



WINMALEE HIGH SCHOOL

**YEAR 11
ASSESSMENT HANDBOOK**

**Preliminary Higher School Certificate Course
(Year 11 Record of Student Achievement - RoSA)**

2022

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MESSAGE FROM THE PRINCIPAL

The next three terms will be a busy, challenging yet rewarding time for you. It is a time when you are expected to accept full responsibility for yourself and your study. Taking responsibility means attending school every day, working to the best of your ability with diligence and sustained effort, completing all course requirements including written course work, practical work, homework, assessment tasks and work placements. Tasks completed as part of the assessment program must be completed in a serious manner, need to reflect your ability in the course and must be submitted by the due date.

This assessment booklet is compiled to ensure you know and understand:

- the Board of Studies (BoS) requirements for the Preliminary Course
- the School's Assessment Policy
- your responsibilities and the school's responsibilities
- the assessment program for the courses you study

It is your responsibility to follow the policies and procedures set out in the booklet in order to meet requirements for your Preliminary Courses. For example, there are very strict rules and procedures to be followed if you miss an assessment task. Please take the time to become very familiar with these policies and procedures and follow them closely. Refer back to the booklet if you are unsure about what you need to do or seek help from a Head Teacher or Deputy Principal if you have any questions in relation to the information in the booklet.

Your teachers want you to be successful in your Preliminary Courses and are ready and willing to give you advice and support. Make sure you take advantage of this and consult your teachers and advisers regularly. Seek help early before an issue becomes a problem.

I remind you that 'success' is not a matter of luck. It is the result of hard work, thorough planning, preparation, persistence and determination. Make a commitment to yourself to complete the Preliminary Course knowing you have given it your best effort. This is all any of us (teachers, parents and carers) can expect of you.

Voila Facas
Principal

PRELIMINARY ASSESSMENT POLICY

This document is provided as a resource to senior students and parents so there will be an understanding of the student's responsibility and that of the school.

The Winmalee High School Preliminary Assessment Policy is consistent with the guidelines provided by the Board of Studies. This policy is designed to provide a measure of achievement for each student, in each course and to report that achievement as a rank order in the course.

Internal or School Based Assessment

Each course of study will have a series of assessment tasks which have particular weightings for the course. These will take a variety of forms including essays, topic tests, examinations, research tasks, practical in class assessments and homework. This includes subjects that are externally examined. To be issued a Record of Achievement (RoSA) for the Year 11 Preliminary Course, students must have successfully met requirements in a minimum of 12 units of study in Year 11.

Assessment Period

Each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task will be provided, in writing, **at least two weeks prior to the task**. Students are expected to sign the assignment notification sheet as proof of task notification. This sheet will be provided by the class teacher. Students are advised to sign as well when submitting an assessment task as this serves as proof of submission in the event that this is questioned at some point.

Method of Reporting

Two reports will be available throughout the year. The Interim Report will be issued at the end of Term 1 of Year 11. This report will indicate the degree to which the student is achieving in each course. Areas reported are knowledge and skills, completion of set work, effort in class, organisation and behaviour. The mid-year course report and the final Year 11 Report will indicate for each course, the cumulative assessment rank order, at that stage of the course. At the completion of each task, students will receive the actual raw mark and rank in that task. Students can request their cumulative rank after each task.

Subjects

A subject is the general name given to an area of study and a subject may offer one or more courses. There are a wide variety of subjects to choose from for the Preliminary HSC, with over 150 Board Developed Courses and a large range of Board Endorsed Courses. English, Mathematics, History, VET frameworks and some Languages are subjects, which offer more than one course. The other subjects each offer one 2 unit course.

TYPES OF COURSES

Board Developed Courses

Board Developed Courses are the courses for which the BoS develops a syllabus, setting out the objectives, outcomes, structure and content. The BoS also develops HSC examinations for most of these courses.

In addition, the BoS develops course and assessment requirements, specimen examination papers, marking guidelines and performance scales for these courses for distribution to all schools.

Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admissions Rank (ATAR). The exceptions to these are General Mathematics 2 and English Studies.

Board Endorsed Courses

There are two types of Board Endorsed Courses:

- School-Designed Courses – These are courses developed by individual schools in response to local interest or need and endorsed by the Board.
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE. Examples include Sport, Lifestyle and Recreation (SLR) and Photography.

All Board Endorsed Courses count towards the HSC and are listed on your Record of Achievement. However, Board Endorsed Courses **do not** count towards calculation of the Australian Tertiary Admissions Rank (ATAR).

VET HSC Courses

Students who satisfactorily complete VET HSC courses (including TAFE delivered VET Courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

Work placement is a mandatory Preliminary and HSC requirement within all VET frameworks and appropriate hours have been assigned to each course. In most cases, this involves 35 hours of work in each year of the VET framework in an approved workplace. This must be completed before the completion of the HSC course.

PRELIMINARY COURSE ELIGIBILITY

To be eligible for the award of this Year 11 Record of School Achievement (RoSA), students must fulfil the course requirements and restrictions, and the rules and regulations, as set down by the BoS. It is expected that all students:

- a) attendance and progress will be satisfactory
- b) will study appropriate courses as approved by the BoS
- c) will complete the requirements of each course, including any necessary oral, practical, or project work
- d) will have performed the tasks in the school's assessment program in each course
- e) will sit for any examination set as part of the course, in particular the end of course examination in Term 3

Requirements for Year 11 and 12

In order to complete the Preliminary and HSC courses, students must:

- a) satisfactorily complete courses that meet the pattern of study required by the Board of Studies (a minimum of 12 units in the Preliminary and a minimum of 10 units in the HSC course – see pattern of study below)
- b) sit for and make a serious attempt at Preliminary Examinations
- c) follow the course developed or endorsed by the Board of Studies
- d) apply yourself with diligence and sustained effort to all of the set tasks and experiences provided in the course by the school
- e) achieve some or all of the course outcomes

Your pattern of study must include at least:

- a) 6 units of Board Developed Courses
- b) 2 units of a Board Developed course in English
- c) 3 courses of 2 units or greater
- d) 4 subjects

In addition, a maximum of 6 units of courses in Science can contribute to your HSC.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee by scaling on behalf of universities in NSW and the ACT. A candidate's ranking is determined 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 subjects must be included.

