



PORT HACKING HIGH SCHOOL

**SENIOR
ASSESSMENT
INFORMATION**

**PRELIMINARY COURSES
2023**

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ELIGIBILITY

To qualify for the Higher School Certificate, students must satisfactorily complete a **Preliminary pattern of study comprising at least 12 units** and an 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 units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects

Year 11 students work towards the completion of Preliminary Courses and a Record of School Achievement (RoSA).

The RoSA:

- is awarded to students who leave school after completing Stage 5 but before completing the HSC
- shows a student's achievements up until they leave school
- students in Year 11 or 12 not leaving school can access a transcript to use when seeking casual work (not an official credential)

They will be awarded a Grade from A to E, based on General Performance Descriptors.

- using moderated, school-based assessments
 - monitored by NESA
 - submitted by the school to NESA at the end of October for Year 11 students who complete Preliminary courses
 - extended from the current system used for Year 10 students
- ❖ These grades are kept by NESA until a student chooses to leave.
 - ❖ Principal informs NESA when the student intends to leave school.
 - ❖ NESA issues the Record of School Achievement to eligible students.

Grades will not be shown for partial completion of Year 11 courses.

For students who leave before completing the full Preliminary or HSC course, their document will show the:

- courses they have attempted
- date of leaving school

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Preliminary and HSC courses.

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

NON-COMPLETION WARNING LETTERS

Non-Completion Warning letters (also known as N-Warning letters) will be sent home if a student has not met one of the following requirements in a subject:

- Not followed the course developed or endorsed by NESAs.
- Not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school such as classwork and assessment tasks.
- Not addressed some or all of the course outcomes.
- Non-attendance at or non-serious attempt at an assessment task without a valid illness or misadventure claim.

An N-warning may also be issued if a student has engaged in malpractice or a non-serious attempt in assessment tasks or exams.

N-Warnings can be redeemed by a student. The N-Warning letters outline the task to be completed and a new due date. If a student submits a serious attempt at the task, then the N-Warning is redeemed. While the student will receive zero for the task, which will affect their final mark, the N-Warning is cleared from their record.

ATTENDANCE

While NESAs do not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absences to the non-completion of course requirements.

NON-COMPLETION DETERMINATIONS

If a student has two or more outstanding N-Warnings in a subject/s, by the time the school is required to submit HSC marks to NESAs, the principal may submit a Non-Completion Determination (also known as N-Determinations). If the N-Determination is upheld, then the student may NOT have met the requirements for the Preliminary Course and thus the Higher School Certificate. If a student is not entitled to a Year 11 RoSA or the HSC they will receive a Transcript of Study from NESAs for the subjects they successfully completed.

If it appears that a student is at risk of being given a N-Determination in any course, the Principal (or Principal delegate) must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected.

Students who do not make a genuine attempt to complete the course work outlined in the N-warnings, cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-Determination.

Where a student receives an N-Determination in a course, that course will not appear on the student's HSC. In some cases, the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year (see Note below).

If the N-Determination or NESAs withhold course results of a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking other course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice for more than one course in any single year, then all courses attempted in that year may be withheld by NESAs. Students may, however, meet the requirements of the award of the Higher School Certificate within the five-year accumulation period.

The award of the Higher School Certificate may not be withheld for reasons related to school management of codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment. Similarly, 'N' determinations may not be made on such grounds. The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An N-Determination or NESAs decision to withhold a course will have the following consequences:

- in a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, that course and the related Extension course will not contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

For further details, visit NESAs website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home> or contact the school on 9524 8816.

DISABILITY PROVISIONS

Disability provisions (also known as Special Provisions) are practical arrangements designed to help students with a disability, who couldn't otherwise make a fair attempt, to demonstrate their learning in an assessment task or exam.

Disability provisions address students' formal assessment needs related to learning, medical, vision, and hearing disabilities. These provisions also cover specific diagnosed anxiety disorders or concentration disorders.

For example, students with a:

- learning disability may use reader or writer
- medical disability may access toilet breaks or use adapted furniture
- vision disability may use braille or large-print papers
- hearing disability may use an oral or sign interpreter
- diagnosed anxiety disorder may use rest breaks.

What is not covered

Disability provisions do not apply to:

- Conditions that may or may not occur during an exam (episodic), eg migraines. An occurrence of this type of condition would be covered by an illness/misadventure claim, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.
- Loss of preparation time or difficulty undertaking a course, eg a musical instrument being broken some months prior to the HSC.
- Difficulty with reading due to English being an additional language/dialect for a student.

When providing students with adjustments for school-based assessments, Port Hacking High School

will take into account NESAs key messages and principles for exam modifications to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC.

Please Note: There is no guarantee NESAs will grant the same provisions as those given by the school.

Provisions are not granted solely on the basis of a diagnosis

Disability impacts students in different ways and to different degrees. Applying a one-size-fits-all approach does not recognise the individual needs of each student. Students with the same disability may need and receive different provisions. It is therefore possible that students with the same disability can have different approved provisions. Provisions are determined on the basis of functional evidence.

