

**Erskine Park High School**

Pride in Achievement



**Student  
Assessment  
Handbook  
2024**

**YEAR 11**

**Preliminary HSC**

**ASSESSMENT FOR GREATER LEARNING**

“

*Motivation is what gets you started.*

”

*Habit is what keeps you going.*

*–Jim Ryun*



# Erskine Park High School

## Pride in Achievement

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## School-based Assessment Program

Schools are required to provide an assessment of student achievement in each course studied for the Preliminary Course. The assessment will be based on achievement measured throughout the Preliminary Course and will encompass student performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

Student achievement for Preliminary HSC Board Developed and Board Endorsed courses is communicated to NESA as an A to E grade.

## Acronyms used in this resource

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
EPHS	Erskine Park High School
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
ROSA	Record of School Achievement
TAFE	Technical and Further Education
SBAT	School Based Apprenticeships and Traineeships
SRS	Schools Recommendation Scheme
VET	Vocational Education and Training
UAC	University Admission centre

## Symbols used in this resource



Weblink to a document or resource



Student Activity

## Links to resources used in informing this handbook

[NESA Assessment in practice](#)

[NESA Assessment Certification Examination \(ACE\)](#)

“

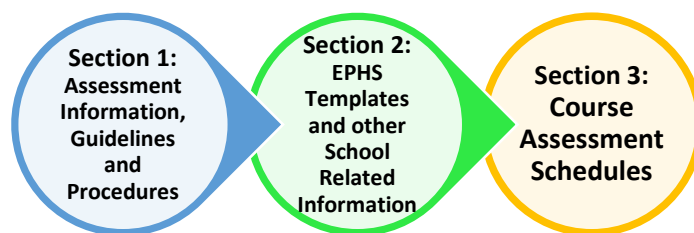
You are braver than you believe,  
stronger than you seem and smarter  
than you think.

”

—A.A. Milne

# Preface

This Student Handbook is divided into 3 Sections as outlined below:



## Purpose of Section



Section 1 provides you with **advice** about school procedures in relation to school-based assessment for the Preliminary year of the HSC.

## This information will help you understand:

- the 'what, why, how and where' of assessment for the preliminary year of the HSC
- how tasks will be distributed and the responsibilities of both you and your teacher
- what to do if you are absent for or late submitting a task
- what to do if illness or misadventure affects your ability to complete or submit a task
- what happens if you are suspected of malpractice or cheating in an assessment task
- the mandatory requirements regarding assessments for courses including work placement hours for VET courses.

## Purpose of Section



Section 2 shows you **the EPHS Templates** used for school-based assessment tasks and the templates to be used should you need to claim illness or misadventure or discontinue a course at the end of year 11. It also includes other information and resources you can use across all key learning areas.

## This advice will allow you to:

- Understand the various processes to be followed when formal assessment tasks are distributed, collected, and returned in class.
- see the form/s which must be submitted in the event of illness or misadventure or application of extension.
- see the form which must be submitted if you discontinue a course at the end of year 11.
- have quick access to NESA key verbs
- utilise a tool (CRAAP Test) that can be used to assess the reliability and validity of secondary sources you use to complete assessment tasks.
- build your understanding of how you can reference sources used to complete assessment tasks.

## Purpose of Section



Section 3 describes the different types of courses offered as part of the HSC program of study and provides the **Assessment Schedules** and **Syllabus Outcomes** for all Preliminary courses offered at EPHS in the current year. This section also contains a calendar for you to map the assessment tasks for the courses you study.

## This advice will help you:

- understand the courses you are studying and their requirements.
- identify the number and nature of assessment tasks for each of your courses.
- identify the term and week in which assessment tasks will be due.
- identify the breakdown of marks and weighting of each task.

## This information can be used to:





- plan your time and other activities to develop a realistic and relevant study program to **maximise your achievement** in each task and overall, in each course.




**Section 1:**



# Assessment Information, Guidelines and Procedures

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## Section 1a: NESA and School Requirements for the award of the HSC

**Guiding Question:** What do I need to be eligible for the HSC?



To be eligible for the **award of the HSC**, at the end of Year 12, a student must:

- have gained the Preliminary RoSA or such other qualifications as the NESA considers satisfactory.
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE.
- have completed HSC: All My Own Work (or its equivalent)
- sit for the online tests in reading, writing and numeracy and meet the 'minimum standard' in each test.
- have **satisfactorily completed courses** that comprise the **pattern of study** required by NESA.
- sit for and make a serious attempt at the necessary HSC examinations.

**Guiding Question:** What is meant by 'Pattern of Study'?



The courses you undertake as part of the HSC are called your pattern of study.

**To qualify for the HSC**, you must satisfactorily complete:

- a **Preliminary** (Year 11) pattern of study that includes **at least 12 units** and an
- **HSC** (Year 12) pattern of study that includes **at least 10 units**.

