

YR 11 ASSESSMENT BOOK 2021

BATHURST HIGH CAMPUS



INNOVATION OPPORTUNITY SUCCESS

TABLE OF CONTENTS

Introduction	3
List of Contacts	3
Part 1: HSC Requirements	4
Part 2: Denison College Assessment Policies and Procedures	8
Part 3: Assessment Schedules for Internal Assessment	14
English	14
Mathematics	16
Subjects A-Z	18
VET Frameworks	30
Part 4: Shared Courses Assessment Schedules	37
Part 5: Appendices	
Student Assessment Calendar	44
Student Personal Result Sheet	45
Application for Extension of Time and Application for Illness/Misadventure Form	46
Application for Renegotiation of Assessment Task	47
Assessment Mark/Grade Appeal Form	48
Assessment Task Cover Sheet	49
Stage 6 Examination Rules	50
Glossary of Key Words	51

Students are required to sign the Denison College Register to acknowledge that they have received a copy of this booklet.

INTRODUCTION

This booklet details the assessment requirements for Higher School Certificate students at both campuses of Denison College of Secondary Education. All students, parents and carers should read this booklet carefully and ensure that they fully understand the practices and procedures to be followed at Denison College.

LIST OF CONTACTS

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

BATHURST HIGH CAMPUS Ph 02 6331 3755	
Ken Barwick	Principal
Nicholas Williams	Deputy Principal Years 8, 11
Natalie Saini	Deputy Principal Years 9, 12
To Be Advised	Deputy Principal Years 7,10
Georgia Matthews	Year Advisor
John Millan	Year Advisor

KELSO HIGH CAMPUS Ph 02 6331 4544	
Michael Sloan	Principal
Karah Logan	Deputy Principal Years 10 and 11
Nathan Kenny	Deputy Principal Years 8 and 9
Narelle Small	Deputy Principal Years 7 and 12
Jasmin Christie-Johnston	Year Advisor
Tyrone Kostitch	Year Advisor

DENISON COLLEGE OF SECONDARY EDUCATION	
Kristie Anderson	Principal
Renetta Wolfe	Head Teacher Teaching and Learning
Michael Feening	Head Teacher Teaching and Learning

PART 1: HSC REQUIREMENTS

NSW EDUCATION STANDARDS AUTHORITY (NESA)

This guide is for students entered for Year 11 courses in 2021. This assessment policy is based on NSW Education Standards Authority requirements. Detailed information and assistance is available on the NESA website.

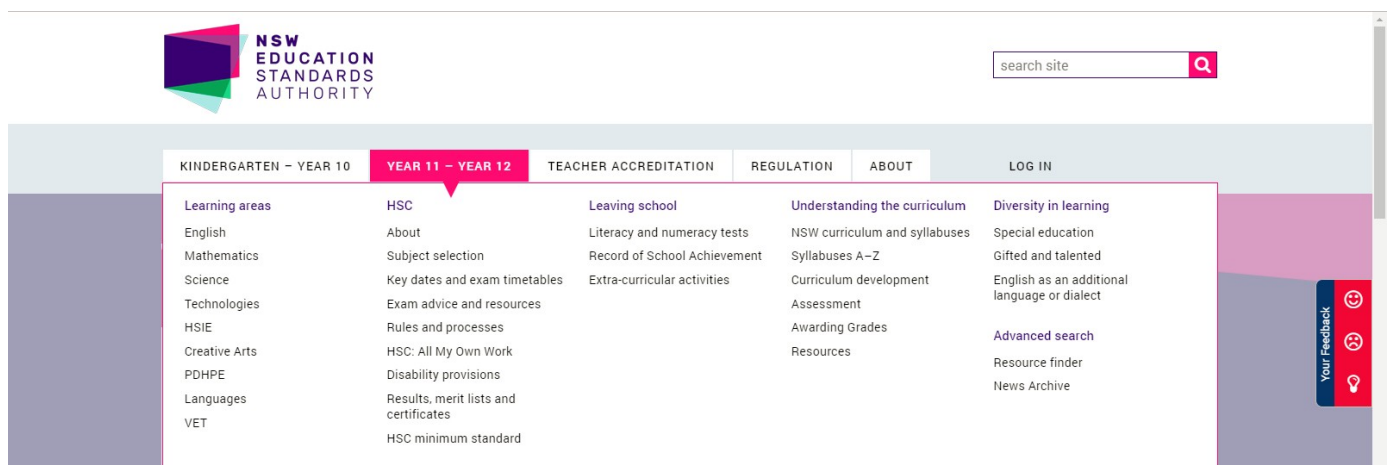
The Higher School Certificate Rules and Procedures guide must be read by all students entered for an HSC course.

The Education Act 1990 (NSW) governs the award of the Higher School Certificate. The NSW Education Standards Authority (NESA), under this Act, grants certificates to students who comply with the Act and NESA requirements.

The main rules and requirements for the Higher School Certificate are set out in this guide.

Students can obtain more detailed explanations of the rules and requirements by referring to the Assessment, Certification and Examination website and the NSW Education and Standards website, www.educationstandards.nsw.edu.au where you will find links to:

- About the HSC
- Syllabuses A to Z (Stage 6)
- Assessment in Stage 6
- HSC Exam Advice and Resources for Students
- HSC: All My Own Work Program
- Vocational Education (VET)
- HSC Exam Timetable (available April/May 2022) and Key Dates
- Rules and Processes
- HSC Minimum Standard



POLICY WEBSITES FOR FURTHER INFORMATION

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

<https://ace.nesa.nsw.edu.au/>

<https://lms.det.nsw.edu.au/RTO90333/>

ELIGIBILITY REQUIREMENTS FOR THE 2022 HSC

To complete the Year 11 Course and be eligible to commence the HSC you must have:

- Completed 12 units of Preliminary Courses, including 2 Units of English.
- Complete 'HSC: All My Own Work' (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
- Sit for and make a serious attempt at the required end of course exams.

Some courses have certain rules and prerequisites. Please check the requirements for your courses with your course teachers and/or Careers Advisor.

Enrolling in a course that you are not eligible for could put your RoSA and HSC at risk, so carefully check your eligibility for all courses you are entered for.

You will receive your ROSA and Higher School Certificate from NESA following successful completion of the HSC. This is received in the mail and you can access your results online.

For further details, see the NESA website, Assessment Certificate Examination (ACE) or the Denison College Senior Studies Guide issued to all students as part of their Future Directions program in Year 10.

NESA COURSE REQUIREMENTS

Students will be considered to have satisfactorily completed each course if there is sufficient evidence that you have:

- Followed the course developed or endorsed by NESA;
- Applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school; and
- Achieved some or all of the course outcomes.

HSC: ALL MY OWN WORK

Students completed the NESA program HSC: All My Own Work at the completion of Year 10 2020 and are reminded of the following guidelines:

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Year 11 Course and Higher School Certificate.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
- Breaching school examination rules or using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice.

HONESTY IN HSC ASSESSMENT

"The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Year 11 Course and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESA NSW treats allegation of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption. Details are also entered onto the NESA Malpractice Register." (ACE 9022)

DISABILITY PROVISIONS - FOR STUDENTS WITH MEDICAL AND LEARNING REQUIREMENTS

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

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

It is important to apply for provisions if you have a medical or learning requirement. More than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

EXAMINATION ILLNESS/MISADVENTURE APPEALS

If a student believes that his/her performance in an examination was diminished because of circumstances beyond their control, an Illness/Misadventure Appeal may be lodged. Note that misreading the examination timetable is NOT a valid reason for a misadventure appeal.

