, EEX12-3, EEX12-4 | EEX12-2, EEX12-3, EEX12-5 | |
| COMPONENTS | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Skills in extensive independent research | 15 | 20 | 15 | 50% |
| <ul style="list-style-type: none"> Skills in sustained composition | 15 | 20 | 15 | 50% |
| TOTAL % | 30% | 40% | 30% | 100% |

ENGLISH ADVANCED ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|-------------|
| NATURE OF TASKS | Multimodal Text (using prescribed text and related material). Texts and Human Experiences | Comparative Essay Textual Conversations | Writing Portfolio Craft of Writing | Trial HSC Examination Common Module Module A Module B Module C | |
| TIMING | TERM 4 (2021) WEEK 10 | TERM 1 WEEK 9 | TERM 2 WEEK 9 | TERM 3 WEEKS 3/4 | |
| OUTCOMES | EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7 | EA12-1, EA12-3, EA12-5, EA12-6, EA12-8 | EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9 | EA12-3, EA12-4, EA12-5, EA12-6, EA12-8 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50% |
| <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 15 | 10 | 15 | 50% |
| TOTAL % | 20% | 30% | 20% | 30% | 100% |

ENGLISH STANDARD ASSESSMENT OUTLINE YEAR 12 – 2021-2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------|
| NATURE OF TASKS | Essay Response Common Module-Texts and Human Experiences | Writing Task using a bank of Questions Module A-Language, Identity and Culture | Multimodal Presentation (using prescribed text and related material) Module C-Craft of Writing | Trial HSC Examination Common Module (15%) Module A (5%) Module B (5%) Module C (5%) | |
| TIMING | TERM 4 (2021) WEEK 10 | TERM 1 WEEK 9 | TERM 2 WEEK 9 | TERM 3 WEEKS 3/4 | |
| OUTCOMES | EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12- | 9EN12-1, EN12-3, EN12-5, EN12-6, EN12-7 | EN12-2, EN12-3, EN12-4, EN12-5, EN12-9 | EN12-1, EN12-3, EN12-5, EN12-6, EN12-7 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50% |
| <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 15 | 10 | 15 | 50% |
| TOTAL % | 20% | 30% | 20% | 30% | 100% |

ENGLISH STUDIES ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------|-------------|
| NATURE OF TASKS | Interview Script (including related material) Common Module: Texts and Human Experiences | Researched PowerPoint and Presentation Elective Module: We are all Australians | Trial HSC Examination Common Module, choice of <u>one</u> elective | Portfolio of Classwork All modules | |
| TIMING | TERM 4 (2021) WEEK 10 | TERM 1 WEEK 9 | TERM 3 WEEK 3/4 | TERM 3 WEEK 6 | |
| OUTCOMES | ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8 | ES12-3, ES12-5, ES12-6, ES12-7, ES12-9 | ES12-2, ES12-3, ES12-6 | ES12-1, ES12-4, ES12-5, ES12-7, ES12-10 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 15 | 10 | 10 | 15 | 50% |
| Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively | 10 | 15 | 10 | 15 | 50% |
| TOTAL % | 25% | 25% | 20% | 30% | 100% |

INVESTIGATING SCIENCE ASSESSMENT OUTLINE YEAR 12 - 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------------|-----------------------------------------------|-------------|
| NATURE OF TASKS | Evaluating the scientific method | Data analysis | Testing Claims report Depth Study | Trial HSC Examination | |
| TIMING | TERM 4 (2021) WEEK 9 | TERM 1 WEEK 10 | TERM 2 WEEK 9 | TERM 3 WEEK 3/4 | |
| OUTCOMES | INS 11/12-1, 12-2, 12-3, 12-7, 12-12 | INS11/12-1, 12-4, 12-5, 12-7, 12-13 | INS11/12-1, 12-4, 12-5, 12-6, 12-7, 12-14 | INS 11/12-5, 12-6, 12-12, 12-13, 12-14, 12-15 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Skills in working Scientifically | 10 | 15 | 20 | 15 | 60% |
| <ul style="list-style-type: none"> Knowledge and Understanding | 10 | 5 | 10 | 15 | 40% |
| TOTAL % | 20% | 20% | 30% | 30% | 100% |

