HSC

Assessment Booklet



2017-18

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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:

1. followed the course as specified by the NSW Education Standards Authority.
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
3. 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.
4. 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.

1. **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, 2017. 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**

1. 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).
2. 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.
3. **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).**
4. **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.
5. 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.
6. 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.
7. 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**

1. 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.
2. 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.
3. 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**

1. In cases of prolonged absence, the assessment will be determined using completed tasks for that student only.
2. 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**

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

**4. e. Technological Failure**

1. 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.
2. 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**

1. 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, Mrs. Southwell or any member of the executive.
2. The deadline for special provisions applications is approximately **early** **April**.
3. 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

1. When in the examination room, **students must remove watches** and place them in clear view on the examination table.
2. **Mobile phones or other electronic communication devices must not be taken into the examination room**.
3. 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.
4. Any equipment brought into the examination room will be subject to inspection before the examination commences.
5. It is the responsibility of the student to supply equipment that is in good working order. This includes calculators.
6. Equipment failure is not a ground for an appeal under misadventure provisions.
7. Supervisors will not be responsible for the safekeeping of any unauthorised material.
8. 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**

1. 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).
1. 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.
2. 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.
1. All procedures and outcomes of the process will be fully documented and the students will be provided with copies.
2. 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 Advanced English

2 Unit Standard English

2 Unit English Studies

1 Unit English Extension

**Mathematics Key Learning Area**

2 Unit Mathematics

2 Unit General Mathematics 1

2 Unit General Mathematics 2

**Science Key Learning Area**

2 Unit Biology

2 Unit Chemistry

2 Unit Physics

2 Unit Senior Science

**HSIE Key Learning Area**

2 Unit Legal Studies

2 Unit Ancient History

**CPA Key Learning Area**

2 Unit Visual Art

2 Unit Visual Design

**PD/H/PE Key Learning Area**

2 Unit Personal Development, Health and Physical Education

2 Unit Community & Family Studies

**TAS Key Learning Area**

2 Unit Food Technology

**VET Key Learning Area**

2 Unit Metals and Engineering (Vocational Education & Technology Course)

2 Unit Construction (Vocational Education & Technology Course)

2 Unit Hospitality Operations (Vocational Education & Technology Course)

2 Unit Information and Digital Technologies (Vocational Education & Technology Course)

2 Unit Primary Industries (Vocational Education & Technology Course)

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| --- | --- | --- | --- |
| Course | **2 Unit Advanced English** | Teacher | **Ms. Harris** |
| Course Description |
| **The Advanced English course consists of 120 hours of study. The HSC course requires completion of:**  Common content 45 indicative hours  Electives 75 indicative hours. The course has two sections: Section 1: **Content common to the Standard and Advanced Courses**. Common content is undertaken through a unit of work called an Area of study. Students explore texts and develop skills in synthesis. The common content comprises **40%** of the course content. Students undertake **at least one** Area of study. Section 2: **Electives:** Students explore and examine texts and analyse aspects of meaning. The electives comprise **60%** of the course content.  |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4 Week 102017 | Area of Study - DiscoveryPortfolio task: creative writing, mind map, spoken and written reflection | H: 7, 8, 9, 11, 12, 12A, 13 | Reading 5 Writing 5Viewing and Representing 5 Speaking 5Listening 10 | 30 |
| **2** | Term 1 Week 7 2018 | Module A- Comparative Study of Texts and ContextEssay  | H: 1,2, 3, 4, 5, 6, 7, 8, 10 | Reading 5Writing 10 | 15 |
|  | Term 1 Week 102018 | Area of StudyHalf-yearly Examination |  | Non-assessable |  |
| **3** | Term 2 Week 82018 | Module B- Critical Study of TextOral presentation | H:1, 2, 2A, 4, 6, 8, 10, 12A | Speaking 10 Listening 5 | 15 |
| **4** | Term 3Week 52018  | Trial HSC ExaminationArea of Study Modules A, B, (Module C is non-assessable) | H: 1-13 | Area of Study Reading 5Writing 5Module AReading 5Module BWriting 5 | 1010 |
| **5** | Term 3 Week 72018 | Module C-Representation and Text: Elective- People and PoliticsViewing/ Representing and written analysis | H: 1, 2, 2A, 3, 4, 5, 6, 8, 9, 11  | Viewing and Representing 10Writing 5Reading 5 |  20  |
|  |  **100%** | **100%**  |

**Specific syllabus requirements regarding HSC assessment:**

Components and their weightings are as follows: Modes to be assessed and their weighting are:

