

**Bathurst High Campus**



**Year 11 Assessment Book 2018**

**Innovation - Opportunity - Success**

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

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## Introduction

This booklet details the assessment requirements for Year 11 Course students at both campuses of Denison College of Secondary Education. All students, parents and carers should read the 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 Booklet should be directed to personnel listed below:

### Denison College of Secondary Education

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Craig Petersen	Principal
Wendy Murphy	A/Deputy Principal
Alexa Barr	Head Teacher, Teaching and Learning (BHC)
Geoff Childs	Head Teacher, Teaching and Learning (BHC)
Ashleigh Hardes	R/Head Teacher, Teaching and Learning (KHC)
Adria Hertel	R/Head Teacher, Teaching and Learning (KHC)

### Bathurst High Campus

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Ken Barwick	Principal
Rebecca Smith	R/Deputy Principal Years 7, 9, 11
Nicholas Williams	Deputy Principal Years 8, 10, 12
Sally Hennessey and Joshua Lawler	Year Advisors

### Kelso High Campus

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Michael Sloan	Principal
Anna Townend	A/Deputy Principal Years 7 - 8
Narelle Small	Deputy Principal Years 9 - 10
Stephanie Scott	Deputy Principal Years 11 - 12
Josephine Driver	Year Advisor

## Part 1: Year 11 Course Requirements

### NEW SOUTH WALES EDUCATIONAL STANDARDS AUTHORITY (NESA)

This assessment policy is based on New South Wales Educational Standards Authority requirements. Detailed information and assistance is available on the NESA website.

All students entered for an HSC course must read the Higher School Certificate Rules and Procedures guide.

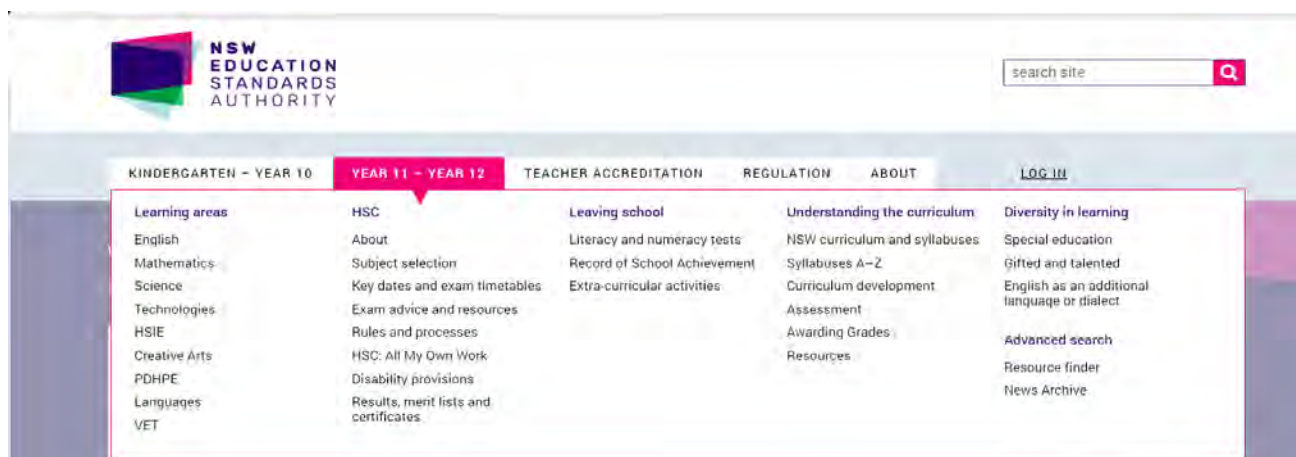
The Education Act 1990 (NSW) governs the award of the Higher School Certificate. The NSW Education Standards Authority (NESA), under this Act, grants certificates to students who comply with the Act and NESA requirements.

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

Students can refer to the Assessment, Certification and Examination website and the NSW Education and Standards Authority website for more detailed explanations of the rules and requirements.

[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 Examination Advice and Resources for Students
- HSC: All My Own Work
- Vocational Education (VET)



### POLICY WEBSITES FOR FURTHER INFORMATION:

[http://www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies/](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/)

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

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

## ELIGIBILITY REQUIREMENTS FOR 2017

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To complete the Year 11 Course and be eligible to start the HSC course students must:

- Complete the NESA course HSC: All My Own Work
- Complete 12 units of Year 11 Courses, including 2 Units of English.

Students who successfully complete Year 11 are eligible to receive a Record of Achievement (RoSA) from NESA. For further details, see the NESA website or the Denison College Senior Studies Guide 2018 - 2019 issued to all students in Year 10.

## NESA COURSE REQUIREMENTS

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Students will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

## HSC: ALL MY OWN WORK

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Students complete the NESA program HSC: All My Own Work at the commencement of Year 11 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 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

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"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 the Board'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 allegations 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)

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Disability provisions are available for 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 could not otherwise make a fair attempt to show what they know in an examination room. The provisions granted are solely determined by how the student's examination performance is affected.

It is not embarrassing to apply for provisions, and 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

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If a student believes that his/her performance in examinations or assessment 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 Senior at each Campus.

Further details of appeal procedures are on the appeal form and on the Illness/Misadventure Information Guide for Students sheet 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

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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. Students are given a set time to complete the work or demonstrate competencies or complete a work placement. Once the specified work has been completed the warning is cleared.