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

Appeal forms are available from the Deputy Principal at each Campus.

Further details of appeal procedures are on the appeal form and on the Illness/Misadventure Information form in the Appendices section of this booklet. It is your right and responsibility to lodge an appeal. See the NESA website for further details.

N DETERMINATION

An N Determination Warning Letter is issued to students who fail to complete Assessment Tasks or who fail to show diligence and sustained effort which may be a result of poor attendance or course work not completed. Students are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated the warning is cleared.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), the student may receive a Non-Completion Determination. This means that the student will receive no results in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Determination Warning Letters.

This means that the student is jeopardising their Year 11 RoSA or HSC credentials.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from industry training packages. Instead, students are eligible to receive a record of completed competencies and/or a statement of attainment.

Work placement is a mandatory requirement of each VET course. For each course, a minimum number of hours are required in the workplace to enable students to progress toward the achievement of industry competencies and to practise skills acquired in the classroom or workshop. This is usually 35 hours in the preliminary course and 35 hours in the HSC course. Failure to complete the mandatory work placement will mean that the student will not satisfy the requirements for the successful completion of the VET course and may jeopardise their eligibility for completion of the HSC if they do not require an ATAR.

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

PLEASE NOTE: Assessment for VET courses is competency-based and will be ongoing throughout the duration of the course. Compulsory examinations for each school-based VET course will be conducted during the Year 11 End of Course examinations and Trial HSC examinations under formal examination rules as prescribed by each campus.

For VET courses, the examination results may be used by the school to provide an estimate to NESA. It should be noted that examination results have no bearing on the assessment of competence.

As recommended by NESA, all VET students will sit internal formal examinations such as Year 11 End of Course Examinations at Denison College of Secondary Education.

PART 2:

DENISON COLLEGE ASSESSMENT POLICIES AND PROCEDURES

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

Students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

STUDENTS CAN BEST MEET THESE COURSE REQUIREMENTS IF THEY:

- Attend all timetabled lessons and minimise absences from class for any reason. Absences quickly accumulate, for example if a student misses a double period of a subject, they will have missed one half of the timetabled lessons for that subject in one week;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and use the planning calendar;
- Complete past Higher School Certificate papers; and
- Complete all Assessment Tasks planned for each course to maximise their Higher School Certificate result.

ASSESSMENT MARKS

Each syllabus document outlines the Year 11 course assessment, the suggested component and weightings for the course. Students will find these set out in the assessment schedules for each subject in Part 3 of this booklet.

The assessment marks awarded are only used in the Year 11 course. Assessment ranks will be shown on school reports together with a grade based on the Common Grade Scale for Year 11 Courses (see over page) as developed by the NESA.

ASSESSMENT SCHEDULES

- Students will be given written notification of each assessment task with a minimum notice of two weeks before the due date of the task and they will sign a register to acknowledge receipt of the task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.
- There will be no tasks set in the two weeks before school examinations.

COMMON GRADE SCALE FOR YEAR 11 COURSES

The Common Grade Scale shown below will be used to report student achievement in Year 11 in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

COMMON GRADE SCALE

- A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information, and communicates ideas in a descriptive manner.
- E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

STUDENT ORGANISATION

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

Denison College provides all Year 11 students with this Year 11 Assessment Booklet. In addition, all Year 11 students are provided with a Denison College Wall Planner to assist students in planning homework and study requirements, as well as recording the due dates of all assessment tasks and other obligations and events in the year.

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

HOW TO SUBMIT ASSESSMENT TASKS

- In class Assessment Tasks - these tasks are supervised by the class teacher and collected by the teacher at the end of the lesson.
- Major projects – these items are submitted directly to the teacher. Projects are stored in an appropriate faculty location to minimise the risk of damage.
- Performances – are marked in class on the scheduled assessment day.
- Take home Assessment Tasks – these are the tasks that students are required to complete by a due date. They must be placed in the locked Assessment Task Submission Box at the front office by the end of the school day on the due date. Tasks are not to be submitted directly to the teacher. Students must keep a copy of these tasks and the receipt provided by the office.

SHARED COURSE STUDENTS SUBMISSION OF TASKS

Students who attend another campus can submit these Assessment Tasks at the Office of their home campus.

Students must comply with campus policy and procedures for the submission of Assessment Tasks. A cover sheet for Assessment Tasks will be provided by the teacher supervising the course, and must be attached to the front of the Task when it is submitted. Assessment Tasks are submitted to the front office, unless otherwise advised. An example of the assessment cover sheet is provided in the Appendices to this booklet. Assessment schedules for shared courses can be found in Part 4.

DENISON COLLEGE PLAGIARISM AND MALPRACTICE POLICY

If any plagiarism is found in an Assessment Task or an Examination a student will receive zero (0) for that task and must resubmit it by a negotiated due date. Any cheating or malpractice in an Assessment Task or exam will be dealt with by the Deputy Principal for Year 11, KLA Head Teacher and Principal.

As per NESA rules, the student is placed on the NESA Malpractice Register. Cheating or malpractice includes not following the rules and instructions for examinations or in-class exam style tasks. These rules are included in this booklet (Refer to Appendices).

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-and-procedures-guide>

APPLICATIONS FOR RENEGOTIATION OF ASSESSMENT TASK AND ILLNESS/ MISADVENTURE CONSIDERATION

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). Documentation (e.g. doctor's certificate or written declaration) must be provided. See the Deputy Principal for Year 11.

LATE SUBMISSION OF ASSESSMENT TASKS

If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the student to receive an estimate based on other appropriate evidence.

If there is no valid reason for failing to complete an assessment task on time, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

DENISON COLLEGE FORMAL EXAMINATIONS

Students in Year 11 will sit an end of course examination in Term 3. Students will be given a copy of the campus examination rules and procedures with the timetable for the examinations. Students who study a course at the other campus will sit for the examination in that course at their home campus (see Appendices for exam rules).

ZERO MARKS AWARDED

A student may be given a zero mark if they:

- Have not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- Are absent from a task without a valid reason (see above);
- Have been involved in malpractice or submits plagiarised work (see HSC All My Own Work)
-

APPEALS

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices of this booklet for form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the DeputyPrincipal.

A decision will be made by a panel, which may consist of the Principal, Deputy Principal and relevant Head Teacher (refer to Appeals form in Appendices).

SCHOOL REPORTS

School reports will be issued midway through the Year 11 course and after the End of Course Examinations, at the completion of Year 11.

Parents and Carers are encouraged to attend formal parent/teacher evenings throughout Year 11 to discuss the progress of their child.

Parents or Carers should also contact the school directly and immediately should there be any concerns at other times.

Shared course students will receive an invitation to the Kelso High Campus Year 11 Parent and Teacher evening, and are encouraged to attend.

