



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

# YR 11 ASSESSMENT BOOK 2019

## BATHURST HIGH CAMPUS



## INNOVATION OPPORTUNITY SUCCESS

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**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:

<b>BATHURST HIGH CAMPUS</b> Ph 02 6331 3755	
Ken Barwick	Principal
Angie Lee	R/Deputy Principal Years 8, 10, 12
Nicholas Williams	Deputy Principal Years 7, 9, 11
Eleanor Cloherty	Year Advisor

<b>KELSO HIGH CAMPUS</b> Ph 02 6331 4544	
Michael Sloan	Principal
Stephanie Scott	Deputy Principal Years 7 and 12
Narelle Small	Deputy Principal Years 10 and 11
Anna Townend	A/Deputy Principal Years 8 and 9
Melissa McFarland	Year Advisor

<b>DENISON COLLEGE OF SECONDARY EDUCATION</b> 0429 110 098	
Craig Petersen	Principal
Wendy Murphy	Head Teacher Teaching and Learning: Curriculum

# PART 1: HSC REQUIREMENTS

## NSW EDUCATION STANDARDS AUTHORITY (NESA)

This guide is for students entered for Year 11 courses in 2019. This assessment policy is based on NSW Education Standards Authority requirements. Detailed information and assistance is available on the NESA website.

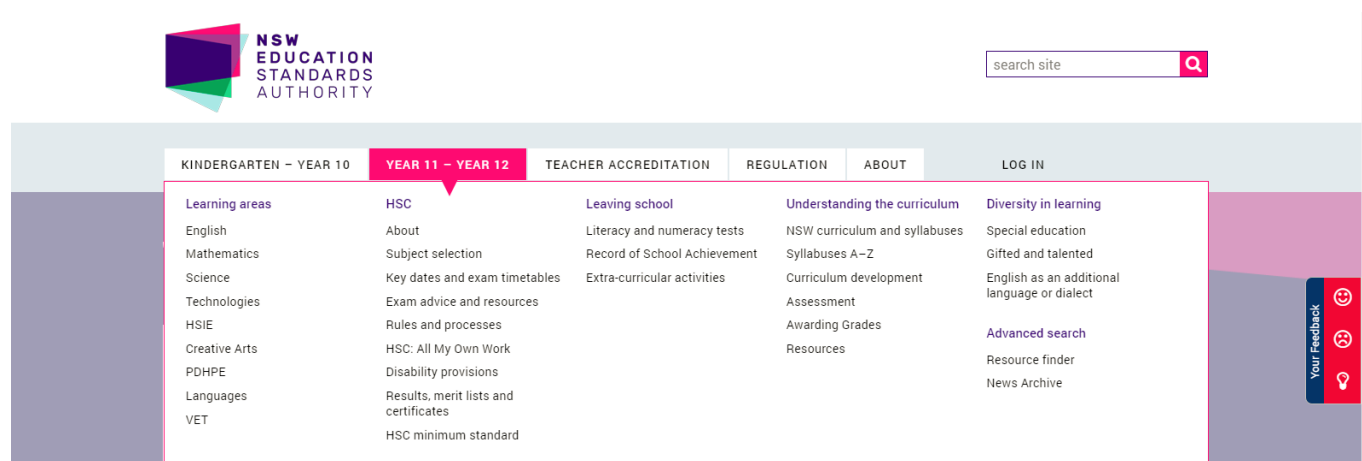
The Higher School Certificate Rules and Procedures guide must be read by all students entered for an HSC course.

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](http://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 2019) 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 2020 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 end of Year 10 2018 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 minimize 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 maximize 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 communicate 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.

Please refer to the Denison College Study Skills Booklet for further support.

# 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 minimize 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 lunch 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 are included in this booklet (Refer to Appendices).

## APPLICATIONS FOR EXTENSION OF TIME 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

Assessment work submitted late without written application (see Appendices for form) and approval will incur the following penalties:

1 school day late	20% deduction
2 school days late	40% deduction
3 school days late	60% deduction
More than three school days late	100% deduction

If a student is absent on the day of a school examination or test, the student will be required to complete an Application for Illness/Misadventure Consideration. Depending on the circumstances the student will either re-sit the test at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the submission of an extension application form.

If students know that they will be absent from school on the date a test or examination will be held (e.g. representing the school in sport, performing arts, school excursion etc.), they must, before the exam date, reschedule the test/examination on a date approved by the Deputy Principal.

## 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); or
- In the teacher's judgement, submit work that is worth zero.

## 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 Deputy Principal.

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/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/teacher evening, and are encouraged to attend.