If the student does not subsequently meet course requirements as detailed in at least two N Determination Warning Letter(s), then an N Determination may be given for the course by the Principal. This means that the student will receive no results in that course, therefore jeopardising their Year 11 ROSA or HSC credentials.

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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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.

Work placement is a mandatory requirement of each VET course. For each course, a minimum number of hours is 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. 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.

**At Denison College of Secondary Education as recommended by NESA, all VET students will sit internal formal examinations such as Year 11 final examinations and Trial HSC Examinations.**

## Part 2: Denison College Assessment Policies and Procedures

### WHAT IS ASSESSMENT?

Assessment is the process of gathering information to enable teachers to make judgments about student achievement in order to provide a grade to the NESA at the end of the Year 11 Course.

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 to be deemed satisfactory in the course.

Students can best meet course requirements if they:

- Attend all timetabled lessons and minimize absences from class for any reason. 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;
- Complete all assessment tasks.

### ASSESSMENT MARKS

Each syllabus document outlines the Year 11 Course assessment, the suggested components 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 marks will be shown on school reports together with a grade based on the Common Grade Scale for Year 11 Courses (see below) as developed by the NESA.

### COMMON GRADE SCALE FOR YEAR 11 COURSES

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

**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.

## ASSESSMENT SCHEDULES

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- Students can access assessment schedules for all courses via Millennium as well as in this booklet.
- 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 will sign 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 week before school examinations.

## STUDENT ORGANISATION

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

- Denison College provides all students with this Year 11 Course Assessment Booklet.
- In addition, all Year 11 students are provided with a 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 that is submitted.

## HOW TO SUBMIT ASSESSMENT TASKS

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### **In class assessment tasks:**

- these tasks are supervised by the class teacher and collected by the teacher at the end of the lesson. Students will sign a form to show that they were in attendance and handed in the work.

### **Major projects/pieces of work:**

- these items are submitted directly to the teacher. Projects are usually kept in the appropriate faculty location to minimize the risk of damage. Students will sign a form to show that they were in attendance and handed in the work.

### **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 submitted to the front office by the end of lunch on the due date; they are not to be submitted directly to the teacher.
- **Students must keep a copy of these tasks.**
- Students who attend another campus can submit these assessment tasks at the office of their home or host 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. An example of the assessment cover sheet is provided in the appendices to this booklet.

## DENISON COLLEGE FORMAL EXAMINATIONS

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Students in Year 11 have end of course examinations 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 examination rules)



## DENISON COLLEGE PLAGIARISM AND MALPRACTICE POLICY

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If any plagiarism is found in an assessment task or an examination a student will receive zero (0) for that task and may be asked to resubmit it by a negotiated due date. Any cheating or malpractice in an assessment task or examination may be dealt with by the Deputy Principal, KLA Head Teacher and Principal.

As per the 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 examination style tasks. These are included in this booklet. (Refer to Appendices).

## APPLICATIONS FOR EXTENSION OF TIME AND ILLNESS/MISADVENTURE CONSIDERATION

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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.

## LATE SUBMISSION OF ASSESSMENT TASKS

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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 (eg 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 (eg representing the school in sport, performing arts, school excursion etc), **they must, before the examination date,** reschedule the test/examination on a date approved by the Deputy Principal.

## ZERO MARKS AWARDED

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A student may be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason (see above);
- has been involved in malpractice or submits plagiarised work (see HSC All My Own Work); or
- if, in the teacher's judgement, the work is worth zero.

## N DETERMINATION

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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. 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), then the Principal may give an N Award for the course. 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.

Until a student receives results in 12 Year 11 units and 10 HSC units, he/she will not be eligible for the award of a Higher School Certificate.

## APPEALS

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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 could not 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 Principal, Deputy Principal and relevant Head Teacher. (Refer to Appeals form in Appendices)

## SCHOOL REPORTS

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School reports will be issued midway through the Year 11 course and after the end of course examinations, at the completion of Year 11.

## YEAR 11 CHECKLIST

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

## TERM 2

- ☐ Check assessment wall planner

## TERM 3

- ☐ Check assessment planner
- ☐ Read examination timetable carefully and attend all examinations

## TERM 4

- ☐ Week 1 – receive examination results and teacher feedback
- ☐ Participate in Hello HSC! Transition Interviews
- ☐ Commence HSC courses

## Part 3: Assessment Schedules

Please note:

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

*Examinations for each school-based VET course will be conducted during the end of course 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 NESAs.*

*It should be noted that examination results have no bearing on the assessment of competence.*

ENGLISH STUDIES		HEAD TEACHER	Lesley Wade	
Task number	Task 1	Task 2	Task 3	
Nature of task	Mock Interview Representation	Electives 1 & 2: Multimodal Task	Portfolio of Classwork	
Task Due	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
Task Handed out	Term 1, Week 3	Term 2, Week 1	Term 3, Week 1	
Outcomes assessed	ES11-1, ES11-2, ES11-3, ES11-4	ES11-5, ES116, ES117	ES11-8, ES11-9, ES11-10	
Components	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%

ENGLISH STANDARD		HEAD TEACHER	Lesley Wade	
Task number	Task 1	Task 2	Task 3	
Nature of task	Module B: Close study of Literature Essay	Module A: Contemporary Possibilities Multimodal Presentation	End of Course Examination	
Task Due	Term 2, Week 8	Term 3, Week 5	Term 3, Week 9 - 10	
Task Handed out	Term 2, Week 3	Term 3, Week 1		
Outcomes assessed	EN11-1, EN11-3, EN11-8	EN11-2, EN11-7, EN11-9	EN11-4, EN11-5, EN11-6	
Components	Weighting %			
Knowledge and understanding of course content.	20%	20%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20%	20%	10%	50%
Total %	40%	40%	20%	100%