YEAR 11 CHECKLIST

TERM 1

- ☐ Read this guide.
- ☐ Check that you are eligible for the RoSA.
- ☐ Make sure that your personal details and courses, including any subjects taught at the other campus, are correct on your Confirmation of Entry.
- ☐ Read the Student Declaration on your Confirmation of Entry, then sign and return it to your school.
- ☐ Read and become familiar with course and assessment requirements.
- ☐ Talk to your school if you think you might be eligible for disability provisions.

TERM 2

- ☐ Check your assessment Wall Planner.
- ☐ Mid-Course Report

TERM 3

- ☐ Check your assessment Wall Planner.
- ☐ Check your exam timetable and the equipment you need in each exam.
- ☐ Attend and make a serious attempt at every exam.
- ☐ Submit an Illness/Misadventure Application for any illnesses or mishaps during exams.

TERM 4

- ☐ Week 1 - receive examination results and teacher feedback.
- ☐ Participate in Hello HSC! transition activities.
- ☐ Commence HSC course.

PART 3: ASSESSMENT SCHEDULES FOR INTERNAL ASSESSMENT

SUBJECT: ENGLISH ADVANCED				HEAD TEACHER: L. WADE	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Portfolio of Writing	Multimodal Presentation	End of Course Examination		
Tasks handed out	Term 1 Week 3 2021	Term 2 Week 3 2021			
Task due	Term 1 Week 9 2021	Term 2 Week 9 2021	Term 3 Week 9/10 2021		
Outcomes assessed	EA11-1, EA11-8	EA11-2, EA11-4, EA11-9	EA11-3, EA11-5, EA11-6, EA11-7		
Component	Weighting %				
Knowledge and understanding of course content.	20%	15%	15%		50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	20%	15%	15%		50%
Total %	40%	30%	30%		100%

SUBJECT: ENGLISH STANDARD				HEAD TEACHER: L. WADE	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Portfolio of Writing	Multimodal Presentation	End of Course Examination		
Tasks handed out	Term 1 Week 3 2021	Term 2 Week 3 2021			
Task due	Term 1 Week 9 2021	Term 2 Week 9 2021	Term 3 Week 9/10 2021		
Outcomes assessed	EN11-1, EN11-6	EN11-2, EN11-7, EN11-9	EN11-3, EN11-4, EN11-5, EN11-8		
Component	Weighting %				
Knowledge and understanding of course content.	20%	15%	15%	50%	
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	20%	15%	15%	50%	
Total %	40%	30%	30%	100%	

SUBJECT: ENGLISH STUDIES				HEAD TEACHER: L. WADE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Resume and Interview	Electives Multimodal Task	Portfolio of Classwork	
Tasks handed out	Term 1 Week 3 2021	Term 2 Week 3 2021	Term 3 Week 3 2021	
Task due	Term 1 Week 9 2021	Term 2 Week 9 2021	Term 3 Week 7 2021	
Outcomes assessed	ES11-1, ES11-3, ES11-6	ES11-2, ES11-5, ES11-9	ES11-4, ES11-7, ES11-8, ES11-10	
Component	Weighting %			
Knowledge and understanding of course content.	10%	20%	20%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	10%	20%	20%	50%
Total %	20%	40%	40%	100%

SUBJECT: ENGLISH EXTENSION I				HEAD TEACHER: L. WADE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Texts, Culture and Value: Journal of Writing	Independent Related Project: Multimodal Presentation	End of Course Examination	
Tasks handed out	Term 1 Week 3 2021	Term 2 Week 3 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 5 2021	Term 3 Weeks 9/10 2021	
Outcomes assessed	EE11-2, EE11-3, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Component	Weighting %			
Knowledge and understanding of complex texts and of how and why they are valued	15%	20%	15%	50%
Skills in complex analysis, sustained composition and independent investigation	15%	20%	15%	50%
Total %	30%	40%	30%	100%

SUBJECT: MATHEMATICS ADVANCED				HEAD TEACHER: A. SHEADER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	In class test	Assignment / Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 6 2021	Term 2 Week 6 2021		
Task due	Term 1 Week 8 2021	Term 2 Week 8 2021	Term 3 Week 9/10 2021	
Outcomes assessed	MA11-1, MA11-2, MA11-6, MA11-9 Arithmetic, Algebra and Surds	MA11-1, MA11-2, MA11-3, MA11-4, MA11-6, MA11-8, MA11-9 Arithmetic, Algebra, Surds, Functions and Trigonometry	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9 Arithmetic, Algebra, Surds, Functions, Trigonometry, Calculus and Quadratics	
Component	Weighting %			
Understanding, fluency and communication.	15%	15%	20%	50%
Problem solving, reasoning and justification.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

SUBJECT: MATHEMATICS STANDARD				HEAD TEACHER: A. SHEADER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	In class test	Assignment / Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 6 2021	Term 2 Week 6 2021		
Task due	Term 1 Week 8 2021	Term 2 Week 8 2021	Term 3 Week 9/10 2021	
Outcomes assessed	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-10 Algebra, Financial Mathematics, Statistical Analysis	MS11-2, MS11-3, MS11-4, MS11-7, MS11-8, MS11-9, MS11-10 Statistical Analysis, Measurement	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10 Financial Mathematics, Statistical Analysis, Measurement, Algebra	
Component	Weighting %			
Understanding fluency and communication.	15%	15%	20%	50%
Problem solving, reasoning and justification.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

SUBJECT: MATHEMATICS EXTENSION 1				HEAD TEACHER: A. SHEADER	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	In class test	Assignment / Investigation	End of Course Examination		
Tasks handed out	Term 1 Week 7 2021	Term 2 Week 7 2021			
Task due	Term 1 Week 9 2021	Term 2 Week 9 2021	Term 3 Week 9/10 2021		
Outcomes assessed	ME11-1, ME11-2, ME11-5, ME11-7 Harder Algebra, Linear Functions, Permutations and Combinations	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7 Harder Trigonometry, Polynomials, Circle Geometry	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7 Harder Algebra, Linear Functions, Harder Trigonometry, Polynomials, Circle Geometry, Mathematical Induction, Quadratics, Locus and the Parabola		
Component	Weighting %				
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	15%	15%	20%	50%	
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	15%	15%	20%	50%	
Total %	30%	30%	40%	100%	

SUBJECT: AGRICULTURE				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Farm Case Study	Growth Trial Report	End of Course Examination	
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 4 2021		
Task due	Term 1 Week 7 2021	Term 2 Week 7 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1-1, P1-2, P2-1, P2-3, P3-1, P5-1	P2-1, P3-1, P4.1, P5-1	P1-1, P2-1, P2-2, P2-3, P3-1, P4-1, P5-1	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	20%	40%
Knowledge, understanding and skills required to manage agricultural production systems.	15%	10%	15%	40%
Skills in effective research, experimentation and communication.	5%	10%	5%	20%
Total %	30%	30%	40%	100%

SUBJECT: ANCIENT HISTORY				HEAD TEACHER: I. NEWELL	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Source Analysis Portfolio and Presentation	Historical Investigation	End of Course Examination		
Tasks handed out	Term 1 Week 2 2021	Term 2 Week 4 2021			
Task due	Term 2 Week 3 2021	Term 3 Week 3 2021	Term 3 Week 9/10 2021		
Outcomes assessed	AH11-(3-4), AH11-(6-7), AH11-9	AH11-1, AH11-5, AH11-8, AH11-10	AH11-2, AH11-(5-6), AH11-9		
Component	Weighting %				
Knowledge and understanding course content.	15%	10%	15%	40%	
Historical skills in analysis and evaluation of sources and interpretations.	5%	5%	10%	20%	
Historical inquiry and research.	10%	10%		20%	
Communication of historical understanding and appropriate forms.	5%	5%	10%	20%	
Total %	35%	30%	35%	100%	