Approved provisions must not confer an advantage

The HSC is recognised for being a level playing field, where students sit for an assessments and exams at approximately the same time and under the same conditions. A student with an approved unjustified provision, such as extra time to work, would receive a significant advantage over students without that provision. The school must balance the interests of all students, including those without provisions.

The HSC remains a handwritten exam

Access to a computer can facilitate faster word production and easier editing compared to handwriting. For this reason, use of a computer is rarely approved for exam condition assessment tasks. For access to a computer to be granted, it must be evident that no other provisions can address the specific needs of the disability for an individual student.

Applying for Disability Provisions

The student should contact the Head Teacher Learning Support if they would like to apply for disability provisions. They should apply as soon as possible. The Head Teacher Learning Support will advise the student as to the evidence they require to make an application for Special Provisions, which may include medical or psychological reports, work samples, organised outside testing, etc. If a student doesn't have enough evidence, their disability provisions may not be approved.

Emergency arrangements can be made if a student has an illness or mishap just before an exam or assessment task that affects their ability to read or respond in the task. Any affected student should contact their Deputy Principal immediately if this happens.

SCHOOL ASSESSMENT POLICY

Each subject has prepared an Assessment Schedule which outlines the components and weightings of the assessment and the types of tasks to be included. These schedules are collated in the school's *High School Certificate Assessment Policy* booklet and is provided as a hard copy to each student as well as being posted on the school's website. Students will be given an individual Assessment Notification for each task typically THREE weeks prior to the due date of the task.

There will be two assessment weeks and a yearly exam period over the course of Year 11.

Preliminary Assessment Weeks & Year 11 Final Exam Period

There will be two assessment weeks and a Year 11 Final Exam over the Preliminary course. The final exam period for Year 11 will take place over a two week period.

During each Assessment Week students are not required to attend normal lessons. They will be emailed a timetable, generally one week prior to the start of the assessment period or Trial HSC, which indicates the day and time they will be required to sit a test, submit a task, complete a practical activity and/or deliver oral tasks. They only need to attend school during these time periods.

Some subjects may have practical tasks that need to be completed that will take longer than a period. These subjects will be given a day and/or time period for these tasks to be completed in. The time

schedules for these particular tasks will be organised by the subject area doing that specific task and the students need to ensure they know what time has been designated to them.

Students will be required to know their NESA Student Number and use this number, **instead of their names**, when submitting or sitting exam style tasks during assessment weeks or the yearly exam period. This will get them in good practice for what is required of them during the HSC examinations and provide anonymity during the marking process. Students are not allowed to submit assessment tasks at any other time other than the designated period in the assessment week schedule, unless a valid Illness/Misadventure claim is approved.

It is essential that students ensure that they are present for and complete all assessment tasks.

ABSENCE FROM A TASK

If a student is going to be absent on the day of an assessment task, the student or their guardian **MUST** inform the school of their absence as soon as possible and no later than the start time of the assessment task or exam. Alternatively, the student may message their relevant Deputy Principal via a message through their Canvas Inbox.

The responsibility for notifying the school to request a substitute task and submission date lies with the student.

The relevant Deputy Principal will then notify students, who have missed an assessment task or failed to submit a task, of an alternate date and time via Canvas Inbox. **Students should expect to submit or sit a task the day after the end of their illness or misadventure as noted on their Illness or Misadventure claim.**

If a student misses a task, they must still submit or sit the task at a later date to avoid or redeem a n- warning, even if they are awarded a zero for failing to submit a valid and approved Illness or Misadventure claim.

Completing an assessment task to avoid a N-Warning and potentially a N-Determination for a course is a separate process to applying for an Illness or Misadventure claim, which determines if a zero mark applies.

ILLNESS OR MISADVENTURE CLAIMS

If a student has a valid reason (illness or misadventure) for being absent from a task or for failing to submit a task, then they must provide their relevant Deputy Principal with a completed Port Hacking High School "Illness or Misadventure Student Declaration" **within 3 school days** after returning to school immediately after an illness or misadventure. If the student is making an Illness claim then a **Medical Certificate must** also be submitted with the "Illness or Misadventure Student Declaration".

Where there is no valid reason for non-completion of an assessment task or an Illness or Misadventure Claim form is not received within 3 school days after the student returning to school immediately after an illness or misadventure, a zero mark will be recorded for that task.

NB Students who do not attempt or make a serious attempt at more than 50% of assessment tasks within a course will receive a Non-completion Determination for the final assessment submitted to NESA.

Limitations of Illness or Misadventure Claims

Port Hacking High School's Illness and Misadventure claim processes are aligned to NESA's policy and this extends to the limitations of Illness or Misadventure claims.

You cannot submit a claim on the basis of:

- difficulties in preparation or loss of preparation time except under exceptional circumstances (please see below and read carefully the information under the heading "Illness or Misadventure Claim Due to Disruption Prior to an Assessment Task"); for example as a result of an earlier or pre-existing illness or misadventure

- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the task or exam
- the same grounds for which you received disability provisions
- alleged deficiencies in teaching; for example extended teacher absences
- loss of study time or facilities prior to the task or exam
- misreading the assessment/exam timetable. If you miss an exam or submission of a task or arrive late to an exam because you misread the timetable, contact the school immediately.
- misreading exam instructions
- other commitments, such as participation in non-school events; for example family holiday, work, in entertainment or sporting events, unless an *Exemption From School* claim has been approved by the principal for elite sporting or entertainment industry commitments.