(Note: Students who do not meet the above requirements will not be eligible for an ATAR).

At most, two units of category B courses may be included in the calculation of the ATAR e.g. VET courses.

- The universities categorise Board Developed Courses as either Category A or Category B (see below).
- To have an ATAR based on an aggregate of scaled marks in 10 units; students must have completed at least eight Board Developed Category A units. English Studies and General Mathematics 2 do not count towards an ATAR.
- The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

Category B Courses

The following school delivered courses are Category B courses:

- Industrial Technology, Information Technology (VET), Hospitality Operations (VET)

The following TAFE delivered courses are Category B courses:

- Accounting, Business Services – Office Administration (VET), Construction (VET), Information Technology Support (VET), Metal & Engineering (VET), Primary Industries, Hospitality Operations (VET) and Tourism (VET).
- If students want results from VET courses to be included in the calculation of their ATAR they must undertake the optional written examination offered for the HSC.
- Students at Winmalee High School must inform their VET teachers of their intention to sit this examination at the beginning of their HSC year (Term 4 of Year 11) as this intention needs to be entered online at eBOS; The Board of Studies online site.

SCHOOL BASED ASSESSMENT PROCESSES

School-Based Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

For VET courses, you are assessed on your competency in performing work related tasks. This counts towards your VET qualification but not towards an HSC mark. This includes completion of 35 hours of work placement in an approved workplace. Students who complete the VET HSC Examination may use this course to count towards the calculation of their ATAR.

STUDENT RESPONSIBILITIES

1. Assessment tasks must be completed on or by the due date.

Failure to complete a task as required will not be accepted and a **zero mark** will be awarded unless special conditions apply. (see *Illness and Misadventure*).

The following are requirements:

- Students must be at school for the whole school day to undertake an assessment task during the designated lesson on that day and participate in all other lessons on that day.
- Tasks may be submitted to their teacher the day before the due date of a hand in assessment task otherwise the Illness and Misadventure procedures will apply.
- Tasks submitted on the due date by a student who is not recorded as presented at school are subject to Illness and Misadventure procedures.
- Students who are late to school on the due day of an assessment task must submit an Illness/Misadventure Application.

2. All work must be that of the students.

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Principal after consultation with the relevant Head Teacher and class teacher.

3. All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied in both Preliminary and HSC Courses i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc. **Failure to complete set work** may place the student's Preliminary Course Record of Student Achievement in jeopardy as 12 units of study must be satisfied to be eligible for the Preliminary Higher School Certificate.

4. A genuine attempt at all tasks must be made.

Failure to make a **genuine** attempt at Assessment Tasks totalling **in excess of 50%** of the available marks will result in the course not appearing on the student's Preliminary Course Record of Student Achievement as they are deemed ineligible in that course. It may place the award of the Higher School Certificate in jeopardy. Completion of tasks adding up to a total of exactly 50 percent is not sufficient to be eligible in a course.

Non-serious or non-genuine attempts at a task will result in a BOS warning letter being issued and the student will be required to redo the task to a standard reflective of their ability.

Note: The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not (i.e. make a serious attempt at the task) complete the task to a standard reflective of their ability.

You are at risk of an N Determination in a course if:

- **You have received at least 2 or more warning letters in any subject and work remains outstanding.**
- **You will be N Determined if you have received a zero for 50% or more of your assessment in any subject.**

In the case of competency based courses, the Principal will determine whether the attempts made by the student to complete the course are genuine. Students who do not meet course completion requirements may jeopardise the award of a Preliminary Record of Student Achievement.

5. Regular school attendance is expected.

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education and Communities. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 95% of time in the year unless ill. This means that they are present 190 days in the 200 days of a school year.

6. Work must be submitted in an appropriate form and according to an acceptable standard.

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher. If no sheet is provided the student is encouraged to seek the signature of the teacher in their diary to record receipt of the task. This is designed to protect the rights of the student.

THE SCHOOL'S RESPONSIBILITIES

Your school develops an assessment program for each course. This means your school is required to:

1. Set tasks that will be used to measure your performance in each component of a course.
2. Specify the relative value of each of these tasks.
3. Inform you in writing of:
 - the components and their weightings for each course
 - when assessment tasks will take place
 - the mark value of each task in relation to the total number of marks for the course
 - the nature of each assessment task (e.g. assignment, test, project, etc)
 - the administrative details associated with each task (e.g. student absence, late submission of work, etc)
4. Provide adequate written notice of the precise timing of each assessment task. (Two weeks prior to the due date of the task).
5. Keep records of your performance in each task.
6. Provide you with information on your progress. This includes your mark for each task and the related ranking.

FREQUENTLY ASKED QUESTIONS

What are the notification and receipt systems for assessment tasks?

A *Notification of Assessment Task Sheet* is used to record the signatures and date of a student when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting an assessment task. Signing and dating the *Receipt of Assessment Task Sheet* indicates that the teacher has received the task and the student has met the due date for the task. This protects the student in the event that the task becomes lost or misplaced. Teachers will provide the Notification and Receipt of Task signing sheets. In the event that the receipt process does not occur for some reason, students are advised to ask the teacher to sign their diary to indicate the receipt of their assessment task.

When should I hand in assessment work?

All work should be submitted or completed on the due date. Students not attending school for the full day at Assessment time will need to submit a completed Illness/Misadventure Form and appropriately dated support documentation as outlined for known and unknown absences. Students must hand in their work on the due date in the lesson of the subject of the task or at the time specified by the course teacher. Any time after this will be judged to be "not submitted on time" If there is no lesson on the due date of the assignment task it must be submitted by the end of the school day.

Where the absence due to illness or misadventure is **not known** in advance students must contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task. The completed assessment task should be ready for submission on the day of return to school (if it was a hand in task) or the student is expected to be ready to complete an in class task on the first day of their return.

What do I do if I cannot hand in or complete an assessment task on time?

If a student cannot hand in/or complete an assessment task at the appropriate time on the due date because of illness, a serious family incident, school representation, police action or other known absence they may apply to the relevant Head Teacher, using the *Application for Illness, Accident, Misadventure Form* for an extension of time or a substitute task.