# YR 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.
- ☐ Attend Year 11 Study Day.

## 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	
Task handed out	Term 1, Week 3 2019	Term 2, Week 3 2019		
Task due	Term 1, Week 10 2019	Term 2, Week 9 2019	Term 3, Week 9/10 2019	
Outcomes assessed	11EA-1, 11EA-8	EA11-2, 11EA-4, 11EA-9	11EA-3, 11EA-5, 11EA-6, 11EA-7	
Component	Weighting %			
Knowledge and understanding of course content	20%	15%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	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	
Task handed out	Term 1, Week 3 2019	Term 2, Week 3 2019		
Task due	Term 1, Week 10 2019	Term 2, Week 9 2019	Term 3, Week 9/10 2019	
Outcomes assessed	11EN-1, 11EN-6	11EN2, 11EN7, 11EN9	11EN-3, 11EN-4, 11EN-5, 11EN-8	
Component	Weighting %			
Knowledge and understanding of course content	20%	15%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	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	
Task handed out	Term 1, Week 3 2019	Term 2, Week 3 2019	Term 3, Week 3 2019	
Task due	Term 1, Week 10 2019	Term 2, Week 9 2019	Term 3, Week 7 2019	
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 responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	20%	20%	50%
Total %	20%	40%	40%	100%

SUBJECT: ENGLISH EXTENSION 1				HEAD TEACHER: L. WADE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Journal of Writing	Multimodal Presentation	End of Course Examination	
Task handed out	Term 1, Week 3 2019	Term 2, Week 3 2019		
Task due	Term 2, Week 1 2019	Term 3, Week 5 2019	Term 3, Week 9/10 2019	
Outcomes assessed	EE11-2, EE11-3, 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 course content	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	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	Assignment/ Investigation	In class test	End of Course Examination	
Task handed out	Term 1, Week 5 2019	Term 2, Week 6 2019		
Task due	Term 1, Week 8 2019	Term 2, Week 8 2019	Term 3, Week 9/10 2019	
Outcomes assessed	Arithmetic, Algebra and Surds	Arithmetic, Algebra, Surds, Functions and Trigonometry	Arithmetic, Algebra, Surds, Functions, Trigo- nometry, Calculus and Quadratics	
Component	Weighting %			
Understanding, fluency and communicating	15%	15%	20%	50%
Problem solving, reasoning and justifica- tion	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

SUBJECT: MATHEMATICS STANDARD				HEAD TEACHER: A. SHEADER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Assignment/ Investigation	In class test	End of Course Examination	
Task handed out	Term 1, Week 5 2019	Term 2, Week 6 2019		
Task due	Term 1, Week 8 2019	Term 2, Week 8 2019	Term 3, Week 9/10 2019	
Outcomes assessed	F1.2, S1.1 Financial Mathematics, Statistical Analysis	S1.1, S2, M1.1 Statistical Analysis, Measurement	F1.2, S1.1, S2, M1.1, A1, M1.2, S1.2, A2, F1.1 Financial Mathematics, Statistical Analysis, Measurement, Algebra	
Component	Weighting %			
Understanding, fluency and communicating	15%	15%	20%	50%
Problem solving, reasoning and justifica- tion	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

SUBJECT: MATHEMATICS EXTENSION 1				HEAD TEACHER: A. SHEADER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Assignment/ Investigation	In class test	End of Course Examination	
Task handed out	Term 1, Week 5 2019	Term 2, Week 6 2019		
Task due	Term 1, Week 8 2019	Term 2, Week 8 2019	Term 3, Week 9/10 2019	
Outcomes assessed	Harder Algebra, Linear Functions, Harder Trigonometry	Harder Trigonometry, Polynomials, Circle Geometry	Harder Algebra, Line- ar Functions, Harder Trigonometry, Polyno- mials, Circle Geometry, Mathematical Induction, Quadratics, Locus and the Parabola	
Component	Weighting %			
Understanding, fluency and communicating	15%	15%	20%	50%
Problem solving, reasoning and justifica- tion	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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	
Task handed out	Term 1, Week 2 2019	Term 2, Week 2 2019		
Task due	Term 1, Week 7 2019	Term 2, Week 7 2019	Term 3, Week 9/10 2019	
Outcomes assessed	Ah11-3, ah11-4, ah11-6, ah11-7, ah11-9	Ah11-10, ah11-8, ah11-1, ah11-5	Ah11-9, ah11-6, ah11-5, ah11-2	
Component	Weighting %			
Knowledge and understanding of course content	15%	10%	15%	40%
Historical skills in analysis and evaluation of sources and interpre- tations	5%	5%	10%	20%
Historical inquiry and research	10%	10%		20%
Communication of historical understanding and appropriate forms	5%	5%	10%	20%
<b>Total %</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

