

HSC



2018-19 Assessment Booklet

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Excellence through Respect, Responsibility and Participation

As members of the Boorowa Central School community we believe in:

- Respecting others, ourselves and our environment,
- Being tolerant and establishing positive relationships,
- Promoting self-confidence, self-identity and self-worth,
- Accepting responsibility for our own actions,
- Providing ourselves with necessary life skills,
- Valuing and encouraging achievement and creativity,
- Being informed and contributing to our community and our world.

HIGHER SCHOOL CERTIFICATE ASSESSMENT

PARENT AND STUDENT INFORMATION

The following information details Boorowa Central School's policies and procedures pertaining to the NSW Education Standards Authority requirements, assessment tasks, rights of appeal and issues relating to grievance procedures and occupational health and safety for the award of the HSC.

Requirements

1. NSW Education Standards Authority Requirements.

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

- a. followed the course as specified by the NSW Education Standards Authority.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to the NSW Education Standards Authority.
- d. undertaken the mandatory work placement (VET students only).

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

For VET students to gain an Australian Qualifications Framework (AQF) qualification or Statement of Attainment, a student must demonstrate competence in **ALL** units of competency as required for the qualification and have had the assessment undertaken by a qualified industry assessor.

2. Attendance and Satisfactory Completion of a Course

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

All senior students at Boorowa Central School are expected to follow the school's Code of Conduct and provide positive role models for junior students. As such students must:

- ensure they retain a copy of the guidelines to the Satisfactory Completion of the HSC Course;
- present work according to the schedule of date for assessment tasks;

- be aware of penalties for non-completion or late submission of assessment tasks;
- be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class;
 - present their own work;
 - submit their work in the appropriate format;
 - not interfere with the efforts of others;
 - acknowledge all secondary sources of information used.

3. a. Assessment and the Award of a H.S.C.

The award of a Higher School Certificate is made on the basis of a student's performance in the HSC examination and the school's assessment submitted to the NSW Education Standards Authority. The assessment will be based on achievements measured throughout the HSC course. To enter the HSC course, students must have satisfactorily completed the Year 11 Preliminary Course. The HSC course commences in term 4, 2018. The final mark submitted to the NSW Education Standards Authority represents a measure of the student's achievement relative to other students by the end of the HSC course. Assessment tasks and external examinations will reflect a standards referenced approach where:

- Student achievement is assessed and reported with reference to specified standards of performance;
- Marks awarded to students reflect the standards they have achieved;
- Comparisons can be made between students based on their achievement of the standards;
- Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means that over time, while standards remain constant, the proportion of students achieving each standard may change year to year;
- There are no limits on the number of students who can reach the top standard;
- All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standards expected receive higher marks;
- Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.

HSC assessment is intended to provide an indication of a student's attainment of a wider range of objectives than measured by the external examination. The assessment allows due weight to be given during a course to student achievement which although evident to the class teacher, may not be adequately assessed in an external examination alone. Such objectives may be measured through practical work, research skills, oral skills, and fieldwork to name a few.

The school determines the various tasks such as tests, assignments and projects on which internal assessment is based. It also determines the marks allocated to each task. Each teacher is responsible for developing assessment schedules in accordance with syllabus requirements for individual subjects.

3. b. Students who change schools or who repeat courses.

No action is necessary for students who transfer to another school before assessments begin for the HSC components of their courses. These students will be assessed by the receiving school.

For students who transfer between when assessments commence and the final date for the HSC entry, the receiving school is to compile final assessments based on the assessment work done at the receiving school. Any information forwarded by the sending school may also be taken into account in the final assessment.

For students who transfer schools between the final date for HSC entry and the time that schools are required to submit assessments, the sending school is to provide the assessment information to the NSW Education Standards Authority.

For students who repeat a course for the HSC, an assessment will be made on the work done in the repeat year only.

3. c. Pathways students

Students may complete the HSC over a period of up to five years. These students are referred to as Pathways students. Students must still satisfy the requirements for preliminary course units and must complete the necessary preliminary requirements of a course before they can study it at the HSC level.

Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks' notice will be given to students via a "Notice of Assessment Task Form". A sample of a "Notice of Assessment Task Form" is included in Appendix 8.a. All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

4. a. Completion of Assessment tasks

- i) The NSW Education Standards Authority expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).

- ii) Every assessment task must be submitted with a cover sheet. (A copy of one is included in this booklet.) If the teacher is not available, then the task must be handed to the Head Teacher, Deputy Principal or Principal. The student must ensure that the teacher signs and dates the task to verify that it has been submitted on or before the due date.
- iii) **Assessment tasks such as essays, assignments, fieldwork reports etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark. Students are encouraged to make use of the extension process if they require extra time to complete a set task. (See appendix 8.d).**
- iv) **For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. (See 4 (b) (i) below). If an assessment examination or in-class task is missed, a zero mark will be awarded automatically.** Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.
- v) If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. sporting excursion) the student must submit the task **before going on the excursion**. The due date is only the last day on which the task could be submitted.
- vi) A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.
- vii) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. The NSW Education Standards Authority requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

Students may request their final assessment ranking for individual subjects *only after* the final HSC examination for Boorowa Central School is completed. They may not receive their total weighted assessment mark. This is National Educational Standard Authority policy. (ACE Manual 11.13.16.c)

The school is not required to keep documentary evidence of work submitted by student's e.g. test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject.