The exception to the known absences ruling are students enrolled in TVET courses who attend TAFE on a regular basis and students attending courses organised by the Transition Coordinator or the Careers Advisor. See the next question for a more detailed response.

What if I know I am going to be absent on the due date of an assessment task?

Where the absence due to illness or misadventure is **known** in advance, an *Application for Illness, Accident, Misadventure Form* must be submitted in advance to the Head Teacher in charge of the course. This includes notifying the Head Teacher that you will be representing the school or attending an excursion for another course.

The **exception** to the known absences ruling are **students enrolled in TAFE courses** who attend TAFE on a regular basis e.g. TVET students. For hand-in tasks, TAFE students are to submit the assessment task on the day the task is due or the day before the task is due. For in-class assessment tasks, students known to be attending TAFE do not need to submit an *Application for Illness, Accident, Misadventure Form* before the due date of the task. However, they must submit the *Application for Illness, Accident, Misadventure Form* on the day they return to school with proof that they did attend TAFE on the due date of the assessment task. This means the name and signature of their TAFE teacher with the TAFE stamp verifying their attendance at TAFE. A new date for completion of the in-class task is to be negotiated with the Head Teacher in consultation with the classroom teacher. Note: The TAFE student must be prepared to complete an in-class task on the first day of their return to school.

Students who have been sent on alternative courses or work experience/placements arranged by the Careers Advisor must inform their teacher they will be on a course and will not be present on the due date of the assessment task. These students must submit the *Application for Illness, Accident, Misadventure Form* on the day they return to school with proof that they did attend the alternate course or work placement on the due date of the assessment task.

What if I didn't know I was going to be absent on the due date of an assessment task?

Where the absence due to illness or misadventure is **not known** in advance students must contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task.

The Head Teacher will explain the illness/ misadventure procedure. That is, the *Application for Illness, Accident, Misadventure Form* must be handed in to the relevant Head Teacher within 48 hours of returning to school (including the exam period). A Doctor's Certificate dated the day of the illness or other official documentation, such as a Police Event Number if an accident or incident warranted police action, a death notice, or funeral order of service must be submitted as evidence for the absence all dated the day of the assessment was due. The student must hand in their work or be prepared to complete the in-class task on the first day of their return to school. The success of the application will be determined by relevant Head Teacher after assessing whether the student has met the requirements stated within this assessment policy. The student will be informed of their right of appeal if they feel the assessment policy has not been followed.

Can I claim computer problems as my reason for not submitting an assessment task on the due date?

Computer "problems" are not considered as reasonable grounds for a Misadventure Appeal. This includes issues including computer malfunction or failure, printer or USB malfunction or failure. Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails. Backing up work includes emailing work to oneself (e.g. use DEC portal email), saving the work to a USB and backing up the work on the computer's hard drive as it is progressively completed.

How can I appeal a decision made about an illness/misadventure?

An appeal on the Head Teacher's decision can only be made to the Principal. This will be done by completing the *Application for Appeal related to an Illness, Accident, Misadventure Application* within two weeks of notification that the Illness/Misadventure has been declined. The Appeal Committee consists of the Principal (or nominee) and two Head Teachers other than the Head Teacher dealing with the original illness/misadventure request.

The panel convenor, Principal or Principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

What are Board of Studies "N determination" letters?

The purpose of these warning letters is to inform the student and their parent/s or carer/s that they are at risk of not meeting Board of Studies requirements for particular course. It states what is required of them to redeem themselves and satisfy course requirements. The Board of Studies states that receiving two or more warning letters may place the award of the Preliminary Higher School Certificate in jeopardy.

What are the BoS course requirements and what are the reasons for which students can receive an “N determination” warning letter?

For the Preliminary Higher School Certificate students are required to:

- a. follow the course developed or endorsed by the BoS
- b. apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. achieve some or all of the course outcomes.

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an “N determination”. The main reasons for issuing such a letter include:

- failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately
- failing to regularly complete class work and homework appropriately. This includes practical work.
- making a non-serious effort to complete assessment tasks, assignment work major examinations and tests
- making a non-serious effort to complete class work and homework.

What do ‘N Determination’ or BoS warning letters mean?

The BoS warning letters specifies exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to before the conclusion of their course and before the Board of Studies cut off date. All students are to be given a chance to redeem themselves.

If a student has received at least 2 or more warning letters in any course and work remains outstanding the student may be given an ‘N Determination’ in that subject. If the student has received a zero for 50% or more of their assessment in any course they will be given an ‘N Determination’ in that subject. This means a non-award for a subject, resulting in the course not being included on their Record of Achievement. If the loss of the course takes the student below the number of units required, i.e. 12 units or if the course is English, then the student may not qualify to receive their Preliminary Higher School Certificate. A meeting would be held with the Principal in such cases and options discussed.

What are the consequences for post compulsory students (over 17 years) not meeting course requirements or participating in a satisfactory way in their courses?

The following consequences apply to students who for whatever reason, do not qualify for a Preliminary Higher School Certificate Year 11 RoSA. They may be:

- Required to repeat the course in the following year or repeat all courses/ the whole year
- Deemed ineligible for a particular course or courses to be included on their Preliminary Higher School Certificate Year 11 Record of School Achievement as a result of an N Determination.
- Expelled in accordance with the Department of Education and Communities’ policy on *Suspension and Expulsion of School Students Procedures* for unsatisfactory participation in learning.

Can I appeal my Final Rank Order?

Students may appeal to the school if their Rank Order differs significantly from expectations they have from feedback on their Assessment Tasks throughout the course. The application form can be found on the NESA website. The review relates only to the student’s Rank Order. An assessment review will only concentrate on the school’s procedures for determining the final assessment rank, i.e.

- The weightings used in compiling the assessment are those specified by the Board of Studies.
- The marks awarded are consistent with the school’s published Assessment Policy.
- Any computational or clerical errors which are thought to have occurred.

The request for such a review must be lodged with the Principal in writing within seven (7) days of the final paper of the Preliminary Higher School Certificate Year 11 Record of School Achievement. This review does NOT provide for a review of marks awarded by the teacher for individual assessment tasks. Matters of judgement made by a teacher cannot form the basis of an appeal where the judgement has been derived according to BoS requirements.