SUBJECT: BIOLOGY				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Task	Depth Study	End of Course Examination	
Task handed out	Term 1, Week 7 2019	Term 3, Week 2 2019		
Task due	Term 1, Week 9 2019	Term 3, Week 5 2019	Term 3, Week 9/10 2019	
Outcomes assessed	BIO11/12-(2-5) BIO11/12- 7 BIO11-8	BIO11/12-1 and 7 BIO11/12-(3-5) BIO11-11	BIO11/12-(1-7) BIO11-(8-11)	
Component				
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
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	
Task handed out	Term 1, Week 6 2019	Term 2 Week 10 2019		
Task due	Term 2, Week 1 2019	Term 3, Week 4 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P1, P2,P6,P7, P8	P2, P5, P6, P7,P9	P3, P4, P8, P9, P10	
Component	Weighting %			
Inquiry and Research	10%	10%		20%
Knowledge and understanding of course content	5%	15%	20%	40%
Stimulus based skills	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: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study / Modelling Task	Depth Study / Practical Task	End of Course Examination	
Task handed out	Term 1, Week 7 2019	Term 2, Week 7 2019		
Task due	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
Outcomes assessed	CH11/12 -1 CH11/12-(4-7) CH11-8	CH11/12-(1-7) CH11-10	CH11/12-(1-7) CH11-(8-11)	
Component				
Knowledge and understanding of course content	5%	5%	30%	40%
Skills in working scientifically	20%	30%	10%	60%
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

SUBJECT: COMMUNITY and FAMILY STUDIES				HEAD TEACHER: L. BLAIKIE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Task Core 1,2, 3	Case Study Core 1,3	End of Course Examination  Core 1, 2, 3	
Task handed out	Term 1, Week 3 2019	Term 2, Week 2 2019		
Task due	Term 2, Week 3 2019	Term 3, Week 4 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P 1.2, P.2.1, P3.2, P4.1, P4.2, P6.2	P 2.3, P 4.1, 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%
<b>Total %</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

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 Core Composition Core Appreciation Research Task	End of Course Examination	
Task handed out	Term 1, Week 2 2019	Term 2, Week 1 2019		
Task due	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P1.1,P2.1, P2.2, P2.3, P3.1, P3.2, P3.4, P3.5	P1.3, P2.2, P2.3, P2.4, P2.6, P3.5, P3.6, P4.1, P4.3, P4.5	P1.2, P1.4, P2.4, P2.5, P3.3, P3.4, P3.7, P4.2, P4.4, P4.5	
Component	Weighting %			
Performance	10%	20%	10%	40%
Composition	20%	10%		30%
Appreciation		10%	20%	30%
Total %	30%	40%	30%	100%

SUBJECT: DRAMA				HEAD TEACHER: S. ASH AND V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Theatrical Traditions and Performance Styles	Playbuilding and Ele- ments of Production	End of Course Examination	
Task handed out	Week 5, Term 1 2019	Week 1, Term 3 2019		
Task due	Term 1, Week 9 2019	Term 3, Week 5 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P1.1 – P1.8, P2.1, P2.2, P2.3, P2.5	P1.1, P1.4, P2.3, P2.6	P1.4, P1.5, P1.8, P3.1 - P3.4	
Component	Weighting %			
Making	10%	10%	20%	40%
Performing	20%	10%		30%
Critically Studying	5%	5%	20%	30%
Total %	35%	25%	40%	100%

SUBJECT: EARTH and ENVIRONMENTAL SCIENCE				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study / Practical Task	Depth Study / Practical Task	End of Course Examination	
Task handed out	Term 1, Week 9 2019	Term 2, Week 10 2019		
Task due	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
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				
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
Total %	30%	30%	40%	100%

SUBJECT: EXPLORING EARLY CHILDHOOD				HEAD TEACHER: L. BLAIKIE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Assessment Simulated baby (1day) Simulated baby (2 days) Childcare centre visits.  Engagement with external professional.	Research Task: Growth and Development Core B: Child Growth and Development Module 12: Food and nutrition	End of Course Examination  Core A: Pregnancy and Childcare Core B: Child Growth and Development Module 12 Food and Nutrition Module 13: Child Health and Safety.	
Task handed out	Term 1, Week 1 2019	Term 2, Week 7 2019		
Task due	Term 3, Week 6 2019	Term 3, Week 2 2019	Term 3, Week 9/10 2019	
Outcomes assessed	2.5, 4.1, 4.2	1.2, 1.3, 1.4, 5.1	1.1, 1.2, 1.5. 2.1, 2.5, 5.1, 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: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Food Quality Experiment and Preparation	Nutrition Investigation	End of Course Examination	
Task handed out	Term 1, Week 2 2019	Term 2, Week 1 2019		
Task due	Term 1, Week 9 2019	Term 3, Week 1 2019	Term 3, Week 9/10 2019	
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				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Industry Study	Design Folio	Practical Task	
Task handed out	Term 1, Week 2 2019	Term 1, Week 5 2019	Term 2, Week 1 2019	
Task due	Term 2, Week 3 2019	Term 2, Week 10 2019	Term 3, Week 4 2019	
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 design, management, communication and production of projects	10%	20%	30%	60%
Total %	30%	30%	40%	100%