Area of Study 40% Listening 15%

Module A 20% Viewing/Representing 15%

Module B 20% Speaking 15%

Module C 20% Reading 25%

 Writing 30%

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| Course | **2 Unit Standard English** | Teacher | **Ms. Harris** |
| Course Description |
| **The Standard English course consists of 120 hours of study. The HSC course requires completion of:**  Common content 45 indicative hours  Electives 75 indicative hours. The course has two sections: Section 1: **Content common to the Standard and Advanced Courses**. Common content is undertaken through a unit of work called an Area of study. Students explore texts and develop skills in synthesis. The common content comprises **40%** of the course content. Students undertake **at least one** Area of study. Section 2: **Electives:** Students explore and examine texts and analyse aspects of meaning. The electives comprise **60%** of the course content.  |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4 Week 102017 | Area of Study - DiscoveryPortfolio task: creative writing, mind map, spoken and written reflection | H: 5, 6, 7, 8, 9, 11, 12, 13 | Reading 5 Writing 5Viewing and Representing 5 Speaking 5Listening 10 | 30 |
| **2** | Term 1 Week 7 2018 | Module A: Experience through Language- Distinctively VisualEssay  | H: 1, 2, 3, 4, 6, 7, 8, 9, 10 | Reading 5Writing 10 | 15 |
|  | Term 1 Week 102018 | Area of StudyHalf-yearly Examination | Non-assessable |  |  |
| **3** | Term 2 Week 82018 | Module B: Close study of textOral Presentation | H: 2, 4, 5, 6, 11, 12 | Speaking 10 Listening 5 | 15 |
| **4** | Term 3 Week 52018 | Trial HSC ExaminationArea of Study Modules A, B, C (Module C is non-assessable) | H: 1-13 | Area of Study Reading 5Writing 5Module AReading 5Module BWriting 5 | 20 |
| **5** | Term 3Week 72018 | Module C: Texts and Society-Exploring Transitions Viewing/ Representing and written analysis | H:1, 2, 3, 4, 7, 8, 11, 12 | Viewing and Representing 10Writing 5Reading 5 |  20 |
|  |  **100%** | **100%** |

**Specific syllabus requirements regarding HSC assessment:**

Components and their weightings are as follows: Modes to be assessed and their weighting are:

Area of Study 40% Listening 15%

Module A 20% Viewing/Representing 15%

Module B 20% Speaking 15%

Module C 20% Reading 25%

 Writing 30%

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| Course | **2 Unit English Studies** | Teacher | **Mr. Deakes** |
| Course Description |
| *English Studies* addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. It is designed to address the needs of students who wish to proceed directly to employment or vocational training following the HSC. The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). The aim of *English Studies* is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.  |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4 Week 10 2017 | Module 1: Playing the Game 40 hours Portfolio Task | H: 1.1, 1.2, 1.3, 1.4, 3.1, 4.2 | Knowledge and understanding of text forms 5Knowledge and understanding of language 5Skills in reading, writing, speaking, listening and viewing and representing 5Skills in planning and working individually and collaboratively 5 | 20 |
| **2** | Term 1 Week 72018 | Mandatory Module: We Are Australians 40 hours Speech/ Visual Representation | H: 1.4, 2.1, 2.3, 3.2, 4.2 | Knowledge and understanding of language 5Skills in reading, writing, speaking, listening and viewing and representing 10Skills in planning and working individually and collaboratively 5 | 20 |
| **3** | Term 2 Week 102018 | Module 2: Exploring the Past Feature Article | H: 2.1, 2.2, 2.3, 4.1 | Knowledge and understanding of text forms 10Knowledge and understanding of language 5Skills in reading, writing, speaking, listening and viewing and representing 5 | 20 |
| **4** | Term 3 Week 52018 | Modules 1,2 & the mandatory module Examination  | H: 1.1, 1.2, 1.3, 1.4, 2.2, 3.2 | Knowledge and understanding of text forms 5Knowledge and understanding of language 10Skills in planning and working individually and collaboratively 5 | 20 |
| **5** | Term 3Week 82018 | Module 3: Telling us all about it Listening Task | H: 1.2, 1.4, 3.1, 3.2, 4.1 | Knowledge and understanding of text forms 10Skills in reading, writing, speaking, listening and viewing and representing 10 | 20 |
|  |  **100%** | **100%**  |

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| **Component** | **Weighting %** |
| Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning. | 30 |
| Students will develop skills in reading, writing, listening, speaking, viewing representing. | 30 |
| Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts. | 25 |
| Students will develop skills in planning and working individually and collaboratively. | 15 |
|  | **100%** |

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| Course | **English Extension 1** | Teacher | **Ms P. Harris** |
| Course Description |
| HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English. This course provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.Students will study Texts and Ways of Thinking: Elective- Romanticism |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** % |
| **1** | Term 4Week 92017 | Extended responseReading/ writing task | 1, 2, 3 | Knowledge and understanding of complex texts 5 | 5 |
| **2** | Term 1Week 82018 | Oral presentationSpeaking and listening task | 1, 2, 4 | Skills in complex analysis, sustained composition and independent investigation 10 | 10 |
| **3** | Term 2Week 92018 | Responses to Images- Extended responses: reading/ Writing taskViewing/ representing task | 1, 3 | Knowledge and understanding of complex texts 10Skills in complex analysis, sustained composition and independent investigation 10  | 20 |
| **4** | Term 3Week 52018 | Trial HSC ExaminationTWO extended responsesReading/writing task | 1, 2, 3, 4 | Knowledge and understanding of complex texts 10Skills in complex analysis, sustained composition and independent investigation 5 | 15 |
|  |  **50%** | **50%** |