Can I seek clarification for Assessment Task results?

Students may request clarification of marks awarded for a particular task. This request must be made at the time the task is returned by the teacher. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. A teacher's professional judgement cannot be questioned in relation to the achievement of the criteria. Processes only may be challenged i.e. failure to follow school Assessment Policy or Board of Studies assessment policy.

What happens if I have transferred from another school or am going to another school?

For students arriving at the school between the commencement of the assessment period and the final date of Preliminary Higher School Certificate Year 11 Record of School Achievement entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at school. If no tasks have been completed in a course, the student may be determined to be ineligible in that course.

Overseas or Interstate Travel

The following procedures need to be adopted if students are thinking about taking an overseas or interstate trip with their family. The student must realise that doing this can place their progress into the Preliminary Higher School Certificate Year 11 Record of School Achievement in jeopardy. Any student who is taking leave needs to give the school notice. The Principal can approve up to 100 days leave. **More than 100 days leave requires the approval of the Regional Director.** Students in Year 10, 11 and 12 are advised not to take or seek leave.

A two or three month trip would mean that the student will not have the right number of hours, and therefore the Principal will not be able to sign the form that says he/she has satisfactorily met the course requirements. In such a case the student may need to repeat the year of courses involved. To be given consideration for satisfactorily meeting course requirements a student returning from leave would need to demonstrate that they have caught up on all missed course work including class notes, course summaries and assessment tasks and worked toward achieving the outcomes of all courses.

Procedure for leave application:

- a. Present a note from your parents/carer stating your intention to travel.
- b. Collect a copy of the 'EXEMPTION FROM ATTENDING SCHOOL' form from the front office.
- c. See the Head Teachers of all the subjects you study and ask them to complete the 'WORK TO BE COMPLETED' form.
- d. Explain to your family the affect the trip will have on your HSC course results.
- e. Get your parent/carer's signature on the form after it has been completed.
- f. Get your Roll Call teacher and your Year Advisor to sign the forms.
- g. Have the EXEMPTION form completed by your parent/carer and return to the Principal.
- h. Make an appointment to discuss your proposed absence from school with the Principal.
- i. Check the exemption form to ensure you understand whether or not the exemption has been approved and the conditions under which it has been approved. These conditions are expected to be met by the student.
- j. Give your completed forms to the Front Office to provide a copy of the application to Student Services and to inform the following staff via email - Head Teacher of Administration; Year Advisor and Supervising Deputy Principal.
- k. Complete an 'APPLICATION FOR ILLNESS, ACCIDENT, MISADVENTURE FORM' if it is known that you will be missing an assessment task.

What happens if the work that I submit is not my own work?

The purpose of the assessment procedure in both the Preliminary Higher School Certificate Year 11 Record of School Achievement and the Higher School Certificate Course is to reward students for their individual effort over the duration of the assessment period; thus it is essential that the material marked be the student's own individual effort, not that of others. Therefore, with designated assessment tasks students may be required to sign a statement that the work is, in fact, essentially his or her own work. If at a subsequent date the work is found to be not essentially his or her own a mark of zero will be recorded for the task. Further, students who lend their work for such purposes are jeopardising the marks they have gained and their rank position.

What will happen if I am found to have engaged in malpractice?

Cases of malpractice will be dealt with at the discretion of the Head Teacher. A zero mark may be awarded if in the judgement of the Head Teacher a task is considered not to be a student's own work. Plagiarism, copying of others work, failing to acknowledge direct quotes from sources including the internet are examples of malpractice which may result in a zero mark.

A breach of exam rules during an assessment task may be considered malpractice and may result in a zero mark for the entire examination or part thereof. General exam rules that apply to all assessment tasks under examination conditions include:

- (1) Writing paper to be provided by the teacher.
- (2) No material to be brought into the examination room.
- (3) No material will be referred to during the task, unless expressly allowed by the assessing teacher.
- (4) Clear pencil cases only or pens only.
- (5) No mobile phones or electronic devices in the examination room or in your possession.
- (6) Examinations should be conducted in complete silence.
- (7) Work not handed in at the conclusion of the exam will not be considered.

Note: Other exam rules can be set at the discretion of the assessing teacher.

What is the difference between HSC Marks and Australian Tertiary Admission Rank (ATAR)?

Parents and students should note the following:

- The average mark, or mean, in the HSC exams is approximately a mark of 70 out of 100 for each 2 unit subject.
- Both the school reports and HSC results from the Board of Studies are reported in HSC marks and not ATAR rankings.
- School Assessment Tasks examine a range of skills that are not necessarily tested in the HSC, e.g. oral skills, experimental investigations. Therefore, it may not be valid to expect that assessment marks will directly correspond to marks obtained in HSC examinations.
- ATAR values are a rank order, not a mark. It is a measure of the percentage of the total candidature of students that the candidate beat. The calculation of the ATAR ranking is based on the number of students that completed the Higher School Certificate. They are ranked in order from 99.95 downward.
- University entrance is based on ATAR results not HSC marks.
- The mean for ATAR calculations is lower. As a result, students can expect (in most cases) that their ATAR will be lower than their HSC marks. Simply averaging school or HSC results will in most cases not give an accurate estimate of ATAR ranking.
- ATAR calculations use various established manipulations which affect some courses more than others. This may lead to significant changes in mark values between HSC marks and ATAR values for some courses. There are software programs available which estimates or approximates ATAR scores based upon course results.

VOCATIONAL EDUCATION & TRAINING (VET)

Course requirements

Students must attempt:

- **ALL** compulsory units of competency for their Industry Framework
- **AND** a selection of elective units of competency to varying levels of indicative hours depending on the Industry Framework being undertaken.

Work placement is a mandatory HSC requirement within all VET frameworks and appropriate hours have been assigned to each course.

Assessment

An external written Higher School Certificate examination will be conducted for VET framework Courses. This examination is optional. Students undertaking a VET framework course will nominate during their HSC year whether or not they elect to undertake the external written examination. Students who undertake the examination can have their mark contribute to their ATAR.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

The courses within the Industry Curriculum Frameworks are **competency-based** courses. The AQTF requires that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. **A participant is judged either 'competent' or 'not yet competent'**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

A number of elements of competency or even several units of competency can be assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes. A qualified assessor must conduct assessment. VET courses require that a workplace component be completed during the HSC year. This involves 35 hours of industry based work.