ENGLISH ADVANCED			HEAD TEACHER	Lesley Wade
Task number	Task 1	Task 2	Task 3	
Nature of task	Module B: Critical Study Essay	Module A: Multimodal Presentation	End of Course Examination	
Task Due	Term 2, Week 8	Term 3, Week 5	Term 3, Week 9 - 10	
Task Handed out	Term 2, Week 3	Term 3, Week 1		
Outcomes assessed	EA11-1, EA11-7, EA11-8	EA11-2, EA11-4, EA11-9	EA11-3, EA11-5, EA11-6	
Components	Weighting %			
Knowledge and understanding of course content.	20%	20%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20%	20%	10%	50%
Total %	40%	40%	20%	100%

ENGLISH EXTENSION 1			HEAD TEACHER	Lesley Wade
Task number	Task 1	Task 2	Task 3	
Nature of task	Texts, Culture and Value Research Journal	Independent Research Project (IRP) Multimodal Presentation	End of Course Examination	
Task Due	Term 2, Week 1	Term 3, Week 5	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 3	Term 2, Week 3		
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	
Components	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%

MATHEMATICS STANDARD 1 and 2		HEAD TEACHER	Avril Sheader	
Task number	Task 1	Task 2	Task 3	
Nature of task	Mathematical experiment and report	Assignment/ investigation	End of Course Examination	
Task Due	Term 1 , Week 7	Term 2 , Week 6	Term 3 , Week 9 -10	
Task Handed out	Term 1 , Week 5	Term 2 , Week 4		
Outcomes assessed	F1.2, A1	F1.2, A1	F1.1, F1.2, A1, A2, S1, S2, M1, M2	
Components	Weighting %			
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

MATHEMATICS ADVANCED			HEAD TEACHER	Avril Sheader
Task number	Task 1	Task 2	Task 3	
Nature of task	In Class Task	Assignment / investigation	End of Course Examination	
Task Due	Term 1, Week 7	Term 2, Week 6	Term 3, Week 9 -10	
Task Handed out	Term 1, Week 5	Term 2, Week 4		
Outcomes assessed	Basic Arithmetic, Algebra and Surds	Functions, Trigonometry	Basic Arithmetic, Algebra and Surds, Functions, Trigonometry Differential Calculus, Quadratics	
Components	Weighting %			
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

MATHEMATICS EXTENSION 1			HEAD TEACHER		Avril Sheader	
Task number	Task 1	Task 2	Task 3			
Nature of task	In Class Task	Assignment / investigation	End of Course Examination			
Task Due	Term 1, Week 7	Term 2, Week 6	Term 3, Week 9 -10			
Task Handed out	Term 1, Week 5	Term 1, Week 4				
Outcomes assessed	Algebra, Linear Functions, Trigonometry	Polynomials, Circle Geometry	Mathematical Induction Further Trigonometry, Quadratics and Locus and Parabola			
Components	Weighting %					
Understanding, Fluency and Communicating	15%	15%	20%	50%		
Problem Solving, Reasoning and Justification	15%	15%	20%	50%		
Total %	30%	30%	40%	100%		



ANCIENT HISTORY		HEAD TEACHER	Ilisa Newell	
Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Portfolio and Presentation	Historical Investigation	End of Course Examination	
Task Due	Term 2, Week 4	Term 3, Week 3	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 1	Term 2, Week 6		
Outcomes assessed	AH11-3, AH11-4, AH11-6 AH11-7, AH11-9	AH11-1, AH11-5, AH11-8, AH11-10	AH11-2, AH11-5, AH11-6 AH11-9	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research	10%	10%		20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Total %	35%	35%	30%	100%

BIOLOGY		HEAD TEACHER		Rosie Weithaler	
Task number	Task 1	Task 2	Task 3		
Nature of task	Practical Task	Depth Study	End of Course Examination		
Task Due	Term 2, Week 1	Term 3, Week 6	Term 3, Week 9 -10		
Task Handed out	Term 1, Week 10	Term 3, Week 2			
Outcomes assessed	BIO11/12-(2-5) BIO11/12- 7 BIO11-8	BIO11/12-1 & 7 BIO11/12-(3-5) BIO11-11	BIO11/12-(1-7) BIO11-(8-11)		
Components	Weighting %				
Knowledge and understanding of course content	10%	10%	20%	40%	
Skills in working scientifically	20%	20%	20%	60%	
Total %	30%	30%	40%	100%	

BUSINESS STUDIES			HEAD TEACHER		Ilisa Newell
Task number	Task 1	Task 2	Task 3		
Nature of task	Nature of Business	Business Plan	End of Course Examination		
Task Due	Term 1, Week 10	Term 3, Week 4	Term 3, Week 9 - 10		
Task Handed out	Term 1, Week 6	Term 2, Week 10			
Outcomes assessed	P1, P2,P6,P7, P8	P2, P5, P6, P7,P9	P3, P4, P8, P9, P10		
Components	Weighting %				
Knowledge and understanding of course content	5%	15%	20%	40%	
Stimulus-based skills	10%		10%	20%	
Inquiry and research	10%	10%		20%	
Communication of business information, ideas and issues in appropriate forms		10%	10%	20%	
Total %	25%	35%	40%	100%	