4. b. Absence from Assessment tasks

- i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.
- ii) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a "form for illness or misadventure" (found in the appendix 8.c) at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.
- iii) Students seeking an extension must apply in writing no less than 3 school days prior to the task being due using the 'Extension Request Form' (found in the appendix 8.d.). Individual cases will be considered by the Class teacher, Head Teacher and the Principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

4. c. Misadventure

- i) In cases of prolonged absence, the assessment will be determined using completed tasks for that student only.
- ii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

4. d. Plagiarism and Malpractice

- i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.

4. e. Technological Failure

- i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress, and keep a hard copy of the text.
- ii) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

4. f. Recognised Prior Learning

This applies particularly to students who are re-entering post compulsory education.
Existing skills are recognised through the process of:

- credit transfer
- recognition of prior learning (RPL)
- recognition of current competencies (RCC)

Credit transfer and RPL/RCC refer to the acceptance of knowledge and skills held as a result of formal and informal training, work experience and/or life experiences. It is a way of giving students an opportunity to demonstrate their skills and understandings, taking into account when, where and how learning was undertaken. It is a process by which students can gain credit towards a qualification based on achievements.

RPL and PCC are based upon the following principles: competency, commitment, access, fairness and support. Students wishing to explore RPL, RCC or credit transfer, need to approach the Head Teacher in charge of the Vocational Education Course you are interested in to obtain the relevant forms and further advice on this process.

4. g. Special (Disability) Provisions

- i) i) Some students may have special HSC examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Disability Provision Application forms are available at the school. Students wishing to apply for disability provisions should see Mrs. Dwyer, Miss Tyson or any member of the executive.
- ii) The deadline for special provisions applications is approximately early April.
- iii) Should some other unexpected event or circumstances that will negatively affect a student's performance in the HSC Examinations arise after the deadline, students or their parents should contact the school as there are special avenues for provisions for these incidents.

Examination Procedures

5. a. Conduct during the examinations

- (i) You must follow the day-to-day rules of the school or institute where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course or non-award of a Higher School Certificate.
- (ii) The presiding officer and examination supervisors are in charge of students:
 - (a) when assembling before an examination;
 - (b) during the examination; and
 - (c) after the examination until all students have left.
- (iii) You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
- (iv) You must not:
 - (a) take a mobile phone, programmable (smart/apple) watch or device into the examination room
 - (b) take any electronic device including a digital media player into the examination room, unless approved by the NSW Education Standards Authority

- (c) speak to any person other than a supervisor during an examination
- (d) behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- (e) attend an examination while under the influence of alcohol or illegal drugs
- (f) take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- (g) smoke in the examination room
- (h) eat in the examination room except as approved by the presiding officer e.g. for diabetic students
- (i) take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

(v) If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the NSW Education Standards Authority. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.

(vi) If you do not make a serious attempt at an examination, you may not receive a result in that course and may not be eligible for the award of the Higher School Certificate. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the Board's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

(vii) Actions which breach the examination rules and may also be illegal will be reported to the police.

Further information can be found at the NSW Education Standards Authority site:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

5. b. Equipment Checklist for Higher School Certificate Examinations

- (i) When in the examination room, **students must remove watches** and place them in clear view on the examination table.
- (ii) **Mobile phones or other electronic communication devices must not be taken into the examination room.**
- (iii) Students may only take the equipment listed into the examination room. No other equipment is allowed. Students are expected to provide pens (black is recommended), pencils and erasers, and a ruler marked in millimeters and centimeters, for ALL EXAMINATIONS. Students may use a pencil sharpener and/or highlighter pen.

- (iv) Any equipment brought into the examination room will be subject to inspection before the examination commences.
- (v) It is the responsibility of the student to supply equipment that is in good working order. This includes calculators.
- (vi) Equipment failure is not a ground for an appeal under misadventure provisions.
- (vii) Supervisors will not be responsible for the safekeeping of any unauthorised material.
- (viii) When answering multiple-choice questions on Answer Sheets, students should use black or blue pen. Information about equipment for specific subjects can be found at the NSW Education Standards Authority site: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Reviews and appeals

6. a. Reviews

Following the final HSC paper and after students have been given, on request, their final position in the school's order of assessment list for each subject, a student may seek a review of his/her assessment only if his/her position differs significantly from expectations gained from the course assessment tasks. Note that any such review relates only to a student's position in the group, not to any marks or grades awarded throughout the course.