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| --- | --- |
| **External examination** | **Weighting %** |
| Candidates answer two sustained response questions on their chosen elective | 2525 |
|  | **50%** |

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| --- | --- |
| **Internal assessment** | **Weighting %** |
| Knowledge and understanding of complex texts and of how and why they are valued | 25 |
| Skills in:* complex analysis
* sustained composition
* independent investigation
 | 25 |
|  | **50%** |

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| Course | **2 Unit Mathematics** | Teacher | **Mr. Duncan** |
| Course Description |
| The 2 Unit course is intended to give these students an understanding of and competence in some further aspects of mathematics which are applicable to the real world. The course has general educational merit and is also useful for concurrent studies in science and commerce. It 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.  |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus %** | **Weighting** **%**  |
| **1** | Term 4Week 92017 | Investigation Assignment | H1, H4, H5, H6 | Concepts, skills & techniques 10%Reasoning & communication 5% | 15 |
| **2** | Term 1Week 102018 | Mid-course examination | H2, H4, H5, H6, H7, H9 | Concepts, skills & techniques 15%Reasoning & communication 10% | 25 |
| **3** | Term 3Week 72018 | Report on uses of mathematics | H1, H2, H8 | Concepts, skills & techniques 5%Reasoning & communication 15% | 20 |
| **4** | Term 3Week 52018 | Trial HSC Examination | H1 - H9 | Concepts, skills & techniques 20%Reasoning & communication 20% | 40 |
|  |  **100%**  | **100%**  |

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| Course | **2 Unit General Mathematics 1** | Teacher | **Mrs. Poplin** |
| Course Description |
| The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and no formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR. |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus****%**  | **Weighting** **%**  |
| **1** | Term 4 Week 9 2017 | Take home task – Area and Volume | MG1H-4MG1H-5MG1H-10 | Knowledge and Understanding 12%Skills 8% | 20 |
| **2** | Term 1Week 72018 | In class Task-Mathematics and Design | MG1H-3MG1H-4MG1H-5 | Knowledge and Understanding 13%Skills 12% | 25 |
| **3** | Term 2Week 62018 | Take Home Task- Statistics Investigation | MG1H-1MG1H-2MG1H-7 | Knowledge and Understanding 10%Skills 15% | 25 |
| **4** | Term 3Week 52018 | Trial Exam | MG1H- 1to 10 inclusive | Knowledge and Understanding 15%Skills 15% | 30 |
|  |  **100%** | **100%** |

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| Course | **2 Unit General Mathematics 2** | Teacher | **Mrs. Poplin** |
| Course Description |
| The HSC Mathematics General 2 course is designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The HSC Mathematics General 2 course content is written in five Strands and includes two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.The HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training and for university courses in the humanities, nursing and paramedical sciences. |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4 Week 92017 | Take Home TaskArea and Volume | MG2H-4MG2H-5MG2H-9 | Concepts, skills and techniques 12%Reasoning and Communication 3% | 15 |
| **2** | Term 1 Week 102018 | Half Yearly Exam | MG2H-1 MG2H-2MG2H-4 MG2H-5MG2H-7 MG2H-9MG2H-10 | Concepts, skills and techniques 10%Reasoning and Communication 10% | 20 |
| **3** | Term 2 Week 62018 | Investigation-Statistics | MG2H-1MG2H-2MG2H-10 | Concepts, skills and techniques 5%Reasoning and Communication 10% | 15 |
| **4** | Term 2 Week 42018 | Take Home taskMathematics and Health | MG2H-1MG2H-5MG2H-9MG2H-10 | Concepts, skills and techniques 8%Reasoning and Communication 12% | 20 |
| **5** | Term3 Week 52018 | Trial Exam | MG2H1 to 10 inclusive | Concepts, skills and techniques 15%Reasoning and Communication 15% | 30 |
|  | **100%** | **100%** |

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| Course | **2 Unit Biology** | Teacher | **Mr. Beadman** |
| Course Description |
| The study of biology recognises that, while humans are part of nature, they continue to have a greater influence on the environment than any other species. The history and philosophy of science, as it relates to the development of the understanding, utilisation and manipulation of living systems by the human species, is an integral part of the study of contemporary biology and assists students to recognise their responsibility to conserve, protect, maintain and improve the quality of all environments for future generations.The Biology Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4–5 course performance descriptions. The subject matter of the Biology course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in Stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations. |
| **Task****Number** | **Time** | **Task Description** | **Outcomes Assessed** | **Component of Syllabus %** | **Weighting %** |
| **1** | Term 4Week 72017 | Secondary Sources Investigation | H1, H5, H12, H13, H14, H15 | Knowledge and Understanding 5%Skills in Planning, Gathering and Processing 5%Skills in Communicating, Developing Scientific Thinking and Working as an individual 5% | 15 |
| **2** | Term 1Week 82018 | Planning and Performing a Practical Task | H11, H12, H13, H14, H15 | Skills in Planning and Performing first hand investigation 10%Skills in Communicating, Problem Solving and Working as part of a team 5% | 15 |
| **3** | Term 2Week 72018 | Performing and Reporting a First-Hand Investigation | H2, H9, H11, H12, H13, H14 | Knowledge and Understanding 10%Skills in Planning, Gathering and Processing 15%Skills in Communicating, Developing Scientific Thinking and Working as part of a team 10% | 35 |
| **4** | Term 3Week 52018 | Trial HSC Examination | H3, H4, H6, H7, H8, H9, H10, H13, H14 | Knowledge and Understanding 25%Skills in Communicating, Scientific Thinking and Problem Solving 10% | 35 |
|  |  |  |  |  **100%** | **100%** |