WINMALEE HIGH SCHOOL

Application for Illness, Accident, Misadventure Form

Preliminary and HSC Assessment Tasks/Examinations

This form is to be completed and given to the subject Head Teacher within **48 hours** of your return to school if you apply:

- (i) For an **extension of time** on an assessment task, prior to due date **OR**
- (ii) For **special consideration** because a task **has not** been submitted / **has not** been completed on the due date.
- (iii) Non-attendance to examinations

STUDENT NAME: _____ YEAR: _____

CLASS TEACHER: _____ SUBJECT: _____

ASSESSMENT/EXAMINATION TASK TITLE: _____

DATE DUE: _____ DATE SUBMITTED: _____

DATE SCHOOL ADVISED OF MISADVENTURE: _____ by (name) _____

ACTION REQUESTED: Extension of Time Special Consideration Opportunity to sit task at new date
(attach all supporting documentation such as medical certificates, include evidence of work in progress if applying for an extension of time)

STUDENT REASON FOR APPLICATION

(Completed by student, signed by parent before completion by Head Teacher)

STUDENT SIGNATURE: _____ PARENT SIGNATURE: _____

RECOMMENDATION BY HEAD TEACHER *(all original documentation attached):*

- Application successful – mark to stand or student given opportunity to complete alternate task at a negotiated time/ date.
- Application successful - Extension granted until ____/____/____.
If task not submitted on this day a zero mark will apply.
- Application successful - Estimated mark to be given. Note: This mark will not be finalised until the end of the course based upon performance across the course
- Application unsuccessful – no extension granted
- Zero mark awarded – reasons not substantiated/Assessment Policy not followed.
Task must still be submitted.

Head Teacher: _____ DATE: _____

Class Teacher: _____ DATE: _____

APPROVED:

Deputy Principal _____ DATE: _____

Office: Entered Sentral Incident # _____ Date entered _____ Copy to HT Copy to Class Teacher



WINMALEE HIGH SCHOOL

**Application for Appeal related to an
Illness, Accident, Misadventure Application**

YEAR 11 & 12 Assessment Tasks

STUDENT NAME: _____ YEAR: _____

COURSE: _____

ASSESSMENT TASK TITLE: _____

CLASS TEACHER: _____

STUDENT REASON FOR APPEAL

STUDENT SIGNATURE: _____

This form needs to be submitted to the supervising Deputy Principal/ Principal.

DECISION AND ACTIONS BY APPEAL COMMITTEE *(all original documentation to file):*

- Appeal upheld – mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
- Appeal declined – Zero mark to stand. Assessment policy not followed.
- Zero mark awarded – reasons not substantiated/Assessment Policy not followed.
Task must still be submitted.
- Appeal documentation placed in student file. *(Front Office)*
- Letter sent to student and parent/carer stating basis for appeal committee decision.

SIGNATURE (Appeal Committee member): _____ DATE: _____

Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- Understand what plagiarism means.
- Know the procedures that will be used when plagiarism occurs.
- Develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

1. When students use the ideas, words or work of other students and submit these in an assessment task as their own.
2. When students use the ideas, words or work from published sources (internet, books, magazines, electronic databases etc) and submit these in an assessment task without acknowledgment.
3. When students contribute less than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.

Student Disclaimer

To help them remember their responsibilities under this policy, students will be required to attach the following disclaimer to all assessable work submitted at Winmalee High School.

Declaration: All of my own work.

“I declare the following to be my own work and that it does not contain the ideas, words or work of others except as indicated in the reference list/bibliography.”

.....
Student's Name

.....
Student's Signature

.....
Date

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Board of Studies' documents. Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

Account	Account for, state reasons for, report on. Give an account or narrate a series of events or transactions
Acknowledge	Indicate the source of information given
Analyse	Identify components and the relationship between them, draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Bibliography	A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
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	Add a degree or level of accuracy depth, knowledge and understanding (analyse) logic, questioning, reflection and quality to (analysis/evaluation) (evaluate)
Deduce	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
Electronic database	resources such as Encarta, Encyclopedia Britannica and various other collections of reference materials from CD or the internet
Evaluate	Make a judgment based on criteria, determine the value of
Examine	Inquire into
Explain	Relate causes and effect, makes the relationship 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
Inadvertent	Without intending to or without realizing
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Misconduct	Behaviour that is wrong and for which a penalty can be applied
Onus	A duty or responsibility
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
Recommended	Provide reasons in favour
Recount	Retell a series of events
Reference	The method used to indicate the original information source
Summarise	Express, concisely the relevant details
Synthesise	Putting together various elements to make a whole

How to Reference Sources/Writing a Bibliography



*A Guide to Writing
Bibliographies
Based on the Harvard Style
©Syba Signs 2003
www.sybasigns.com.au*

Background

- ◆ A bibliography is a list of resources used in preparing a piece of work.
- ◆ When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.
- ◆ Bibliographical references need to be cited in two different places:
 - 1 Where a document is referred to in the text.
 - 2 In a list at the end of the work, which is arranged alphabetically by author then by date. This author/date system of description is referred to as the Harvard System.

Books (incl. Reference)

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

For a reference book:

Title of book, (italics) (comma)
Year, (comma)
Edition, (comma)
Publisher, (comma)
Place of publication. (full stop)

Dixon, J. 1993, *How to be a successful student*,
Penguin Books, Ringwood.

Books (Edited)

Include the following information in this order:

1. Editor's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

Harvey, J. 2002, *Water pollution*,
Penguin Books, Ringwood.

For an Article in an edited book:

For example:

Bryant, S. 1999, 'The energy crisis of 1920', in P. Jarman (ed.)
World wide energy, Blackwell, Sydney.

CD-ROMS

Include the following information in this order:

1. Subject, (in single quotation marks) (comma)
2. Date, (comma)
3. Title of CD ROM (italics)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

'Snakes', 1994, *Habitats of reptiles* [CD ROM]. Crunch Media, N.Y.

