

Preliminary Course Assessment Handbook 2020



WINDSOR
HIGH SCHOOL

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PRELIMINARY HSC

1. ELIGIBILITY FOR THE AWARD OF A HSC

Satisfactory completion of the Preliminary Course is a prerequisite for entry into an HSC course.

a) **Pattern of Study**

To qualify for the Higher School Certificate a student must satisfactorily complete a Preliminary pattern of study, comprising at least 12 units and a HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English
- at least three courses of two unit value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

b) **Course Completion**

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

- followed the course developed or endorsed by the Board of Studies now known as NSW Educational Standards Authority (NESA),
- applied themselves 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

Note: - As a result of absences from a course, the principal may determine that course criteria may not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

c) **Change of Subject or Course**

Students who wish to change a subject/course must obtain a Course Change Form from the Careers Adviser (Mrs Calvert) and return the completed form to Mrs Calvert.

2. THE SCHOOL'S ASSESSMENT POLICY

2.1 ASSESSMENT PROGRAM

Each school has to develop an Assessment Program for each course, in practical terms; this means that the school is required to:

- a) set tasks which will be used to measure student performance in each specified component of the course and focus on outcomes;
- b) specify a mark / weighting for each task;
- c) inform students of the requirements of each course;
- d) keep records of each student's performance on each task;
- e) provide students with information on their progress.

NESA indicates that, for a 2 Unit Preliminary course, an appropriate assessment schedule would have a range of tasks types and limit the number of tasks to 3 - 5, including the major examinations. Different courses may have different numbers and types of tasks.

This handbook sets out the weightings of the different components assessed in each course, as well as the value, nature and approximate timing of each assessment task. Further details about each task can be obtained from the course teacher or the Head Teacher for the subject.

2.2 ASSESSMENT SCHEDULE TIME FRAME

This booklet is designed to provide you with a time frame for your assessment tasks. It sets them out so that there will not be an overload of assessment tasks in any one period of time. If you have a problem with too many tasks scheduled at the one time, see your teachers immediately.

No tasks should be scheduled in the week immediately prior to major examinations. The only exception may be practical assessment tasks in some subjects - these will be scheduled in normal class time.

You should draw up your own diary of assessment tasks, including when you should be receiving notification.

In some cases it may be necessary to alter the Assessment Schedule. When this occurs, students must be notified in writing, 14 calendar days in advance.

In the event of a task not discriminating successfully between students, an additional (substitute) task may be set, provided students are given at least 14 calendar days' notice in writing.

2.3 NOTIFICATION OF ASSESSMENT TASKS

With the exception of the Half Yearly Examinations and Yearly Examinations, students must be notified in writing of the actual date of all assessment tasks at least 14 calendar days before the task in the form of a handout or by email.

The due date and information for all Assessment Tasks will be given to you on a *Senior Assessment Task Notice/Cover Sheet* (see page 8 for an example), which will be issued when you are notified of the task.

Students will need to sign the registration form for this task held by their teacher.

2.4 ABSENCE WHEN A TASK IS NOTIFIED

Whenever you are absent from school, it is your responsibility to ensure that you know what work has been missed and to catch up on that work. The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task. However, if you have a prolonged absence, you may submit to the Assessment Review Panel an *Application for Consideration / Extension*

2.5 SUBMISSION OF TASKS

All tasks are to be submitted, with the *Senior Assessment Task Cover / Sheet* an example can be found on page 9, by the **START** of the first timetabled lesson in the relevant subject due on that day. If you are absent due to a valid reason, you must email your assignment to the school at

windsor-h.school@det.nsw.edu.au/ by 3.15pm on the due date. Ensure that you add the course and your teacher's name to the email.

All tasks submitted after this time will be deemed late.

You must sign the task registration sheet held by your teacher when submitting your task. If emailing your assignment add a request for 'received' email.

2.6 EXTENSIONS TO DUE DATES

An extension to the due date of an assignment may be approved, by the Assessment Review Panel, in cases of severe illness, prior knowledge of absence on due date or other exceptional circumstances. Approval for an extension MUST be sought well in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an *Application for Consideration/Extension* (Green Form). This is available from the front office. You must return the completed form with attached evidence to the office. After consideration by the Assessment Review Panel, you will receive a ruling as to the outcome of your application.