SUBJECT: BIOLOGY				HEAD TEACHER: K. SIMPSON
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Task	Depth Study / Research	End of Course Examination	
Tasks handed out	Term 1 Week 4 2021	Term 3 Week 2 2021		
Task due	Term 1 Week 6 2021	Term 2 Week 6 2021	Term 3 Week 9/10 2021	
Outcomes assessed	BIO11/12-(2-7), BIO11-8	BIO11/12-1 and 5, BIO11-9	BIO11/12-(2-7), BIO11-(8-11)	
Component	Weighting %			
Skills in working scientifically.	25%	20%	15%	60%
Knowledge and understanding of course content.	5%	10%	25%	40%
Total %	30%	30%	40%	100%

SUBJECT: BUSINESS STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Case Study Stimulus based task Nature of Business	Small Business Plan Business Planning	End of Course Examination	
Tasks handed out	Term 1 Week 3 2021	Term 2 Week 3 2021		
Task due	Term 1 Week 7 2021	Term 3 Week 6 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P2, P6, P7, P8	P2, P5, P6, P7, P9	P3, P4, P8, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content.	5%	15%	20%	40%
Stimulus based skills.	10%		10%	20%
Inquiry and research.	10%	10%		20%
Communication of business information, ideas and issues in appropriate forms.	5%	10%	5%	20%
Total %	30%	35%	35%	100%

SUBJECT: CHEMISTRY				HEAD TEACHER: K. SIMPSON	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Depth Study: Field Trip / Research	Practical Task	End of Course Examination		
Tasks handed out	Term 1 Week 7 2021	Term 2 Week 5 2021			
Task due	Term 1 Week 10 2021	Term 2 Week 8 2021	Term 3 Week 9/10 2021		
Outcomes assessed	CH11/12-(2,3,4,6,7) CH11-8	CH11/12-(1,2,3,7), CH11(10)	CH 11/12-(2-7), CH 11-(8-11)		
Component	Weighting %				
Skills in working scientifically.	20%	30%	10%	60%	
Knowledge and understanding of course content.	5%	5%	30%	40%	
Total %	25%	35%	40%	100%	

SUBJECT: COMMUNITY and FAMILY STUDIES				HEAD TEACHER: D. MORRISSEY
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Mini IRP	Leadership Case Study	End of Course Examination Core 1,2,3	
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 5 2021		
Task due	Term 2 Week 3 2021	Term 3 Week 3 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1.2, P4.1, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, P4.1, P4.2, P6.1	P1.1 – P6.2	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating.	25%	20%	15%	60%
Total %	35%	30%	35%	100%

SUBJECT: DANCE				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Core Composition Core Performance Exercise	Core Performance and Anatomy Interview Core Appreciation Essay	End of Course Examination	
Tasks handed out	Term 1 Week 2 2021	Term 2 Week 1 2021		
Task due	Term 2 Week 4 2021	Term 3 Week 4 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1-1, P2-1, P2-2, P2-5, P3-1, P3-2, P3.3, P3-4, P3-5	P1-2, P2-1, P2-2, P2-3, P2-4, P3-1, P3-7, P4-1, P4-3, P4-5	P1-1, P1.3, P1-4, P2-4, P2-5, P2-5, P2-6, P3-1, P3-2, P3-4, P3-6, P3-7, P4-2, P4-4	
Component	Weighting %			
Performance	10%	20%	10%	40%
Composition	20%		10%	30%
Appreciation		10%	20%	30%
Total %	30%	30%	40%	100%

SUBJECT: DESIGN & TECHNOLOGY				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Design Task	Research Task Case Study	Design Task	
Tasks handed out	Term 1 Week 7 2021	Term 2 Week 7 2021	Term 3 Week 1 2021	
Task due	Term 2 Week 2 2021	Term 3 Week 2 2021	Term 3 Week 6 2021	
Outcomes assessed	P1.1, P3.1, P4-(1-2), P5-(1-3)	P2-(1-2), P4-3, P6-(1-2)	P3-1, P4-(1-3), P5-(1-3), P6-(1-2)	
Component				Weighting %
Knowledge and understanding of course content	15%	15%	10%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	20%	20%	20%	60%
Total %	35%	35%	30%	100%

SUBJECT: EARTH AND ENVIRONMENTAL SCIENCE				HEAD TEACHER: K. SIMPSON
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Task	Depth Study	End of Course Examination	
Tasks handed out	Term 1 Week 8 2021	Term 2 Week 2 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021	
Outcomes assessed	EES 11-8 EES11/12-(1-7)	EES 11-11 EES11/12-(1-7)	EES 11-(8-11) EES11/12- (1-7)	
Component				Weighting %
Skills in working scientifically	25%	30%	5%	60%
Knowledge and understanding of course content.	5%	10%	25%	40%
Total %	30%	40%	30%	100%

SUBJECT: ECONOMICS				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Portfolio and case study	Research Task	End of Course Examination	
Tasks handed out	Term 1 Week 9 2021	Term 2 Week 3 2021		
Task due	Term 2 Week 2 2021	Term 3 Week 2 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
Component	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills	10%		10%	20%
Inquiry and research		20%		20%
Communication of economic information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total %	25%	35%	40%	100%

SUBJECT: FOOD TECHNOLOGY				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Food Quality Experiment and Preparation	Nutrition Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 6 2021		
Task due	Term 2 Week 2 2021	Term 3 Week 5 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
Component	Weighting %			
Knowledge and understanding of course content.		10%	30%	40%
Knowledge and skills in designing, researching, analysing and evaluating.	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts.	20%	10%		30%
Total %	30%	30%	40%	100%

SUBJECT: GEOGRAPHY				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Report on Biophysical Interactions	Senior Geography Project	End of Course Examination	
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 4 2021		
Task due	Term 2 Week 3 2021	Term 3 Week 5 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P(1-3), P7, P9, P12	P(7-12)	P1, P(4-6), P8, P10, P12	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	20%	40%
Geographical tools and skills.	10%	5%	5%	20%
Geographical inquiry and research, including fieldwork.	5%	10%	5%	20%
Communication of geographical information, ideas & issues in appropriate form.	5%	5%	10%	20%
Total %	30%	30%	40%	100%

SUBJECT: INDUSTRIAL TECHNOLOGY (Timber)				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Industry Study	Communication and Management Portfolio and Associated Product	Year 11 Major Project and Associated Communication and Management Portfolio	
Tasks handed out	Term 1 Week 5 2021	Term 1 Week 3 2021	Term 2 Week 5 2021	
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 6 2021	
Outcomes assessed	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	P3.1, P3.2, P3.3, P5.1, P5.2	P1.1, P2.2, P4.1, P4.2, P4.3, P6.1	
Component	Weighting %			
Knowledge and understanding of course content.	20%	10%	10%	40%
Knowledge and skills in the management, communication and production of projects.	10%	20%	30%	60%
Total %	30%	30%	40%	100%