Please note 1: Participation in a school authorised event MUST have the prior approval of the relevant Deputy Principal. It is the responsibility of the student to advise their Deputy Principal as soon as possible that they will be unable to attend or submit an assessment task because of a clash with a school event.

Please note 2: An *Exemption From School* will not be granted for family holidays.

Illness Claims

- A Medical Certificate must be completed by an independent medical practitioner either on the day of the task or immediately prior to the task. This form must be specific to the date and time of the assessment task/s or exam/s.
- Back dated Medical Certificates will not be accepted.
- If a student is sick on days beyond the days covered by the original Illness Claim form, students will be required to complete an additional Illness Claim form.
- The Illness Claim form must cover all subsequent days of illness NOT just the day of the task.

Misadventure Claims

- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are NOT a valid excuse for missing an assessment task/exam NOR for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
- Technological malfunctions are not automatically considered a valid excuse. (Please refer to notes on 'Technology Problems')
- The Deputy Principal will judge whether the Misadventure Claim and supporting documents provide a valid reason.

Technology Problems:

Computer and/or printer malfunction is not automatically considered a valid excuse.

Problems with computers crashing and printers not working may be a reason to apply for misadventure. However, it will not be automatic that a student has a misadventure appeal granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered for a misadventure appeal. This evidence may be in the form of a:

- draft printout of the task
 - handwritten draft version of the task
 - USB handed to the teacher containing an electronic version of the task
- A student:*
- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DET portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request
 - will be awarded a zero mark if they are unable to show evidence of the task in draft form
 - must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems

- must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

Illness or Misadventure Claim Due to Disruption Prior to an Assessment Task

Port Hacking High School's Assessment Policy aligns with NESA procedures. As stated prior, this includes:

You cannot submit an claim on the basis of:

- *difficulties in preparation or loss of preparation time; for example as a result of an earlier or pre-existing illness*
- *long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the exam*

Assessment Weeks: If a student's preparation for the Assessment Weeks tasks is disrupted for MORE than five consecutive days immediately prior to the submission or sitting of a task, they MUST submit either an Illness or Misadventure claim for consideration.

The Port Hacking High School Illness or Misadventure claim must be completed and submitted **within 3 school days** after returning to school immediately after an illness or misadventure.

Final Year 11 Exam: Rare exceptions. The Final Year 11 Exam is the culmination of a full year's work and students should be preparing for the Final Year 11 Exams throughout the HSC year.

Valid Illness or Misadventure Claims

The relevant Deputy Principal will make a considered judgement as to the validity of the claim and, if approved, the appropriate outcome.

Where the Deputy Principal decides that a valid reason has been supplied, one of the following outcomes will apply:

- an extension of time, or
- awarding of a mark based on completion of a substitute task, or
- where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

Invalid Illness or Misadventure Claim

If the Illness or Misadventure Claim form is:

- incomplete or
- submitted more than three days after a student has returned to school or
- the student has not returned to school or is not available for a rescheduled task immediately after their illness or misadventure or
- the Deputy Principal does not accept the reason outlined in the claim for non-completion of an assessment task,

a zero mark will be recorded for that task.

NB Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESA.

Absence Before an Assessment Week or the Final Year 11 Exam

If a student is absent two or more days in the week prior to an Assessment Week or the Trial HSC he or she must contact the school to explain their absence, and then provide their Deputy Principal with an Illness or Misadventure claim **within 3 school days** after returning to school.

Appealing an Illness of Misadventure Claim Deputy Principal's Determination

All initial Illness or Misadventure Claims are to be submitted to the student's relevant Deputy Principal and it is this Deputy Principal who assesses the validity of the claim and, if approved, the outcome of the claim.

In the event that a student wishes to appeal the Deputy Principal's decision (either the approval or the outcome) students can appeal to the Principal for a review of the Deputy Principal's decision.

This appeal MUST be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

The Principal will form a panel to consider the appeal.

Appealing an Illness of Misadventure Claim Principal's Determination

Students may appeal the Principal's panel's Illness or Misadventure appeal determination directly to NESAs.

"ALL MY OWN WORK": MAINTAINING HONESTY AND INTEGRITY

Honesty is key for all students and staff:

All HSC candidates, their teachers and others who guide them must comply with NESAs's Honesty in Assessment Standard to maintain the integrity of the HSC. Students should also read course syllabuses and related NESAs policies, such as those on malpractice and completion of a course on the NESAs website.

Students must be entirely honest when completing assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work the student has produced. All plagiarised material will not be taken into consideration.

Always acknowledge your sources:

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

Malpractice

Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will typically receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes. Where malpractice has occurred the Deputy Principal will record this on NESAs's malpractice register.