Databases

Include the following information in this order:

1. Title of the database, (comma)
2. The producer, (comma)
3. The vendor, (vendor in brackets) (comma)
4. Frequency of updating. (full stop)

AGRIS database, United Nations Food and Agriculture Organisation,
SilverPlatter (vendor), annual updating.

E-mail

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Email, (comma)
4. Day and month of email, (comma)
5. Email address. (full stop)

Saville, A. 2001, email, 24 April, asaville@rockets.com.au.

Interviews

Include the following information in this order:

1. Surname of person being interviewed, (comma) initials. (full stop)
 2. Month and Year of interview, (comma)
 3. Title of interview, (italics) (comma)
 4. Interviewer's name
- Type of interview e.g. tape recording, transcript, video recording [in square brackets]
Place of interview. (full stop)

Berger, P. Aug 2002, *Teaching in L.A.*, Interviewed by J. Smith
[Transcript of Interview] Melbourne Conference Centre.

Journal Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the journal, (italics) (comma)
5. Volume, (comma) number, (comma) month/season, (comma)
6. Page numbers of article. (full stop)

Burns, S. 1989, 'There's more than one way to learn',
Australian Wellbeing, Vol 6, No 33, October, pp42-44.

Newspaper Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the newspaper, (italics) (comma)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. 1997, 'Saving the future',
Weekend Australian, 7 February, p2.

Videos

Include the following information in this order:

1. Title (*italics*)
2. Date, (comma)
3. Format, (video recording) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

South American wetland 1982, video recording, BBC, London.

World Wide Web

Include the following information in this order:

1. Author – person or organisation responsible for the site
2. Site date, the date the site was created or last revised (comma)
3. Name of sponsor or publisher, (comma)
4. Place of sponsor or publisher, (comma)
5. Date of viewing of the site, (comma) year, (comma)
6. URL. (full stop)

Department of Finance and Administration 2001, Department of Finance and Administration, Canberra, viewed 7 August, 2001, <http://www.finance.gov.au>.

Harvard Bibliography Generator- This service enables you to simply type bibliographic details about your resource and have them reproduced in the required format.

<http://www.neilstoolbox.com/bibliography-creator/index.htm>

University of Western Sydney- This website provides various reference styles and examples including Harvard and APA.

<http://library.uws.edu.au/citing.php?arg=1&p=ofs>

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**COURSE: ENGLISH - ADVANCED
YEAR 11 ASSESSMENT SCHEDULE 2022**

Nature of Task	Task 1 Common Module: Reading to Write	Task 2 Module A: Narratives that Shape our World	Task 3 Common Module and Module B Yearly Examination	
	Imaginative text with Reflection	Multimodal Presentation	Critical Responses	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 8-10	
Outcomes being assessed in task	EA11-3, EA11-5, EA11-7, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8	EA11-1, EA11-4, EA11-5, EA11-6, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100%

**COURSE: ENGLISH – STANDARD
YEAR 11 ASSESSMENT SCHEDULE 2022**

Nature of Task	Task 1 Common Module: Reading to Write	Task 2 Module A: Contemporary Possibilities	Task 3 Common Module and Module B Yearly Examination	
	Imaginative text with Reflection	Multimodal Presentation	Critical Responses	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 8-10	
Outcomes being assessed in task	EN11-3, EN11-5, EN11-7, EN11-9	EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EA11-9	EN11-1, EN11-4, EN11-5, EN11-6, EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100%

**COURSE: ENGLISH STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2022**

Nature of Task	Task 1 Written Report Mandatory Module: Achieving through English	Task 2 Multimodal Presentation Digital Worlds	Task 3 Collection of Class Work Portfolio Task The Big Screen	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	ES11-1, ES11-3, ES11-5	ES11-1, ES11-2, ES11-3, ES11-6	ES11-5, ES11-6, ES11-7	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100%

**COURSE: ENGLISH - EXTENSION 1
YEAR 11 ASSESSMENT SCHEDULE 2022**

Nature of Task	Task 1	Task 2	Task 3	
	Critical Response	Multimodal Presentation	Yearly Examination	
	Term 2, Week 4	Term 3, Weeks 3-4	Term 3, Weeks 8-10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100%

**COURSE: ADVANCED MATHEMATICS
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 In Class Test	Task 2 Assignment/Investigation	Task 3 End of Course Exam
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9/10
		Algebra, Equations & Inequalities, Functions	Further Functions, Trigonometry, Intro to Calculus	All Preliminary topics
Outcomes being assessed in task		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
	100%	30	30	40

**COURSE: STANDARD MATHEMATICS
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 In Class Topic Test	Task 2 Assignment/Investigation	Task 3 End of Course Exam
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9/10
		Formulae & Equations, Measurement, Linear Relationships	Earning & Managing Money, Interest & Depreciation	All Preliminary Topics
Outcomes being assessed in task		A1, M1.1, M1.2	S1, F1	All topics completed to date
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
	100%	30	30	40

**COURSE: MATHEMATICS - EXTENSION 1
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 In Class Test	Task 2 In Class Test	Task 3 End of Course Exam
		Term 2 Week 3	Term 3 Week 3	Term 3 Week 9/10
		Permutations & Combinations, Equations & Inequalities, Polynomials	Inverse Functions, Further Functions, Intro to Calculus	All Preliminary Topics
Outcomes being assessed in task		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1 to ME11-7
Development of knowledge, understanding and skills	25	7.5	7.5	10
Reflects ability to reason, interpret, explain and communicate	25	7.5	7.5	10
	50%	15	15	20

**COURSE: BIOLOGY
YEAR 11 ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 In Class task or Take home research	Task 2 Depth Study	Task 3 End of Course Exam
		Week 4 Term 2	Week 6 Term 3	Week 9/10 Term 3
Outcomes being assessed in task		Bio11/12-1 to Bio11/12-7	Bio11/12-1 to Bio11/12-7 and Bio11-8 to Bio11-11	Bio11/12-1 to Bio11/12-7 and Bio11-8 to Bio11-11
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40		10	30
	100%	20	40	40