SUBJECT: JAPANESE CONTINUERS				HEAD TEACHER: L. WADE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Response to a spoken/ visual text / oral presentation	Response to multimodal and texts	End of Course Examination	
Tasks handed out	Term 1 Week 8 2021	Term 2 Week 8 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021	
Outcomes assessed	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5	1.2, 1.4, 2.1, 2.2, 2.3, 3.3, 3.6, 4.2, 4.3	
Component				Weighting %
Listening	20%	10%		30%
Reading		10%	20%	30%
Speaking	10%	10%		20%
Writing			20%	20%
Total %	30%	30%	40%	100%

SUBJECT: LEGAL STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Legal System Research task	The Individual and the Law Extended Response	End of Course Examination	
Tasks handed out	Term 1 Week 5 2021	Term 2 Week 8 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P2, P3, P4, P7, P8	P1, P2, P8, P9, P10	P2, P5, P6, P7, P8, P9	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	20%	40%
Analysis and evaluation.	5%	10%	5%	20%
Inquiry and research.	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms.	5%	10%	5%	20%
Total %	30%	40%	30%	100%

SUBJECT: MODERN HISTORY				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Investigating Modern History HOLOCAUST	Historical Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 2 2021	Term 2 Week 2 2021		
Task due	Term 1 Week 6 2021	Term 2 Week 6 2021	Term 3 Week 9/10 2021	
Outcomes assessed	MH11-7, MH11-9, MH11-10	MH11-4, MH11-5, MH11-6, MH11-7, MH11-8	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7	
Component	Weighting %			
Knowledge and understanding of course content.	20%		20%	40%
Historical skills in the analysis and evaluation of sources and interpretation.	5%	5%	10%	20%
Historical inquiry and research.		15%	5%	20%
Communication of historical understanding in appropriate forms.	5%	10%	5%	20%
Total %	30%	30%	40%	100%

SUBJECT: MUSIC 1				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Musicology Viva Voce	Composition and Performance	End of Course Examination and Performance	
Tasks handed out	Term 1 Week 1 2021	Term 2 Week 1 2021		
Task due	Term 1 Week 9 2021	Term 2 Week 10 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P2, P5, P6, P8, P10, P11	P1, P3, P7, P8, P9, P10, P11	P1, P4, P5, P6, P7, P8, P9, P10, P11	
Component	Weighting %			
Performance		10%	15%	25%
Composition	25%			25%
Musicology		25%		25%
Aural			25%	25%
Total %	25%	35%	40%	100%

SUBJECT: PDHPE				HEAD TEACHER: D. MORRISSEY	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Research Task Better Health for Individuals Core 1	In class examination The Body in Motion Core 2	End of Course Examination		
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 6 2021			
Task due	Term 1 Week 10 2021	Term 2 Week 10 2021	Term 3 Week 9/10 2021		
Outcomes assessed	P2, P3, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P15, P16, P17		
Component	Weighting %				
Knowledge and understanding of course content	10%	10%	20%	40%	
Skills in critical thinking, research, analysis & communicating	25%	25%	10%	60%	
Total %	35%	35%	30%	100%	

SUBJECT: PHYSICS				HEAD TEACHER: K. SIMPSON
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study	Practical Exam	End of Course Examination	
Tasks handed out	Term 1 Week 10 2021	Term 2 Week 10 2021		
Task due	Term 2 Week 4 2021	Term 3 Week 4 2021	Term 3 Week 9/10 2021	
Outcomes assessed	PH11-1, PH11-(4-7) PH11-(8-9)	PH11-(1, 5, 7), PH11-11	PH11-(1-7), PH11-(8-11)	
Component	Weighting %			
Skills in working scientifically	20%	20%	20%	60%
Knowledge and understanding of course content.	10%	10%	20%	40%
Total %	30%	30%	40%	100%

SUBJECT: SOCIETY and CULTURE				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Media Content Analysis	Research Report	End of Course Examination	
Tasks handed out	Term 1 Week 3 2021	Term 1 Week 11 2021		
Task due	Term 1 Week 7 2021	Term 2 Week 7 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content.	15%	15%	20%	50%
Application and evaluation of social and cultural research methods.	5%	15%	10%	30%
Communication of information, ideas and issues in appropriate forms.	5%	5%	10%	20%
Total %	25%	35%	40%	100%

SUBJECT: SOFTWARE DESIGN AND DEVELOPMENT				HEAD TEACHER: A. SHEADER	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Problem Solving Presentation	Preliminary Project	End of Course Examination		
Tasks handed out	Term 1 Week 2 2021	Term 1 Week 8 2021			
Task due	Term 2 Week 3 2021	Term 3 Week 3 2021	Term 3 Week 9/10 2021		
Outcomes assessed	P1-3, P3-1, P4-1, P5-2	P1-2, P4-2, P5-(1-2), P6-(2-3)	P1-1, P2-(1-2), P3-1, P5-1, P6-1		
Component	Weighting %				
Knowledge and understanding of course content.	10%	10%	30%	50%	
Knowledge and skills in the design and development of software solutions.	10%	30%	10%	50%	
Total %	20%	40%	40%	100%	

SUBJECT: SPORTS, LIFESTYLE and RECREATION				HEAD TEACHER: D. MORRISSEY		
Task number	Task 1	Task 2	Task 3			
Nature of tasks	Athletics Module 2 Athletics	Healthy Lifestyles Module 9 Healthy Lifestyles	End of Course Examination			
Tasks handed out	Term 1 Week 6 2021	Term 2 Week 7 2021				
Task due	Term 1 Week 9 2021	Term 2 Week 9 2021	Term 3 Week 9/10 2021			
Outcomes assessed	1-1, 2-1, 2-2, 2-3, 2-5, 3-1, 4-4	1-5, 2-3, 3-5, 4-3, 4-4	1-1, 1-3, 3-1, 4-1			
Component	Weighting %					
Knowledge and Understanding	20%	20%	10%	50%		
Skills	15%	15%	20%	50%		
Total %	35%	35%	30%	100%		

SUBJECT: VISUAL ARTS				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Developing Practice: Portfolio of Works Submitted artwork(s) explaining historical / contemporary artists practice. VAPD record of the development of a research based practice. Visual / Verbal Presentation of Portfolio. <i>Artwork analysis written response</i>	Developing Practice: Portfolio of Works Submitted artwork(s) explaining historical / contemporary artists practice. VAPD record of the development of a research based practice. <i>Extended Response</i>	End of Course Examination Art Criticism and Art History Written Examination	
Tasks handed out	Term 1 Week 1 2021	Term 2 Week 4 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P2, P4, P7	P3, P5, P6, P8	P9, P10	
Component	Weighting %			
Artmaking.	25%	25%		50%
Art criticism and history.	15%	15%	20%	50%
Total %	40%	40%	20%	100%

SUBJECT: WORK STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Portfolio 1 My Working Life and in the Workplace	Portfolio 2 Preparing Job Applications	End of Course Examination	
Tasks handed out	Term 1 Week 5 2021	Term 2 Week 3 2021		
Task due	Term 1 Week 8 2021	Term 2 Week 8 2021	Term 3 Week 9/10 2021	
Outcomes assessed	1, 2, 4, 5	3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	10%	30%
Skills	30%	30%	10%	70%
Total %	40%	40%	20%	100%

ASSESSMENT SCHEDULES FOR VOCATIONAL EDUCATION AND TRAINING

Assessment Advice for Year 11 VET Courses

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

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

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

The achievement of units of competency will lead to a Certificate at AQF Level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer. Credit Transfer will be given for units of competency previously achieved with another RTO.