If your extension is not granted, you must submit the incomplete task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in ZERO marks being awarded for that task, (see 5.13 below).

2.7 ABSENCE DUE TO ILLNESS/MISADVENTURE

It is your responsibility to perform / submit all tasks which are a part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done, you should telephone the school and either speak to your class teacher or let the School Office know your name and the reason for your absence. The assessment task or an outline of your task to be done must be emailed by the due date.

You must complete an *Application for Consideration / Extension* (Green Form) including parent/guardian signature and attach supporting documentation. The completed form must be emailed to the school or submitted to the front office within two school days of the due date of the task.

Absences due to illness MUST be supported with a medical certificate.

If your application is not successful, you will receive ZERO for that task.

In the case of a missed examination, the Assessment Review Panel may authorise that an estimate be given for the missed task that maintains your rank. However only one estimate for task is allowed per course.

School email address: windsor-h.school@det.nsw.edu.au

2.8 LATE SUBMISSION OF TASKS

All tasks are to be submitted, with the *Senior Assessment Task Notice/Cover Sheet* attached, at the START of the first timetabled lesson in the relevant subject on the due day. All tasks submitted after this time will be

deemed LATE. Students should ensure that they sign the registration form for the task held by the teacher or a received email receipt as proof that they handed the task in on time.

Unless the Assessment Review Panel receives, in writing, an acceptable explanation for the late submission of a task, the student will receive a zero for that task, students may submit an *Application for Consideration / Extension* if they have a valid reason for the late submission of a task.

2.9 NON-ATTEMPT OF TASKS

When a student does not attempt a task:

- a **ZERO** mark will be awarded for the task
- the task will be recorded as a non-attempt
- parents/ guardians will be informed by letter and copies of the letter filed by the Course Head Teacher

2.10 NON-GENUINE ATTEMPT OF TASKS

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task (see 5.9 above).

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

2.11 MALPRACTICE IN ASSESSMENT TASKS

Where there is evidence of malpractice a penalty may be applied. The penalty will be determined, on a case by case basis, by the Assessment Review Panel.

Examples of malpractice in assessment tasks are:

- Not providing written recognition of any ideas that are used or adapted for your work.
- Pretending that you have written or created a piece of work that someone else originated.
- Allowing others to copy your work. Allowing others to copy your work makes you as guilty of plagiarism as the person doing the copying. You may face the same penalties.
- Disturbing examinations.
- Using unauthorised equipment or notes during an examination.

In such cases:

- the Assessment Review Panel will consider the penalty and inform the Principal and Head Teacher of the course
- parental guardians will be notified.

2.12 ZERO MARKS

Zero is awarded to:

- a non-attempt at a task;
- a non-genuine attempt at a task;
- a task submitted late (without a valid reason which must be approved by the Assessment Review Panel).

2.13 PARALLEL CLASSES

When there is more than one class in a particular course, common assessment tasks should be given.