MATHEMATICS STANDARD 1 HSC ASSESSMENT OUTLINE YEAR 12 – 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------|
| NATURE OF TASKS | In-Class Test F1.3, M5 | Investigation N1.1, N1.2, A3.1, A3.2 | Assignment F2, F3, S3.1 | Extended Modelling and Problem- Solving Task. (Optional) Trial HSC Examination A3.1, M3, M4, M5, F2, F3, S3, N1 | |
| TIMING | TERM 4 (2021) WEEK 6 | TERM 1 WEEK 6 | TERM 2 WEEK 10 | TERM 3 WEEK 3/4 | |
| OUTCOMES | MS11-2, MS11-5, MS11-6, MS1-12- 3, MS1-12-4, MS1-12-9, MS1- 12-10 | MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10 | MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10 | MS1-12-1 to MS1-12-10 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Understanding, Fluency and Communication | 20 | 10 | 5 | 15 | 50% |
| <ul style="list-style-type: none"> Problems Solving, Reasoning and Justification | 15 | 10 | 10 | 15 | 50% |
| TOTAL % | 35% | 20% | 15% | 30% | 100% |

MATHEMATICS STANDARD 2 HSC ASSESSMENT OUTLINE YEAR 12 – 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------|
| NATURE OF TASKS | Assignment Investigation F4.1, F4.2 | In Class Test A4.1, A4.2 | Field study activity and report N2.1, N2.2, M6 | Trial HSC Examination A4, M6, M7, F4, F5, S4, S5, N2, N3 | |
| TIMING | TERM 4 (2021) WEEK 11 | TERM 1 WEEK 10 | TERM 2 WEEK 10 | TERM 3 WEEK 3/4 | |
| OUTCOMES | MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 | MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-9, MS2-12-10 | MS2-12 to MS2-12-10 | |
| COMPONENTS | | | | | WEIGHTING % |
| Understanding: <ul style="list-style-type: none"> Understanding Fluency and Communication | 12.5 | 10 | 12.5 | 15 | 50% |
| <ul style="list-style-type: none"> Problem Solving, Reasoning and Justification | 12.5 | 10 | 12.5 | 15 | 50% |
| TOTAL % | 25% | 20% | 25% | 30% | 100% |

MATHEMATICS EXTENSION 1 HSC ASSESSMENT OUTLINE YEAR 12 – 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------|
| NATURE OF TASKS | Investigative Assessment Topics ME-P1 Mathematical Induction | In-class open-book test Topics ME-C3 Further integration ME-V1 Vectors ME-P1 Mathematical Induction ME-C2 Further differentiation | In-class Bank of Questions Topics ME C3 Differential Equations ME-V1.3 Projectile Motion ME-T3 Trigonometric Equations | Trial HSC Examination All Topics | |
| TIMING | TERM 4 (2021) WEEK 10 | TERM 1 WEEK 9 | TERM 2 WEEK 7 | TERM 3 WEEK 3/4 | |
| OUTCOMES | ME12-1, 6, 7 | ME12-1, 2, 4, 6, 7 | ME-12, 2, 3, 4 6 7 | ME12-1, 2, 3, 4, 5, 6, 7 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts | 10 | 15 | 10 | 15 | 50% |
| <ul style="list-style-type: none"> Reasoning and Communication Application of reasoning and communication in appropriate forms to construct mathematical argument and proofs and to interpret and use mathematical models | 10 | 15 | 10 | 15 | 50% |
| TOTAL% | 20% | 30% | 20% | 30% | 100% |

MATHEMATICS ADVANCED HSC ASSESSMENT OUTLINE YEAR 12 – 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------|
| NATURE OF TASKS | In-class Bank of Questions task Topics: MA-T2 Trigonometric functions & identities MA-E1-Logarithms & exponentials MA-F2-Graphing techniques MA-C2 Differentiation | Assignment/Investigation Applications of the derivative MA-C4 Integrals MA-C3-Applications of the derivative | In-class Open Book Test MA-T3 Trigonometric functions & graphs MA-S2 DATA MAC3-the normal distribution | Trial HSC Examination All Topics (Include: MA-M1 financial mathematics) | |
| TIMING | TERM 4 (2021) WEEK 11 | TERM 1 WEEK 10 | TERM 2 WEEK 10 | TERM 3 WEEK 3/4 | |
| OUTCOMES | MA11-1, MA11-4, MA11-6, MA11-8, MA11-9, MA12-1, MA12-3, MA12-6, MA12-9, MA12-10 | MA12-3, 6, 7, 9, 10 | MA12-8, 9, 10 | MA12 –(1-10) | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Understanding, Fluency and Communication | 8 | 14 | 13 | 15 | 50% |
| <ul style="list-style-type: none"> Problem Solving, Reasoning and Justification | 12 | 11 | 12 | 15 | 50% |
| TOTAL% | 20% | 25% | 25% | 30% | 100% |