**COURSE: CHEMISTRY
YEAR 11 ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 In Class task or Take home research	Task 2 Depth Study	Task 3 End of Course Exam
		Week 10 Term 1	Week 1 Term 3	Week 9/10 Term 3
Outcomes being assessed in task		Ch11/12-1 to Ch11/12-7	Ch11/12-1 to Ch11/12-7 and Ch11-8 to Ch11-10	Ch11/12-1 to Ch11/12-7 and Ch11-8 to Ch11-11
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40		10	30
	100%	20	40	40

**COURSE: EARTH AND ENVIRONMENTAL STUDIES
YEAR 11 ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 Research/Written Task	Task 2 Depth Study	Task 3 End of Course Exam
		Week 2 Term 2	Week 5 Term 3	Week 9/10 Term 3
Outcomes being assessed in task		EES 11-3, EES11-4, EES11-5, EES11-6	EES11-2, EES11-3, EES11-4, EES11-5, EES11-6	EES11-1, EES11-5, EES11-6, EES11-7 and EES11-8 to EES11-11
Skills in working scientifically	60	15	35	10
Knowledge and understanding of course content	40	5	5	30
	100%	20	40	40

**COURSE: PHYSICS
YEAR 11 ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 Depth Study	Task 2 Practical Task	Task 3 End of Course Exam
		Week 3 Term 2	Week 5 Term 3	Week 9/10 Term 3
Outcomes being assessed in task		Ph11/12-1 to Ph11/12-7 and Ph11-8 to Ph11-11	Ph11/12-1 to Ph11/12-7	Ph11/12-1 to Ph11/12-7 and Ph11-8 to Ph11-11
Skills in working scientifically	60	30	20	10
Knowledge and understanding of course content	40	10		30
	100%	40	20	40

**COURSE: BUSINESS STUDIES
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Task number	Task 1	Task 2	Task 3	
Nature of task	Nature of Business Topic Test	Business Management Presentation/Research	Yearly Examination	
Timing	Term 1, Week 9 (25/3/22)	Term 2, Week 9 (24/6/22)	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100%

**COURSE: LEGAL STUDIES
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination	
Timing	Term 1, Week 9 (22/3/22)	Term 2, Week 9 (21/6/22)	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10	10		20
Total %	30	40	30	100%

COURSE: SOCIETY & CULTURE
Preliminary ASSESSMENT SCHEDULE 2022

Components	Task 1	Task 2	Task 3	Weighting %
	Research & Report Task The Social and Cultural World	Research & Report Task Personal and Social Identity	Yearly Examination	
	Term 1, Week 10 31/03/22	Term 2, Week 8 16/06/22	Term 3, Week 9/10	
	Outcomes assessed P1, P3, P6, P9, P10	Outcomes assessed P1, P2, P3, P5, P8, P10	Outcomes assessed P3, P4, P7, P8, P9	
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100%

**COURSE: MODERN HISTORY
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components	Task 1	Task 2	Task 3	Weighting %
	Source analysis	Research and essay	Yearly Examination	
	Investigating Modern History	Historical Investigation		
	Term 1, Week 8 18/03/22	Term 2, Week 8 17/06/22	Term 3, Week 9/10	
	Outcomes assessed MH11-6, MH11-7, MH11-10	Outcomes assessed MH11-6, MH11-7, MH11-8, MH11-9	Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	25	40	100%

**COURSE: ANCIENT HISTORY
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components	Task 1	Task 2	Task 3	Weighting %
	Research & Presentation Investigating Ancient History	Essay Features of Ancient Societies	Yearly Examination	
	Term 1, Week 9 (24/3/22)	Term 2, Week 7 (9/6/22)	Term 3, Week 9/10	
	Outcomes assessed AH11-6, AH11-7, AH11-9, AH11-10	Outcomes assessed AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	Outcomes assessed AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100%

**COURSE: FOOD TECHNOLOGY
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Task number	Task 1	Task 2	Task 3	
Nature of task	Food Quality Experiment & Preparation	Nutrition Investigation	End of course examination	
Timing	Term 2, Week 8	Term 3, Week 7	Term 3, Week 9-10	
Outcomes assessed	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
Components				Weighting %
Knowledge and understanding of course content		10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30
Total %	30	30	40	100%

**COURSE: INDUSTRIAL TECHNOLOGY - FURNISHING
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Assessment Component	NESA Syllabus	Task	1	2	3
		Task Name	Practical Project and Design Folio Desk Organiser	Industry Research Task	End of Course Examination
		Date	Term 2 Week 5	Term 3 Week 7	Term 3 Week 9 - 10
		Outcomes	P3.1, P3.2, P4.1, P5.1, P5.2	P1.1, P5.1, P7.1, P7.2	P1.1, P1.2, P3.1, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40			30	10
Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques in the production of projects.	60		40		20
Total %	100%		40	30	30

**COURSE: ENGINEERING STUDIES
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3
		Engineering Report	Engineering Report	End of Course Exam
		Week 2 Term 2	Week 8 Term 2	Week 9/10 Term 3
Knowledge and understanding of engineering principles and developments in technology	50	15	15	20
Skills in research, problem solving and communication related to engineering	30	10	10	10
Understanding of the scope and role of engineering including management and problem solving	20	5	5	10
Outcomes being assessed in task		P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P6.1, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.3, P4.1, P4.2, P4.3
	100%	30	30	40

**COURSE: COMMUNITY & FAMILY STUDIES
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3
		Resource Management	Individuals and Groups	End of Course Exam
		Week 9 Term 1	Week 7 Term 2	Exam Week Term 3
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
Outcomes being assessed in task		P1.1, P2.1, P2.2, P2.3, P4.1, P4.2, P7.2	P1.2, P2.4, P3.1, P3.2, P4.1, P4.2 P6.1, P7.3	P1 – P7
	100%	30	30	40