2.14 WARNINGS

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

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

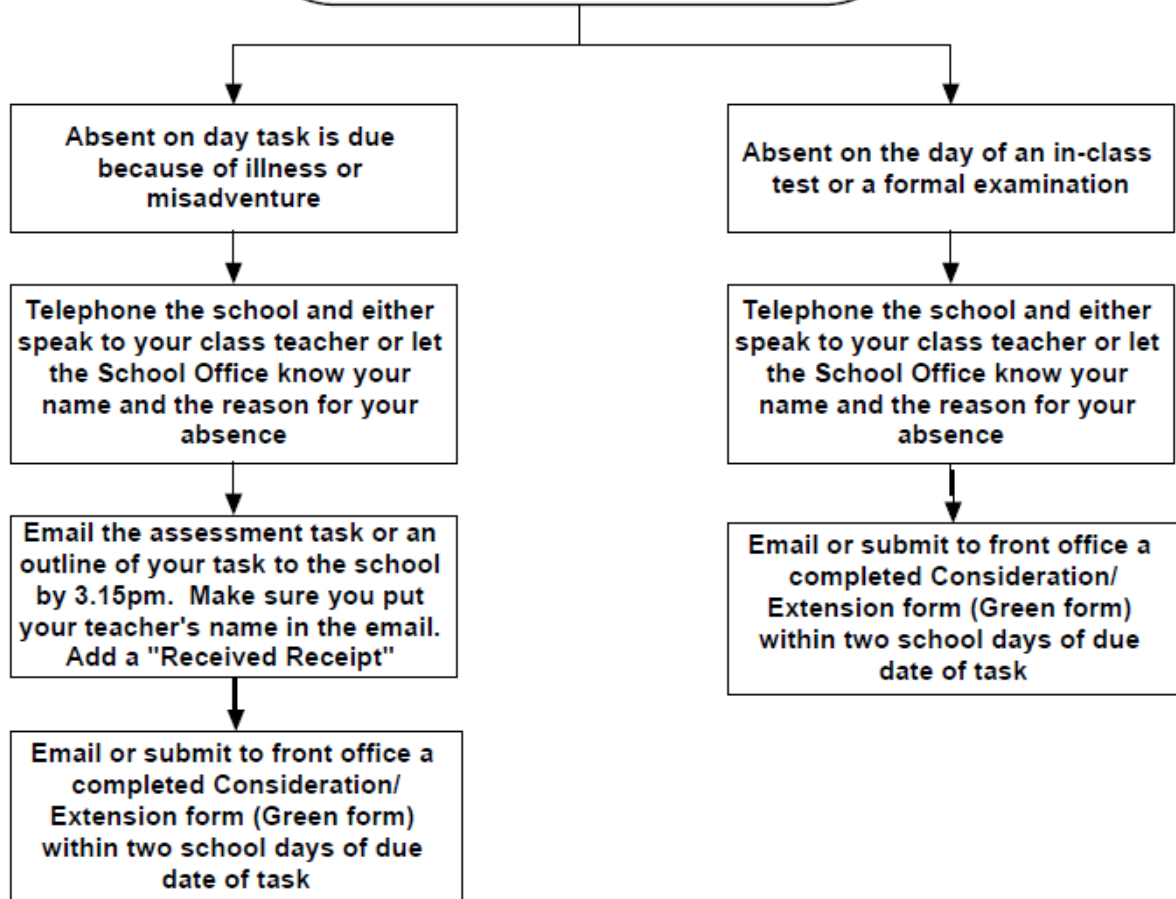
2.11 APPEALS

Students may appeal against decisions concerning aspects of the award of the Preliminary RoSA on the following basis:

- a) appeal against a “N” determination in particular subjects;
- b) appeal against assessment rankings in Preliminary courses.

Appeals must be in writing to the Principal.

ASSESSMENT PROCEDURES TO FOLLOW WHEN:



School Email Address: windsor-h.school@det.nsw.edu.au

The Consideration/Extension Form (Green Form) can be downloaded from the School's website

<http://www.windsor-h.schools.nsw.edu.au/>

or copied from page 9



EXAMINATION RULES AND GUIDELINES

Year 11 Examinations

- ◆ Full school uniform is compulsory for all examinations.
- ◆ You must arrive at least 10 minutes before the advertised starting time of the examination. No extra time will be given for late-comers. Not reading your timetable correctly will not be grounds for an appeal if you miss an examination. **Read your timetable carefully.**
- ◆ All assemblies and lessons will be suspended during the assessment days.
- ◆ You must bring all materials required for each examination in a clear pencil case or plastic sleeve. See your relevant teacher for equipment details. Borrowing equipment during the examination will not be allowed.
- ◆ Mobile phones, iPods and other electronic devices are not approved for use in examinations. They are to be turned off and kept in your bag. Having a mobile phone with you during the examination will be considered examination malpractice and if found with one you will be required to turn it off and hand it to the supervising teacher.
- ◆ Bags are to be left at the back of the hall upon entry.
- ◆ Watches must be removed and placed in clear view on your desk. Alarms must be silenced.
- ◆ You must complete an attendance slip for each examination.
- ◆ Writing is not allowed during the “Reading time” that is provided for your examination.
- ◆ You must not leave the examination room during the examination, except in an emergency. If in an emergency, you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room. For instance, if you need to go to the toilet, a teacher will accompany you and stand at the open main entrance to the toilet.
- ◆ Behaving in a manner that disturbs others or is contrary to the examination rules is considered examination malpractice. In this case you will be required to appear before the Assessment Review Panel to justify why you should not lose marks for your examination. If you are sent to the Deputy or the Principal, the school discipline policy will be enforced.
- ◆ Students are expected to maintain the highest standards of honesty during the examinations. Any attempt to communicate with other students, bring in notes or other study material, or any other form of cheating will result in severe disciplinary action which may include cancellation of all parts of the examination.
- ◆ If, because of a valid reason, you cannot attend an examination, you should telephone the school and let the School Office know your name and the reason for your absence.
On the day you return to school, you must collect an *Application for Consideration / Extension* (Green Form) from the office or copy from your assessment book. This form must be completed including parent/guardian signature and supporting documentation attached. The completed form must be handed in to the office the next school day.
Absences due to illness must be supported with a medical certificate.