NUMERACY HSC ASSESSMENT OUTLINE YEAR 12 – 2021 - 2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|-------------------------------------------------------------------------------|----------------------------------------|--------------------------------|--------------------------------|----------------------------------------|-------------|
| NATURE OF TASKS | Investigation Financial Milestone | Report Statistical Analysis | Research Space & Design | Technology Application: Rule of thirds | |
| TIMING | TERM 4 (2021) WEEK 5 | TERM 1 WEEK 6 | TERM 2 WEEK 6 | TERM 3 WEEK 6 | |
| OUTCOMES | N6-1.1, N6-1.2, N6-2.1, N6-2.4, N6-3.1 | N6-1.3, N6-2.2, N6-2.5, N6-3.2 | N6-2.3, N6-2.4, N6-2.5, N6-3.1 | N6-1.1, N6-2.3, N6-2.5, N6-3.1 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding | 15 | 15 | 15 | 5 | 50% |
| <ul style="list-style-type: none"> Skills | 10 | 15 | 15 | 10 | 50% |
| TOTAL% | 25% | 30% | 30% | 15% | 100% |

PDHPE ASSESSMENT OUTLINE YEAR 12 – 2021-22

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|---------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|--------------------------------|--------------------|-------------|
| | Scenario Analysis | Essays | Sports Performance Portfolio | Trial Examination | |
| TIMING | TERM 4 (2021) WEEK 7 | TERM 1 WEEK 7 | TERM 2 WEEK 10 | Term 3 Week 3/4 | |
| OUTCOMES | H8, H13, H16, H17 | H1, H2, H3, H4, H5, H16 | H7, H8, H9, H10, H11, H16, H17 | All Outcomes | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 5 | 5 | 15 | 15 | 40% |
| <ul style="list-style-type: none"> Skills in critical thinking, research, analysis and communicating | 10 | 15 | 20 | 15 | 60% |
| TOTAL% | 15% | 20% | 35% | 30% | 100% |

SOCIETY AND CULTURE – ASSESSMENT OUTLINE YEAR 12 – 2021-2022

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------|---------------------------|-------------|
| NATURE OF TASKS | Change and Continuity- Research Task and Oral Presentation | Social Conformity and Nonconformity- Essay | Personal Interest Project-Process Logbook | Trial Examination | |
| TIMING | Term 4 (2021) Week 8 | Term 1 Week 8 | Term 2 Week 6 | Term 3 Week 3/4 | |
| OUTCOMES | H1, H5, H7, H9, H10 | H1, H2, H3, H5, H9, H10 | H4, H6, H7, H8, H10 | H1, H2, H3, H4, H5, H6 | |
| COMPONENTS | | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding of course content | 15 | 15 | | 20 | 50% |
| <ul style="list-style-type: none"> Application and evaluation of social and cultural research methods | 10 | | 10 | 10 | 30% |
| <ul style="list-style-type: none"> Communication of information, ideas and issues in appropriate forms | 5 | 5 | 10 | | 20% |
| TOTAL% | 30% | 20% | 20% | 30% | 100% |

Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately, you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Tamworth, Registered Training Organisation (RTO) 90162 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

(Refer to the specific course assessment summary for more detailed information).

Note:

- Students will not be permitted to participate in a work placement if they are not deemed 'work ready' by the trainer.
- An 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment that indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.

Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Develop appropriate attitudes towards work
- Learn a range of behaviours appropriate to the industry
- Practise skills acquired off the job in a classroom or workshop
- Develop additional skills and knowledge, including the key competencies
- Students are required to record their work placement placement in a work journal

Roles and Responsibilities of a student:

- Select appropriate work placement site by filling in the form – **“Student application for Mandatory VET / TVET Workplacement”** and return to your teacher.
- Contact employer and arrange to make appointment for introductory interview and have **“Student Placement Record”** signed by all parties and return to your teacher before placement begins.
- Attend a meeting with your employer to confirm:
 - Work times
 - Work days
 - Clothing requirements
 - Health and safety rules in the workplace
 - Procedures in events of an accident in the workplace
 - Materials/information you need to bring
 - What to do if there is an industrial dispute at your workplace?
- Get your employer to complete your attendance sheet (timesheet) and assessment sheets and return the paper work to your teacher (Complete workplacement booklet as required).
- Write a letter of appreciation to your employer upon completion of your placement.