CHEMISTRY			HEAD TEACHER Rosie Weithaler	
Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study. Modelling Task Developing models of ionic, covalent molecular, covalent network compounds	Depth Study/ Practical Task Research and first hand investigations to develop an activity series of the metals.	End of Course Examination	
Task Due	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 4	Term 2, Week 6		
Outcomes assessed	CH11/12 -1 CH11/12-(4-7) CH11-8	CH11/12-(1-7) CH11-10	CH11/12-(1-7) CH11-(8-11)	
Components	Weighting %			
Knowledge and understanding of course content	5%	5%	30%	40%
Skills in working scientifically	20%	30%	10%	60%
Total %	25%	35%	40%	100%

COMMUNITY AND FAMILY STUDIES			HEAD TEACHER Lachlan Blaikie	
Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task Core 1, 2, 3	Case Study Core 1,3	End of Course Examination Core 1, 2, 3	
Task Due	Term 2, Week 4	Term 3, Week 3	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 7	Term 1, Week 4		
Outcomes assessed	P 1.2, P 2.1, P 3.2, P 4.1, P 4.2, P 6.2	P2.3, P4.1, P4.2,P6.1	P1.1– P6.2	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%		40%
Skills in critical thinking, research methodology, analysing and communicating	25%	20%	15%	60%
Total %	35%	30%	35%	100%

DRAMA		HEAD TEACHER	Andrew Smith	
Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Theatrical Traditions and Performance Styles</b> Written task, performance and Individual Theatre Projects	<b>Play building and the Elements of Production</b> Group Performance Task and Individual Portfolio	<b>End of Course Examination</b> Written examination	
Task Due	Term 2, Week 1	Term 3, Week 1	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 8	Term 2, Week 8		
Outcomes assessed	P1.1, P1.4, P2.3	P2.2, P3.1, P3.2, P3.3	P1.4, P1.5, P2.2, P3.1, P3.2, P3.3	
Components	Weighting %			
Making	20%	20%		40%
Performing	10%	20%		30%
Critically Studying	10%		20%	30%
Total %	40%	40%	20%	100%

ECONOMICS			HEAD TEACHER Ilisa Newell	
Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Comparative Study</b> Compare Australia's economy to two other Asian economies.	<b>Markets extended response</b> Demand and supply for complimentary and substitute goods.	<b>End of Course Examination</b>	
Task Due	Term 1, Week 11	Term 3, Week 6	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 5	Term 3, Week 2		
Outcomes assessed	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	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills	10%		10%	20%
Inquiry and research	10%	10%		20%
Communication of economic information, ideas and issues in appropriate forms		10%	10%	20%
Total %	30%	30%	40%	100%

EXPLORING EARLY CHILDHOOD			HEAD TEACHER Lachlan Blaikie	
Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Practical Assessment</b> Simulated baby (1 day) Simulated baby (2 days) Childcare centre visits  Engagement with external professional	<b>Research Task:</b> <b>Growth and Development</b> Core B: Child Growth and Development  Module 12: Food and Nutrition	<b>End of Course Examination</b> Core A: Pregnancy & Childbirth Core B: Child Growth and Development Module 12: Food and Nutrition Module 13:Child Health and Safety	
	Term 3, Week 6	Term 3, Week 3	Term 3 , Week 9 - 10	
	Term 1, Week 1	Term 2, Week 7		
	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	
	Weighting %			
Knowledge and Understanding	10%	10%	20%	40%
Skills	25%	25%	10%	60%
Total %	35%	35%	30%	100%

FOOD TECHNOLOGY		HEAD TEACHER	Patrick Ford	
Task number	Task 1	Task 2	Task 3	
Nature of task	Food Quality Experiment and Preparation	Nutrition Investigation	End of Course Examination	
Task Due	Term 1 , Week 9	Term 2 , Week 10	Term 3 , Week 9 - 10	
Task Handed out	Term1, Week 3	Term 2, Week 2		
Outcomes assessed	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
Components	Weighting %			
Knowledge and understanding of course content		10%	30%	40%
Knowledge and skills in designing, researching, analysing and evaluating	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	20%	10%		30%
Total %	30%	30%	40%	100%

GEOGRAPHY			HEAD TEACHER   Ilisa Newell	
Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Research Report</b> Research report and ALARM table	<b>Senior Geography Project</b> Senior Geography Project- Research of your own choice	<b>End of Course Examination</b>	
Task Due	Term 1, Week 11	Term 3, Week 6	Term 3 , Week 9 - 10	
Task Handed out	Term 1, Week 4	Term 2, Week 5		
Outcomes assessed	P1, P2, P3, P7, P9, P12	P7, P8, P9, P10, P11, P12	P1, P4, P5, P6, P8, P10, P12	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Geographical tools and skills	10%	10%		20%
Geographical inquiry and research, including fieldwork	10%	10%		20%
Communication of geographical information, ideas and issues in appropriate forms			20%	20%
Total %	30%	30%	40%	100%

**INDUSTRIAL TECHNOLOGY –  
(GRAPHICS, MULTI MEDIA, TIMBER)**
**HEAD TEACHER Patrick Ford**

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Study Industry visit Questionnaire Report	Written task Folio	Practical task Project	
Task Due	Term 1, Week 10	Term 2, Week 7	Term 3 , Week 6	
Task Handed out	Term 1, Week 7	Term 2, Week 2	Term 2, Week 1	
Outcomes assessed	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	P3.1, P3.2, P3.3, P5.1, P5.2,	P1.2, P2.2, P4.1, P4.2, P4.3, P6.1	
Components	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%