6. b. Rights of Appeal

- i) Students have access to an appeals process if they feel dissatisfied with the assessment process. All students have the right to have their appeal dealt with confidentially, fairly, promptly and without fuss. VET students also have the right to lodge an appeal against the assessment of their competency on the following grounds:
 - the assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency;
 - They were not informed, in advance, of the conditions and methods of assessment;
 - The process was in some way discriminatory;
 - They were ill at the time of assessment (this must be supported with a medical certificate).
- ii) Difficulties over assessment should be approached informally at first with a view to resolving them through discussion. Formal appeals need to be based on identified problems with assessment process rather than an unsuccessful result.

- iii) Appeals must be lodged in with the Principal within five (5) school days of the actual assessment. The appeal may result in:
- upholding or rejecting the appeal at any stage;
 - interviewing any of the people involved in the assessment process;
 - requesting another assessor to review the case;
 - scheduling another assessment.
- iv) All procedures and outcomes of the process will be fully documented and the students will be provided with copies.
- v) If a student is still unhappy about an outcome of the appeal it will be referred to Queanbeyan Office of the Department of Education and Communities. Contact addresses for the relevant bodies may be found in appendix 8.h.

6. c. Complaint / Grievance Procedures

It is against the law for discrimination on the grounds of race, sex, marital status, disability, homosexuality or age to occur in a variety of areas. Boorowa Central School has developed very clear procedures relating to student complaints about discrimination. If any student has a complaint s/he should speak to any member of the executive.

Work Health and Safety

The NSW Work Health and Safety Act 2011 aims to protect the health, safety and welfare of people at work. It specifies general requirements which must be met at places of work in New South Wales. The provisions of the O.H.S. Act cover every place of work in NSW and apply to self-employed people as well as employees and employers.

7. a. Employers

Employers must ensure the health, safety and welfare at work of their employees by:

- providing or maintaining equipment plant and systems of work that are safe and without risk to health;
- making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances;

- providing information, instruction, training and supervision necessary to ensure the health and safety at work of employees;
- maintaining places of work under their control in a safe condition, providing and maintaining safe entrances and exits;
- providing and maintaining a working environment that is safe and without risks to health;
- providing available and adequate information about the use and care of equipment and any research and relevant tests of substances used at the place of work.

7. b. Employees

Employees must take reasonable care of the health and safety of others. Employees must cooperate with employers in their efforts to comply with occupational health and safety regulations.

VET students have many posters and pamphlets available in their training area and it is their responsibility to understand them.

While on work placement, clear emergency contact procedures have been established. If any student has concerns relating to Work Health and Safety issues he/she should discuss them politely with the employer. Students can get in touch with an emergency contact as listed on their workplace learning emergency procedures form and make them aware of the situation. It is unlawful to dismiss any employee for making a complaint about a health and safety issue.

Assessment Schedules

8. Summary of Assessment Schedules

English Key Learning Area

- 2 Unit Standard English
- 2 Unit English Studies

Mathematics Key Learning Area

- 2 Unit Mathematics

Science Key Learning Area

- 2 Unit Biology
- 2 Unit Investigating Science

HSIE Key Learning Area

- 2 Unit Legal Studies
- 2 Unit Geography
- 2 Unit Modern History
- 2 Unit Ancient History – external course

CPA Key Learning Area

- 2 Unit Visual Art
- 2 Unit Visual Design

PD/H/PE Key Learning Area

- 2 Unit Sport, Lifestyle and Recreation
- 2 Unit Community & Family Studies

VET Key Learning Area

- 2 Unit Construction (Vocational Education & Technology Course)
- 2 Unit Hospitality (Vocational Education & Technology Course)
- 2 Unit Agriculture (Vocational Education & Technology Course)

Boorowa Central School
Excellence through Respect, Responsibility and Participation

Course:	English (Standard)								Teacher:	P. Harris							
Course Description: In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.									Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ Module C – The Craft of Writing must be assessed with a total weighting of 25% ♣ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ♣ assessment of the Common Module must integrate student selected related material.								
Component (syllabus)	Task 1				Task 2				Task 3				Task 4				Component weighting
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	9	Term	1	Week	8	Term	2	Week	10	Term	3	Week	5	
	Texts and Human Experience				Language, Culture and Identity				The Craft of Writing				The Craft of Writing, Module A and Module B				
	Analytical Response				Multimodal Presentation				Imaginative Text				Trial Examination				
Knowledge and understanding of course content	15%				10%				10%				15%				50%
Skills in critical thinking, research methodology, analysing and communicating	10%				15%				15%				10%				50%
Outcomes to be assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7				EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9				EN12-2, EN12-3, EN12-4, EN12-5, EN12-9				EN12-1, EN12-3, EN12-5, EN12-6, EN12-7				
Weighting	25%				25%				25%				25%				100%