WINDSOR HIGH SCHOOL

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Consideration of Misadventure for Senior Assessment Task

This form is to be completed and submitted to the Assessment Review Panel via the Front Office if you wish to apply

- (i) for an extension of time on an assessment task/assignment, or
- (ii) for special consideration because a task has not been submitted/done on the due date

STUDENT NAME: _____ **YEAR** ____ **SUBJECT/COURSE:** _____

ASSESSMENT TASK TITLE: _____

DATE TASK DUE: _____ **TEACHER NAME:** _____

ACTION REQUIRED (circle one) (i) extension of time until _____

OR

(ii) special consideration

REASON FOR APPLICATION:

MEDICAL CERTIFICATE ATTACHED: YES/NO/NOT APPLICABLE

STUDENT'S SIGNATURE: _____ **DATE:** _____

PARENT'S SIGNATURE: _____

ADDITIONAL COMMENTS sought by Panel:

✂-----✂

STUDENT'S RECEIPT OF APPLICATION FOR CONSIDERATION/EXTENSION ON SENIOR ASSESSMENT TASK

Reference Number: _____

STUDENT NAME: _____ **SUBJECT/COURSE:** _____

HEAD TEACHER: _____ **CLASS TEACHER:** _____

ASSESSMENT REVIEW PANEL: SIGNATURE: _____ **DATE:** _____



**Subject – Year 12
Assessment Task Title**

Student Name:	Date Received:	
Unit Title:	Date Due:	
Weighting:	Total Mark:	Type of Task:

TASK CONTEXT:

TASK DESCRIPTION:

- OUTCOMES TO BE ASSESSED:**
- Outcome
 - Outcome
 - Outcome (2-4 Outcomes per task)

- SUCCESS CRITERIA:**
- -
 -
 -
 -
 -
 -
 -

COMPLETION PROCESS: (please indicate what you have done)

- Did you participate in the explanation lesson?
- Have you caught up on any missed classwork?
- Did you complete all classwork this term?
- Have you reviewed the appropriation and SCAMPER notes taken in class?
- Have you read examples of Children's Literary Canon from the list provided by the teacher?
- Did you select one that you would like to appropriate?
- Have you organised access to a computer?
- Have you drafted your response?
- Have you checked spelling, punctuation and grammar?
- Have you approached the teacher for feedback on your draft?
- Have you made suggested edits?
- Have you organised printing of the task? (or other submission details)

If you are still feeling unsure of what you need to do:

- Have you discussed it with a trusted classmate?
- Have you spoken to your teacher?
- Have you spoken to the Head Teacher?
- Have you spoken to the teachers in the Learning Hub?

DRAFTING YOUR WORK

Drafts can be submitted to your teacher Monday to Friday with the expectation that they will be viewed between the hours of 8:30am and 3:30pm.

You can submit a maximum of **two** drafts for feedback no later than Date (48 hrs before due).

MISADVENTURE/ABSENCE ON DUE DATE

If you know you **will not** be in your normal time-tabled class on **the day the task is due** you must see your teacher **BEFORE** the due date. Involvement in sport, work placement or extra-curricular activities must be negotiated **BEFORE** the task is due or zero marks will be awarded.

If you are **ABSENT** on the day the task is due, you will be required to complete the task during the next timetabled lesson for which you are present **OR** you will be required to email the task to windsor-h.school@det.nsw.edu.au with Attn: Class Teacher **OR** Google Classroom Code: 123XYZ.

Please remember that assessment marks contribute directly to your final result and make every effort to do your best with this task.

DECLARATION

I declare, when I sign for this submission, that it is **all my own work** and, to the best of my knowledge and belief, it contains no material including images, previously published, exhibited, or written by another person or myself, except where due acknowledgment is made.