**In both years, your pattern of study must include at least:**

- 6 units from Board Developed courses.
- 2 units of a course in English.
- 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses) – *Refer to Section 3 for information about types of courses.*
- 4 subject areas.
- Note: in addition to the above, your pattern of study can have a maximum of 6 Preliminary units and 7 HSC units from courses in science.

**Guiding Question:** What do I need to be eligible for an ATAR?



Some students who undertake the HSC do so to be eligible for an Australian Tertiary Admission Rank (ATAR) which is used to gain entry to university to study for a particular degree. From 2025, the ATAR will be based on an aggregate of scaled marks in 10 units of HSC courses made up of:

- best 2 units of English
- best 8 units from your remaining units

**To qualify for an ATAR in NSW from 2025**, you must satisfactorily complete **at least:**

- 10 units of Board Developed courses.
- 2 units of English (this can make up part of the 10 units)
- 3 Board Developed courses of 2 units or greater.
- 4 subject areas



For more information on how the ATAR is calculated click the icon on the left or the link: <https://www.uac.edu.au/future-applicants/atar/how-your-atar-is-calculated>

**Guiding Question:** What is the difference between a subject area and a course?

Within an **HSC subject area** there may be several **courses**.

Examples:

Subject Area	Courses
English	English Standard, English Studies, English Advanced, English Extension
Mathematics	Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Extension 2
Science	Biology, Chemistry, Physics, Investigating Science, Earth and Environmental Science, Extension Science
HSIE	Ancient History, Modern History, Business Studies, Society and Culture

To be eligible for the HSC your pattern of study **must include at least 4 subject areas**.



### Understanding Check

Examine the patterns of study described below. Add the subject are for the courses identified. Based on the number of subject areas, determine whether the student is eligible for the HSC.

Student 1 Year 11 Pattern of Study		Student 2 Year 12 Pattern of Study	
Course	Subject Area	Course	Subject Area
English Standard		English Advanced	
Ancient History		Biology	
PDHPE		Mathematics Extension 2	
Maths Standard 1		Mathematics Extension 1	
Chemistry		English Extension 1	
Photography			
Total number of subject areas:		Total number of subject areas:	

Is the student eligible for the HSC?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
--------------------------------------	--	--



For more information about eligibility, click on the icon or visit:

<https://www.uac.edu.au/future-applicants/subject-compass>

## Guiding Questions:

Does my pattern of study meet the requirements for the HSC? an ATAR?



### What is your pattern of study for the preliminary year of the HSC?

Refer to Section 3: **Types of Courses** if you are unsure.

<b>Course</b> <small>List all courses you are studying</small>						
<b>Subject Area:</b>						
<b>Type of Course*</b>	<input type="checkbox"/> BD (CAT A) <input type="checkbox"/> BD (CAT B) <input type="checkbox"/> BE <input type="checkbox"/> other	<input type="checkbox"/> BD (CAT A) <input type="checkbox"/> BD (CAT B) <input type="checkbox"/> BE <input type="checkbox"/> other	<input type="checkbox"/> BD (CAT A) <input type="checkbox"/> BD (CAT B) <input type="checkbox"/> BE <input type="checkbox"/> other	<input type="checkbox"/> BD (CAT A) <input type="checkbox"/> BD (CAT B) <input type="checkbox"/> BE <input type="checkbox"/> other	<input type="checkbox"/> BD (CAT A) <input type="checkbox"/> BD (CAT B) <input type="checkbox"/> BE <input type="checkbox"/> other	<input type="checkbox"/> BD (CAT A) <input type="checkbox"/> BD (CAT B) <input type="checkbox"/> BE <input type="checkbox"/> other
<b>Number of Units</b>						

\*Board Developed (BD) /Board Endorsed (BE) other may be SBAT or TVET (One BD, CAT B subject can count towards your ATAR).



### Do you have the required pattern of study for the award of an HSC?

Criteria	Check
At least 6 units from Board Developed courses.	<input type="checkbox"/>
At least 2 units of a course in English	<input type="checkbox"/>
At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)	<input type="checkbox"/>
At least four subject areas	<input type="checkbox"/>
No more than 6 units of science courses	<input type="checkbox"/>
Based on the information above, my pattern of study meets the requirements for an HSC	<input type="checkbox"/> Yes <input type="checkbox"/> No



**If you are seeking or unsure if you want an ATAR, use the checklist to check if your pattern of study makes you eligible for one.**

Criteria	Check
10 units of Board Developed courses. (Only 1 can be CAT B)	<input type="checkbox"/>
2 units of English	<input type="checkbox"/>
3 Board Developed courses of 2 units or greater.	<input type="checkbox"/>
4 subject areas	<input type="checkbox"/>
Based on the information above, my pattern of study means I am eligible for an ATAR	<input type="checkbox"/> Yes <input type="checkbox"/> No

Keep in mind that ATAR eligibility could change if you chose to discontinue a course in year 12.