Boorowa Central School
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Course:	English Studies								Teacher:	S. Blomfield							
<p>Course Description: In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>									<p>Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 20% ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ assessment of the Common Module must integrate teacher or student selected related material.</p>								
<u>Component (syllabus)</u>	<u>Task 1</u>				<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>
	Due Date (2018)								Due Date (2019)								
	Term	4	Week	9	Term	1	Week	8	Term	2	Week	8	Term	3	Week	3	
	Mandatory Module				The Big Screen				Who Do I Think I Am?				Across all modules				
	Opinion piece incorporating related material				Multimodal Task: Advertising pitch				Reading and writing task				Collection of classwork				
Knowledge and understanding of course content	15%				10%				10%				15%				50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10%				10%				15%				15%				50%
<u>Outcomes to be assessed</u>	ES12-1, ES12-4, ES12-7, ES12-8				ES12-1, ES12-4, ES12-6, ES12-7, ES12-9				ES12-1, ES12-3, ES12-4, ES12-5, ES12-8				ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10				
<u>Weighting</u>	25%				20%				25%				30%				100%

Boorowa Central School
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Course:	Mathematics							Teacher:	J. Poplin								
Course Description: The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.								Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30%.									
<u>Component (syllabus)</u>	<u>Task 1</u>			<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>	
	Due Date (2019)							Due Date (2019)									
	Term	4	Week	8	Term	1	Week	9	Term	2	Week	6	Term	3	Week		5
	Type of Task			Type of Task				Type of Task				Type of Task					
	Open Book Exam			Open ended Investigation				Presentation Assignment				Trial Exam					
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15%			10%				5%				20%				50%	
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	5%			20%				15%				10%				50%	
<u>Outcomes to be assessed</u>	H1, H2, H3, H6, H7			H2, H4, H5, H9				H1, H2, H4, H5, H8, H9				H1 to H9 inclusive.					
<u>Weighting</u>	20%			30%				20%				30%				100%	

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Course:	Biology								Teacher:	T. Beadman							
<p>Course Description: Biology is the study of living organisms, life processes and interactions between organisms and their environment. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>									<p>Assessment Requirements: a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30% one task must focus on a depth study or an aspect of a depth study with a weighting of 30–40% The Year 12 formal school-based assessment program is to reflect the following requirements: the depth study task must assess: the Working Scientifically skills outcomes: Questioning and Predicting, Communicating and a minimum of two additional Working Scientifically skills outcomes at least one Knowledge and Understanding outcome</p>								
Component (syllabus)	Task 1				Task 2				Task 3				Task 4				Component weighting
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	9	Term	1	Week	9	Term	2	Week	8	Term	3	Week	5	
	Type of Task				Type of Task				Type of Task				Type of Task				
	Model Building Building a model of DNA				Practical Investigation Design and conduct a practical investigation				Depth Study Research and report on the role of developmental genes in evolution				Trial HSC Examination				
Knowledge and understanding of course content	5%				5%				10%				20%				40%
Skills in critical thinking, research methodology, analysing and communicating	15%				15%				20%				10%				60%
Outcomes to be assessed	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7 BIO12-12				BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-14				BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13				BIO11/12-1 to BIO11/12-7 and BIO12-12 to BIO12-15				
Weighting	20%				20%				30%				30%				100%

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Excellence through Respect, Responsibility and Participation

Course:	Investigating Science								Teacher:	A. Corcoran							
Course Description: The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.									Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30% one task must focus on a depth study or an aspect of a depth study with a weighting of 30–40% the depth study task must assess: the Working Scientifically skills outcomes: Questioning and Predicting Communicating a minimum of two additional Working Scientifically skills outcomes at least one Knowledge and Understanding outcome								
Component (syllabus)	Task 1				Task 2				Task 3				Task 4				Component weighting
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	9	Term	1	Week	6	Term	2	Week	8	Term	3	Week	5	
	Type of Task				Type of Task				Type of Task				Type of Task				
	Testing Claims Report				Data Analysis				Depth Study: Evaluating the Scientific Method				Trial Exam				
Knowledge and understanding of course content	10%				10%				10%				10%				40%
Skills in critical thinking, research methodology, analysing and communicating	10%				10%				20%				20%				60%
Outcomes to be assessed	INS11/12-1, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS12-14				INS11/12-1,INS11/12-4 INS11/12-5,INS11/12-7 INS12-13				INS11/12-1,INS11/12-4 INS11/12-5,INS11/12-6 INS11/12-7, INS12-14				INS11/12-5 ,INS11/12-6 INS12-12,INS12-13 INS12-14, INS12-15				
Weighting	20%				20%				30%				30%				100%

Boorowa Central School
Excellence through Respect, Responsibility and Participation

Course:	Legal Studies								Teacher:	Mrs. Ingrid Corcoran							
Course Description: Core Part I: Crime 30% of course time The nature of crime, the criminal investigation process, the criminal trial process, Sentencing and punishment, Young offenders, International crime Part II of the core: Human rights 20% of course time The nature and development of human rights, Promoting and enforcing human rights, Contemporary issue Part III: Options Choose Two Options 25% each of course time Consumers, Global environmental protection, Family, Indigenous peoples, Shelter, Workplace, World order									Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% Only one task may be a formal written examination with a maximum weighting of 30%.								
<u>Component (syllabus)</u>	<u>Task 1</u>				<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	8	Term	1	Week	7	Term	2	Week	7	Term	3	Week	5	
	Type of Task				Type of Task				Type of Task				Type of Task				
	ICT Task Crime				Research Task Human Rights				Essay Workplace/ World Order				Trial Exam				
Knowledge and understanding of course content	10%				10%				10%				10%				40%
Analysis and evaluation	10%												10%				20%
Inquiry and research					10%				10%								20%
Communication of legal information, ideas and issues in appropriate forms					5%				5%				10%				20%
<u>Outcomes to be assessed</u>	H1, H3, H4, H6				H2, H5, H6, H7, H8				H6, H8, H9, H10				H2, H3, H6, H9, H10				
<u>Weighting</u>	20%				25%				25%				30%				100%