Work Placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

Note:

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

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

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

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

For more information, see:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

PLEASE NOTE: Assessment for VET courses is competency-based and will be ongoing throughout the duration of the course.

Compulsory examinations for each school-based VET course will be conducted during the Trial HSC examinations under formal examination rules as prescribed by each campus.

For VET courses, the examination results may be used by the school to provide an estimate to NESA. It should be noted that examination results have no bearing on the assessment of competence.

Denison College of Secondary Education Policy is that ALL VET students will sit the Year 11 End of Course Examinations.

Assessment Summary AHC20116 Certificate II in Agriculture (Primary Industries)

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Timing TBC, workplace journal required
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 5/6 Term 3 2022

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory
Cluster 2	AHCWRK209	Participate in environmentally sustainable work	X	X	X	Mandatory
Cluster 2	AHCWRK205	Participate in workplace communications	X	X	X	
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory
Cluster 4	AHCPMG201	Treat weeds	X	X	X	
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory

Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	
Cluster 5	AHCLSK204	Carry out regular livestock observations	X		X	

Cluster 7 Tractors and machinery

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples,	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 11 Prepare livestock for competition

Cluster 11	AHCLSK316	Prepare Livestock for Competition	X	X	X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Advice AHC20116 Certificate II in Agriculture

Public Schools NSW Wagga Wagga RTO 90333

V 2.3 December 2020

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Timing TBC, workplace journal required
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 5/6 Term 3 2022

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X		X	Y
Cluster 2 – Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X	X	- **
Cluster 3 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X	X	-
Cluster 5 – Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X	X	Y
Cluster 6 – Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X		- Y
Cluster 7 - Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	Y -
Cluster 8 - Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	Y Y
Choose Option 1 OR Option 2 in Cluster 9 to gain the qualification and be eligible for the HSC						
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	- -

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered.

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Timing TBC; Workplace Journal Required.
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 5/6 Term 3 2022

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices	X	X		X	Y
		Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 – Preparing quality simple dishes	SITHCCC002 SITXINV002	Prepare and present simple dishes	X	X		X	
		Maintain the quality of perishable items	X	X		X	
Cluster 5 – Producing menu Items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	Y
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

****UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7, and 10. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for Manufacturing and Engineering Introduction:
MEM10119 Certificate I in Engineering and
Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Timing TBC; Workplace Journal Required.
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos,
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	X	X	X	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools				
	MEM18002	Use power tools/hand held operations	X	X	X	
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	X	X	X	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006 A	Undertake a basic engineering project				
	MEMPE001 A	Use engineering workshop machines	X	X	X	X
Cluster 5 – Sparks and Noise	MEMPE002 A	Use Electric welding machines				
	MEMPE004 A	Use fabrication equipment	X	X		
Cluster 6 – My pathway	MEMPE005 A	Develop a career plan for the engineering and manufacturing industry	X		X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

PART 4: SHARED COURSES

SHARED COURSE ASSESSMENTS AND EXAMINATIONS

Students who attend another campus for shared courses, will submit assessment tasks at the Administration Office of their **home campus**. Students must comply with the host campus policy and procedures for the submission of assessment tasks. A cover sheet for Assessment Tasks will be provided by the teacher supervising the course, and must be attached to the front of the Task when it is submitted. Assessment tasks are submitted to the front office of the **home campus**, unless otherwise advised.

All examinations will be held at the **home campus** of the student. Any shared course examination papers will be transported to the **home campus**, for completion. They will then be transported back to the shared course teacher for marking.

SUBJECT: ANCIENT HISTORY				HEAD TEACHER: S. MENDES	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Source Analysis Portfolio and Presentation	Historical Investigation	End of Course Examination		
Tasks handed out	Term 1 Week 5 2021	Term 2 Week 5 2021			
Task due	Term 2 Week 3 2021	Term 3 Week 3 2021	Term 3 Week 9/10 2021		
Outcomes assessed	AH11-(3-4), AH11-(6-7), AH 11-9	AH11-1, AH11-5, AH11-8, AH11-10	AH11-2		
Component	Weighting %				
Knowledge and understanding course content.	15%	10%	15%	40%	
Historical skills in the analysis and evaluation of sources and interpretations.	5%	5%	25%	20%	
Historical inquiry and research.	10%	10%		20%	
Communication of historical understanding in appropriate forms.	5%	5%	10%	20%	
Total %	35%	30%	40%	100%	

SUBJECT: DRAMA				HEAD TEACHER: S. ASH
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Theatrical Traditions and Performance Styles	Playbuilding and Elements of Production	End of Course Examination	
Tasks handed out	Term 1 Week 1 2021	Term 2 Week 2 2021		
Task due	Term 1 Week 7 2021	Term 3 Week 4 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1.3, P1.6, P2.4, P2.6, P3.2, P3.3, P3.4	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.5, P3.1	P1.4, P2.1, P2.2, P2.3, P2.6, P3.3	
Component	Weighting %			
Making	10%	10%	20%	40%
Performing	20%	10%		30%
Critically Studying	5%	5%	20%	30%
Total %	35%	25%	20%	100%

SUBJECT: EXPLORING EARLY CHILDHOOD				HEAD TEACHER: R. BOLUS
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Project	Virtual Baby Task	End of Course Examination	
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 2 2021		
Task due	Term 1 Week 8 2021	Term 2 Week 8 2021	Term 3 Week 9/10 2021	
Outcomes assessed	1-1, 1-3, 1-5	2-(2-3), 2-5	3-1, 4-3, 6-2	
Component	Weighting %			
Knowledge and understanding.	10%	10%	30%	50%
Skills.	20%	20%	10%	50%
Total %	30%	30%	40%	100%

SUBJECT: FOOD TECHNOLOGY				HEAD TEACHER: W. MALONEY	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Food Quality Experiment and Preparation	Nutrition Investigation	End of Course Examination		
Tasks handed out	Term 1 Week 4 2021	Term 2 Week 6 2021			
Task due	Term 2 Week 2 2021	Term 3 Week 5 2021	Term 3 Week 9/10 2021		
Outcomes assessed	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1		
Component	Weighting %				
Knowledge and understanding of course content.		10%	30%	40%	
Knowledge and skills in designing, researching, analysing and evaluating.	10%	10%	10%	30%	
Skills in experimenting with and preparing food by applying theoretical concepts.	20%	10%		30%	
Total %	30%	30%	40%	100%	

SUBJECT: INDUSTRIAL TECHNOLOGY (Timber, Metals)				HEAD TEACHER: W. MALONEY	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Industry Study - Report	Communication and Management Folio and Associated Practical projects	Yearly Examination		
Tasks handed out	Term 1 Week 1 2021	Term 2 Week 5 2021	Term 2 Week 3 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021		
Outcomes assessed	P1.1, P6.2, P7.2	P3.1, P3.2, P4.1, P4.3 P5.2	P1.2, P2.1, P6.1		
Component	Weighting %				
Knowledge and understanding of course content.	30%		10%	40%	
Knowledge and skills in the management, communication and production of projects.		40%	20%	60%	
Total %	30%	40%	30%	100%	