**INVESTIGATING SCIENCE**
**HEAD TEACHER Rosie Weithaler**

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task	Depth Study	End of Course Examination	
Task Due	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 8	Term 2, Week 5		
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)	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total %	30%	40%	30%	100%

JAPANESE CONTINUERS			HEAD TEACHER	Renetta Wolfe
Task number	Task 1	Task 2	Task 3	
Nature of task	Reading and Responding Read a Japanese text then respond with own written text	Speaking and Listening Conversation in Japanese	End of Course Examination Reading and Listening comprehension questions followed by a writing task	
Task Due	Term 1 , Week 9	Term 2 , Week 10	Term 3 , Week 9 - 10	
Task Handed out	Term 1, Week 6	Term 2, Week 6		
Outcomes assessed	1.2 2.1 2.2 2.3 4.2 4.3	1.1 1.3 1.4 3.1 4.1	1.2 1.4 2.1 2.2 2.3 3.1 3.2	
Components	Weighting %			
Listening		20%	10%	30%
Reading	20%		10%	30%
Speaking		10%	10%	20%
Writing	10%		10%	20%
Total %	30%	30%	40%	100%

LEGAL STUDIES			HEAD TEACHER Ilisa Newell	
Task number	Task 1	Task 2	Task 3	
Nature of task	The Legal System Research Essay Oral Presentation Media Articles	The Individual and the Law	End of Course Examination	
Task Due	Term 1 , Week 11	Term 2, Week 9	Term 3, Week 9 - 10	
Task Handed out	Term 1 , Week 5	Term 2, Week 5		
Outcomes assessed	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	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Analysis and evaluation		10%	10%	20%
Inquiry and research	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms		10%	10%	20%
Total %	20%	40%	40%	100%

MODERN HISTORY			HEAD TEACHER		Ilisa Newell
Task number	Task 1	Task 2	Task 3		
Nature of task	<b>Comparative Film Study</b> Compare and contrast the historical accuracy of two films.	<b>Historical Investigation</b> Choice of personal historical research task in an essay format.	<b>End of Course Examination</b>		
Task Due	Term 1, Week 9	Term 3, Week 3	Term 3, Week 9 - 10		
Task Handed out	Term 1, Week 4	Term 2, Week 6			
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		
Components	Weighting %				
Knowledge and understanding of course content	10%	10%	20%	40%	
Historical skills in the analysis and evaluation of sources and interpretations		10%	10%	20%	
Historical inquiry and research including mandatory historical investigation	10%	10%		20%	
Communication of historical understanding in appropriate forms	10%		10%	20%	
Total %	30%	30%	40%	100%	

MUSIC		HEAD TEACHER	Andrew Smith	
Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce and Aural	Composition and Performance	Performance and Aural Skills	
Task Due	Term 1, Week 10	Term 3, Week 2	Term 3, Week 9 -10	
Task Handed out	Term 1, Week 5	Term 2, Week 5		
Outcomes assessed	P2, P4, P6, P7, P8	P1, P3, P5, P6, (P11)	P1, P4, P5, P7, P8, (P9, P10)	
Components	Weighting %			
Performance		5%	20%	25%
Composition		25%		25%
Musicology	25%			25%
Aural	5%		20%	25%
Total %	30%	30%	40%	100%



**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION****HEAD TEACHER Lachlan Blaikie**

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task Better Health for Individuals Core 1	In class examination The Body in Motion Core 2	End of Course Examination	
Task Due	Term 2, Week 2	Term 3, Week 2	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 4	Term 2, Week 6		
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	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research, analysing and communicating	25%	25%	10%	60%
Total %	35%	35%	30%	100%

**PHYSICS****HEAD TEACHER Rosie Weithaler**

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study	Practical	End of Course Examination	
Task Due	Term 2, Week 3	Term 3, Week 4	Term 3, Week 9 - 10	
Task Handed out	Term 2, Week 1	Term 3, Week 2		
Outcomes assessed	PH11/12 -1 PH11/12-(4-7) PH11-(8-9)	PH11/12-(2-5) PH11-10	PH11/12-(1-7) PH11-(8-11)	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
Total %	30%	30%	40%	100%

SOCIETY AND CULTURE			HEAD TEACHER	Ilisa Newell
Task number	Task 1	Task 2	Task 3	
Nature of task	Media Content Analysis Research method- content analysis	Research Report Application of research methods- scaffolded report	End of Course Examination	
Task Due	Term 1, Week 8	Term 3, Week 4	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 3	Term 1, Week 11		
Outcomes assessed	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	
Components	Weighting %			
Knowledge and understanding of course content	20%	10%	20%	50%
Application and evaluation of social and cultural research methods	5%	20%	5%	30%
Communication of information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total %	25%	35%	40%	100%

SOFTWARE DESIGN AND DEVELOPMENT		HEAD TEACHER	Patrick Ford	
Task number	Task 1	Task 2	Task 3	
Nature of task	Problem Solving Presentation	Software Solution Case Study	Year 11 Project	
Task Due	Term 1, Week 10	Term 2, Week 5	Term 3, Week 6	
Task Handed out	Term 1, Week 3	Term 2, Week 1	Term 2, Week 1	
Outcomes assessed	P1.3, P3.1,P4.1,P5.2	P1.2, P2.2, P3.1,P4.2	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	
Components	Weighting %			
Knowledge and understanding of course content	10%	30%	10%	50%
Knowledge and skills in the design and development of software solutions	10%	10%	30%	50%
Total %	20%	40%	40%	100%