Boorowa Central School
Excellence through Respect, Responsibility and Participation

Course:	HSC Geography				Teacher:	Mrs. Ingrid Corcoran											
Course Description: Ecosystems at Risk 33.3%: 40 indicative hours - the functioning of ecosystems at risk, their management and protection. Urban Places 33.3% 40 indicative hours. The focus of this study is a geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban localities. People and Economic Activity 33.3% 40 indicative hours . The focus of this study is a geographical investigation of economic activity integrating the local and global context.					Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% Only one task may be a formal written examination with a maximum weighting of 30%.												
Component (syllabus)	Task 1				Task 2				Task 3				Task 4				Component weighting
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	8	Term	1	Week	9	Term	2	Week	6	Term	3	Week	5	
	Type of Task				Type of Task				Type of Task				Type of Task				
	In Class Geography Skills Test				Ecosystems at Risk Report Stimulus based /Research response				Urban Places Report Fieldwork				Trial Exam				
Knowledge and understanding of course content	5%				10%				10%				15%				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	5%				5%				5%				5%				20
Outcomes to be assessed					H1, H2, H5, H7, H8, H10, H13				H1, H4, H5, H6, H7, H10, H12, H13				H4, H5, H10, H11, H12, H13				
Weighting	20%				25%				25%				30%				100%

Boorowa Central School
Excellence through Respect, Responsibility and Participation

Course:	Modern History					Teacher:	Madeleine Tyson										
<p>Course Description: The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.</p> <p>The course comprises four sections. They are:</p> <ul style="list-style-type: none"> · Core Study: Power and Authority in the Modern World 1919–1946 · ONE 'National Studies' topic · ONE 'Peace and Conflict' topic · ONE 'Change in the Modern World' topic. 					<p>Assessment Requirements: A maximum of four assessment tasks: - The minimum weighting for an individual task is 10%, - The maximum weighting for an individual task is 40%, - Only one task may be a formal written examination with a maximum weighting of 30%, - One task must be an Historical Analysis with a weighting of 20–30%. For Modern History, the components and weightings for Year 12 are mandatory.</p> <ul style="list-style-type: none"> ● Knowledge and understanding of course content must account for 40% ● Historical skills in the analysis and evaluation of sources and interpretations must account for 20% ● Historical inquiry and research must account for 20% ● Communication of historical understanding in appropriate forms must account for 20% 												
Component (syllabus)	Task 1		Task 2			Task 3			Task 4			Component weighting					
	Due Date (2018)		Due Date (2019)			Due Date (2019)			Due Date (2019)								
	Term	4	Week	9	Term	1	Week	6	Term	2	Week		8	Term	3	Week	5
	Type of Task		Type of Task			Type of Task			Type of Task								
	Core Study - Source Analysis		National Studies - Historical Analysis			Peace and Conflict Essay and Annotated Bibliography			Trial Exam								
Knowledge and understanding of course content	5%		5%			15%			15%			40%					
Historical skills in the analysis and evaluation of sources and interpretation	10%		5%						5%			20%					
Historical inquiry and research			5%			15%						20%					
Communication of historical understanding in appropriate forms	5%		5%			5%			5%			20%					
Outcomes to be assessed	MH12-1, MH12-2, MH12-7, MH12-8, MH12-9		MH12-3, MH12-6, MH12-8, MH12-9			MH12-3, MH12-4, MH12-5, MH12-8, MH12-9			MH12-1, MH12-2, MH12-7, MH12-8, MH12-9								
Weighting	20%		20%			35%			25%			100%					

Boorowa Central School
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Course:	Ancient History				Teacher:	Distance Education											
Course Description: This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through archaeological and written sources, students study of a range of features, people, places, events and developments of the ancient world.						Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an Historical Analysis with a weighting of 20–30%.											
<u>Component (syllabus)</u>	<u>Task 1</u>				<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	1	Week	2	Term	1	Week	9	Term	2	Week	6	Term	3	Week	5	
	Type of Task				Type of Task				Type of Task				Type of Task				
	Historical				Essay								Trial Exam				
Knowledge and understanding of course content	5%				10%				5%				20%				40%
Historical skills in the analysis and evaluation of sources and interpretations	5%				5%				10%								20%
Historical Inquiry and research	10%								10%								20
Communication of historical understanding in appropriate forms	5%				5%								10%				20
<u>Outcomes to be assessed</u>	<i>AH12.6, AH12.8, AH12.9, AH12.10</i>				<i>AH12.2, AH12.3</i>				<i>AH12.4, AH12.6, AH12.7</i>				<i>AH12.3, AH12.5, AH12.6, AH12.7, AH12.9</i>				
<u>Weighting</u>	25%				20%				25%				30%				100%