	<p>Talk with:</p> <ul style="list-style-type: none"> <li>▪ your parents</li> <li>▪ the Stage Head Teacher</li> <li>▪ the Deputy Principal</li> <li>▪ the Careers Advisor</li> </ul> <p>if you have any concerns about your eligibility for an HSC and/or ATAR.</p>
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**Guiding  
Question:**

I've heard I can get an early offer for university with my Year 11 grades. Is this true?

**Yes, there is truth to this statement.** While there are different ways in which you can apply for and receive an early offers one way is through the Schools Recommendation Scheme (SRS). The SRS uses criteria other than (or in addition to) the ATAR. One of the criteria used is your Year 11 Grades. Another criterion is the school's rating of your aptitudes.

Examples of aptitudes:

\* **Verbal or non-verbal communications** - written or spoken words or actions that communicate ideas, emotions, or information. Giving a speech in class, writing a letter, acting in a school play, and hugging a friend are all methods of communication.

\* **Verbal comprehension** - understanding the meanings of ideas or emotions in verbal or nonverbal communications. Examples include listening and reacting to a friend's problem, discussing current events with the class, and trying to sell your neighbor on your abilities to mow their lawn.

\* **Logical** - applying reason or logic to problems. Solving a mystery, measuring the fabric available and deciding if there is enough to make a skirt, and determining how to design a spread sheet on your computer are all examples of logical abilities.

\* **Artistic** - visual creativity, using artistic talents, musical abilities, or dramatic talents. Examples include being able to draw, write poetry, arrange flowers, play a musical instrument, take pleasing photographs, sing, or design an outfit.

\* **Mechanical** - understanding relationships between parts of machines, how things are made, and making things work. Fixing the motor of an automobile, putting a radio back together, un-jamming a sewing machine, and even driving a car are examples of mechanical abilities.

\* **Numerical** - working with numbers. Examples include solving any type of math problem, determining how many miles a car travels on a gallon of gas, doubling a recipe to feed eight instead of four people, and making a budget for the use of your allowance.

\* **Spatial** - understanding how parts of things fit together, multidimensional understanding. Being able to put together a jigsaw puzzle, rearranging furniture attractively in a room, and putting together a model airplane all use spatial understanding.

\* **Physical** - bodily strength and coordination, manual dexterity. Lifting weights, enjoying aerobic exercise, moving furniture, and building furniture make use of physical skills.

\* **Organizational** - planning, implementing and evaluating actions for yourself or others. Planning a party, organizing your vacation trip, and conducting a meeting all make use of organizational abilities.

\* **Intellectual** - original thinking, seeking knowledge, thinking ahead, and developing concepts. Reading books, studying for tests, creating a new way to make a cake, and developing a business plan illustrate these abilities.



**Highlight what you think are your strongest aptitudes.**



**For more information about eligibility, click on the icon or visit:**

<https://www.uac.edu.au/future-applicants/scholarships-and-schemes/schools-recommendation-schemes>

**Course Completion Criteria**



To be determined to have met the requirements for the satisfactory completion of Year Preliminary courses, you must provide sufficient evidence that you have:

ACE 8019



NESA Language	What this means for you as a student of EPHS	Reflection and Evaluation
<p>1. Followed the course developed or endorsed by NESA.</p> <p>AND</p>	<p><input type="checkbox"/> Follow the NESA syllabus for each course undertaken.</p> <p>To help you monitor that the syllabus is being covered a <b>Scope and Sequence</b> for each course you study will be provided to you, by the teacher. A Scope and Sequence identifies the order in which units/modules/outcomes of the syllabus will be taught to you. It also identifies the timeline of implementation. This document will include a link to the relevant syllabus or alternatively syllabus documents can be accessed through the NESA website by using the course name and NSW syllabus in the search terms.</p>	<p>Where might be the place to keep the Scope and Sequences provided for each of your courses?</p> <p>What role does good attendance play in following the course?</p>
<p>2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.</p> <p>AND</p>	<p>Colour the number of stars to show how well you achieved the statement in last year of schooling?</p> <p><input type="checkbox"/> Attend all timetabled lessons unless there is a valid, explained reason.</p> <p><input type="checkbox"/> Actively participate in all learning activities/experiences implemented by the teacher/school.</p> <p><input type="checkbox"/> Genuinely try your best with all learning activities and assessment tasks.</p> <p><input type="checkbox"/> Submit all required activities and assessment tasks on or before the due date.</p> <p><input type="checkbox"/> Actively seek and act upon feedback from a variety of sources including teachers, mentors, and peers.</p>	<p>☆ ☆ ☆ ☆ ☆</p> <p>☆ ☆ ☆ ☆ ☆</p> <p>☆ ☆ ☆ ☆ ☆</p> <p>☆ ☆ ☆ ☆ ☆</p> <p>☆ ☆ ☆ ☆ ☆</p>
<p>3. Achieved some or all of the course outcomes.</p>	<p>There will be strong evidence that you have learnt concepts and skills taught in each course at the level of which you are capable. This is achieved through:</p> <p><input type="checkbox"/> participation in class activities,</p> <p><input type="checkbox"/> the submission of class tasks</p> <p><input type="checkbox"/> the submission of assessment tasks</p>	<p>Colour the number of stars to show how well you achieved the statement in last year of schooling?</p> <p>☆ ☆ ☆ ☆ ☆</p> <p>☆ ☆ ☆ ☆ ☆</p> <p>☆ ☆ ☆ ☆ ☆</p>

**Guiding  
Question:**

If I satisfactorily complete my courses, does that mean I will get my Year 11 RoSA?