SPORT, LIFESTYLE AND RECREATION			HEAD TEACHER	Lachlan Blaikie
Task number	Task 1	Task 2	Task 3	
Nature of task	Athletics Module 2: Athletics	Healthy Lifestyles Module 9: Healthy Lifestyles	End of Course Examination Module 6: Games and Sports Applications module	
Task Due	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9 – 10	
Task Handed out	Term 1, Week 6	Term 2, Week 7		
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	
Components	Weighting %			
Practical	20%	20%	10%	50%
Theory	15%	15%	20%	50%
Total %	35%	35%	30%	100%

VISUAL ARTS		HEAD TEACHER	Andrew Smith	
Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Developing Practice: Portfolio of Works</b> Submitted artwork(s) explaining historical/ contemporary artists practice. VAPD record of the development of a research based practice  <i>Visual/Verbal Presentation</i>	<b>Developing Practice: Portfolio of Works</b> Submitted artwork(s) explaining historical/ contemporary artists practice. VAPD record of the development of a research based practice  <i>Curatorial Research Task</i>	<b>End of Course Examination</b> Art Criticism and Art History Written Examination	
Task Due	Term 2, Week 2	Term 3, Week 2	Term 3, Week 9 - 10	
Task Handed out	Term 1, Week 8	Term 2, Week 8		
Outcomes assessed	P1	P1	P7, P8, P9, P10	
Components	Weighting %			
Artmaking	25%	25%		50%
Art Criticism and Art History	15%	15%	20%	50%
Total %	40%	40%	20%	100%

## ASSESSMENT ADVICE FOR HSC VET COURSES

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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 HSC 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 that:

- 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.

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

- 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.

## Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	<b>TBA</b>
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Term 3, 2019 TBA</b>

Assessment Plan		Evidence gathering techniques							
<i>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 <b>18 units</b></i>									
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
Cluster 1 – Participate in WHS Processes Term 1 2018									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		✓
Cluster 2 – Working in the Industry Term 1 2018									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		✓ ✓ 
Cluster 3 – Weather Term 2 2018									
AHCWRK201	Observe and report on weather	✓			✓		✓		✓
Cluster 4 – Chemicals Term 3 2018									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			✓ 

## Assessment Summary AHC20116 Certificate II in Agriculture

Cluster 5 – Healthy Animals Term 4 2018									
AHCLSK202 AHCLSK205 AHCLSK206 AHCLSK204	Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations	✓	✓		✓			✓	✓  
Cluster 7 – Tractors Term 1 2019									
AHCMOM202 AHCMOM304 AHCPIO201	Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil	✓		✓	✓				
Cluster 8 – Feed and Water Livestock Term 2 2019									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
Cluster 9 – Fencing Term 3 2019									
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓				

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 CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2019 TBA

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry (white card)	✓		✓	✓		✓	✓	Yes
<b>Cluster 1: Getting Started in the Construction Industry Term 1 2018</b>									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
<b>Cluster 2: Measure up Term 2 2018</b>									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
<b>Cluster 3: Reading plans and levelling Term 3 2018</b>									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
<b>Cluster 4: Prepare to Concrete Term 4 2018</b>									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
<b>Cluster 5: Group Project Term 1 2019</b>									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
<b>Cluster 6-Working Effectively Term 2 2019</b>									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
<b>Cluster 7: Option 1-Joinery Term 3 2019</b>									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	

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 in Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	<b>TBA</b>
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Term 3, 2019 TBA</b>

Assessment Plan		Evidence Gathering Techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Worksheets	Self-assessment	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries induction. (HSC unit only)					✓	✓		YES
<b>Cluster 1-Working Safely in the Metals Industry Term 1 2018</b>								
MEM13014A	Apply principles of occupational health and safety in the work environment	✓			✓	✓		YES
MEM 11011B	Undertake manual handling	✓	✓		✓	✓		
<b>Cluster 2-Using Hand Tools Term 2 2018</b>								
MEM14004A	Plan to undertake a routine task	✓	✓		✓	✓		YES
MEM18001C	Use hand tools	✓	✓		✓	✓		YES
<b>Cluster 3-Using Power Tools Term 3 2018</b>								
MEM18002B	Use power tools/hand held operations	✓	✓		✓	✓		YES
MEM12023A	Perform engineering measurements	✓	✓		✓	✓		YES
<b>Cluster 4-Calculating and Cutting Term 4 2018</b>								
MEM05005B	Carry out mechanical cutting	✓	✓		✓	✓		
MEM12024A	Perform computations	✓	✓		✓	✓		YES
<b>Cluster 5-Workshop Machines Term 1 2019</b>								
MEM05012C	Perform routine manual metal arc welding	✓	✓		✓	✓		
MEM07032A	Use workshop machines for basic operations	✓	✓		✓	✓		
<b>Cluster 6-Skills in Action Term 2 2019</b>								
MEM15002A	Apply quality systems	✓	✓		✓	✓		YES
MEM15024A	Apply quality procedures	✓	✓		✓	✓		YES
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓	✓		✓	✓		YES
<b>Cluster 7-Technical Drawing (HSC unit only) Term 4 2018</b>								
MEM09002B	Interpret technical drawing				✓	✓		YES
<b>Cluster 8a, 8b, 8c, Options - Select one competency only from Option 8a, 8b or 8c to qualify for Certificate 1. Term 3 &amp; 4 2018</b>								
MEM05004C	Perform routine oxy acetylene welding (2 units)	✓	✓		✓	✓		
MEM05007C	Perform manual heating and thermal cutting (2 units)	✓	✓		✓	✓		
MEM16008A	Interact with computing technology (2 units)	✓	✓		✓	✓		