Plagiarism

Plagiarism is "when you pretend that you have written or created a piece of work that someone else originated." (All My Own Work, NESAs). Where plagiarism has occurred, only the student's original work will be marked. If an entire task is plagiarised the student will receive no marks for the task.

The school reserves the right to use a number of strategies to uncover instances of plagiarism, this includes software programs such as Turnitin. Turnitin is a text matching software program which uses an algorithm to find strings of words within a student's assessment, that may be identical to resources already known to the software program. Turnitin promotes students to complete their best, original work.

Students may be instructed, via their assessment notification, to submit their assessment via Canvas, using the Turnitin software.

Assessment Policy Addendum (Inserted 12 May, 2023)

Use and Detection of Artificial Intelligence (AI)

It is important that the school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure that students abide by the principles underlying "All My Own Work".

In January 2023, the NSW Department of Education has publicly announced that the use of generative AI programs (one example is ChatGPT) are banned in NSW public schools.

The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, **the use of artificial intelligence (AI) programs to either generate, write, modify, improve, edit or review student submissions is prohibited.**

At Port Hacking High School, most pre-prepared submissions are uploaded to Canvas. Once submissions are uploaded, a third-party software program, Turnitin, reviews all submissions and generates plagiarism and AI reports. Turnitin is a highly reputable plagiarism and AI detection software program. Turnitin will capture the use of AI for any reason.

Students should not use AI in ANY capacity when creating and reviewing their work. This includes using AI to:

- generate all or part of an assessment task;
- improve the standard of their work;
- review or edit work for spelling, punctuation, sentence structure or general language use or;
- run their work through an AI detection tool.

Additionally, students must assure that they adhere to all assessment task requirements which may include:

- specifying the software program/s allowed to be used to create the student's work eg for text based tasks only Microsoft Word and/or Google Docs can be used. (Both these programs are provided free to NSW Department of Education students.) This means, that this software is the only software that can be used in the creation of a student's work and only the embedded tools in these software programs are to be used.
- ensure that "track changes" is turned on from the time a student begins to create their task.
- ensure that at no time do they use or does their work come into contact with any software programs apart from those allowed by the assessment notification.

Non-serious attempts in assessment tasks and examinations

Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams or not making a genuine effort) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes and avoid an n-warning; however, a zero will be recorded as the mark for the task.

Rules of Conduct

- a) Where a task takes the form of a test or examination, the supervisor's instructions must be followed at all times.

Candidates must:

- NOT speak to any person other than the supervisor during the examination.
- NOT behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
- NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students' bags. Mobile phones are not to be in students' pockets.
- NOT wear a watch of any kind.
- Only use NESA approved calculators.

- Place all acceptable stationary in a clear, see-through bag. NO pencil cases.
- Only use see-through water bottles.

Nor to take any books, notes, paper or equipment, other than that specifically permitted by the supervisor, into the room where the assessment task or exam is taking place.

- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student's own work.

PROCEDURES REGARDING TASKS THAT PRODUCE INVALID OR UNRELIABLE RESULTS

In exceptionally rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same or a very similar mark). Sometimes a task might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal will ascertain the best method to address these issues. This may include one of the options below or a combination of two or more of these options:

- only part of the task used to calculate the internal assessment mark;
- the weighting of the task may be reduced and additional weighting added to a future task;
- the weighting of the affected task may be distributed across previous tasks;
- the original assessment task will be replaced by an additional task which assesses the same syllabus outcomes. Sufficient written notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Students will be notified in writing, if any assessment task is deemed to be invalid or unreliable and the course of action to be taken to rectify this issue.

APPEALS REGARDING ADMINISTRATION OF AN ASSESSMENT TASK

Assessment appeals regarding the administration or procedures of an assessment task must be addressed to the relevant Deputy Principal in writing within THREE school days of the event occurring. Any appeal is to be based on a breach of the schools's assessment policy.

The Deputy Principal's determination in any matters can be appealed in writing to the Principal. This appeal **MUST** be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

The principal will form a panel to review the appeal.

Students may appeal the Principal's review panel's determination directly to NESA.



PORT HACKING HIGH SCHOOL Illness or Misadventure Claim Student Declaration

This form must be completed by the student who is applying for an Illness or Misadventure claim.

I, request that the Deputy Principal at Port Hacking High School consider my claim for Illness or Misadventure.

I have carefully read the Port Hacking High School Assessment Policy detailing Illness and Misadventure claims.

I consider that my ability to:

submit or attend or an assessment task or exam performance was impossible

OR

that my performance in an assessment task or exam could be or was negatively affected due to illness or an unforeseen misadventure which occurred immediately before or during an assessment task or exam.

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

I give permission for a member of Port Hacking High School's senior executive to obtain further details from any person who has provided evidence in the Illness or Misadventure Claim form if applicable and considered necessary by Port Hacking High School.

Instructions: A completed *Student Declaration* AND a Medical Certificate (for an illness claim) must be submitted to the relevant Deputy Principal **within THREE school days after immediately** following an illness or misadventure. (These forms may also be submitted before the task is due.)

Subject/s affected	Assessment Task affected	Due date of task	Class Teacher
Is this an Illness or Misadventure Claim?			