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| Course | **2 Unit Chemistry** | Teacher | **Dr. Ealing (supervisor/support)** |
| Course Description |
| This course is delivered remotely from Yass High School. The teacher will advise students regarding the specifics of assessment for this course. |

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| Course | **2 Unit Physics** | Teacher | **Dr. Ealing** |
| Course Description |
| The HSC course is divided into three core topics of;* + - Space
		- Motors and Generators
		- Ideas to Implementation

Students also study the option topic: Medical Physics OR Quantum to quarks-To be decided  |

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| **Task no.** | **Time** | **Outcomes assessed**  | **Task Description** | **Component of the syllabus %** | **Weighting %** |
| **1** | T 4Wk 8  | H2, H11, H12, H13, H14 | Space secondary data assessment task | 2(10%), 3(5%) | 15 |
| **2** | T1Wk 10  | H1, H2, H3, H4, H5, H6. H7, H8, H9, H10, H11, H12, H13, H14 | Half Yearly Examination | 1(10%), 3(15%) | 25 |
| **3** | T2Wk 5 | H2, H11, H12, H13, H14 |  First-hand Investigation Motors and Generators | 2 (20%) | 20 |
| **4** | T 2Wk 7 | H1, H2, H3, H5, H7, H8, H9, H10, H13, H1,H16 | Research Assignment  | 3 (15%) | 15 |
| **5** | T3 Wk 4/5 | H1, H2, H3, H4, H5, H6. H7, H8, H9, H10, H11, H12, H13, H14 | Trial HSC Examination  | 1 (30%), 3(5%) | 35 |
|  | **100%** | **100%** |

**Specific syllabus requirements regarding assessment:**

Components and their weightings are as follows:

No more than 50% weighting may be allocated to examinations and topic tests (tasks 2 and 5)

A minimum of 30 % weighting must be allocated to tasks that assess students’ ability to conduct first-hand investigations and communicate information and understanding based on these investigations (Tasks 1 and 3)

**Components:**

1. Knowledge and understanding of
* The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics
* Kinematics and dynamics, energy, waves, fields and matter
1. Skills in:
* Planning and conducting first-hand investigations
* Gathering and processing first-hand data
* Gathering and processing relevant information from secondary sources.
1. Skills in:
* Communicating information and understanding
* Developing scientific thinking and problem-solving techniques
* Working individually and in teams

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| --- | --- | --- | --- |
| Course | **Senior Science** | Teacher | **Mr. J Duncan** |
| Course Description:During the HSC course it is expected that students will further develop skills in planning and conducting investigations, communicating information and understanding, scientific thinking and problem-solving and working individually and in teams. Each module specifies content through which skill outcomes can be achieved. The course is divided into the following compulsory topics followed by a selected option;* Lifestyle Chemistry
* Medical Technology – Bionics
* Information Systems
* Option. (Polymers, Preservatives & Additives, Pharmaceuticals, Disasters).
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| **Task no.** | **Time** | **Outcomes assessed**  | **Task Description** | **Component of the syllabus %** | **Weighting %** |
| **1** | Term 4Week 72017 | H1, H5, H12,, H13, H14 | Secondary Sources Investigation | 1(5%), 2(5%), 3(5%) | 15 |
| **2** | Term 1Week 82018 | H11, H12, H13, H14, H15 | Planning and Performing a Practical Task | 2(10%), 3(5%) | 15 |
| **3** | Term 2Week 72018 | H2, H9, H11, H12, H13, H14 | Performing and Reporting a First Hand Investigation  | 1(10), 2(15%), 3(10%) | 35 |
| **4** | Term 3Week 52018 | H3, H4, H6, H7, H8, H9, H10, H13, H14 | Trial Exam | 1(25%), 3(10%) | 35 |
|  | **100%** | **100%** |

**Specific syllabus requirements regarding assessment:**

Components and their weightings are as follows:

No more than 50% weighting may be allocated to examinations and topic tests.

A minimum of 30 % weighting must be allocated to tasks that assess students’ ability to conduct first-hand investigations and communicate information and understanding based on these investigations.

**Components:**

1.Knowledge and understanding of

* The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science
* The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy.

2.Skills in:

* Planning and conducting first-hand investigations
* Gathering and processing first-hand data
* Gathering and processing relevant information from secondary sources.