No, remember to look back at the section titled Eligibility. A reminder of some critical factors for students to be awarded a Year 11 RoSA however are:



- at the end of the year 11 course, they **make a serious attempt at the Trial examination for each NESA developed course** they studied.



- Also, students who are undertaking VET Industry Curriculum Framework courses, must complete the mandatory work placement hours that form part of these courses.

**If students do not meet these requirements, they will not be awarded their Year 11 Record of School Achievement.**

**Guiding  
Question:**

What if I am studying Life Skills Courses?

**Course Completion Criteria for Life Skills Courses**



Life Skills courses have been developed for the small percentage of students with special education needs for whom the regular outcomes and content of courses is not appropriate. Students are entered in Life Skills in collaboration with the student, parents/carers and other significant individuals in the student's life. This may be some or all courses of a student's pattern of study.

Life Skills Courses have outcomes in specific NESA syllabuses and allow students to access the curriculum where this may not have been possible without this choice. It is not necessary for students to address or achieve all the Life Skills Outcomes to satisfactorily complete the course. However, Life Skills students must still **complete and submit all modified work to satisfy Course Completion Criteria**. 'N' determinations can still be made for a Life Skills student who does not meet minimum expectations of effort and work.

The course completion criteria for the Stage 6 Life Skills courses are **the same** as those for all Board Developed and Board Endorsed Courses.

**Guiding Question:**

Does my attendance matter?



Attendance matters and every day counts. Above 95% is our expected student attendance.

## Days missed = years lost

A day here and there doesn't seem like much, but...



When you miss school, you miss important opportunities to:



Learn



Build friendships



Develop life skills

Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.

**Guiding Question:**

What do I need to do if I am absent?

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unexplained on the student's record.

Lateness to school is recorded as a partial absence and must be explained by parents.

Students must check with all teachers regarding work missed due to absence and then complete the work as quickly as possible.

**Guiding Question:**

What if my family or I must take time off for travel?

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with the school principal. An Application for Extended Leave will need to be completed and submitted for consideration. Absences relating to travel will be marked as leave on the roll and therefore contribute to the student's total absences for the year.

**Guiding Question:**

How can I check or monitor my attendance?

Students can monitor their attendance through the Sentral Student Portal.

Parents can monitor attendance through the Sentral Parent Portal.



**Guiding Question:**

That's a lot of information, can you summarise it please?

The information above is summarised in the figure below.



Figure 1: Factors which contribute to the award of the Preliminary RoSA.



**Are these the only factors which contribute to a Preliminary RoSA of which you can proud?**

**In the space provided, list other factors which contribute to your success in Year 11. Justify your choices.**



**Discuss your ideas with others in your class/group. Add any critical factors that you missed.**



## Section 1b: Information about Assessment

### Guiding Questions

### Information

**What is assessment?**

Assessment is an educational process of identifying, gathering and interpreting information about student achievement.

**What is the purpose of assessment?**

In Stage 6, assessment can be used for several purposes, including to:

- assist student learning.
- evaluate and improve teaching and learning programs.
- provide information on student learning and progress in a course in relation to the syllabus outcomes.
- provide evidence of satisfactory completion of a course.
- report on the achievement of a student at the end of a course.

**Is all assessment the same?**

Assessment can be described as **informal** or **formal**. Informal assessment varies in the degree of structure and can include question/answer activities; group participation; completion and submission of class activities/work; class discussions. Informal assessment is a normal part of the teaching and learning cycle. Informal tasks may or may not have marking rubrics provided and may not even be marked by your teacher. However, during informal assessments your teacher is observing your work and listening to the progress you are making.

Assessment can also be formal. Formal tasks are usually highly structured. Notification and marking rubrics are provided for formal assessment tasks. This Handbook contains information relating to the rules and procedures relating to formal school-developed assessment tasks.

**Why do we have formal assessment?**

Formal school-based assessment occurs for each Year 11 Preliminary course. Formal school-based assessment provides opportunities to **gather evidence about student achievement of syllabus outcomes in different ways not just through tests or exams examinations**. Formal assessment tasks are those which students undertake as part of the **school-based assessment program**, reflecting specific course requirements, components, and weightings. Information related to these aspects of the school-based assessment program can be found in [Section 3](#) of this booklet.

**How many formal assessment tasks can I have in the Preliminary year?**

The maximum number of tasks in any 2-unit course is 3 and may include an end of course examination.