<p>Illness Claim: Please describe how your illness and symptoms will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p> <p>Misadventure Claim: Please describe the nature of your unforeseen misadventure AND how this misadventure will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p>	
Have you attached the Illness or Misadventure Claim form?	

Student's signature		Parent's signature	
Student name		Parent name	
Date		Date	

DEPUTY PRINCIPAL

Day and Date claim received by Deputy Principal	Mon Tues Wed Thu Fri /...../.....
Deputy Principal Determination	Approved / NOT Approved
Outcome:	
Date determination and outcome communicated to student	
Method of communicating to student	
Deputy Principal Signature:	
Student signature of receipt of outcome, if verbally given.	Date:

ILLNESS OR MISADVENTURE CLAIM FLOWCHART

If you have **prior warning** (eg a planned surgery or representative commitments) please contact the DP assigned to your year group as soon as this is known. Please comply with arrangements made at this time.

For illness or misadventure **without prior warning**, please follow the steps below:

1) Contact the school as early as possible.

Contact reception and explain that you cannot attend a **sit down task, exam or hand in a task** due to illness or misadventure. Ask that this message be passed on to the DP assigned to your year group.

Alternatively, you can message your DP via a message through your Canvas Inbox.



2) Get supporting documentation.

If ill, go to the doctor that day (back dated medical certificates are not acceptable) and get a medical certificate to cover you for the day of the task AND any following days that you are not fit for school. (You will be expected to complete the task on the day after the medical certificate expires.)

If misadventure, get any documentation that supports your claim. If not possible, then a Statutory Declaration may be requested.



3) Submit Task/Organise substitute task.

The responsibility for submitting the task or requesting a substitute task rests with the student. This **must** be done on the first day after the medical certificate expires or the first day possible after a misadventure, whether or not you have the an exam or sit down test timetabled on that day.

If it is a **hand in task**, submit the task to the faculty HT on the first day of return.

If it is an **exam**, the relevant Deputy Principal will notify the students of an alternate date and time via Canvas Inbox. **Students should expect to submit or sit a task the day after the end of their illness/misadventure as noted on their Illness or Misadventure claim.**



4) Submit an Illness/Misadventure Form

Complete and submit a *Student Declaration* form to the DP assigned to your year group along with any supporting evidence (eg Medical Certificate, insurance claim, incident report – see notes on Technology Problems in your assessment booklet). The DP will assess the claim for its validity. **Please don't assume approval.**

The *Student Declaration* form (as well as a Medical Certificate for an Illness claim) **MUST** be submitted **within 3 school days** after returning to school.

NB Even if your Illness or Misadventure Claim is not approved you should still submit or complete the task because, even though you will be awarded "0", you will avoid an N-award warning.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:

- at least two units of English must be included;
- at least three Board Developed courses of two units value or greater must be included;
- no more than 6 units of science based courses;
- courses from at least four subjects must be included.
[Note: Students wishing to have an ATAR calculated must indicate this on their HSC entry form. 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.
- for more detailed information on the ATAR, refer to current Universities Admissions Centre (UAC) publications.

RoSA

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) are entitled to receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Year 11 courses and grades. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC. These students will not receive a RoSA.

MINIMUM STANDARD OF LITERACY AND NUMERACY

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life. HSC students will need to meet the minimum standard in three areas – reading, writing and numeracy. The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

To check that students have the basics right, they need to sit short online tests of reading, writing and numeracy for everyday life. Students get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Port Hacking High School will complete these tests at the end of each Semester. If you pass the online tests of basic reading, writing and numeracy skills students will show they have met the minimum standard required to receive their HSC.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities, and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry-specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Developed VET courses do not count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET courses have either mandatory or recommended industry-specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or has previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

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

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

CREATIVE AND PERFORMING ARTS

DRAMA

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Essay	Group Performance Logbook	Individual Performance & Logbook
Outcomes Assessed		P3.1, P3.2, P3.3	P1.2, P1.5, P2.1, P2.3, P3.1	P1.4, P1.6, P2.1, P2.2, P2.3
Components	Topics	Thoroughly Immersed in the Given Situation <i>Theatrical Traditions and Performance Styles</i>	From our World to the Stage <i>Improvisation, Playbuilding and Acting</i>	Script to Stage <i>Elements of Production in Performance</i>
Making	40%		20%	20%
Performing	30%		20%	10%
Critically Studying	30%	30%		
WEIGHTING	100%	30%	40%	30%

MUSIC 1

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Viva Voce and Student Devised Aural Analysis Presentation and written summary of viva voce, with student devised aural question and response based on musical examples discussed in the viva voce	Composition Portfolio and Musicology Report. Submission of composition portfolio with musicological report exploring a style/genre	Performance and Aural Exam Solo or ensemble performance of works representative of the topics studied and response to aural excerpts discussing the use of the concepts of music from across the course
Outcomes Assessed		P2, P4, P6, P8	P3, P5, P7	P1, P4, P6
Components	Topics	Methods of Notating Music	Music of the 19 th Century	Music for Film, Radio, Television and Multimedia
Performance	25%			25%
Composition	25%		25%	
Musicology	25%	15%	10%	
Aural	25%	10%		15%
WEIGHTING	100%	25%	35%	40%