Recognition of prior learning:

- Recognition of Existing Skills
- Existing skills are recognized through the process of:
 - Credit transfer
 - Recognition of Prior Learning (RPL)
 - Recognition of Current Competencies (RCC)
 - Credit transfer and RPL/RCC refer to the acceptance of knowledge and skills held as a result of formal and informal training, work experience and/or life experiences.
- Instructions – Please provide as much information as possible to support your application. The following are suggestions only of ways you may support your claim.
- Complete application for RPL (see your teacher for relevant form)
- Attach copies (not original) of certificates or record of training completed
- Attach letter of support from employers (N.B. Must be on letterhead)
- Documentary evidence of life experience
- A list including contact numbers of employees/workmates/teachers/who could verify your skills.

Assessment Appeals in VET courses:

The School acknowledges that students have the right to lodge an appeal against the assessment of their competency. There are four grounds a student may lodge an appeal. The four grounds are:

- 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.
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

| Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways | | Cluster 4 | Cluster 5 | Cluster 6 | Work Placement 35hrs total | Yearly Exam* |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------------------------------|---------------------------------------------------------|
| | | Can we build it | Sparks and Noise | My Pathway | | |
| | | Date: TBA Week: 5 Term 2 2022 | Date: TBA Week: 5 Term: 3 2022 | Date: TBA Week: 11 Term: 4 2021 | Date: TBA Week: Negotiable Term: T4 2021 or T1 2022 | Date: TBA Week: Trial Period Term: 3 Weeks 3/4 |
| Code | Unit of Competency | | | | | |
| MEMPE006A | Undertake a basic engineering project | <input checked="" type="checkbox"/> | | | | |
| MEMPE001A | Use engineering workshop machines | <input checked="" type="checkbox"/> | | | | |
| MEMPE005A | Develop a career plan for the engineering and manufacturing industry | | | <input checked="" type="checkbox"/> | | |
| MEMPE002A | Use Electric welding machines | | <input checked="" type="checkbox"/> | | | |
| MEMPE004A | Use fabrication equipment | | <input checked="" type="checkbox"/> | | | |

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

| Delivery Strategy A Assessment Events for SIT20316 Certificate II in Hospitality (Must be edited to suit school delivery- refer to TAS) | | | Event 4 Espresso Yourself | Event 5 Light Bites | Event 6B Working in Industry Work Placement B | Trial Exam |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------------------------|-----------------------------|
| | | | Term 1 2022 Weeks 5-7 Date: | Term 3 2022 Weeks 5-7 Date: | Term 4 2021- Term 3 2022 (Staggered) Date: | Term 3 Weeks 3/4 Date |
| Cluster | Code | Unit of Competency | | | | |
| Event 4 Espresso Yourself | SITHFAB005 | Prepare and serve espresso coffee | <input checked="" type="checkbox"/> | | | |
| | BSBWOR203 | Work effectively with others | <input checked="" type="checkbox"/> | | | |
| | SITXCCS003 | Interact with customers | <input checked="" type="checkbox"/> | | | |
| Event 5 Light Bites | SITHCCC006 | Prepare appetisers and salads | | <input checked="" type="checkbox"/> | | |
| | SITHCCC002 | Prepare and present simple dishes | | <input checked="" type="checkbox"/> | | |
| | SITHCCC001 | Use food preparation equipment | | <input checked="" type="checkbox"/> | | |
| Event 6B Working in Industry (Work Placement B) | SITHIND003 | Use hospitality skills effectively | | | <input checked="" type="checkbox"/> | |
| | SITXCOM002 | Show social and cultural sensitivity | | | <input checked="" type="checkbox"/> | |