- I have made and **retained a copy** of this original assignment
- I am aware **a zero mark** will be awarded for late submission of this task unless a misadventure form accompanied by a doctor's certificate is submitted to and approved by the Assessment Review Panel
- I am aware that submitting a task 10% above the word limit or time limit will result in markers ceasing to evaluate the task beyond this point.

Your Year 11 Assessment Calendar - 2020

	2020 TERM 1	2020 TERM 2	2020 TERM 3
1			
2		Ad. Mathematics EES	EES
3		Business Studies PD/H/PE	Business Services
4			
5	EEC		
6	Work Studies	English Studies Work Studies Ad. Mathematics	Work Studies
7	Stand. Mathematics Biology	Biology	Visual Art Visual Art (LS) English Studies CAFS (LS)
8	English Studies Business Studies CAFS Business Services Hospitality	Stand. Mathematics CAFS Hospitality	EEC Entertainment Hospitality
9	CAFS (LS) PD/H/PE SLR Entertainment Agriculture Biology	Modern History CAFS (LS) SLR Agriculture	End of Course Exams
10	Visual Art Visual Arts (LS) Ad. English Stand. English	Ad. English Stand. English EES EEC Entertainment	
11	Modern History Entertainment		

VISUAL ARTS – 2 UNIT

Component	Task 1	Task 2	Task 3	Weighting
	<p>The Subjective Frame and the Representation</p> <p>Submitted artwork(s) exploring historical and contemporary subjective representations of the body.</p> <p>They submit a VAPD including a selection of seminal artworks annotated to account for historical changes in the subjective representation of the body over time.</p>	<p>Documenting Practice</p> <p>Documentary analysis of a selected artist's practice through the frames.</p> <p>Submission of VAPD and ceramic form demonstrating how this analysis has informed developments in the student's artmaking practice</p>	<p>Yearly Examination Art Criticism and Art History</p>	
	Term 1 Week 10	Term 3, Week 7	Term 3 Week 9	
	Outcomes to be assessed P1, P2, P3, P4, P5, P6. P9, P10	Outcomes to be assessed P1, P2, P3, P4, P5, P6, P7, P10	Outcomes to be assessed P7, P 8, P 9, P 10	
Art-making	20	30		50
Art Criticism and Art History		10	40	50
Marks	20	40	40	100

Preliminary Visual Arts Life Skills

Component	Task 1	Task 2	Task 3	Weighting
	<p>The Subjective Figure: Making a series of artworks that represent the human figure the</p> <p style="text-align: center;">Term 1 Week 10 2</p>	<p>Documenting Practice: Documenting personal artmaking and investigation of a selected artist's use of materials. Submission of VAPD and ceramic form. Term 3 Week 7</p>	<p>Yearly Examination Art Criticism and Art History: Short answer responses to images, based on coursework / homework. Term 3 Week 9/10</p>	
	Submit VAPD and a series of artworks representing the figure.	Submission of VAPD and ceramic form.	Coursework completed and submitted for marking – 30%	
	VALS 1, VALS 2, VALS 3, VALS 4, VALS 6, VALS 7 VALS 9	VALS 1, VALS 2, VALS4, VALS6, VALS 7, VALS9	VALS 5, VALS 8	
Artmaking – developing Artworks	20	30		50
Art Criticism and Art History – understanding ideas about art artists and artworks		10	40	50
Marks	20	40	35	100

ADVANCED ENGLISH – 2 UNIT

Component		Task 1	Task 2	Task 3	Weighting
		Writing Portfolio	Multimodal Task	Yearly Examination	
		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10	
		EA 11-1 EA 11-2 EA 11-4	EA 11-2, EA 11-3 EA 11-6, EA 11-8 EA 11-9	EA 11-1, EA 11-2 EN 11-3, EN 11-8	
Syllabus Component	Reading To Write	30		10	40
	Module A		30		30
	Module B			30	30
Marks		30	30	40	100

STANDARD ENGLISH – 2 UNIT

Component		Task 1	Task 2	Task 3	Weighting
		Writing Portfolio	Multimodal Task	Yearly Examination	
		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10	
		EN 11-1 EN 11-2 EN 11-4	EN 11-1, EN 11-2 EN 11-4, EN 11-7 EN 11-9	EN 11-1, EN 11-2 EN 11-3 EN 11-8	
Syllabus Component	Reading To Write	30		10	40
	Module A		30		30
	Module B			30	30
Marks		30	30	40	100