MUSIC 2

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Musicology and Aural Skills Task Short rhythmic and melodic notation exercises and short response to one aural excerpt and one unseen score	Composition Portfolio with Score Analysis. Submission of composition portfolio with score analysis of two contrasting works with reference to compositional techniques and stylistic features	Performance and Aural Analysis of Works Solo or ensemble performance of two pieces, one from the mandatory topic and one from the additional topic including an aural analysis of performance repertoire with reference to the concepts of music
Outcomes Assessed		P2, P5, P6, P7	P2, P3, P4, P5, P6, P8, P9	P1, P2, P5, P6, P7
Components	Topics	Mandatory Topic Music 1600-1900	Mandatory Topic Music 1600-1900	Additional Topic (Student Choice)
Performance	25%			25%
Composition	25%		25%	
Musicology	25%	15%	10%	
Aural	25%	10%		15%
WEIGHTING	100%	25%	35%	40%

VISUAL ARTS

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Written Response	Mini Body of Work	Yearly Examination
Outcomes Assessed		P1, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
Components	Topics:	Art Through the Ages	Identity	Reaction
Artemaking	50%	10%	40%	
Art History and Art Criticism	50%	20%		30%
WEIGHTING	100%	30%	40%	30%

VISUAL DESIGN

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Jewellery Design & Packaging	Clothing Design & Advertising	Furniture & Exam
Outcomes Assessed		DM3, DM4, DM5, DM6, CH4	DM1, DM2, DM3, DM4, DM5, CH4	CH1, CH2, CH3, CH4
Components	Topics:	Clay Queen	It's Called Fashun	Tools Down!
Design and Making	70%	30%	30%	10%
Critical and Historical Studies	30%			30%
WEIGHTING	100%	30%	30%	40%

ENGLISH

ENGLISH ADVANCED

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Imaginative Writing and Reflection	Multimodal Task	Yearly Examination
Outcomes assessed		EA11-1, EA11-3, EA11-4, 11EA-9	EA11-2, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-5, EA11-7
Components	Topics:	<i>Common Module: Reading to Write</i>	<i>Module A: Narratives that Shape our World</i>	<i>Common Module: Reading to Write 10% Module B: Critical Study of Literature 30%</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
WEIGHTING	100%	25%	35%	40%

ENGLISH STANDARD

		TASK 1	TASK 2	TASK 3
		Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 8/9
		Imaginative Writing with Reflection	Multimodal	Yearly Examination
Outcomes Assessed		EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-8	EN11-1, EN11-3, EN11-5, EN11-6, EN11-7
Components	Topics:	Common Module: Reading to Write	Module A: Contemporary Possibilities	Common Module: Reading to Write 10% & Module B: Close Study of Literature 30%
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
WEIGHTING	100%	25%	35%	40%

ENGLISH EXTENSION 1 (1 UNIT COURSE)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Imaginative response and reflection	Multimodal Presentation - IRP	Yearly Examination - Critical Response - Imaginative Response
Outcomes assessed		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Components	Topics:			
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
WEIGHTING	100%	30%	40%	30%

ENGLISH STUDIES

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 8/9
		Assessment Task 1: Cover letter, Resume Interview	Assessment Task 2: Multimodal Travel Presentation	Assessment Task 3: Collection of Class work: 1. Imaginative Response 2. Resubmission of previous class work 3. Reflection statement
		Outcomes	ES11-1, ES11-3, ES11-4,	ES11-2, ES11-3, ES11-5, ES11-6
		ES11-5, ES11-6, ES11-7, ES11-9, ES11-10		
Components	Topics:	Achieving through English	On the Road	Who do I think I am?
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
WEIGHTING	100%	30%	30%	40%

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

ANCIENT HISTORY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Hand-in Essay	Historical Investigation	Yearly Examination
Outcomes Assessed		AH11-1, AH11-3, AH11-4, AH11-7, AH11-9	AH11-2, AH11-5, AH11-6, AH11-8, AH11-10	All course outcomes may be assessed
Components	Topics:	Investigating Ancient History: Case Studies	Features of Ancient Societies	All Topics
Knowledge and understanding of course content	40%	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical inquiry and research	20%	5%	10%	5%
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
WEIGHTING	100%	30%	30%	40%

BUSINESS STUDIES

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Topic Test	Research Task	Yearly Examination
Outcomes Assessed		P1, P2, P6, P8	P1, P4, P7, P8, P9, P10	P1, P2, P3, P5, P6, P8, P9
Components	Topics:	Nature of Business and Business Management	Business Management	All Topics
Knowledge and understanding of course content	40%	15%	5%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%		15%	5%
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
WEIGHTING	100%	30%	30%	40%

ECONOMICS

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Topic Test	Research Essay	Yearly Examination
Outcomes Assessed		P1, P2, P5, P7, P8, P10, P11	P1, P2, P3, P5, P8, P9, P10	P1, P2, P3, P5, P6, P7, P8, P10, P11
Components	Topics:	Introduction to Economics, Consumers and Business and Markets	Labour Markets	All Topics
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	5%	15%	
Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	10%
WEIGHTING	100%	30%	30%	40%