**How do I know when the formal assessment tasks for my courses will be due?**

The **TERM** and **WEEK** in which tasks are conducted or are due is communicated in the Assessment Schedules in [Section 3](#) of this Handbook.

The exact due date of a task is communicated to students via the Assessment Notifications, that are issued for individual tasks.

## Guiding Questions

**How will I recognise a formal assessment task?**

## Information

All formal Assessment Tasks will be issued using the EPHS Assessment Notification Template. The Assessment Notification Template used at EPHS can be found in Section 2 of this Handbook.

**What types of formal assessment tasks might I expect to be asked to do?**

The type of formal assessment tasks can vary for each course.

Some examples of task types used for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Extended writing – research essays, personal interest projects, creative writing
- Some courses have major practical works

**Is the type of task communicated to me?**

Yes, this information is communicated on both the Assessment Schedule and the Task Notification. The type of task is referred to as the **NATURE of the task** on these documents as this is the language used by NESAs.

**Will there be an examination period for formal written examinations?**

A formal written examination is defined as a task such as a Yearly Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed up to that point in time. Only one formal written examination can contribute to a formal assessment schedule.

**The formal examination period for Year 11 will start the Friday of week 8, Term 3 and run through all of week 9, Term 3.**

**What happens when a formal assessment task involves group work?**

Where group work is a course requirement, teachers will ensure that:

- the task is designed to assess the contribution of individual group members.
- outcomes selected complement the task type and end product.
- procedures for how the task will be completed are provided. For example, establishing expectations including considering a range of views.
- the required support documentation or evidence, such as a logbook, process diary, journal or reflection is outlined in the task notification.

**Am I required to complete formal assessment tasks at home or at school?**

You will be required to complete some formal assessment tasks at home, others will be completed at school. For some tasks there will be a combination of home and school activities.

**This information is communicated on the Assessment Schedule for each course and Notification Template of each task.**

## Guiding Questions

**What are my responsibilities when formal assessment tasks are completed at school?**

**Can I take time off on the day tasks are due to prepare for or complete the task?**

**What happens if my teacher is absent on the day an at school assessment task is scheduled?**

**What if there is more than one class for the course I am studying?**

**If I am doing a VET course, how many weeks of work placement do I need to do and do I get to choose when?**

**What if I am following a Life Skills Pattern of Study?**

## Information

If a task, or part of a task is conducted at school then students have a responsibility to be present in class for the designated time. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the **Application for Extension Process**. They must ensure that arrangements have been made for them to complete the task or a substitute task.

It is important that students attend all day on days with scheduled assessment tasks.

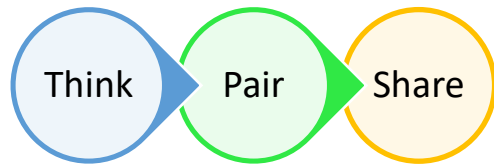
If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If there are multiple classes in the same course, either all classes will complete the task or all classes will have it rescheduled. If the task is rescheduled, all students will be appropriately informed (i.e., sign that they are aware of the new date and time), and a fair and reasonable new date will be decided upon by the Head Teacher.

Where two or more classes exist in a course, they may be timetabled at different times. This requires management to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. The Head Teacher of the faculty is responsible for the organisation of such tasks.

Two work placement weeks, each of **35 hours duration**, are a compulsory component of each VET course. Students must complete one 35-hour work placement during the Preliminary HSC VET course (in Year 11, Terms 1, 2 or 3). To be satisfactory in a VET course work placements must be completed.

The work placement periods are set by an external organisation and must be adhered to by all students. Failure to complete the required hours of work placement will lead to an 'N' Determination and the process outlined in this booklet will be followed. In the case of illness / misadventure, work placement may only be completed by negotiation outside of the specified time periods.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.



**List other questions you can have that relate to assessment.  
Discuss them as a class and record any critical points below.**



My Questions	What I learned

## Section 1c: Assessment and Reporting of Achievement in HSC Courses

### Guiding Question:

How are my results for the different courses communicated to NESA?

### Type of Course

### How results are communicated to NESA

#### Board Developed Courses in the Preliminary year (Year 11)

At the end of Year 11 the marks that reflect student performance in assessments tasks, are used to calculate a **Grade (A to E)** for each course. These grades are then forwarded to NESA at the end of Term 3 of the Preliminary year.

#### Board Developed VET Courses

VET courses are competency based. In a competency-based course, assessment of competencies is based on a student's ability to demonstrate competence according to indicators/ skills. Thus, a student's performance is judged against a prescribed standard.

All courses within the VET Frameworks **have a mandatory work placement requirement**. Assessment for courses in the frameworks must meet training package requirements.

#### Life Skills Courses

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work.

Achievement of outcomes are reported in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support, or not yet achieved.

**Guiding Question:**

How are my achievements reported at school?



Students and their parents/carers will receive a school report for each course **twice a year**. The report provides information on progress measured against identified syllabus outcomes. The report will clearly convey what students know and can do, and how that compares with the standard expected as stated in the syllabus and course performance descriptors.