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 for CUA30415 Certificate III in Live Production and Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	<b>TBA</b>
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Term 3, 2019 TBA</b>

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
Cluster 1-Working in the entertainment industry Term 1 2018									
Prerequisite									
CPCCCOHS1001A	Work safely in the construction industry	✓		✓	✓				
CUAIND301	Work effectively in the creative arts industry	✓			✓	✓			Yes
Cluster 2-Lighting Term 2 2018									
CUALGT301	Operate basic lighting	✓		✓	✓				Yes
CUFLG304	Install and operate follow spots (specialised unit)	✓		✓	✓				
Cluster 3-Live Performance Term 3 2018									
CUASTA301	Assist with production operations for live performances	✓		✓	✓				Yes
CUASMT301	Work effectively backstage during performances	✓		✓	✓				
Cluster 4-Audio Term 4 2018									
CUASOU301	Undertake live audio operations	✓		✓	✓	✓			Yes
CUASOU306	Operate sound reinforcement systems (specialised unit)	✓		✓	✓	✓			
Cluster 5-Staging Term 1 2019									
CUAWHS302	Apply work health and safety practices	✓		✓	✓	✓			Yes
CUASTA202	Assist with bump in bump out shows	✓		✓	✓	✓			
MEM18002B	Use power tools/hand held operations (specialised unit)	✓		✓	✓	✓			
Cluster 6-Vision system the live feed Term 2 2019									
CUAVSS302	Operate vision systems	✓		✓	✓	✓		✓	Yes
BSBWOR301	Organise personal work priorities and development	✓		✓	✓	✓		✓	
Cluster 7-Creative projects and customer service Term 3 2019									
CUAPPRP304	Participate in collaborative creative projects	✓			✓	✓	✓		
SITXCCS303	Provide service to customers	✓			✓	✓	✓		Yes

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.



## Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	<b>TBA</b>
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Term 3, 2019 TBA</b>

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
Cluster 1: Getting along Term 1 2018								
BSBWOR203	Work effectively with others	✓			✓			YES
Cluster 2 : 2 Safe and sustainable work practices Term 1 2018								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES
BSBSUS201	Participate in environmentally sustainable work practices							
Cluster 3 : Safe and hygienic food preparation Term 1 2019								
SITXFSA001	Use hygienic practices for food safety	✓			✓			YES
SITHCCC001	Use food preparation equipment		✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster 4: Preparing quality simple dishes Term 3 2018								
SITHCCC002	Prepare and present simple dishes	✓	✓		✓			
SITXINV002	Maintain the quality of perishable items							
Cluster 5: Producing menu Items Term 3 2018								
SITHCCC005	Prepare dishes using basic methods of cookery	✓	✓	✓	✓	✓		YES
Cluster 6: Cleaning the kitchen Term 4 2018								
SITHKOP001	Clean kitchen premises and equipment	✓			✓	✓		YES
<b>Cluster 7: Preparing appetisers and salads Term 1 2019</b>								
SITHCCC006	Produce appetisers and salads	✓	✓	✓	✓	✓		
Cluster 9: Keeping up to date with industry Term 3 2019								
SITHIND002	Source and use information on the hospitality industry				✓			YES
<b>Cluster 8 : Safe sandwich preparation Term 2 2019</b>								
SITHCCC003	Prepare and present sandwiches	✓			✓			
<b>Cluster 9 : Use cookery skills effectively Term 2 2018</b>								
SITHCCC011	Use cookery skills effectively (holistic)	✓	✓			✓	✓	

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

## Assessment Summary for SIR30216 Certificate III in Retail Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2019 TBA

Assessment Plan		Evidence gathering techniques								
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other	HSC Examination
<b>Cluster 1</b> SIRXIND001 SIRXCOM002	<b>Teamwork in a service environment</b> Work effectively in a service environment Work effectively in a team Term 1 2018	✓		✓	✓	✓	✓		✓ Simulated work place environment	YES
<b>Cluster 2</b> SIRXWHS002 SIRXIND002	<b>Safely maintain the store environment</b> Contribute to workplace health and safety Organise and maintain the store environment Term 2 2018	✓		✓	✓	✓			✓ Simulated retail scenarios	YES
<b>Cluster 3</b> SIRXSLS002 SIRXRSK001	<b>Point of sale procedures and security</b> Follow point-of-sale procedures Identify and respond to security risks Term 3 2018	✓		✓	✓	✓			✓ Simulated work place environment	YES
<b>Cluster 4</b> SIRXCEG001 SIRXCEG002 SIRXCEG003	<b>Serving the customer</b> Engage the customer Assist with customer difficulties Build customer relationships and loyalty Term 4 2018	✓			✓	✓	✓	✓	✓ Work Place Journal	YES
<b>Cluster 5</b> SIRRINV001 SIRRINV002	<b>Handling retail stock</b> Receive and handle retail stock Control stock Term 1 2019	✓			✓				✓ Create a display in class or in a simulated work place environment	YES
<b>Cluster 6</b> SIRXSLS001 SIRXPDK001	<b>Selling and advising the retail customer</b> Sell to the retail customer Advise on products and services Term 2 2019				✓	✓			✓ Simulated retail scenarios	YES
<b>Cluster 7</b> SIRRMER001	<b>Merchandise displays</b> Produce visual merchandise displays Term 3 2019		✓ Product portfolio	✓	✓	✓		✓	✓ simulated or real work place environment	YES