GEOGRAPHY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Topic test	Senior Geography Project	Yearly Examination
Outcomes Assessed		P1, P2, P3, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P8, P10, P12
Components	Topics:	Biophysical Interactions	Senior Geography Project	All Topics
Knowledge and understanding of course content	40%	15%	10%	15%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research including fieldwork	20%		20%	
Communication of geographical information, ideas and issues in appropriate forms	20%	10%	5%	5%
WEIGHTING	100%	30%	40%	30%

LEGAL STUDIES

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Topic Test	Research Essay	Yearly Exam
Outcomes Assessed		P1, P2, P3, P9	P1, P2, P4, P5, P7, P8, P9	P1, P2, P3, P5, P9
Components	Topics:	The Legal System	Individual and the Law	All Topics
Knowledge and understanding of course content	40%	15%	5%	20%
Analysis and evaluation	20%	10%		10%
Inquiry and research	20%		15%	5%
Communication of legal information, ideas and issues in appropriate forms	20%	5%	10%	5%
WEIGHTING	100%	30%	30%	40%

MODERN HISTORY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 8/9
		The Nature of Modern History: Source Portfolio	Case Studies: Historical Investigation	All Topics: Yearly Examination
Outcomes Assessed		MH11-6, MH11-7, MH11-8	MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%		10%	10%
WEIGHTING	100%	30%	30%	40%

SOCIETY AND CULTURE

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		In-class extended response	Mini Personal Interest Project Hand in	Yearly Examination
Outcomes Assessed		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9
Components	Topics:	The Social and Cultural World	Personal and Social Identity	All Topics
Knowledge and understanding of course content	50%	15%	10%	25%
Analysis and evaluation of social and cultural research methods	30%	5%	20%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
WEIGHTING	100%	25%	35%	40%

LANGUAGES

FRENCH BEGINNERS

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
	Task Types:	Oral presentation	Reading and Responding task	Yearly Examination
	Outcomes:	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2	1.3, 1.4, 2.2, 2.3, 3.4, 3.5, 3.6, 4.3
Components				
Listening	30%	20%		10%
Reading	30%		20%	10%
Speaking	20%	10%		10%
Writing	20%		10%	10%
WEIGHTING	100%	30%	30%	40%

FRENCH CONTINUERS

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
	Task Types:	Oral presentation	Reading and Responding task	Yearly Examination
	Outcomes:	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2	1.3, 1.4, 2.2, 2.3, 3.4, 3.5, 3.6, 4.3
Components				
Listening	30%	20%		10%
Reading	30%		20%	10%
Speaking	20%	10%		10%
Writing	20%		10%	10%
WEIGHTING	100%	30%	30%	40%

MATHEMATICS

MATHEMATICS STANDARD

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
Components		Written In-Class Test	Assignment: Investigation Style Task and Calibration Activity	Yearly Examination
Outcomes Assessed		MS11 – 1, MS11 – 2, MS11 – 5, MS11 – 6, MS11 – 7, MS11 – 9, MS11 – 10	MS11 – 1, MS11 – 2, MS11 – 5, MS11 – 6, MS11 – 7, MS11 – 9, MS11 – 10	MS11 – 1, MS11 – 2, MS11 – 3, MS11 – 4, MS11 – 5, MS11 – 6, MS11 – 7, MS11 – 8 MS11 – 9, MS11 – 10
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
WEIGHTING	100%	30%	30%	40%

MATHEMATICS ADVANCED

		TASK 1	TASK2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
Components		Written Test	Assignment: Investigation Style Task and Calibration Activity	Yearly Examination
Outcomes Assessed		MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
WEIGHTING	100%	30%	30%	40%

MATHEMATICS EXTENSION 1 (1 UNIT COURSE)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
Components		Written Test	Assignment: Investigation Style Task and Calibration Activity	Yearly Examination
Outcomes Assessed		ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
WEIGHTING	100%	30%	30%	40%

Note: Extension 1 students will complete assessment tasks for both Advanced Mathematics and Extension 1 Mathematics.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Research Essay	In Class Essays	Yearly Examination
Outcomes Assessed		P7, P8, P10, P11	P2, P3, P4, P6	All course outcomes may be assessed
Components	Topics	Body in Motion	Better Health for Individuals	All course content
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
WEIGHTING	100%	30%	30%	40%

SPORT, LIFESTYLE AND RECREATION STUDIES (Content Endorsed Course)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		In-class scenario and practical application	Practical Application	Yearly Examination
Outcomes Assessed		1.3, 2.5, 3.6, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3,2, 4.1, 4.4	All course outcomes may be assessed
Components	Topics:	First Aid	Sports Skills	All course content
Knowledge and understanding of course content	50%	15%	10%	25%
Skills	50%	10%	30%	10%
WEIGHTING	100%	25%	40%	35%