3.Skills in:

* Communicating information and understanding
* Developing scientific thinking and problem-solving techniques
* Working individually and in teams

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| Course | **2 Unit Legal Studies** | Teacher | **Mrs. Corcoran** |
| Course Description |
| **Core Part 1:** Crime The nature of crime, the criminal investigation process, the criminal trial process, sentencing and punishment, young offenders, international crime **(30% of course time)****Core Part II**: Human Rights The nature and development of human rights, promoting and enforcing human rights, contemporary issues **( 20% of course time)****Part III: Options: Choose TWO options** Workplace and World order **(25% each of course time)** |

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| Task number | Time  | Task description  | Outcomes assessed  | Component of the syllabus % | Weighting %  |
| 1 | Term 4 Week 9 2017  | Oral Report (10%) Written Report Research (15%)   | H 1, H4, H5, H6, H7, H8, H9, H10  | Knowledge and Understanding 5 Research 10Communication 10 | 25  |
| 2 | Term 1 Week 10 2018 | Half Yearly Examination  | H1, H2, H3, H5, H9  | Knowledge and Understanding 10 Research 10 | 20  |
| 3 | Term 2 Week 9 2018  | Media file and related written task   | H2, H3, H4, H5, H6, H7, H8, H9  |  Knowledge and Understanding 20 Communication 5 | 25   |
| 4 | Term 3 Week 52018 | Trial HSC Examination | H2, H3, H4, H5, H6, H9, H10 | Knowledge and Understanding 25 Communication 5 | 30  |
|  |  **100%** | **100%** |

**The components and weightings for the HSC course are set out below:**

|  |  |
| --- | --- |
| **Component** | **Weightings %** |
| Knowledge and understanding of course content | 60% |
| Inquiry | 20% |
| Communication of Legal Studies information, issues and ideas in appropriate forms | 20% |

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| Course | **2 Unit Ancient History** | Teacher | **Mrs. Eustace** |
| Course Description |
| Part 1: Core Study-Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum through an exploration of issues relating to reconstruction, ownership and custodianship of the pastPart 2: ONE Ancient Society- The investigation of key features of ONE ancient society through a range of archaeological and written sources and relevant historiographical issuesPart 3: ONE Personality in Their Time- Students gain an understanding of a personality in the context of their timePart 4: One historical period- Through an investigation of the archaeological and written sources of ONE historical period, students learn about significant developments and issues that shaped the historical period as well as relevant historiographical issues. |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4Week 9 2017 | Part 2- Ancient Minoans Source Analysis(In-class task) | H3.1, H3.2, H3.4 | Source-based skills 20Communication 5 | 25 |
| **2** | Term 1Week 82018 | Part 1- Core Study: Cities of VesuviusResearch Assignment | H2.1, H3.3, H3.5 | Inquiry/ research 20Communication 5 | 25 |
| **3** | Term 1Week 102018 | Half-yearly ExaminationParts 1 and 2 | H4.1, H2.1, H3.1 | Knowledge and content 10 | 10 |
| **4** | Term 2Week 2018 | Part 3- Historical PersonalityOral Presentation | H1.1, H3.6, H4.2 | Communication 10 | 10 |
| **5** | Term 3Week 52018 | Parts 1,2,3 and 4Trial HSC Examination | H4.1, H2.1, H 3.1 | Knowledge and content 30 | 30 |
|  |  **100%** | **100%**  |

**The components and weightings for the HSC course are set out below:**

|  |  |
| --- | --- |
| **Component** | **Weighting %** |
| Knowledge and understanding of course content | 40 |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20 |
| Historical inquiry and research | 20 |
| Communication of historical understanding in appropriate forms | 20 |

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| Course | **2 Unit Visual Arts** | Teacher | **Miss. 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 encourages 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. |

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| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| **Nature of tasks** | **Written Research Task: Artist’s Practice**Investigation of the relationship(s) between artists and artworld practices, including annotated research and initial writing drafts | **Development of the Body of Work** Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames | **Extended Written Response** Art Criticism/Art HistoryAnalysis of the development of art criticism and/or art historical discourse in 21st century   | **Trial HSC Examination** Art Criticism and Art History Written Examination Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework |
| **Timing** | Term 4, Week 7, 2017 | Term 1, Week 102018 | Term 2, Week 62018 | Term 3, Week 52018 |
| **Outcomes assessed** | H7, H8 | H1, H3, H4,  | H9, H10 | H7, H8, H9, H10H1, H2, H4, H5, H6 |
| **Component** |  | **Weighting %** |
| Art making |  | 30 |  | 20 | **50** |
| Art Criticism and Art History | 10 |  | 30 | 10 | **50** |
| **Total %** | **10** | **30** | **30** | **30** | **100** |

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| Course | **2 Unit Visual Design** | Teacher | **Miss. 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, interior/exterior design in the making of their own individual design project. |