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Course:	Visual Arts								Teacher:	A. Packwood							
Course Description: This art course provides students with the opportunities to exploit, and make use of, the links between art and the world. Students are encouraged to explore the practices of painting, printmaking, sculpture, drawing, photography, digital manipulation, collage, mixed media, film and textiles in the production of their Body of Work.									Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.								
<u>Component (syllabus)</u>	<u>Task 1</u>				<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	7	Term	1	Week	10	Term	2	Week	6	Term	3	Week	5	
	Type of Task				Type of Task				Type of Task				Type of Task				
	Written Research Task: Artists Practice				Development of the Body of Work				Extended Written Responses				Trial HSC Exam				
Art Making	<i>0%</i>				<i>30%</i>				<i>0%</i>				<i>20%</i>				<i>50%</i>
Art Criticism and Art History	<i>10%</i>				<i>0%</i>				<i>30%</i>				<i>10%</i>				<i>50%</i>
<u>Outcomes to be assessed</u>	H7, H8				H1, H3, H4				H9, H10				H1, H2, H4, H5, H6, H7, H8, H9, H10				
<u>Weighting</u>	<i>10%</i>				<i>30%</i>				<i>30%</i>				<i>30%</i>				100%

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Course:	Visual Design							Teacher:	Ms. Alison Packwood								
Course Description: This design course provides students with the opportunities to exploit and make use of the links between art and design, by designing and making images and objects in which the aesthetic qualities and symbolic meanings are as important as utilitarian function. Students are encouraged to explore the practices of graphic design, wearables, products and packaging, and interior/exterior design in the making of their own individual design project.								Assessment Requirements: 75% Designing & Making (Practical work) 25% Critical & Historical (Theory)									
<u>Component (syllabus)</u>	<u>Task 1</u>				<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>
	Due Date (2018)				Due Date (2019)				Due Date (2019)				Due Date (2019)				
	Term	4	Week	9	Term	1	Week	5	Term	2	Week	9	Term	3	Week	8	
	Type of Task				Type of Task				Type of Task				Type of Task				
	<u>Designing & Making</u> 3D Surfboards				<u>Critical & Historical</u> Research Task				<u>Designing & Making</u> Graphic Design Elements & Logos				<u>Designing & Making</u> Own choice individual project				
Designing & Making	25%								25%				25%				75%
Historical & Critical					25%								25%				25%
<u>Outcomes to be assessed</u>	DM 1-6				CH 1-4				DM 1-6				DM 1-6				
<u>Weighting</u>	25%				25%				25%				25%				100%

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Course:	Sport, Lifestyle and Recreation							Teacher:	Mr. Graham Jones								
<p>Course Description: Sport, Lifestyle and Recreation is a course that enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.</p> <p>The Sport, Lifestyle and Recreation Course comprises of 15 optional modules. However, this is the 2nd year of this course and some units have already been studied.</p> <p>The available modules in Sport, Lifestyle and Recreation are: 1. Aquatics 2. Athletics 3. Dance 7. Games and Sports Applications II 8. Gymnastics 9. Healthy Lifestyle 10. Individual Games and Sports Applications 11. Outdoor Recreation 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training</p>								<p>Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks only one formal written exam tasks do not have to increase in weighting throughout the year</p> <p>For Sport, Lifestyle and Recreation, the allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained. There should be a balance between the assessment of: • knowledge and understanding outcomes and course content (50%) and • skills, outcomes and content (50%)</p>									
<u>Component (syllabus)</u>	<u>Task 1</u>			<u>Task 2</u>				<u>Task 3</u>				<u>Task 4</u>				<u>Component weighting</u>	
	Due Date (2018)			Due Date (2019)				Due Date (2019)				Due Date (2019)					
	Term	4	Week	10	Term	1	Week	10	Term	2	Week	10	Term	3	Week		6
	Type of Task			Type of Task				Type of Task				Type of Task					
	Effective Officiating and Game Play			Expedition Portfolio				Event organisation and management				Practical performance					
Knowledge and understanding of course content	10%			15%				20%				5%				50%	
Skills, outcomes and content	15%			10%				5%				20%				50%	
<u>Outcomes to be assessed</u>	1.1 3.1 4.1 4.4			1.1 1.3 1.4 2.3 3.6 4.1 4.2 4.4				1.1 1.3 1.6 2.4 3.2 4.2 4.5				1.1 1.3 2.1 3.1 3.2 4.1 4.4					
<u>Weighting</u>	25%			25%				25%				25%				100%	