The standards used on reports are outlined below:

Standard	Description
<b>O - Outstanding:</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>H - High:</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and skills to most situations.
<b>S - Sound:</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>B - Basic:</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
<b>L - Limited:</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

If students do not engage in the learning process or complete assessment tasks this will be reflected in the standard at which outcomes are achieved and they may be graded as an unsatisfactory student.

**Guiding Question:**

Other than achievement of outcomes, what else is communicated on school reports?

As well as the achievement of outcomes, other aspects communicated on school reports include:

1. **Achievement of learning habits:** The learning habits communicated on school reports are:
  - Uses technology responsibly through Google classroom and other digital platforms for learning.
  - Contributes to class activities and learning in an appropriate manner.
  - Submits learning activities on time.
  - Demonstrates 'Above the Line' behaviour that supports the learning for all class members.

The scale used for reporting the Learning Habits is C = Consistently, U = Usually, S = Sometimes, R = Rarely

2. An **overall rank** at the time of reporting
3. Suggested **areas of focus for improvement/development**

Note: Your overall grade is communicated on the Semester 2 rank. This grade is the grade that is communicated to NESA.



Copies of student reports can be accessed and downloaded via the Parent Portal on Sentral.





## Student Reflection and Evaluation Activity: Learning Habits

The Table below indicates the Learning Habits listed on school reports.

Why do you think Learning Habits are included in school reports?
Who may use this information? And for what purpose?

Using the code provided below the table:

- Reflect on how you went last year in each of the areas identified.
- Indicate what you would like to see this year in your Semester 1 Report.

Learning Habit	Average of how I've gone in previous years	What I am aiming for this year
Uses technology responsibly through Google classroom and other digital platforms for learning.		
Contributes to class activities and learning in an appropriate manner.		
Submits learning activities on time.		
Demonstrates 'Above the Line' behaviour that supports the learning for all class members.		

**C = Consistently, U = Usually, S = Sometimes, R = Rarely**

Above

Below

## Section 1d: Stage 6 School-based Assessment Program Guidelines and Procedures

The following information contains information about the **EPHS School-based Assessment Program**. Remember to refer to the **Assessment Schedules** for each course located in **Section 3** of this handbook.



### Assessment Task Procedures

#### Guiding Question:

How will Assessment Tasks be scheduled to help students not feel overwhelmed?

- No more than 3 tasks will be scheduled at appropriate times throughout each course.
- In setting up the assessment schedule, the school will work towards an even distribution of assessment tasks for students.
- In general, assessment tasks will not be scheduled in the week prior to an examination period or during an examination period.

#### Guiding Question:

What happens if a change to the original Assessment Schedule needs to be made?

- Where there is a change made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date. Students will be provided with a modified Assessment Schedule. They will sign and date a new Register to acknowledge receipt of the modified Assessment Schedule.

#### Guiding Question:

What is the process for notification and student receipt of formal assessment tasks?

- The **Assessment Task Notification** will be issued IN WRITING as a hardcopy AND via Google classroom or other platform used by the class, using the Erskine Park High School Assessment Task Notification Template. (See Section 2)
- Students will sign and date an **Assessment Task Register** to indicate they received the assessment task notification. This register is generated and maintained by the teacher as part of the Preliminary HSC Monitoring process. This Assessment Task Registration Template is included in Section 2.

#### Guiding Question:

What information is contained on an individual assessment notification?

- Assessment task notifications contain information relating to:
  - the assessment task number
  - the type of task
  - weighting
  - course outcomes
  - task description and presentation requirements
  - course component/s to be assessed in the task
  - the criteria to be applied to the marking of the task
  - date notification was issued to students
  - due date
  - presentation of task, including details about maximum length (or dimensions, or time depending on the task) if required



**Guiding  
Question:**

What if the assessment task is an examination?

- Where formal examinations are part of the assessment program students will be notified at least 2 weeks prior via the examination timetable and an Examination Assessment Task Template notification for each course that has a formal examination (see Section 2).
- To record attendance during formal examination periods, students complete an attendance slip before each examination and these are collected by supervising staff and stored in the front office strongroom. They are collected by the class teacher and used for checking processes.

**Guiding  
Question:**

What equipment do I need for an examination?

- You can bring the following items into your exams:
  - black pens (no pens with ink that can be erased)
  - pencils (must be at least 2B), erasers and a sharpener
  - a ruler marked in millimetres and centimetres
  - highlighter pens
  - a clear bottle of water with no label
  - a watch (not a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the exam.
- You need to bring certain equipment (e.g., a calculator) for some exams. If you are allowed a scientific calculator, make sure it is an approved model.



**The links provides information equipment for examinations:**

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

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

**Guiding  
Question:**

What does good conduct during examinations mean?