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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus %**  | **Weighting** **%**  |
| **1** | Term 4 Week 9 | Design Task-4th Module | DM 1-6 | Designing and Making 20 | **20** |
| **2** | Term 1Week 7 | Research Task | CH1-4 | Critical and Historical 15 | **15** |
| **3** | Term 2 Week 8 | Design Task-5th Module | DM1-6 | Designing and Making 25 | **25** |
| **4** | Term 2 Week 9 | Research Task | CH1-4 | Critical and Historical 15 | **15** |
| **5** | Term 3 Week 5 | Design Task- 6th Module |  DM1-6 | Designing and Making 25 | **25** |
|  | **100%** | **100%**  |

**Specific syllabus requirements regarding HSC assessment:**

**Components and their weightings are as follows:**

**70% Designing and Making (practical)**

**30% Critical and Historical (theory)**

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| Course | **2 Unit Personal Development, Health and Physical Education** | Teacher | **Mr. Jones**  |
| Course Description |
| Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practicing ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.**Core Topics** (60%)* Health Priorities in Australia
* Factors Affecting Performance

**Optional Component** (40%)Students select **two** of the following options:* The Health of Young People
* Sport and Physical Activity in Australian Society
* Sports Medicine
* Improving Performance
* Equity and Health
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| **Task number** | **Time**  | **Task description**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4 Week 102017 | Portfolio | H2, H3, H4, H15, H16 | Core 1: Health Priorities in AustraliaKnowledge and understanding of factors that affect health 15Apply the skills of critical thinking, research and analysis 10 | 25 |
| **2** | Term 1Week 102018 | Half Yearly Exam | H1 - H18 | Core 1: Health Priorities in Australia and Core 2: Factors Affecting Performance.Factors that affect personal and community health 7.5Knowledge and understanding about body movement and improving physical performance 7.5Apply the skills of critical thinking, research and analysis 5 | 20 |
| **3** | Term 2 Week 52018 | Scenario analysis and Practical Application | H8, H13, H16, H17 | Option 3: Sports MedicineSkills in taking action to improve participation and performance in physical activity 20 Apply the skills of critical thinking, research and analysis 5 | 25 |
| **4** | Term 3Week 52018 | Trial HSC Exam | H1 – H18 | Core 1, Core 2, Option 3 and Option 4Knowledge and understanding of factors that affect health and the way the body moves 10Apply the skills of critical thinking, research and analysis 10Skills in Influencing personal and community health 10 | 30 |
|  |  **100%** | **100%**  |

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| Course | **2 Unit Community and Family Studies** | Teacher | **Mrs. Hambly** |
| 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.  |

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| **Task number** | **Time**  | **Task description(s)**  | **Outcomes assessed**  | **Component of the syllabus** **%** | **Weighting** **%**  |
| **1** | Term 4 Week 102017 | (a) Individual Research Plan(b) Individual Research Diary(c) Individual Research Project | H4.1, H4.2 | Core 1Knowledge and understanding about research methodology and skills in researching, critical thinking, analyzing and communicating 20Knowledge and understanding of resource management, positive relationships, range of societal factors, nature of groups, families and communities 10Skills in management processes and responsible action to promote wellbeing 5 | 515 |
| **2** | Term 1Week 72018 | Groups in Context Presentation | H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H5.1, H6.2 | Core 2Knowledge and understanding of resource management, positive relationships, range of societal factors, nature of groups, families and communities 10Knowledge and understanding about research methodology and skills in researching, critical thinking, analyzing and communicating 5Skills in management processes and responsible action to promote wellbeing 5 | 25 |
| **3** | Term 2Week 82018 | Parenting & Caring Research Task | 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 | Core 3Knowledge and understanding of resource management, positive relationships, range of societal factors, nature of groups, families and communities 10Knowledge and understanding about research methodology and skills in researching, critical thinking, analyzing and communicating 10Skills in management processes and responsible action to promote wellbeing 5 | 25 |
| **4** | Term 3 Week 52018 | Trial Exam | H1.1, H2.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2 | Core 1, Core 2, Core 3Knowledge and understanding of resource management, positive relationships, range of societal factors, nature of groups, families and communities 10Skills in management processes and responsible action to promote wellbeing 10 | 30 |
|  |  **100%** |  **100%** |

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| Course | **2 Unit Food Technology** | Teacher | **Mrs. Southwell** |
| Course Description |
| Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.  |

| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| --- | --- | --- | --- | --- | --- |
| **Nature of tasks** | **Food Industry Report** | **Product Development Project** | **Contemporary Nutrition Issues Investigation** | **Trial HSC Examination** |
| **Timing** | Term 1, Week 42017 | Term 2, Week 62018 | Term 3, Week 22018 | Term 3, Weeks 52018 |
| **Outcomes assessed** | H1.1, H1.2, H1.4, H3.1, H4.2 | H1.3, H4.1, H5.1,  | H2.1, H3.2 | H1.1, H1.3, H1.4, H5.1 |
| **Component** |  | **Weighting %** |
| Knowledge and understanding of course content | 5 |  | 10 | 25 | **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 | 15 | 15 |  |  | **30** |
| **Total %** | **30** | **25** | **20** | **25** | **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 MEM10105 Certificate I in Engineering