SUBJECT: INVESTIGATING SCIENCE				HEAD TEACHER: J. LAWLER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study	Model Task	End of Course Examination	
Tasks handed out	Term 1 Week 5 2021	Term 2 Week 8 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021	
Outcomes assessed	INS11/12-1, 2, 3, 4, 7 INS11-9	INS11/12-1, 4, 5, 6, 7 INS11-10	INS11/12-1,2,3,4,5,6,7 INS11-8,9,10,11	
Component	Weighting %			
Skills in working scientifically.	25%	25%	10%	60%
Knowledge and understanding of course content.	10%	10%	20%	40%
Total %	35%	35%	30%	100%

SUBJECT: LEGAL STUDIES				HEAD TEACHER: S. MENDES
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Legal System Media task and oral presentation	The individual and the Law Case Study and timed response	End of Course Examination	
Tasks handed out	Term 1 Week 5 2021	Term 2 Week 6 2021		
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P2, P3, P4, P7	P1, P2, P9, P10	P2, P5, P6, P7, P9	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	20%	40%
Analysis and evaluation.		10%	10%	20%
Inquiry and research.	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms.	10%	10%		20%
Total %	30%	40%	30%	100%

SUBJECT: MODERN HISTORY				HEAD TEACHER: S. MENDES	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	The Nature of Modern History – Source Analysis	Historical Investigation	End of Course Examination		
Tasks handed out	Term 1 Week 3 2021	Term 2 Week 2 2021			
Task due	Term 1 Week 6 2021	Term 2 Week 6 2021	Term 3 Week 9/10 2021		
Outcomes assessed	MH11-4, MH11-7, MH11-(9-10)	MH11-2, MH11-5, MH11-(8-9)	MH11-1, MH11-3, MH11-6		
Component	Weighting %				
Knowledge and understanding of course content.	5%	10%	25%		40%
Historical skills in the analysis and evaluation of sources and interpretations.	10%		10%		20%
Historical inquiry and research.	10%	10%			20%
Communication of historical understanding in appropriate forms.	5%	10%	5%		20%
Total %	30%	30%	40%		100%

SUBJECT: PHYSICS				HEAD TEACHER: J. LAWLER	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	Depth Study	Practical Skills	End of Course Examination		
Tasks handed out	Term 2 Week 1 2021	Term 3 Week 2 2021			
Task due	Term 2 Week 4 2021	Term 3 Week 4 2021	Term 3 Week 9/10 2021		
Outcomes assessed	PH11/12-1, PH11/12-(4-7), PH11/12-(8-9)	PH11/12-(2-5), PH11-10	PH11/12-(1-7), PH11-(8-11)		
Component	Weighting %				
Skills in working scientifically.	20%	20%	20%	60%	
Knowledge and understanding of course content.	10%	10%	20%	40%	
Total %	30%	30%	40%	100%	

SUBJECT: SOCIETY and CULTURE				HEAD TEACHER: S. MENDES
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Task 1: Media Content Analysis	Task 2: Research Report	End of Course Examination	
Tasks handed out	Term 1 Week 3 2021	Term 1 Week 11 2021		
Task due	Term 1 Week 7 2021	Term 2 Week 7 2021	Term 3 Week 9/10 2021	
Outcomes assessed	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content.	15%	15%	20%	50%
Application and evaluation of social and cultural research methods.	5%	15%	10%	30%
Communication of information, ideas and issues in appropriate forms.	5%	5%	10%	20%
Total %	25%	35%	40%	100%

SUBJECT: VISUAL ARTS				HEAD TEACHER: S. ASH	
Task number	Task 1	Task 2	Task 3		
Nature of tasks	<p>Developing Practice: Portfolio of Works Submitted artwork(s) explaining historical / contemporary artists practice. VAPD record of the development of a research based practice.</p> <p><i>Visual / Verbal Presentation</i></p>	<p>Developing Practice: Portfolio of Works Submitted artwork(s) explaining historical / contemporary artists practice. VAPD record of the development of a research based practice.</p> <p><i>Curatorial Research Task</i></p>	<p>End of Course Examination</p> <p>Art Criticism and Art History Written Examination</p>		
Tasks handed out	Term 1 Week 1 2021	Term 2 Week 2 2021			
Task due	Term 2 Week 1 2021	Term 3 Week 1 2021	Term 3 Week 9/10 2021		
Outcomes assessed	P1 – P10	P1 – P10	P7 – P10		
Component	Weighting %				
Artmaking.	25%	25%		50%	
Art Criticism and history.	15%	15%	20%	50%	
Total %	40%	40%	20%	100%	

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Timing TBC, workplace journal required
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 5/6 Term 3 2022

Assessment Plan			Evidence Collection				HSC
Cluster	Unit of Competency (Code and Title)		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, taskbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001 SIRXCOM001	Work effectively in a customer service environment	Y	Y		Y	Y
		Work effectively in a team	Y	Y		Y	Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety	Y	Y		Y	Y
		Organise and maintain the store environment	Y	Y		Y	
Cluster 3 - Handling retail stock	SIRRINV001 SIRRINV002	Receive and handle retail stock	Y	Y		Y	
		Control stock	Y	Y		Y	
Cluster 4 - Serving the customer	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer	Y	Y		Y	Y
		Assist with customer difficulties	Y	Y		Y	
		Build customer relationships and loyalty	Y	Y		Y	
Cluster 5 - Point of sale procedures and security	SIRXSLS002 SIRXRSK001	Follow point-of-sale procedures	Y	Y		Y	Y
		Identify and respond to security risks	Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSLS001 SIRXPDK001	Sell to the retail customer	Y	Y		Y	Y
		Advise on products and services	Y	Y		Y	Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must

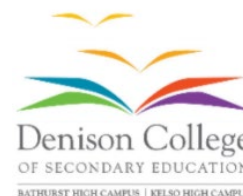
satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail. The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.