- Students must always follow the instructions of their teachers during the conduct of an assessment task. When sitting an examination, students must not have with them any notes (on paper, in their equipment/belongings or on their person) unless there are specific instructions that permit it on the Assessment Task Notification. Notes and examination papers must not be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task, if this does occur the student may be penalised at the discretion of the Deputy Principal.

**Guiding  
Question:**

What if I am absent when the task notification is distributed to the class?

- Just as it is the students' responsibility to go to the teacher to find out what work has been missed when they are absent from class, it is also the responsibility of the student to speak to the teacher or Head Teacher to obtain a written copy of an assessment task if they were absent from class when an assessment task notification was issued in hard copy to students. Copies of the task will be available on the Google Classroom or other platform used by the class.

**Guiding  
Question:**

If I am absent when the assessment is distributed, will I get extra time?

- If a student is absent from class when notification of an assessment task is issued, extra time will not be given to complete the task unless the student formally applies for an extension of time or submits an appeal based on illness or misadventure.
- In the case of TAFE delivered VET courses students will be notified by the TAFE teacher in accordance with the procedures of the institute.

**Guiding  
Question:**

How do I submit my assessment tasks?

- To **submit an assessment task**, students should follow all submission requirements as communicated in the relevant section of the assessment task notification.
- To **register teacher receipt of an assessment task**, students will sign and date the **Assessment Task Register** for that task. This will be generated and provided by the teacher. It will be maintained by the teacher for Preliminary HSC monitoring processes.
- When submitting a piece of work, students should also complete, sign and date the **EPHS Assessment Submission Form**. This form requires students to reflect on the task for themselves and as a means of providing feedback about the task to the teacher. Students sign this form to declare they have followed the principles of 'All my own work'. This form will either be provided as a hard copy on the due date or be provided via Google Classroom or another platform.

**Guiding  
Question:**

What should I do if I haven't completed the assessment task?

- If a piece of **work is incomplete** at the time of submission, and an extension of time has not been previously applied for, students are strongly advised to submit the task as is. A mark will be awarded based on what has been completed.
- If a student does not submit the task but has previously submitted a draft, the draft will be awarded a mark.

**Guiding  
Question:**

What happens if I do not submit a task?

- Failure to complete and submit an assessment task by the due date and time without providing a valid reason will result in the following:
  - the student will receive a zero for the task.
  - an 'N'-Determination warning letter, addressed to the parents, will be issued outlining what needs to be completed and indicating a new due date (at least two weeks from the date of issue of the letter).

**Guiding  
Question:**

If I get issued an N-Award Warning, does that mean I don't have to complete and submit the task?

- Even though a student receives a zero it is their responsibility to submit a genuine attempt at the task to be deemed as satisfactorily completing the course outcomes.
- When a genuine attempt of the assessment task has been submitted by the new due date, the 'N'-Determination warning will be marked as resolved.

**Guiding  
Question:**

What support is provided if the task takes place over a long period of time?

- NESA recognises that some task types may require students to research or develop work over a longer period. For these tasks, teachers may use checkpoints to provide informal feedback and to affirm that the work is entirely that of the student.

**Guiding Question:** What should I do if I am away the day of a task or if I something caused me to not do my best on the day?

- Students who are absent for an assessment task or believe they had some special circumstance which affected their performance on a task may submit an illness/misadventure appeal application.
- The student's actual performance, not potential performance will be assessed in each task according to the published marking guidelines. Marks cannot be modified to consider possible effects of illness or domestic situations unless the misadventure process has been followed.

**Guiding Question:** What can I expect when my marked task is returned to me?

- When an **assessment task is returned to the student**, they will be required to sign and date the Assessment Task Register to indicate the task has been marked and returned.
- Assessment tasks will be marked, processed, and returned to students in a timely manner and within 2 weeks of the submission date except under extenuating circumstances.
- Students may be told marks and rankings for **individual** assessment tasks as they are marked. Keep in mind, only a grade is reported to NESA for preliminary courses.

**Guiding Question:** What type of feedback can I expect to be provided?

- At Erskine Park High School we recognise that all students are entitled to meaningful, timely written feedback in relation to the marking criteria, performance standards and course outcomes to assist them in their learning in that course.

Feedback will:

- be timely, specific and related to the learning and assessment intention.
- be constructive and provide meaningful information to students about their learning.
- be focused on the outcomes of the task and correct misunderstandings.
- identify and reinforce students' strengths.
- provide specific information about how students can improve.
- facilitate the development of and provide opportunities for self-assessment and reflection.
- inform future teaching and learning opportunities.