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

## Part 4: Appendices



# Denison College of Secondary Education

Year 11 2018

## Assessment Planning Tool



	Week	Dates	
Term begins 29 January 2018			
	1	29/1-2/2	Staff Development Day Monday Years 7, 11 and 12 students return Tuesday 30 January
	2	5/2 – 9/2	No Assessments NB: Tues receive assessment materials + Vet Induction Fri 9/2
	3	12/2 – 16/2	No Assessments BHC Swimming Carnival 15 February
	4	19/2 – 23/2	No Assessments
	5	26/2 – 2/3	No Assessments
	6	5/3 – 9/3	No Assessments
	7	12/3 – 17/3	
	8	19/3 – 23/3	
	9	26/3 – 30/3	Good Friday
	10	2/4 – 6/4	BHC Athletics Carnival 5 April Easter Monday
	11	9/4 – 13/4	Year 11 Study Day (Tues)
Term begins 30 April 2018			
	1	30/4 – 4/5	4 school days (Staff Development Day)
	2	7/5 – 11/5	
	3	14/5 – 18/5	
	4	21/5 – 25/5	
	5	28/5 – 1/6	
	6	4/6 – 8/6	
	7	11/6 – 15/6	4 day week: Long Weekend
	8	18/6 – 22/6	
	9	25/6 – 29/6	Astley Cup
	10	2/7 – 6/7	
Term begins 23 July 2018			
	1	23/7 – 27/7	4 school days (Staff Development Day)
	2	30/7 – 3/8	
	3	6/8 – 10/8	
	4	13/8 – 17/8	
	5	20/8 – 24/8	
	6	27/8 – 31/8	
	7	3/9 – 7/9	Assessment Free Week
	8	10/9 – 14/9	Assessment Free Week
	9	17/9 – 21/9	Year 11 End of Course Examinations
	10	24/9 – 28/9	Year 11 End of Course Examinations
Assessment Tasks must be submitted to Campus Office.			
Examinations will be conducted under formal examination rules as prescribed by each campus.			

# Denison College of Secondary Education

## Student Personal Result Sheet

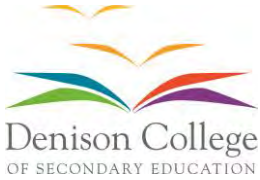


Student's Name: \_\_\_\_\_

This page is included so that the student can 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	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 (if applicable)
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.



**Denison College of Secondary Education  
Bathurst High Campus**



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

- 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 date of the task or examination. This form should be used if you had an illness or a misadventure that prevented you from doing the task or examination, or that impacted on your performance during the task or examination.

Student name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

I wish to apply for an extension of time/consideration due to illness/misadventure (*delete whichever does not apply*).

Course: \_\_\_\_\_ Date task is due or test/examination: \_\_\_\_\_

Task or Examination: \_\_\_\_\_

Explain the reasons for your application: \_\_\_\_\_

Independent evidence 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**

Head Teacher decision and comment: \_\_\_\_\_ Approved/Declined

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New date if granted: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

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

## Assessment Mark/Grade Appeal Form



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that the Campus did not follow due process. 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 special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments

Course name: \_\_\_\_\_

Task name & number: \_\_\_\_\_

Task Description: \_\_\_\_\_

\_\_\_\_\_

Details of your appeal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supporting documentation (list the documents that you are attaching to this appeal):

\_\_\_\_\_

\_\_\_\_\_

----- ✂ -----

Office Use Only - Outcome of Appeal

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

Declined / Upheld

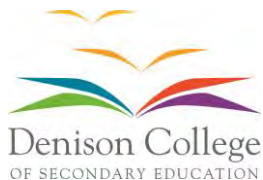
Reasons:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approved by: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Year 11 Assessment Task Sheet



Student's Name: \_\_\_\_\_

Course: \_\_\_\_\_

Teacher: \_\_\_\_\_

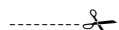
Assessment Task: \_\_\_\_\_

Date Due: \_\_\_\_\_

Office Use Only

Assessment Task Received at Campus Office:

Signed:



Receipt of Year 11 Assessment Task (Student's Copy)

Student's Name: .....

Course: .....

Teacher: .....

Office Use Only:

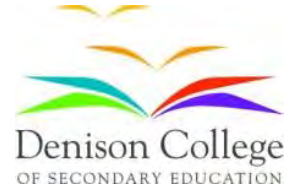
Assessment Task Received at Campus Office:

Signed:

## 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.



## CONTACT DETAILS

### Denison College of Secondary Education

Boyd St, Kelso, NSW, 2795

PO Box 499, Bathurst

Tel: .....02 6331-4544

Fax: .....02 6332-1678

Email:.....denisoncol-m.school@nsw.edu.au

### Bathurst High Campus

Hope St, Bathurst, NSW, 2795

PO Box 494, Bathurst

Tel: .....02 6331-3755

Fax: .....02 6332-2302

Email:..... bathurst-h.schools@det.nsw.edu.au

Web: ..... www.bathurst-h.schools.nsw.edu.au

### Kelso High Campus

Boyd St, Kelso, NSW, 2795

PO Box 499, Bathurst

Tel: .....02 6331-4544

Fax: .....02 6332-1678

Email:..... kelso-h.schools@det.nsw.edu.au

Web: .....www.kelso-h.schools.nsw.edu.au