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate 11 in Hospitality** or a Statements of Attainment towards a **Certificate 11 in Hospitality**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". *Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

| Assessment Events for Certificate II in Agriculture AHC20116 | | | Event 1 | Event 2 | Event 3 | Event | Event | Event |
|-----------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|----------------------------|---------------------------|-----------------------------|-----------------------------|
| | | | Feed and Water Livestock | Chemicals | Weather | Fencing | Work Placement 2 | Trial HSC Exam |
| | | | Date: Week 9 Term 4 | Date: Week 10 Term 1 | Date: Week 10 Term 2 | Date: Week 6 Term 3 | Date: Week 4-6 Term 4 | Date: Week 3/4 Term 3 |
| Cluster | Code | Unit of Competency | | | | | | |
| Feed and Water Livestock | AHCLSK211 AHCLSK209 | Provide feed for Livestock Monitor Water supplies | X | | | | | |
| Chemicals | AHCCHM201 AHCPMG201 AHCWRK209 | Apply chemicals under supervision Treat weeds Participate in environmentally sustainable work practices Participate in environmentally sustainable work practices | | X | | | | X |
| Weather | AHCWRK201 | Observe and report on Weather | | | X | | | X |
| Fencing | AHCINF202 AHCINF201 | Install, maintain and repair fencing Carry out basic electric fencing operations | | | | X | | X |

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

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

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

SECTION 3B – CONTENT ENDORSED COURSES

SPORT, LIFESTYLE AND RECREATION ASSESSMENT OUTLINE YEAR 12-2020-21

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--------------------------------|--------------------------------------------|----------------------------------------------------------------|------------------|------------------------------------------------------------------------|-------------|
| | In class task- Sports Administration | Theoretical and practical skill examination: Aquatics | Coaching Task | Assessment of practical skill: Games & Sports Applications | |
| TIMING | TERM 4 (2021) WEEK 8 | TERM 1 WEEK 5-8 | TERM 2 WEEK 8 | TERM 3 Week 5-6 | |
| OUTCOMES | 1.1, 1.6, 2.4 | 1.1, 1.3, 3.1, 3.6, 4.4 | 3.2, 4.2, 4.5 | 1.1, 1.3, 2.1, 3.1, 4.4 | |
| COMPONENTS | | | | | WEIGHTING % |
| • Knowledge and understanding: | 15 | 15 | 15 | 5 | 50% |
| • Skills: | 10 | 10 | 10 | 20 | 50% |
| TOTAL % | 25% | 25% | 25% | 25% | 100% |

EXPLORING EARLY CHILDHOOD ASSESSMENT YEAR 12 2021 - 2022

| NATURE OF TASKS | TASK 1 | TASK 2 | TASK 3 | |
|-------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|------------------------------------|-------------|
| | Children's services case study of 1 local service | Children's literature Design a children book | Trial HSC Examination | |
| TIMING | TERM 1 WEEK 7 | TERM 2 WEEK 8 | TERM 3 WEEK 3/4 | |
| OUTCOMES | 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 4.3, 6.1, 6.2, | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 4.1, 4.2, 6.2 | 1.4, 2.1, 2.2, 2.4, 2.5, 5.1, 6.1. | |
| COMPONENTS | | | | WEIGHTING % |
| <ul style="list-style-type: none"> Knowledge and understanding | 15 | 15 | 20 | 50% |
| <ul style="list-style-type: none"> Skills | 20 | 15 | 15 | 50% |
| TOTAL % | 35% | 30% | 35% | 100% |

Glossary of Key Words

The following glossary has been developed by the NESA to help students understand the key words used in relation to syllabus outcomes, objectives, performance bands and examination questions. No matter what subject a student is studying the key words have the same meaning. It is advisable that students understand these words as they will better understand the requirements for responses in exams and assessment tasks.

| | |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions. |
| Analyse | Identify components and the relationship between them; draw out and relate implications. |
| Apply | Use, utilise, employ in a particular situation. |
| Appreciate | Make a judgment about the value of. |
| Assess | Make a judgment of value, quality, outcomes, results or size. |
| Calculate | Ascertain / determine from given facts, figures or information. |
| Clarify | Make clear or plain. |
| Classify | Arrange or include in classes / categories. |
| Compare | Show how things are similar or different. |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite. |
| Critically (Analyse/Evaluate) Deduce | Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation). Draw conclusions. |
| Define | State meaning and identify essential qualities. |
| Demonstrate | Show by example. |
| Describe | Provide characteristics and features. |
| Discuss | Identify issues and provide points for and / or against. |
| Distinguish | Recognise or note / indicate as being distinct or different from; to note differences between. |
| Evaluate | Make a judgment based on criteria; determine the value of. |
| Examine | Inquire into. |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and / or how. |
| Extract | Choose relevant and / or appropriate details. |
| Extrapolate | Infer from what is known. |
| Identify | Recognise and name. |