SUBJECT: INVESTIGATING SCIENCE				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study / Practical Task	Depth Study / Practical Task	End of Course Examination	
Task handed out	Term 1, Week 8 2019	Term 2, Week 9 2019		
Task due	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
Outcomes assessed	INS11/12-(1-5) INS11/12 -7 INS11-8-9	INS11/12-1 INS11/12-(4-7) INS11-10	INS11/12-(4-7) INS11- (8-11)	
Component				
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

SUBJECT: JAPANESE CONTINUERS				TEACHER IN CHARGE: R. WOLFE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Response to a spoken/ visual text/oral presentation Myself, Family and Friends	Response to multimodal and texts Daily Routine	End of Course Examination Home, School, Neighbourhood	
Task handed out	Term 1 Week 5	Term 3 Week 3		
Task due	Term 1, Week 9 2019	Term 3, Week 5 2019	Term 3, Week 9/10 2019	
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 %			
Reading		10%	20%	30%
Writing			20%	20%
Listening	20%	10%		30%
Speaking	10%	10%		20%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

SUBJECT: LEGAL STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	The Legal System Research Task and Presentation	The Individual and the Law Law In Practice Research Essay	End of Course Examination	
<b>Task handed out</b>	Term 1, Week 5 2019	Term 2, Week 8 2019		
<b>Task due</b>	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P5, P7, P9, P10, P12	P1, P2, P3, P5, P8, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
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%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

SUBJECT: MODERN HISTORY				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	Investigating Modern History HOLOCAUST	Historical Investigation	End of Course Examination	
<b>Task handed out</b>	Term 1, Week 5 2019	Term 2, Week 6 2019		
<b>Task due</b>	Term 2, Week 1 2019	Term 3, Week 4 2019	Term 3, Week 9/10 2019	
<b>Outcomes assessed</b>	MH11-7, MH11-9, MH11- 10	MH11-4, MH 11-5, MH11-6, MH 11-7, 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 interpre- tations	5%	5%	10%	20%
Historical inquiry and research		15%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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	
Task handed out	Term 1, Week 1 2019	Term 2, Week 1 2019		
Task due	Term 2, Week 1 2019	Term 3, Week 6 2019	Term 3, Week 9/10 2019	
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 %			
Musicology		25%		25%
Composition	25%			25%
Performance		10%	15%	25%
Aural			25%	25%
Total %	25%	35%	40%	100%

SUBJECT: PDHPE				HEAD TEACHER: L. BLAIKIE
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	
Task handed out	Term 1, Week 4 2019	Term 2, Week 6 2019		
Task due	Term 2, Week 2 2019	Term 3, Week 2 2019	Term 3, Week 9/10 2019	
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 and communicating	25%	25%	10%	60%
Total %	35%	35%	30%	100%

SUBJECT: PHOTOGRAPHY				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	<b>Traditional Photography:</b> Students will complete a series of Traditional photographs whilst studying the work of Traditional photographers.	<b>Digital Photography and Film:</b> Students will complete a series of digital photographs or create a film whilst studying the work of Contemporary Digital photographers or Film makers.	End of Course Examination	
Task handed out	Term 1, Week 1 2019	Term 2, Week 1 2019		
Task due	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
Outcomes assessed	M1, M2, M6, CH1	M3, M4, M5, CH2	CH3, CH4, CH5	
Component	Weighting %			
Making	35%	35%		70%
Critical and historical studies	5%	5%	20%	30%
Total %	40%	40%	20%	100%

SUBJECT: PHYSICS				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study	Practical Exam	End of Course Examination	
Task handed out	Term 1, Week 10 2019	Term 3, Week 2 2019		
Task due	Term 2, Week 1 2019	Term 3, Week 4 2019	Term 3, Week 9/10 2019	
Outcomes assessed	Ph11-1 Ph11-(4-7) PH11-9P	Ph11-(2-5) PH11-10	Ph11-(1-7) PH11(8-11)	
Component				
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
Total %	30%	30%	40%	100%

SUBJECT: SOCIETY and CULTURE				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Task 1: Media Content Analysis	Task 2: Research Report	End of Course Examination	
Task handed out	Term 1, Week 3 2019	Term 1, Week 11 2019		
Task due	Term 1, Week 9 2019	Term 2, Week 10 2019	Term 3, Week 9/10 2019	
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%
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