|  |  |
| --- | --- |
| **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, 2018 |

|  |  |
| --- | --- |
| 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 |
| **Cluster 1-Working Safely in the Metals Industry** |
| MEM13014A | Apply principles of occupational health and safety in the work environment | ✓ |  |  | ✓ | ✓ |  | YES |
| MEM 11011B  | Undertake manual handling | ✓ | ✓ |  | ✓ | ✓ |  |  |
| **Cluster 2-Using Hand Tools** |
| MEM14004A | Plan to undertake a routine task | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| MEM18001C | Use hand tools | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| **Cluster 3-Using Power Tools** |
| MEM18002B | Use power tools/hand held operations | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| MEM12023A | Perform engineering measurements | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| **Cluster 4-Calculating and Cutting** |
| MEM05005B | Carry out mechanical cutting | ✓ | ✓ |  | ✓ | ✓ |  |  |
| MEM12024A | Perform computations | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| **Cluster 5-Worshop Machines** |
| MEM05012C | Perform routine manual metal arc welding  | ✓ | ✓ |  | ✓ | ✓ |  |  |
| MEM07032A | Use workshop machines for basic operations  | ✓ | ✓ |  | ✓ | ✓ |  |  |
| **Cluster 6-Skills in Action** |
| MEM15002A | Apply quality systems | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| MEM15024A | Apply quality procedures | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| MEM16007A | Work with others in a manufacturing, engineering or related environment | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| **Cluster 7-Technical Drawing (HSC unit only)** |
| MEM09002B | Interpret technical drawing |  |  |  | ✓ | ✓ |  | YES |
| **Cluster 8a, 8b, 8c, Options - Select one competency only from Option 8a, 8b or 8c to qualify for Certificate 1.**  |
| MEM05004C | Perform routine oxy acetylene welding (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 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, 2018 |

|  |  |
| --- | --- |
| 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 | ✓ | ✓ |  | ✓ |  |  | ✓ |  |
| 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, 2018 |

|  |  |
| --- | --- |
| 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 |
| 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 SOA towards the ICT30115 – Certificate III in Information, Digital Media and Technology

|  |  |
| --- | --- |
| **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, 2018 |

|  |  |
| --- | --- |
| 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- Alive and Talking** |
| ICTICT202  | Work and Communicate effectively in an IT environment  | ✓ |  | ✓ | ✓ | ✓ | ✓ | YES |
| BSBWHS304  | Participate effectively in WHS communication and consultation processes | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| **Cluster 2-Better, Faster, Stronger** |
| ICTSAS301 | Run standard diagnostic tests | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| ICTICT302 | Install and optimise operation system software | ✓ | ✓ |  | ✓ | ✓ |  | YES |
| ICTICT301  | Create user documentation | ✓ | ✓ |  | ✓ |  |  | NO |
| **Cluster 3-Modelled Software Use** |
| ICTICT203 | Operate application software packages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | YES |
| ICTICT308 | Use advanced features of computer applications | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | YES |
| **Cluster 4- Web Development** |
| ICTWEB302 | Build simple websites using commercial programs | ✓ | ✓ |  | ✓ |  | ✓ | YES |
| ICTWEB303 | Produce digital images for the web | ✓ | ✓ |  | ✓ | ✓ |  | NO |
| **Cluster 5-The Social Environment**  |
| ICTWEB201 | Use Social media tools for collaboration and engagement  | ✓ | ✓ | ✓ | ✓ | ✓ |  | NO |
| BSBSUS401 | Implement and monitor environmentally sustainable work practices  | ✓ | ✓ | ✓ | ✓ | ✓ |  | NO |

Depending on the achievement of units of competency; the possible AQF qualification outcome is a Statement of Attainment towards MEM10105 Certificate III Information Digital Media and Technology

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cluster 5 – Healthy Animals** |  |  |  |  |  |  |  |  |
| AHCLSK202AHCLSK205AHCLSK206AHCLSK204 | **Care for health and welfare of livestock**Handle livestock using basic techniquesIdentify and mark livestockCarry out regular livestock observations | 🗸 | 🗸 |  | 🗸 |  |  | 🗸 | 🗸 |
|  |
|  |
| **Optional Clusters**  |  |  |  |  |  |  |  |  |
| **Cluster 8 – Feed and Water Livestock** |  |  |  |  |  |  |  |  |
| AHCLSK211 ACHLSK209  | Provide feed for livestockMonitor water supplies | 🗸 |   | 🗸 | 🗸 |  |  |  |  |
| **Cluster 9 - Fencing** |  |  |  |  |  |  |  |  |
| AHCINF202AHCINF201 | Install, maintain and repair farm fencingCarry out basic electric fencing operations | 🗸 | 🗸 |  | 🗸 |  |  |  |  |