ENGLISH STUDIES – 2 UNIT

Component	Task 1	Task 2	Task 3	Weighting
	Resume/ Interview	Multimodal presentation Travel Itinerary	Portfolio of Work	
	Term 1, Week 8	Term 2, Week 6	Term 3 Week 7	
	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9,	
Mandatory Module: Achieving through English	40			40
Elective Module: On the Road		30		30
Elective Module: MI Tunes and Text			30	30
Marks	40	30	30	100

BUSINESS STUDIES – 2 UNIT

Informal Assessment:

- Course/classwork
- Mid-course Exam
- Homework

Formal Assessment:

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Business Media file and business report	Business planning Business plan for an SME	Yearly examination	
	Term 1 Week 8	Term 3 Week 3	Term 3 Week 9 & 10	
	P2, P7, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	10	15	15	40
Stimulus-based skills	0	10	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Marks	25	40	35	100

MODERN HISTORY – 2 UNIT

Informal Assessment:

- Course/classwork
- Mid-course Exam
- Homework

Formal Assessment:

Component	Task 1	Task 2	Task 3	Weighting
	Historical Investigation Project (H.I.P)	Vietnam Assignment	Yearly examination	
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 9/10	
	M11-3, M11-5, M11-6, M11-7, M11-8, M11-9, M11-10	M11-1, M11-2, M11-4, M11-6, M11-9	M11-1, M11-2, M11-4, M11-6, M11-9	
Knowledge and understanding of content	5	5	30	40
Source-based skills	5	10	5	20
Historical inquiry and research	20			20
Communication of historical understanding in appropriate forms	10	5	5	20
Marks	40	20	40	100

WORK STUDIES – 2 UNIT

Informal Assessment:

- Course/classwork
- Mid-course Exam
- Homework

Formal Assessment:

Component	Task 1	Task 2	Task 3	Weighting
	Communication Website	Creating and Managing a Budget: Personal Finance	Interview and Report	
	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	
	1, 2, 5, 6, 7 & 9	4, 5, 7, 8 & 9	1, 3, 4 & 5	
Knowledge and understanding	15	15	15	45
Skills	15	20	20	55
Marks	30	35	35	100

STANDARD MATHEMATICS

Informal Assessment

- Course/classwork
- Homework

Component	Task 1	Task 2	Task 3	Weighting %
	<p style="text-align: center;">Research Assignment</p> <p style="text-align: center;">Topics: A1,A2,F1.2</p>	<p style="text-align: center;">Investigation Assignment</p> <p style="text-align: center;">Topics: F1</p>	<p style="text-align: center;">Yearly Examination</p> <p style="text-align: center;">Topics: A1, A2, S1, S2, F1, M1, M2</p>	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10	
	MS11-1, MS11-2, MS11-6, MS11-9 MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 – MS11-10	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

ADVANCED MATHEMATICS

Informal Assessment

- Course/classwork
- Homework

Components	Task 1	Task 2	Task 3	Weighting %
	Extended modelling and problem-solving task Topic: F1	Assignment/ investigation Topic: S1	Yearly Examination Topics: F1, T1, T2, C1, S1, S2	
	Term 2, Week 2	Term 2, Week 6	Term 3, Week 9/10	
	Outcome(s) assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcome(s) assessed MA11-7 MA11-8 MA11-9	Outcome(s) assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

COMMUNITY AND FAMILY STUDIES- 2 UNIT

Informal Assessment

- Course/classwork/homework

Formal Assessment

Component	Task 1	Task 2	Task 4	Weighting
	Resource Management: Interview and Written Report	Individuals and Groups: Case Study	Yearly Examination	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9 & 10	
	P1.1, P4.1, P4.2, P6.1	P2.1, P2.3, P4.2, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.1, P6.2	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Marks	35	35	30	100

COMMUNITY AND FAMILY STUDIES LIFE SKILLS

- Coursework/Homework
- Oral Reports

Formal Assessments:

Component	Task 1	Task 2	Task 3	Weighting
	Module 1: Wellbeing of Individuals Term 4 Week 9	Module 3: Participating in Groups Term 2 Week 9	Module 1, 2 & 3 Coursework Week 7	
	Digital Brochure or Poster – 35%	Digital Comic Strip and Written Speech – 35%	Coursework completed and submitted for marking – 30%	
	1.1, 1.2, 1.3, 1.4, 1.5, 7.1.	3.1, 3.2, 3.3, 3.4, 7.1	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 7.1	
Knowledge and understanding of course content	15	10	15	40
Skills in research processes, responsibilities of adulthood and participating as productive member of society.	20	20	20	60
Marks	35	30	35	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - 2 UNIT

Informal Assessment

- Course/classwork
- Homework and Bookwork

Formal Assessment

Component	Task 1	Task 2	Task 3	Weighting
	Better Health for Individuals Research Report	Biomechanical Movement Analysis, CPR Demonstration and Injury Assessment	Yearly Examination	
	Term 1 Week 9	Term 3 Week 3	Term 3 Week 9/10	
	P5, P6, P15, P16	P6, P7, P8, P9, P12, P15, P16, P17	P1-P-12 P15-P17	
Knowledge and understanding of course content	5	5	30	40
Skills in critical thinking, research, analysing and communicating	15	35	10	60
Marks	20	40	40	100

PRELIMINARY SPORT, LIFESTYLE AND RECREATION -2 UNIT

Informal Assessment

- Course/classwork
- Practical Participation
- Mid-course Exam
- Homework

Formal Assessment

Component	Task 1	Task 2	Task 3	Weighting
	Sports Coaching Theory/Practical Presentation	Fitness Program Design	Yearly Exam	
	Term 1 2020 Week 9	Term 2 2020 Week 9	Term 3 2020 Week 9/10	
	1.1, 1.3, 2.1, 3.1, 3.2, 4.2, 4.5.	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4, 5.4, 5.5	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3.	
Knowledge and understanding	15	10	25	50
Skills	15	20	15	50
Marks	30	30	40	100

BIOLOGY – 2 UNIT

Informal Assessment

- Course/classwork
- Mid-course Exam
- Homework
- First-hand Practical Investigations
- Secondary Source Investigation

Formal Assessment

Component	Task 1	Task 2	Task 3	Weighting
	Field Work / Depth Study Term 1 Wk 7 (Fieldwork) Wk 9 (Report)	Enzyme Reactivity Report Term 2 Week 7	Yearly Examination Term 3 Week 9/10	
	BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9	BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and understanding in: <ul style="list-style-type: none"> • the structure and function of organisms • the Earth's biodiversity and the effect of evolution 	10	10	20	40
Working Scientifically Skills in: <ul style="list-style-type: none"> • Planning Investigation • Conducting Investigations • Processing Data and Information • Analysing Data and Information 	15	15	0	30
Working Scientifically Skills in: <ul style="list-style-type: none"> • Communicating • Questioning and Predicting • Problem Solving 	15	5	10	30
Marks	40	30	30	100

EARTH AND ENVIRONMENTAL SCIENCE – 2 UNIT

Informal Assessment

- Course/classwork
- Mid-course Exam
- Homework
- First-hand Practical Investigations
- Secondary Source Investigations

Formal Assessment

Component	Task 1	Task 2	Task 3	Weighting
	Models and Research Report Study	Field Work / Depth	Yearly Examination	
	Term 2 Week 2	Term 2 Wk 10 (Fieldwork) Term 3 Wk 2 (Report)	Term 3 Week 9/10	
	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-7, EES11-10, EES11-11	EES11-5, EES11-6, EES11-8, EES11-9, EES11-10, EES11-11	
Knowledge and understanding in: <ul style="list-style-type: none"> • Develop knowledge and understanding of the Earth’s systems • Develop knowledge and understanding of the Earth’s processes and human impacts 	10	10	20	40
Working Scientifically Skills in: <ul style="list-style-type: none"> • Planning Investigation • Conducting Investigations • Processing Data and Information • Analysing Data and Information 	15	15	0	30
Working Scientifically Skills in: <ul style="list-style-type: none"> • Communicating • Questioning and Predicting • Problem Solving 	5	15	10	30
Marks	30	40	30	100

AGRICULTURE – 2 unit

Informal Assessment

- Homework tasks
- Mid-course examination
- Practical experience
- Research techniques