PART 5: APPENDICES

Denison College of Secondary Education

2021

Preliminary HSC Assessment Planner



2021 Term 1	Term	Week	Dates	
	Term begins 27 January 2021	1	27/1 - 29/1	BHC A.C 22/3 S.C 11/2 Astley Cup Term 2 Week 7, 8, 9
		2	1/2 - 5/2	KHC A.C 1/4 S.C 25/2
		3	8/2 - 12/2	VET subjects complete cluster assessment tasks throughout the year
		4	15/2 - 19/2	
		5	22/2 - 26/2	
		6	1/3 - 5/3	Biology, Modern History
		7	8/3 - 12/3	Agriculture, Drama, Business Studies, Society and Culture
		8	15/3 - 19/3	Maths, Exploring Early Childhood, Work Studies
		9	22/3 - 26/3	English, Sport Lifestyle & Recreation, Music, Maths Extension
		10	29/3 - 1/4	Chemistry, PDHPE
2021 Term 2	Term	Week	Dates	
	Term begins 19 April 2021	1	20/4 - 23/4	EES, IT Timb & Met, Invest Sci, Japanese, Legal, VA, Eng Ext
		2	26/4 - 30/4	Design & Tech, Economics, Food Tech
		3	3/5 - 7/5	Ancient Histoy, CAFS, Geography, SDD
		4	10/5 - 14/5	Dance, Physics
		5	17/5 - 21/5	Year 11 Half Yearly Report Due
		6	24/5 - 28/5	Biology, Modern History
		7	31/5 - 4/6	Agriculture, Society and Culture
		8	7/6 - 11/6	Maths, Chemistry, Exploring Early Childhood, Work Studies
		9	15/6 - 18/6	English, Sport Lifestyle & Recreation, Maths Extension
		10	21/6 - 25/6	PDHPE, Music
2021 Term 3	Term	Week	Dates	
	Term begins 12 July 2021	1	13/7 - 16/7	EES, IT Timb & Met, Invest Sci, Japanese, Legal, VA
		2	19/7 - 23/7	Design & Tech, Economics
		3	26/7 - 30/7	Ancient Histoy, CAFS, SDD
		4	2/8 - 6/8	Dance, Drama, Physics
		5	9/8 - 13/8	Geography, Food Tech, Eng Ext
		6	16/8 - 20/8	Business Studies, Design & Tech, (IT Timber BHC Only)
		7	23/8 - 27/8	Eng Studies
		8	30/8 - 3/9	Assessment free week for theory, practical assessments to take place
		9	6/9 - 10/9	End of Course Examinations
		10	13/9 - 17/9	

DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Student Personal Result Sheet

Student Name: _____

Please use this page to keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

Assessment Task No.	Courses Studied						
	(Use one column for each subject including any additional extension courses)						
	ENGLISH						
1							
2							
3							

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also note that school-based assessment marks are moderated by NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Illness or Misadventure Consideration Form

NOTE:

- Illness/Misadventure applications MUST be submitted *within one week* of the due date of the task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted on your performance during the task or examination.

Student name: _____ Year: _____ 11 _____ Date: _____

I wish to apply for a consideration due to illness/misadventure
(Delete whichever does not apply)

Course: _____ Due date of task/test/exam: _____

Task or Exam: _____

Please outline the reasons for your application: _____

Independent supporting documentation provided:

- | | |
|--|----------|
| • Doctor's Certificate supplied | Yes / No |
| • Written declaration by Parent Carer Student (if own Carer) | Yes / No |

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only - Illness/Misadventure Application

Student Name: _____

Deputy Principal decision & comment: _____ Approved/Declined

New date if granted: _____ Deputy Principal Signature: _____

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____

Application for Renegotiation of Assessment Task

NOTE:

- Renegotiation applications MUST be submitted at least one day **before** the due date of an Assessment Task or before sitting for a Test or Examination.

Student name: _____ Year: _____ 11 _____ Date: _____

I wish to apply for a Renegotiation of Assessment Task

Course: _____ Due date of task/test/exam: _____

Task or Exam: _____ Weighting: _____ % Topic: _____

Please outline the reasons for your application: _____

Independent supporting documentation provided:

- | | |
|--|--------|
| • Doctor's Certificate supplied | Yes/No |
| • Written declaration by Parent Carer Student (if own Carer) | Yes/No |

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only - Renegotiation Application

Student Name: _____

Deputy Principal decision & comment:

Approved/Declined

- ☐ Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a "N-Warning" letter being sent home and a Zero mark being awarded.
- ☐ Alternative task to will be set. A new notification form will be issued.
- ☐ An estimate will be given based on other evidence.
- ☐ The reason does not warrant a renegotiation.

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____

DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Assessment Mark/Grade Appeal Form

Note:

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

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

Appeal forms must be lodged at the Campus Office within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ Year: _____ 11 _____ Date: _____

Course: _____ Task Number: _____

Task Description:

Please outline the reasons for your appeal: _____

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment:

Approved/Declined

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____

Yr 11 ASSESSMENT TASK COVER SHEET

Student Name: _____

Course: _____

Teacher: _____

Assessment Task: _____

Due Date: _____

Office Use Only - Assessment Task Submission

Assessment Task Received at Front Office (date): _____

Received by: _____ Signed: _____

BATHURST HIGH CAMPUS RECEIPT OF Yr 11 ASSESSMENT TASK (STUDENT COPY)

Student Name: _____

Course: _____

Teacher: _____

Assessment Task: _____

Office Use Only - Assessment Task Submission Student Receipt

Assessment Task Received at Front Office (date): _____

Received by: _____ Signed: _____

Rules and Instructions to Candidates Stage 6 Examinations 2021 - 2022

1. Students should be in attendance at least 10 minutes before the start of an examination.
2. Students must wear school uniform.
3. Students may take only the equipment specified for a subject into the examination venue. Students may bring: black pens, highlighters, a pencil, an eraser, a sharpener, water in a clear bottle.
Students may not bring paper or written material, liquid paper, correction tape or a pencil case. No eating is permitted.
4. Mobile phones, programmable watches and other electronic devices are to be switched off and placed in Students bags at the back of the examination room.
5. Students may enter the examination room only with the permission of the supervising Teacher-In-Charge
6. Entry will not be permitted 30 minutes after the start of an examination. Latecomers will finish at the designated examination time. There is no extension of time.
7. Students are expected to use their time wisely and use all the examination time. If students choose not to use time wisely, students may leave after the first hour, but not during the final 15 minutes of an examination.
8. Students may begin the examination only after being instructed by the supervising Teacher-In-Charge.
9. Students will be accompanied by a supervising teacher on toilet breaks.
10. Students may not speak or make any other form of contact with a person other than a supervising teacher while in the examination room. Consequences will apply for students who disregard this rule.
11. If a student feels unwell or upset during the examination, they must tell a supervising teacher. Students should ask for an Illness/Misadventure Form.
12. Students may not behave in a way likely to disturb the work of any other candidate or upset the conduct of the examination.

NOTE: Attendance at examinations is compulsory

If there is a significant reason that you are aware of in advance which affects your ability to sit the examination, please complete an Illness/Misadventure Form and submit it to the Deputy Principal **before the examination date**.

You must also submit documentation to support your reason. A significant reason may include: scheduled surgery, close family member's funeral, some representative sport or activities.

If illness or misadventure occurs on the day of the examination students must contact the Deputy Principal on the day of the examination (ph 02 6331 3755). Students must then submit an Illness/Misadventure Form with documentation to the Deputy Principal as soon as possible.

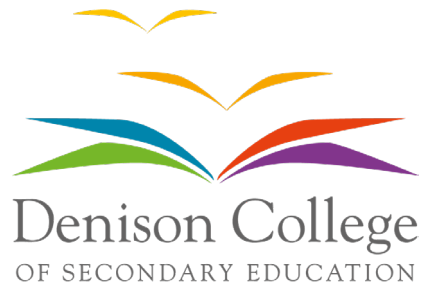
Students are encouraged to sit the examination even if they are not feeling well. Students can then submit an Illness/Misadventure Form after the examination.

Failure to follow these procedures may result in a zero grade.

Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilize, employ in a particular situation.
Appreciate	Make a judgment about the value of.
Assess	Make a judgment of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together arguments or items.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/ evaluation.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgment based on criteria.
Examine	Enquire into.
Explain	Relate cause and effect; make the relationships between things evident.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward a point of view, idea, argument, suggestion for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesize	Putting together various elements to make a whole.



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