SUBJECT: SPORT, LIFESTYLE and RECREATION				HEAD TEACHER: L. BLAIKIE
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	
Task handed out	Term 1, Week 6 2019	Term 2, Week 7 2019		
Task due	Term 2, Week 2 2019	Term 2, Week 10 2019	Term 3, Week 9/10 2019	
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 %			
Practical	20%	20%	10%	50%
Theory	15%	15%	20%	50%
<b>Total %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

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	Developing Practice: Portfolio of Works Submitted artwork(s) explaining historical/ contemporary artists practice. VAPD record of the development of a research based practice.  Extended Response	End of Course Examination  Art Criticism and Art History Written Examination	
Task handed out	Term 1, Week 1 2019	Term 2, Week 4 2019		
Task due	Term 2 , Week 3 2019	Term 3, Week 4 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P1, P2, P4, P7	P3, P5, P6, P8	P9, P10	
Component	Weighting %			
Artemaking	25%	25%		50%
Art Critical and Historical Practice	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	
Task handed out	Term 1, Week 5 2019	Term 2, Week 2 2019		
Task due	Term 1, Week 8 2019	Term 2 , Week 8 2019	Term 3, Week 9/10 2019	
Outcomes assessed	1, 2, 4 and 5	3, 4, 5, 6, 7, 8 and 9	1-9	
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 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.	2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
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### Cluster 1 Working Safely in the Construction Industry

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
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### Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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### Cluster 3 Carpentry Basics

CPCCCA2011A – Handle carpentry materials	Y	Y		Y			Y	Y
CPCCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

### Cluster 4 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				

### Cluster 5 Prepare for Concreting

CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	
CPCCCM1015A Carry out measurements & calculations	Y	Y		Y			Y	Y

### Cluster 6 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2004A – Handle construction materials	Y			Y		Y		

### Cluster 7 Skills Into Action

CPCCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y		Y

Option 1 or 2 must be completed to gain the qualification and be eligible for the HSC

### Cluster 8 Option 1 – Joinery

CPCCJN2001A - Assemble components	Y	Y		Y			Y	
CPCCJN2002B - Prepare for off-site manufacturing process	Y	Y		Y			Y	

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

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

## Assessment Summary for MEM10105 Certificate I Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	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.	2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Worksheets	Self-assessment	HSC examinable
<b>Prerequisite</b> - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the "Schools Online" records				Y	Y		Y

### Cluster 1 Working Safely in the Metals Industry

MEM 13014A Apply principles of occupational health and safety in the work environment	Y	Y		Y	Y		Y
MEM 1101B Undertake manual handling	Y	Y		Y	Y		

### Cluster 2 Using Hand Tools

MEM 14004A Plan to undertake routine task	Y	Y		Y	Y		Y
MEM18001C Use hand tools	Y	Y		Y	Y		Y

### Cluster 3 Using Power Tools

MEM 18002B Use power tools/hand held operations	Y	Y		Y	Y		Y
MEM 12023A Perform engineering measurements	Y	Y		Y	Y		Y

### Cluster 4 Calculating and Cutting

MEM05005B Carry out mechanical cutting	Y	Y		Y	Y		
MEM 12024A Perform computations	Y	Y		Y	Y		Y

### Cluster 5 Workshop machines

MEM05012C Perform routine manual metal arc welding	Y	Y		Y	Y		
MEM07032B Use workshop machines for basic operations	Y	Y		Y	Y		

### Cluster 6 Skills into Action

MEM15002A Apply quality systems	Y	Y		Y	Y		Y
MEM 15024A Apply quality procedures	Y	Y		Y	Y		Y
MEM16007A Work with others in manufacturing, engineering or related environment	Y	Y		Y	Y		Y

### Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the "Schools Online" record

MEM09002B Interpret technical drawings					Y		Y
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### Cluster 8a or 8b or 8c Options

Option 8a MEM05004C Perform routine oxy acetylene welding (2 units)	Y	Y		Y	Y		
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Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering.

## Assessment Summary SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates						
Work Placement (compulsory for the HSC) 70 hours in total	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.	2020						
Unit of competency code and title	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable

### Cluster 1 Getting Along

BSBWOR203 Work effectively with others				Y			Y
--	--	--	--	---	--	--	---

### Cluster 2 Safe and hygienic food preparation

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			Y
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			Y

### Cluster 3 Safe and sustainable work practices

BSBSUS201 Participate in environmentally sustainable work practices				Y			
SITXWHS001 Participate in safe work practices	Y			Y	Y		Y

### Cluster 4 Preparing quality simple dishes

SITHCCC002 Prepare and present simple dishes	Y	Y		Y			
SITXINV002 Maintain the quality of perishable items	Y	Y		Y			

### Cluster 5 Producing menu Items – new assessment requirement

SITHCCC005 Prepare dishes using basic methods of cookery	Y			Y		Y	Y Portfolio
--	---	--	--	---	--	---	----------------