 Assessment Summary 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, 2018 |

|  |  |
| --- | --- |
| **Assessment Plan** | **Evidence gathering techniques** |
| ***Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units***  |
| **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** |
| **Cluster 1 – Participate in WHS Processes** |  |  |  |  |  |  |  |  |
| AHCWHS201 | Participate in WHS processes | 🗸 |  | 🗸 | 🗸 |  | 🗸 |  | 🗸 |
| **Cluster 2 – Working in the Industry** |  |  |  |  |  |  |  |  |
| AHCWRK209AHCWRK204ACHWRK205 | Participate in environmentally sustainable work practicesWork Effectively in IndustryParticipate in workplace communications | 🗸 |  | 🗸 |  🗸  | 🗸 | 🗸 |  | 🗸 |
| 🗸 |
|  |
| **Cluster 3 – Weather** |  |  |  |  |  |  |  |  |
| AHCWRK201 | Observe and report on weather | 🗸 |  |  | 🗸 |  | 🗸 |  | 🗸 |
| **Cluster 4 - Chemicals** |  |  |  |  |  |  |  |  |
| AHCCHM201AHCPMG201 | Apply Chemicals Under SupervisionTreat Weeds | 🗸 |  |  | 🗸 | 🗸 |  |  | 🗸 |
|  |
|  |

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**

**Appendix 9.a:**

Assessment notice – HSC Courses

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.

|  |  |
| --- | --- |
| Task Number: (according to the assessment schedule) | Task weighting: |
| Syllabus component: |
| Syllabus outcomes being assessed: |
| Description of task: |
| Marking outline/ Schedule: |

See your teacher or Head Teacher if you are not getting this information.

**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:1. Late penalty to apply
2. Original Task to be undertaken
3. Substitute task to be given
4. Estimate to be given
5. Zero mark to be recorded
6. Non- attempt to be recorded
7. 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:** Teachers Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date:\_\_\_/\_\_\_/\_\_\_ HT Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date:\_\_\_/\_\_\_/\_\_\_ |

|  |
| --- |
| **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:

 Date of Task: Task weighting: %

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

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

Mrs Paula hambly

Principal (Acting)



Principal Mrs Paula Hambly

**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:

* 1. **followed** the course developed or endorsed by the Board; and
	2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
	3. **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, 2586Ph (02) 6385 3009Fax (02) 6385 3409 | PrincipalDeputy PrincipalHead TeachersSenior AdvisorCareers AdvisorVET advisor | Mrs. Paula Hambly Mr. Graham Jones Ms. Pam HarrisMrs. Jo SouthwellMr. John DuncanMrs. Jo SouthwellMrs. Sue DwyerMrs. Jo Southwell |
| **Queanbeyan School Education Area Office** | Level 1 City Link Plaza24-36 Morriset St Queanbeyan 2620Ph 13 15 36Fx (02) 6299 0412 | Reception will connect you to the person best able to answer your query or concern. |
|  |  |  |  |
| **NSW Education Standards Authority****Disability Provisions Section** | GPO Box 5300Sydney NSW 2001Ph (02) 9367 8325 (02) 9367 8381Fx (02) 9367 8482 | Reception will connect you to the person best able to answer your query or concern. |

**Calendar of Assessment Schedules**

**Term 4 - 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** | Biology | Visual Arts | Senior Science |  |
| **8** | Physics |  |  |  |
| **9** | Mathematics,General Mathematics 1, General Mathematics 2 | Ancient HistoryVisual Design | Legal Studies | Extension 1 English |
| **10** | PDHPE | CAFS | English Studies Advanced EnglishStandard English |  |

Term 1 - 2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** | Food Technology |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** | CAFS | English Studies, Visual Design | Advanced and Standard English | General Mathematics 1 |
| **8** | Ancient History | Extension 1 English | Biology | Senior Science |
| **9** | **Assessment Free Zone** |
| **10** | **½ Yearly Exams**PDHPE, Advanced English, Standard English, Mathematics, General Mathematics 2, Physics, Legal Studies, Ancient History, Visual Arts |
| **11** |  |

Term 2 - 2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  | General Mathematics 2 |  |  |
| **5** | PDHPE | Physics |  |  |
| **6** | General Mathematics 1 | General Mathematics 2 | Visual Arts | Food Technology |
| **7** | Ancient History | Biology | Physics | Senior Science |
| **8** | CAFS | Advanced and Standard English | Visual Design |  |
| **9** | Legal Studies | Visual Design | Extension 1 English |  |
| **10** | English Studies |  |  |  |

**Term 3 - 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** |  |  |  |  |
| **2** | Food Technology |  |  |  |
| **3** | **Assessment Free Zone** |
| **4** |
| **5** | **Trial HSC Exams** PDHPE, CAFS, Advanced English, Standard English, Extension English, Mathematics, General Mathematics 1, General Mathematics 2, Biology, Physics, Legal Studies, Ancient History, Visual Arts, Visual Design, Food Technology, Senior Science |
| **6** |  | **Revision for HSC examinations** |
| **7** | Advanced English, Standard English, Mathematics |  |
| **8** |  English Studies |  |
| **9** |  |  |
| **10** |  |