Formal Assessment

Component	Task 1	Task 2	Task 3	Weighting
Nature of the Task	Practical Report and Experimental Design	Farm Case Study	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Outcomes assessed	P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	15	15	40
Skills in effective research, experimentation and communication	10	5	5	20
Total %	30	30	40	100

EXPLORING EARLY CHILDHOOD – 2 UNIT

Component	Task 1	Task 2	Task 3		Weighting
	Research Assignment	Baby Think it Over Program	Research & Evaluate Toy	Yearly Examination	
	Term 1 Week 5	Term 2 Week 10	Term 3 Week 8	Term 3 Week 9/10	
	P1.1, P1.5, P5.1	P1.2,P 4.1,P 6.1	P1.3,P 2.4	P2.1, P2.3,P 2.5, P3.1, P4.1, P4.3, P6.2	
Knowledge and understanding of factors that affect the growth & development of children from conception to age 8	10	10	10	10	50
Skills in caring for and teaching babies and children.	10	10	10	10	50
Marks	20	20	20	20	100

VOCATIONAL EDUCATION AND TRAINING ASSESSMENT POLICY FOR SENIOR COURSES

All Vocational Education and Training (VET) Courses have specific industry related competencies which will be assessed in a variety of tasks continuously throughout the course. Notice of the tasks will be given to students throughout the course. Students will need to demonstrate competency within the set tasks in order to attain the Australian Qualification Framework (AQF) national qualification of Certificate I, II or III depending on the course.

Satisfactory participation in the set tasks will qualify students for the award of a Preliminary Certificate or a HSC qualification within the guidelines set out by the NSW NESA.

Students can also choose to attain an Australian Tertiary Admissions Rank (ATAR). Students wishing to gain an ATAR qualification will need to complete a number of school assessments in line with the following assessment schedules and exams as well as an external HSC examination set by NESA. The marks from the school's trial HSC will be used to generate the student's HSC estimate mark. The estimate mark will be used by NESA only in the case of misadventure; otherwise a student's examination mark in the external HSC examination will be used to determine their ATAR.

The following VET courses will be assessed as above:-

- Business Services
- Entertainment
- Hospitality

Student Assessment Schedule 2020

COURSE: Preliminary Business Services

Assessment Tasks for Certificate II in Business BSB20115		Cluster A	Cluster B
		Prepared for work	Working effectively
		Week: 8 Term: 1	Week: 3 Term: 3
Code	Unit of Competency		
BSBWHS201	Contribute to health and safety of self and others	X	
BSBWOR204	Use business technology	X	
BSBITU211	Produce digital text documents		X
BSBITU212	Create and use spreadsheets		X
BSBINM201	Process and maintain workplace information		X

Yearly Exam
Week: 9/10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills 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”. A course mark is not allocated.

Student Assessment Schedule 2020

Course: Entertainment Industry - Preliminary

Assessment Tasks for Statement of Attainment towards Certificate III in Live Production and Services CUA30415		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination	
		Safety	The Entertainment Industry	Audio Operations	Lighting Operations		
		Week: 9 Term: 1	Week: 11 Term: 1	Week: 10 Term: 2	Week: 8 Term: 3		
Code	Unit of Competency					HSC Examinable Units of Competency	
CPCCOHS100 1A	Work safely in the construction industry	X					Week: 9/10 Term: 3
CUAIND301	Work effectively in the creative arts industry		X				
CUAWHS302	Apply work health and safety practices	X	X				
CUASOU301	Undertake live audio operations			X			
CUASOU306	Operate sound reinforcement systems			X			
CUALGT301	Operate basic lighting				X		
CUASTA202	Assist with bump in and bump out of shows				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment 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”. A course mark is not allocated

Student Competency Assessment Schedule

Course: Preliminary Hospitality – Kitchen Operations and Cookery

2020

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling
		Week: 8 Term:1	Week: 8 Term:2	Week: 8 Term: 3
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHKOP001	Clean kitchen premises and equipment		X	
SITHCCC001	Use food preparation equipment		X	
SITXINV002	Maintain the quality of perishable items			X
SITXFSA002	Participate in safe food handling practices			X
SITHCCC002	Prepare and present simple dishes			X

Yearly Examination
Week: 9/10 Term: 3
HSC Examinable Units of Competency

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

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment 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”. A course mark is not allocatedes other descriptive words may be used leading up to “competent”. A course mark is not allocated.