### Cluster 6 Cleaning the kitchen

SITHKOP001 Clean kitchen premises and equipment	Y	Y		Y			Y
---	---	---	--	---	--	--	---

### Cluster 7 Preparing appetisers and salads - new assessment requirement

SITHCCC006 Prepare appetisers and salads	Y			Y		Y	Portfolio
--	---	--	--	---	--	---	-----------

### Cluster 8 Sandwich preparation

SITHCCC003 Prepare and present sandwiches	Y	Y		Y			
---	---	---	--	---	--	--	--

### Cluster 9 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
---	--	--	--	---	--	--	---

### Cluster 10 Use cookery skills effectively - new assessment requirement

SITHCCC011 Use cookery skills effectively (holistic)	Y			Y		Y	Portfolio
--	---	--	--	---	--	---	-----------

## Assessment Summary for SIR30216 Certificate III in Retail services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	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.	2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play, Oral presentation	Third party report	Other	Self-Assessment	HSC examinable
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### Cluster 1 Teamwork in a service environment

SIRXIND001 Work effectively in a service environment	Y		Y	Y	Y	Y	S		Y
SIRXCOM002 Work effectively in a team	Y		Y	Y	Y	Y	S		Y

### Cluster 2 Safely maintain the store environment

SIRXWHS002 Contribute to workplace health and safety	Y		Y	Y	Y		S		Y
SIRXIND002 Organise and maintain the store environment	Y		Y	Y	Y		S		

### Cluster 3 Point of sale procedures and security

SIRXSLS002 Follow point-of-sale procedures	Y		Y	Y	Y		S		Y
SIRXRSK001 Identify and respond to security risks	Y		Y	Y	Y		S		Y

### Cluster 4 Serving the customer

SIRXCEG001 Engage the customer	Y			Y	Y		S	Y	Y
SIRXCEG002 Assist with customer difficulties	Y			Y	Y		S	Y	Y
SIRXCEG003 Build customer relationships and loyalty	Y			Y	Y		S	Y	Y

### Cluster 5 Handling retail stock

SIRRINV001 Receive and handle retail stock	Y			Y	Y		S		
SIRRINV002 Control stock	Y			Y	Y		S		

### Cluster 6 Selling and advising the retail customer

SIRXSLS001 Sell to the retail customer	Y	Y		Y	Y		S		Y
SIRXPDK001 Advise on products and services	Y	Y		Y	Y		S		Y

### Cluster 7 Merchandise displays

SIRRMER001 Produce visual merchandise displays	Y	Y	Y	Y	Y		CD/S	Y	Y
--	---	---	---	---	---	--	------	---	---

S- Simulated place environment, WPJ – Workplace Journal, CD – Create a display in class

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIR30216 Certificate III in Retail Services or a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

## 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: AGRICULTURE				HEAD TEACHER: A. BEDDIS
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Farm Case Study	Presentation	End of Course Examination	
Task handed out	Term 1, Week 2 2019	Term 3, Week 1 2019		
Task due	Term 1, Week 11 2019	Term 3, Week 3 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P1.1, P2.1, P2.3, P3.1, P5.1	P2.1, P3.1, 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 and understanding of 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: MUSIC 1				HEAD TEACHER: S. ASH
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Topic 1	Topic 2	End of Course Examination	
Task handed out	Week 4, Term 1 2019	Week 2, Term 2 2019		
Task due	Term 1, Week 11 2019	Term 2, Week 10 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P2, P4, P5	P1, P7, P8, P11	P3, P6, P9, P10	
Component	Weighting %			
Performance		10%	15%	25%
Composition		25%		25%
Musicology	25%			25%
Aural	10%		15%	25%
Total %	35%	35%	30%	100%

SUBJECT: INVESTIGATING SCIENCE				HEAD TEACHER: A. BEDDIS
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Investigation	Depth Study	End of Course Examination	
Task handed out	Term 1, Week 7 2019	Term 2, Week 7 2019		
Task due	Term 1, Week 9 2019	Term 3, Week 5 2019	Term 3, Week 9/10 2019	
Outcomes assessed	INS11/12-2,3,5 INS11-8	INS11/12-1 to 4,7 INS11-9	INS11/12-1 to 7 INS11-8 to 11	
Component	Weighting %			
Skills in working scientifically	20%	25%	15%	60%
Knowledge and understanding of course content	10%	15%	15%	40%
Total %	30%	40%	30%	100%

SUBJECT: SOFTWARE DESIGN AND DEVELOPMENT				HEAD TEACHER: K. PILLAI
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Project	Teamwork with portfolio	End of Course Examination	
Task handed out	Term 1, Week 1 2019	Term 2, Week 3 2019		
Task due	Term 2, Week 1 2019	Term 3, Week 5 2019	Term 3, Week 9/10 2019	
Outcomes assessed	P1.2, P1.3, P4.2, P6.3	P4.1, P4.3, P5.2, P6.2	P1.1, P2.1, P2.2, P3.1, P5.1, P6.1	
Component	Weighting %			
Knowledge and understanding of course content	10%	15%	25%	50%
Knowledge and skills in the design and development of software solutions	20%	20%	10%	50%
Total %	30%	35%	35%	100%