SPORTS COACHING

The Sports Coaching course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

SPORTS COACHING ASSESSMENT SCHEDULE

CLASSROOM TEACHER WILL DISTRIBUTE EARLY TERM 1

SCIENCE

BIOLOGY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Depth Study	Practical and Extended Response	Yearly Examination
Outcomes Assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9	All course outcomes may be assessed
Components	Topics:	Modules 3-4	Module 1	All Modules
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
WEIGHTING	100%	30%	30%	40%

CHEMISTRY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Practical	Depth Study	Yearly Examination
Outcomes Assessed		CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	All course outcomes may be assessed
Components	Topics:	Module 1	Modules 2-3	All Modules
Skills in working scientifically	60%	20%	25%	15%
Knowledge and understanding of course content	40%	5%	10%	25%
WEIGHTING	100%	25%	35%	40%

PHYSICS

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Practical	Depth Study	Yearly Examination
Outcomes Assessed		PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-6 PH11/12-7 PH11-10	All course outcomes may be assessed
Components	Topics:	Modules 1, 2	Module 3	All Modules
Skills in working scientifically	60%	15%	20%	25%
Knowledge and understanding of course content	40%	15%	10%	15%
WEIGHTING	100%	30%	30%	40%

TAS - HOME ECONOMICS

COMMUNITY AND FAMILY STUDIES

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Case Study	Report	Yearly Examination
Outcomes Assessed		P1.1, P1.2, P5.1, P6.1	P2.1, P2.3,P4.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P6.1
Components	Topics	Resource Management	Individuals and Groups	All topics
Knowledge and understanding of course content	40%	5%	15%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	25%	20%
WEIGHTING	100%	20%	40%	40%

FOOD TECHNOLOGY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Written Report, and Food Preparation	Preparation and Written Report	Preliminary Examination
Outcomes Assessed		P1.1, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P4.3, P4.4
Components	Topics	Food Availability and Selection	Food Quality	Food Availability and Selection Food Quality Nutrition
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%		20%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	20%	10%	
WEIGHTING	100%	30%	40%	30%

HOSPITALITY - FOOD AND BEVERAGE

The Hospitality – Food and Beverage course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

HOSPITALITY – FOOD AND BEVERAGE ASSESSMENT SCHEDULE

CLASSROOM TEACHER WILL DISTRIBUTE EARLY TERM 1

TEXTILES AND DESIGN

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Practical Application	Folio	Yearly Examination
Outcomes Assessed		P1.1, P2.1, P2.2, P4.1	P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Components	Topics:	Elements and Principles of Design	Preliminary Textiles Project 2	All course content
Knowledge and understanding of course content	50%	10%	10%	30%
Skills and knowledge in the design, manufacture and management of textile projects.	50%	20%	30%	
WEIGHTING	100%	30%	40%	30%

TAS - INDUSTRIAL ARTS

DESIGN AND TECHNOLOGY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 3 Week 7	Term 3 Weeks 8/9
		Practical	Practical and Portfolio	Yearly Examination
Outcomes Assessed		P1.1, P2.1, P2.2	P3.1, P4.1, P4.2, P4.3	P 1.1, P2.1, P2.2, P3.1, P4.3, P5.2, P5.3, P6.1, P6.2
Components	Topics:	Design Project 1: Who Designed that Chair	Design Project 2: Monumental Celebration	All course content
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	10%	30%	20%
WEIGHTING	100%	20%	40%	40%

CONSTRUCTION

The Construction course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

CONSTRUCTION ASSESSMENT SCHEDULE

CLASSROOM TEACHER WILL DISTRIBUTE EARLY TERM 1

ENGINEERING STUDIES

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Open Book Test	Engineering Report	Yearly Examination
Outcomes Assessed		P1.1, P2.1, P3.1	P1.2, P2.1, P3.2, P3.3, P4.1, P6.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2
Components	Topics:	Engineering Fundamentals	Braking Systems	All course content
Knowledge and understanding of course content	60%	20%	20%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	10%	10%	20%
WEIGHTING	100%	30%	30%	40%

INFORMATION PROCESSES AND TECHNOLOGY

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
		Individual Project	Group Project	Yearly Examination
Outcomes Assessed		P1.1, P2.1, P3.1, P5.1, P6.2	P5.1, P6.2, P7.1, P7.2	P1.1, P1.2,P2.1,P2.2,P3.1, P4.1,P5.1,P6.1,P6.2, P7.1,P7.2
Components	Topics:	Future Kids	Sell it to Me	All course content
Knowledge and understanding of course content	60%	15%	15%	30%
Knowledge and skills in the design and development of information systems	40%	15%	15%	10%
WEIGHTING	100%	30%	30%	40%

INDUSTRIAL TECHNOLOGY - TIMBER

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 3 Week 7	Term 3 Weeks 8/9
		Practical	Practical and Portfolio	Yearly Examination
Outcomes Assessed		P1.1, P4.1, P4.2	P1.2, P2.1, P3.1,P3.2, P3.3, P4.1,P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1,P 1.2, P3.1, P4.3, P6.1, P6.2, P7.1, P7.2
Components	Topics:	Hall Table	Jewellery Box	All course content
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	10%	30%	20%
WEIGHTING	100%	20%	40%	40%