**COURSE: PDHPE
PRELIMINARY ASSESSMENT SCHEDULE 2022**

		Task 1	Task 2	Task 3
Assessment Task Overview		Core 1 – Better Health for Individuals Extended response question regarding risk behaviours and protective factors Extended response question examining the Ottawa Charter for Health and associated Health Promotion Programs	Core 2 – The Body in Action Lab activity – Recognition of the human anatomy Video Analysis of Biomechanical Principles	Yearly examination Core 1 Core 2 Option 1 – Outdoor Recreation Option 2 – First Aid
Task Due Date		Term 2 Week 4	Term 3 Week 4	Term 3 Weeks 9 & 10
Assessments Weighting %		30%	30%	40%
Knowledge and Understanding Factors that affect health The way the body moves	40%	10	10	20
Skills in Influencing personal and community health Taking action to improve participation and performance in physical activity	30%	10	10	10
Skills in Critical Thinking, Research and Analysis	30%	10	10	10
Outcomes		P1, P2, P3, P4, P5	P7, P9, P17	P1, P2, P3, P4, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16

**COURSE: SPORT, LIFESTYLE & RECREATION
PRELIMINARY ASSESSMENT SCHEDULE 2022**

	UNIT 1 Athletics	UNIT 2 Games & Sports Applications	UNIT 3 Resistance Training	UNIT 4
Unit Overview	<p>In this module students will develop the knowledge, understanding and skills necessary to participate in and analyse athletic programs.</p> <p>Students investigate types of athletic events, ways to improve participant performance in athletics, the ethical and organisational responsibilities of participants and current approaches to specific events.</p>	<p>In these modules students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports.</p> <p>Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.</p>	<p>In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs.</p> <p>Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.</p>	
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Term & Week	Term 1 Week 2 - 10	Term 3 Week 1 –10	Term 2 Week 1 -10	Term 4 Week 1-10
Syllabus Outcomes	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.6, 4.1, 4.2, 4.4, 5.2, 5.4		1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
Assessment Task & Weighting	Research Task / Practical Activities 20% 20%	Practical Activities 20%	Research Task / Practical Activities 20% 20%	Practical Activities
Outcomes assessed in the task	1.1, 1.3, 2.1, 2.2, 3.3, 3.4, 4.4, 4.5	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5, 5.2, 5.3	

COURSE: DANCE
YEAR 11 PRELIMINARY ASSESSMENT SCHEDULE 2022

Component	Task 1	Task 2	Task 3	Weighting %
	<p style="text-align: center;">PERFORMANCE</p> <p>Presentation of Class Dance, Exercises, Interview and SDP Booklet</p>	<p style="text-align: center;">COMPOSITION and APPRECIATION</p> <p>A) COMPOSITION Presentation of Work in Progress solo composition dance, including informal discussion and journal</p> <p>B) APPRECIATION Analysis Task</p>	<p style="text-align: center;">END OF COURSE EXAMINATION</p> <p>A) COMPOSITION Presentation of solo composition dance, including informal discussion and journal</p> <p>B) PERFORMANCE Solo Dance and Interview</p> <p>C) APPRECIATION Examination - 2 essay questions</p>	
	Week 4 Term 2	Week 10 Term 2	Week 9-10 Term 3	
	P2.1, P2.3, P2.4, P4.3	A - P3.4, P3.5 B – P4.3, P4.5	A – P3.2, P3.6 B – P2.5, P2.6 C – P4.1, P4.4	
Performance	25%		B – 15%	40
Composition		A – 15%	A – 15%	30
Appreciation		B – 20%	C – 10%	30
TOTAL %	25	35	40	100%

COURSE: Music 1
ASSESSMENT SCHEDULE 2022 – Preliminary Year 11

Components (syllabus)	Weighting %	Task 1 Composition/ Aural	Task 2 Performance/ Aural	Task 3 Musicology/ Performance
		Week 10 Term 1	Week 5 Term 2	Week 10 Term 3
PERFORMANCE	25		15	10
COMPOSITION	25	25		
AURAL	25	5	20	
MUSICOLOGY	25			25
Outcomes being assessed in task		P5,P6,P7,P8,P10,P11	P1,P3,P4,P5,P6,P9,P10,P11	P1, P3,P4,P5,P6,P8,P9,P10,P11
	100%	30	35	35

COURSE: Music 2
ASSESSMENT SCHEDULE 2022 – Preliminary Year 11

Components (syllabus)	Weighting %	Task 1 Composition/Aural	Task 2 Performance /Musicology/ Aural	Task 3 Musicology/ Performance
		Week 11 Term 1	Week 9+10 Term 2	Week 9+10 Term 3
PERFORMANCE	25		15	10
COMPOSITION	25	25		
AURAL	25	10	15	
MUSICOLOGY	25		10	15
Outcomes being assessed in task		P5,P6,P7,P8,P10,P11	P1,P3,P4,P5,P6,P9,P10,P11	P1, P3, P4,P5,P6,P8,P9,P10,P11
	100%	35	40	25

**COURSE: DRAMA
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1 Elements of Production	Task 2 Contemporary Theatre Practice	Task 3 Influential Directors Mini-GP
		Term 2 Week 1	Term 2 Week 10	Term 3 Week 9/10 End of Course Exam
Making	40	20	10	10
Performing	30		15	15
Critically Studying	30	5	10	15
Outcomes being assessed in task		P1.1, P1.2, P2.4, P1.4, P1.6, P2.5, P3.1	P1.1, P1.3,P1.6,P1.7, P3.1	P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8,P3.1, P3.2, P3.3
	100%	25	35	40

**COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3
		Photographic Portfolio 1 & Artist Case Study	Photographic Portfolio 2, Diary & Artist Case Study	Photographic Portfolio 3, Diary & Artist Case Study
		Week 10 Term 1	Week 10 Term 2	Week 8 Term 3
Making	70	20	25	25
Critical & Historical	30	10	10	10
Outcomes being assessed in task		M1, M2, M3, M5, CH1, CH2	M1, M3, M4, M5, CH3, CH4	M2, M5, M6, CH3, CH4, CH5
	100%	30	35	35

**COURSE: VISUAL ARTS
PRELIMINARY ASSESSMENT SCHEDULE 2022**

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3
		Art and Controversy	Portraiture and Imagination	End of Course Exam
		Week 5, Term 2	Part A: Week 5, Term 3 Part B: Week 8, Term 3	Week 9/10 Term 3
Critical and Historical Studies	50		30	20
Art Making	50	20	30	
Outcomes		P1, P2, P4, P6	P1, P2, P3, P4, P5, P6, P8, P9, P10	P7, P8, P9, P10
	100%	20	60	20