## Assessment Summary AHC20116 Certificate II in Agriculture

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.	2020							
Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable

Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. **Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC20116>

### Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
--	---	--	---	---	--	---	--	---

### Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

### Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
---	---	--	--	---	--	---	--	---

### Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			

### Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y	Y		Y			Y	Y
AHCLSK205 Handle livestock using basic techniques	Y	Y		Y			Y	
AHCLSK206 Identify and mark livestock	Y	Y		Y			Y	
AHCLSK204 Carry out regular livestock observations	Y	Y		Y			Y	

### Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM302 Operate machinery and equipment	Y		Y	Y				
AHCPIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				

### Cluster 8 Feed and Water Livestock

AHCLSK211 Provide feed for livestock	Y		Y	Y				
AHCLSK209 Monitor water supplies	Y		Y	Y				

### Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

### Cluster 11 Show Livestock

AHCLSK316 Prepare livestock for competition	Y	Y	Y					
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Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

## Assessment Summary for ICT30115 – Certificate III in Information, Digital Media and Technology

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.	2020

Assessment Plan		Evidence Gathering Techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test	Third party report	Self-assessment	HSC examinable
<b>Cluster 1- Alive and Talking</b>								
ICTICT202	Work and Communicate effectively in an ICT environment	✓		✓	✓	✓	✓	YES
BSBWHS304	Participate effectively in WHS communication and consultation processes	✓	✓		✓	✓		YES
<b>Cluster 2-Better, Faster, Stronger</b>								
ICTSAS301	Run standard diagnostic	✓	✓		✓	✓		YES
ICTICT302	Install and optimise operation system software	✓	✓		✓	✓		YES
ICTICT301	Create user documentation	✓	✓		✓			YES
<b>Cluster 3-Modelled Software Use</b>								
ICTICT203	Operate application software packages	✓	✓	✓	✓	✓	✓	YES
ICTICT308	Use advanced features of computer applications	✓	✓	✓	✓	✓	✓	YES
<b>Cluster 4 – Customise Software</b>								
ICTICT307	Customise packaged software applications for clients	✓	✓		✓		✓	
<b>Cluster 5- Web Development</b>								
ICTWEB302	Build simple websites using commercial programs	✓	✓		✓		✓	YES
ICTWEB303	Produce digital images for the web	✓	✓		✓	✓		NO
<b>Cluster 6 – Web Maintenance</b>								
ICTWEB301	Create a simple mark-up language document	✓	✓		✓	✓	✓	NO
BSBEBU401	Review and maintain a website		✓	✓	✓	✓	✓	NO
<b>Cluster 7-The Social Environment</b>								
ICTWEB201	Use Social media tools for collaboration and engagement	✓	✓	✓	✓	✓	✓	NO
BSBSUS401	Implement and monitor environmentally sustainable work practices	✓	✓	✓	✓	✓	✓	NO
<b>Cluster 8 –Too Easy!</b>								
ICTICT409	Develop macros and templates for clients using standard products	✓	✓		✓	✓		NO
ICTICT304	Implement system software changes	✓	✓		✓	✓	✓	NO
<b>Cluster 9 – Holistic Unit</b>								
ICTSAS305	Provide ICT advice to clients	✓		✓	✓	✓	✓	YES

Depending on the achievement of units of competency; the possible AQF qualification outcome is ICT30115 Certificate III Information Digital Media and Technology or statement towards CERT III IDMT.