| | |
|-------------|-----------------------------------------------------------------------------------------------------|
| Interpret | Draw meaning from. |
| Investigate | Plan, inquire into and draw conclusions about. |
| Justify | Support an argument or conclusion. |
| Outline | Sketch in general terms; indicate the main features of. |
| Predict | Suggest what may happen based on available information. |
| Propose | Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action. |
| Recall | Present remembered ideas, facts or experiences. |
| Recommend | Provide reasons in favor. |
| Recount | Retell a series of events. |
| Summarise | Express, concisely, the relevant details. |
| Synthesise | Putting together various elements to make a whole. |

APPENDIX 1 –

SAMPLE N WARNING LETTER FOR HSC COURSES

N AWARD - NON COMPLETION OF A HSC COURSE



Dear {Parents}

RE: {PrefName} {Surname} - Year {Grade}

I am writing to advise that your child is in danger of not meeting the Course Completion Criteria for the HSC course {IncidentSubject}.

Course Completion Criteria

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

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

The NSW Education Standards Authority (NESA) requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the first official warning we have issued concerning your child's participation in {Incident Subject}.

Your child has failed to address (a), (b) and/or (c) of the course completion criteria.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course (This is the first/second 'N' warning letter).

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement.

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

| Task Name/Course Requirement/Course Outcome | Date Task Initially Due (if applicable) | Action Required by student | Date to be completed by (if applicable) |
|---------------------------------------------|-----------------------------------------|----------------------------------------------------------|-----------------------------------------|
| Assessment 1 - Essay on Hamlet | 16/9/2014 | Make a genuine attempt at the work listed & Hand in Task | 16/10/2014 |

Please discuss the matter with {PrefName} and contact the School if further information or clarification is needed.

Yours faithfully



Gunnedah High School Illness/Misadventure Form for school-based Assessments, including Examinations

Name: _____ Date: _____

This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

| | | |
|----------------------------------------------------------|--------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> RoSA | <input type="checkbox"/> Preliminary | <input type="checkbox"/> Higher School Certificate |
| Assessment Task: | | Teacher: |
| Scheduled date: | | |
| Outline of Reason/s for misadventure/illness: | | |
| Request and date for proposed completion (if applicable) | | |
| Extension with Penalty <input type="checkbox"/> | | Extension without Penalty <input type="checkbox"/> |

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
 - Statutory Declaration by parent/guardian supplied: Yes/No
- Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent/guardian.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

| | |
|-------------------------------------------------------------|------------------------------------------|
| Recommendation and Decision | |
| <input type="checkbox"/> Extension granted – new date _____ | <input type="checkbox"/> Penalty applied |
| <input type="checkbox"/> No penalty | |
| Signatures: _____ Head Teacher Class Teacher | |
| Principal's Signature: _____ | |
| Head Teacher Informs student of Decision Date _____ | |
| Signatures: _____ Head Teacher Student | |
| <input type="checkbox"/> Photocopy given to student | |



Gunnedah High School Assessment Mark/Grade Appeal Form

Name: _____ Date: _____

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: _____

Task Number: _____ Task Description: _____

Details of your appeal:

Supporting documentation (list the documents that you are attaching to this appeal).

Office Use Only

Outcome of Appeal

Declined / Upheld

| |
|----------|
| Reasons: |
| |
| |
| |

Declined / Upheld

| |
|----------|
| Reasons: |
| |
| |
| |

Name: _____

Date: _____



Gunnedah High School

Assessment Cover Sheet and Declaration (Years 11 and 12)

Subject: _____
Due Date: _____
Task Name: _____
Teacher: _____
Student Name: _____

Declaration of Original Work

The purpose of this declaration is to remind you that all work you submit must be your own work and must not be plagiarised from other sources or copied from another student.

- This declaration must be completed and submitted with the assessment task
- Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what plagiarism is and academic misconduct is.

DECLARATION

- The work I have submitted is my own work and has not been submitted for assessment before;
- I have kept a copy of this assessment and all relevant notes and reference material that I have used in the production of the assessment;
- I have given references for all sources of information that are not my own, including the words, ideas and images of others.
- I have read and understood the School's policy stated in the HSC Assessment booklets on assessment and academic honesty and that this task complies with those policies.

Student's signature: _____ Date _____

Parent's signature: _____ Date _____