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Course:	2 Unit Community and Family Studies							Teacher:	Mrs Hawkins								
Course Description: Community and Family Studies investigate the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central. The preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities are affected by broader societal influences including sociocultural, economic and political factors.								Assessment Requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: A maximum of four assessment tasks The minimum weighting for an individual task is 10% The maximum weighting of a task is 40% Only one task may be a formal written examination with a maximum weighting of 30% One task must be an independent research Project with a maximum weighting of 20%									
Component (syllabus)	Task 1			Task 2				Task 3			Task 4			Component weighting			
	Due Date (2018)			Due Date (2019)				Due Date (2019)			Due Date (2019)						
	Term	4	Week	10	Term	1	Week	7	Term	2	Week	8	Term		3	Week	5
	Type of Task			Type of Task				Type of Task			Type of Task						
	(a) Individual Research Plan (b) Individual Research Diary (c) Individual Research Project			Groups in Context Presentation				Parenting & Caring Written Task			Trial Exam						
Knowledge and understanding of course content	5%			10%				10%			15%			40%			
Skills in critical thinking, research methodology, analysing and communicating	15%			15%				15%			15%			60%			
Outcomes to be assessed	H4.1, H4.2			H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H5.1, H6.2				H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2			H1.1, H2.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2						
Weighting	20%			25%				25%			30%			100%			

Assessment Advice for HSC 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 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

- 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 for CPC20211Certificate II in Construction Pathways

Requirements for HSC purposes		Dates							
Work Placement (compulsory for the HSC) - 70 hours in total.		To be negotiated with teacher							
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Week 5, Term 3, 2019							
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
Cluster 1: Getting Started in the Construction Industry									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
Cluster 2: Measure up									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
Cluster 3: Reading plans and levelling									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
Cluster 4: Prepare to Concrete									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	

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CPCCCM2004A	Handle construction materials	✓			✓		✓		
Cluster 5: Group Project									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
Cluster 6-Working Effectively									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
Cluster 7: Option 1-Joinery									
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 SIT20316 Certificate II in Hospitality

Requirements for HSC purposes		Dates						
Work Placement (compulsory for the HSC) - 70 hours in total.		To be negotiated with teacher						
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Week 5, Term 3, 2019						
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: Working Together								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES

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BSBSUS201	Participate in environmentally sustainable work practices							
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers	✓		✓	✓			YES
SITXCOM002	Show social and cultural sensitivity							
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality

Assessment Summary for AHC20116 Certificate II in Agriculture

Requirements for HSC purposes		Dates							
Work Placement (compulsory for the HSC) - 70 hours in total.		To be negotiated with teacher							
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Week 5, Term 3, 2019							
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 include the Assessment event title/ number if applicable
Cluster 1 – Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		
Cluster 2 – Working in the Industry									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		
Cluster 3 – Weather									
AHCWRK201	Observe and report on weather	✓			✓		✓		
Cluster 4 - Chemicals									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			

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Assessment Plan continued		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
Cluster 5 – Healthy Livestock									
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									
AHCMOM202 AHCMOM304 AHC BIO201	Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil	✓		✓	✓				
Cluster 8 – Feed and Water Livestock									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
Cluster 9 - Fencing									
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓				

Appendix 9. b:

Assessment Task Cover Sheet

BOOROWA CENTRAL SCHOOL

ASSESSMENT TASK COVER SHEET

COURSE:

STUDENT NAME:

DATE DUE:

ASSESSMENT TITLE/QUESTION:

NUMBER OF PAGES (not including cover sheet):

DATE SUBMITTED: /.... /....

.....
(signed by teacher, HT, DP or P)

STUDENT RECEIPT:

(complete items 1, 2 & 3, have receipt signed, detach when handing in task)

On (1) (date), an assignment for (2)

..... (course) was handed to

By me (3) (student).

SIGNED: (teacher)

Appendix 9.c:

Form for illness/ misadventure affecting an Assessment task

Course:	Teacher:
Task:	Task weighting:

I, _____, hereby apply for consideration of the following factor/s
(Full name of student)
which affected my performance in this assessment task, or unexpected absence from an Assessment Task
conducted at the school: (Documentary evidence from parent/ doctor should be attached, except in
exceptional circumstances)

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's signature: _____ date: __/__/__

Parent/Guardian's signature: _____ date: __/__/__

Recommendation of the faculty:

Teacher Signature: _____ date: __/__/__ HT Signature: _____ date: __/__/__

Principal's decision: I have noted the above request and have taken the following action:

- a) Late penalty to apply
- b) Original Task to be undertaken
- c) Substitute task to be given
- d) Estimate to be given
- e) Zero mark to be recorded
- f) Non- attempt to be recorded
- g) Other as specified

Signature: _____ date: __/__/__

Appendix 9.d:

Form for requesting an extension for an Assessment task

Course:	Teacher:
Task:	Task weighting:
Date task notification given:	Date task due:

I, _____, hereby apply for an extension of time for the above
(Full name of student)
mentioned task.

Reason for request of extension:

(Documentary evidence form parent/ doctor should be attached, except in exceptional circumstances.)

In applying for this extension, I assure the Principal that I am not seeking an unfair advantage over other students in this course.

Student's signature: _____ date: __/__/__

Parent/Guardian's signature: _____ date: __/__/__

Recommendation of the faculty:

Signature: _____ date: __/__/__ HT Signature: _____ date: __/__/__ Teachers

Principal's decision:

I have noted the above request and HAVE / HAVE NOT granted an extension of time.