## Assessment Summary for CUA30415 Certificate III in Live Production and Services

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.	2020

Assessment Plan		Evidence Gathering Techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Role Play, oral presentation	Third party report	Self-assessment	HSC examinable
<b>Cluster 1-Working in the entertainment industry</b>									
Prerequisite									
CPCCCOHS1001A	Work safely in the construction industry			✓	✓				Yes
CUAIND301	Work effectively in the creative arts industry	✓		✓	✓	✓			Yes
<b>Cluster 2-Lighting</b>									
CUALGT301	Operate basic lighting	✓		✓	✓	✓			Yes
<b>Cluster 3-Audio</b>									
CUASOU301	Undertake live audio operations	✓		✓	✓	✓			Yes
<b>Cluster 4-Vision system the live feed</b>									
CUAVSS302	Operate vision systems	✓		✓	✓	✓			Yes
BSBWOR301	Organise personal work priorities and development	✓		✓	✓	✓			
<b>Cluster 5-Staging</b>									
CUAWHS302	Apply work health and safety practices	✓		✓	✓	✓			Yes
CUASTA202	Assist with bump in bump out shows	✓		✓	✓	✓			
<b>Cluster 6-Live Performance</b>									
CUASTA301	Assist with production operations for live performances	✓		✓	✓	✓			Yes
CUASMT301	Work effectively backstage during performances	✓		✓	✓	✓			
<b>Cluster 7-Creative projects and customer service</b>									
CUAPPRP304	Participate in collaborative creative projects	✓		✓	✓	✓			
SITXCCS303	Provide service to customers	✓		✓	✓	✓			Yes
<b>Cluster 8 Follow Spots and Sound Specialisation unit only</b>									
CUFLG304	Install and operate follow spots	✓		✓	✓	✓			
CUASOU306	Operate sound reinforcement systems	✓		✓	✓	✓			
<b>Cluster 9A use Power tools/hand held operations Specialisation unit only</b>									
MEM18002B	Use power tools/hand held operations	✓		✓	✓				
<b>Cluster 9B Let's Communicate Specialisation unit only</b>									
BSBCMM201	Communicate in the Workplace	✓		✓	✓	✓			

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

# PART 5: APPENDICES

## Student Assessment Planner 2019 Year 11

2019 Term 1 Term begins 30 January 2019	1	29 Jan - 1 Feb	Staff Development Day Tuesday Yr 7 and Yr 12 Ext students return Wednesday 30/1 Yrs 8-12 return Thursday 31/1
	2	4 Feb - 8 Feb	Wednesday 6/2 KHC Swimming Carniva VET Induction Dayl
	3	11 Feb - 15 Feb	Thursday 14/2 BHC Swimming Carnival
	4	18 Feb - 22 Feb	
	5	25 Feb - 1 Mar	
	6	4 Mar - 8 Mar	
	7	11 Mar - 15 Mar	
	8	18 Mar - 22 Mar	
	9	25 Mar - 29 Mar	Thursday 28/3 BHC Athletics Carnival
	10	1 Apr - 5 Apr	
	11	8 Apr - 12 Apr	Thursday 11/4 KHC Athletics Carnival
2019 Term 2 Term begins 29 April 2019	Note: Easter is during the holidays		
	1	29 Apr - 3 May	Staff Development Day Monday
	2	6 May - 10 May	
	3	13 May - 17 May	
	4	20 May - 24 May	Year 11 Study Day
	5	27 May - 31 May	
	6	3 Jun - 7 Jun	
	7	10 Jun - 14 Jun	4 day week: Long Weekend
	8	17 Jun - 21 Jun	Astley Cup
	9	24 Jun - 28 Jun	Astley Cup
	10	1 Jul - 5 Jul	Astley Cup
2019 Term 3 Term begins 22 July 2019			
	1	22 Jul - 26 Jul	Staff Development Day Monday
	2	29 Jul - 2 Aug	
	3	5 Aug - 9 Aug	
	4	12 Aug - 16 Aug	
	5	19 Aug - 23 Aug	
	6	26 Aug - 30 Aug	
	7	2 Sep - 6 Sep	Assessment free week
	8	9 Sep - 13 Sep	Assessment free week
	9	16 Sep - 20 Sep	Year 11 End of Course Examinations
	10	23 Sep - 27 Sep	Year 11 End of Course Examinations

# 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.

## Application for Extension of Time and Application for Illness/Misadventure Consideration Form

### NOTE:

- Extension applications **MUST** be submitted at least one day **before** the due date of an assessment task or before sitting for a test or examination.
- 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 an extension of time/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 and comment:

Approved/Declined

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New date if granted: \_\_\_\_\_ Deputy Principal Signature: \_\_\_\_\_

*Deputy Principal is to retain a copy, a copy given to the student and a copy placed in the students file.*

# 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: \_\_\_\_\_

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Office Use Only - Grade Appeal Application

Student Name: \_\_\_\_\_

Deputy Principal decision and comment:

Approved/Declined

\_\_\_\_\_

\_\_\_\_\_

Reviewed by: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Deputy Principal is to retain a copy, a copy given to the student and a copy placed in the students file.*

# 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: \_\_\_\_\_

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## **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: \_\_\_\_\_

# DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



## Rules and Instructions to Candidates Stage 6 Examinations 2019

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.

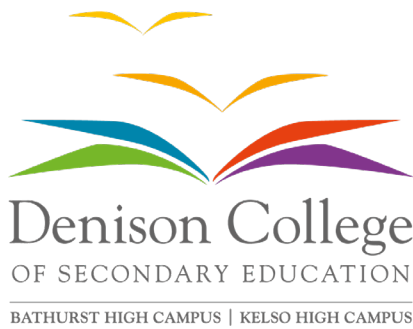
# DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



## 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.
Analyse	Give an account of: narrate a series of events or transactions. 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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