Your extension is limited to : _____ days and is now due in on: _____ the __/__/__

Signature: _____ date: __/__/__

Appendix 9.e:

Form for notifying the award of zero marks for an assessment task

Mr. & Mrs.
.....
BOOROWA 2586

Dear Mr. & Mrs.,

re: **Zero Mark Awarded in an HSC Assessment Task**

Course:	Teacher:
Task:	Task weighting: %
Date of Task:	

I am writing to inform you that’s assessment task has been given a score of zero as a result of:

- Proven cheating in an Assessment task
- Absence from an Assessment task without a valid reason
- Non-submission of an Assessment task
- Non-serious attempt at an Assessment task
- Significantly interfering with other students completing an Assessment task.

I am concerned that this result affects results. Please contact me if you would like to discuss this matter.

Yours sincerely,

P. Hambly
Principal

..... / /.....
.....

Please complete and return this section to the Head Teacher or Principal

I have noted the above action taken in regards to assessment task in

I wish/do not wish to make an appointment with his teacher/Principal to discuss this matter.

.....
Parent/Caregiver signature



BOOROWA CENTRAL SCHOOL

Pudman Street
Boorowa 2586

Phone: 6385 3009

Fax: 6385 3409

Principal Mrs Paula Hambly

Email: boorowa-c.school@det.nsw.edu.au

Warning letter – unsatisfactory completion of a HSC course

Dear Mr. and Mrs.

Date

I am writing to advise you that your son/daughter is in danger of not meeting the Course Completion Criteria for the HSC course

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the the official warning we have issued concerning.....

A minimum of two course- specific warnings must be issued prior to a final “N” determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an “N” (non-completing of course) determination. An “N” determination will mean that the course will not be listed on the student’s Higher School Certificate.

To date, has not satisfactorily met.....* (see below) of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

Task Name/ course requirement/Course outcome	Date task initially due	Action required by student	Date to be completed

Please discuss this matter with and contact the school if further information or clarification is needed.

Yours sincerely

Class teacher/Head Teacher

Principal

* Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

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

Appendix 9.g:

A Glossary of Key Words

Account	Account for, state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Examine to identify the important features / components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement about the value, quality, outcomes or results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear or lain
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make: build put together items or arguments
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 the meaning and identify essential qualities
Demonstrate	Show by examples
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: determine the value of
Examine	Inquire into
Explain	Relate cause and effect: make the relationship between things evident: provide why and/or how
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
Predict	Suggest what may happen based in available information
Propose	Put forward (for example 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
Synthesise	Putting together various elements to make a whole

Appendix 9.h:

Contact details for the school and avenues of appeal and information.

Boorowa Central School	Pudman St Boorowa, 2586	Principal	Mrs. Paula Hambly
		Deputy Principal	Mr. Graham Jones
	Ph (02) 6385 3009 Fax (02) 6385 3409	Head Teachers	Ms. Pam Harris Mr. Stewart Blomfield Mrs. Julie Poplin (rel)
		Senior Advisor	Miss. Maddy Tyson
		Careers Advisor	Mrs. Sue Dwyer
		VET advisor	Mr. Stewart Blomfield
Queanbeyan School Education Area Office	Level 1 City Link Plaza 24-36 Morriset St Queanbeyan 2620	Reception will connect you to the person best able to answer your query or concern.	
	Ph 13 15 36		
	Fx (02) 6299 0412		
NSW Education Standards Authority Disability Provisions Section	GPO Box 5300 Sydney NSW 2001	Reception will connect you to the person best able to answer your query or concern.	
	Ph (02) 9367 8325 (02) 9367 8381 Fx (02) 9367 8482		

Calendar of Assessment Schedules

Term 4 - 2018

1				
2	Ancient History (DE)			
3				
4				
5				
6				
7	Visual Art			
8	Mathematics	Legal Studies	Geography	
9	Eng Standard Modern History	Eng Studies Invest Science	Visual Design Biology	Ancient History (DE)
10	CAFS	SLR		

Term 1 - 2019

1				
2				
3				
4				
5	Vis Design			
6	Invest Sci	Mod History		
7	Legal Stud	Vis Design	CAFS	
8	English Stan	English Stud	Mod History	CAFS
9	Math	Biology	Geography	
10	Visual Art	SLR		
11				

Term 2 - 2019

1				
2				
3				
4				
5				
6	Math	Geography	Ancient History (DE)	Visual Art
7	Legal Studies			
8	Eng Stud	Biology	Invest Sci	Modern History
9	Visual Design			
10	End Stan	SLR		

Term 3 - 2019

1				
2	Eng Stud			
3	Assessment Free Zone			
4				
5	Trial HSC Exams Eng Standard, Math, Biology, Invest Sci, Legal Studies, Mod History, Geography, Mod History, Ancient History (DE), Visual Art, CAFS, Construction, Hospitality, Primary Industries			
6				Revision for HSC examinations
7				
8	Vis Design			
9				
10				