<b>Rate yourself on how successful you have been in submitting tasks on or the due date in the past.</b>	1 I have never submitted a task on time	2	3	4	5 I have submitted every task on time
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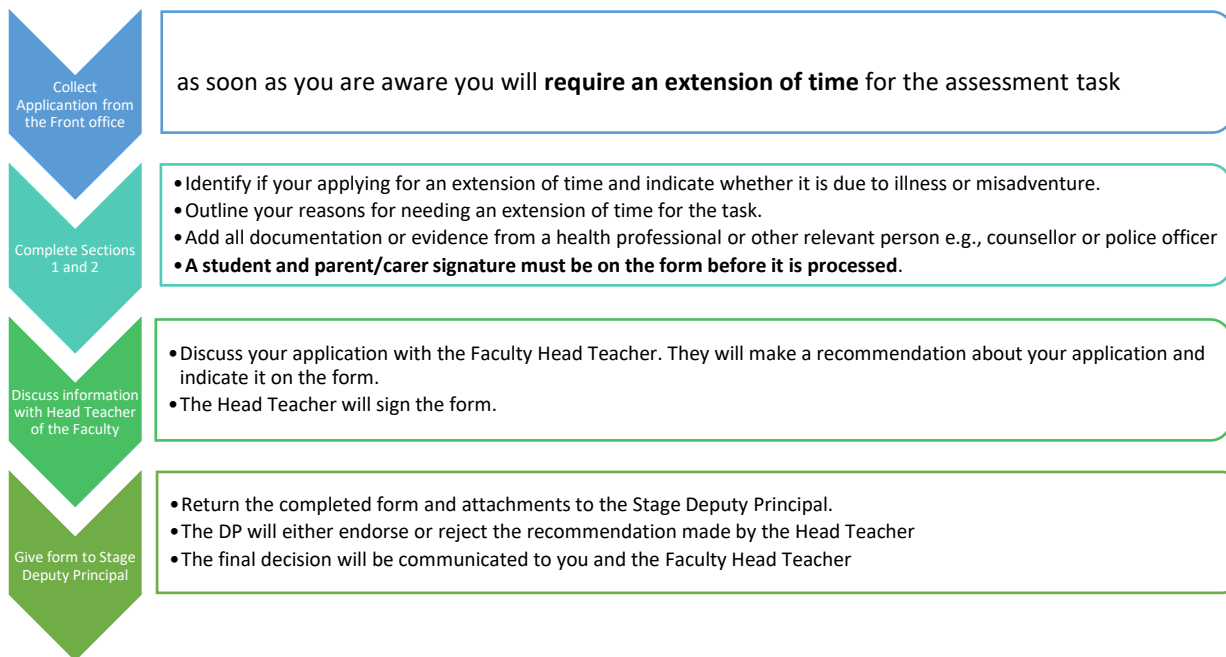
Why did you give yourself the score you did? How can it be improved?	
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## Applying for an EXTENSION

## Guiding Question:

How do I apply for an extension of time for an assessment task?

- Students can apply for an **extension of time** to submit an assessment task, **prior to the due date** of the task. The Extension of Time Application Template is shown in Section 2.
- The process for applying for an extension of time is outlined below:



- In applying for an extension of time it is the student's responsibility to:
  - contact the Head Teacher prior to the submission date.
  - submit the application and supporting documentation to the relevant Head Teacher and Deputy Principal
- The Head Teacher recommendation will be as to whether:
  - an extension of time can be granted.
  - an alternative task can be completed.
  - the task can be repeated without disadvantaging other students.
  - an estimate can be given.
- A copy of the application will also be provided for the class teacher who will keep it for Preliminary HSC monitoring purposes and the document will be scanned and saved in the student file.
- Where an extension has been approved for the submission/completion of a task, the student will not be disadvantaged in the marks allocated. In cases of dispute the Head Teacher will confer with the principal.

**Guiding Question:**

What are acceptable reasons for applying for an extension of time for an assessment task?

- Acceptable reasons for an extension of time to be granted include:
  - one of the possible outcomes for an upheld appeal from an illness / misadventure application.
  - in the case of alternate arrangements for a student involved in a school event (work placement, work experience, sport, or leadership representative activity) taking place at the same time as a scheduled assessment task.

**Guiding Question:**

What if I am involved in another school activity and this clashes with an assessment task?

- In the event of an assessment task clashing with an approved school activity (compulsory course excursions, TAFE transit, SRC commitments, representative sports, etc), it is the student's responsibility to notify teachers of this commitment well in advance. Students may apply for an extension before the event occurs or submit the task earlier prior to the engagement. If an extension is approved, the assessment task must be submitted or sat for on the day of return to school (regardless of whether a scheduled lesson exists).
- In exceptional circumstances, a group extension brought about by an extended absence of a teacher may be applied for by the Head Teacher on behalf of a class. An extension of this nature will be determined by the Principal. A signed receipt of a new notification of assessment is required from all students.

**Guiding Question:**

What if I have VET work placement during an assessment task?

It is the VET student's responsibility to satisfy any assessment task requirements scheduled during the allocated weeks for work placement.

VET students should be aware of the following points:

- An assessment task that is unseen prior to the set date and is required to be completed in class must be completed at the set time. Arrangements must be made with the employer at least one week, where possible, prior to the work placement week so that attendance to complete the task by the student is assured. Should an employer be unable to accommodate a change in work placement times, then the school and Head Teacher may make other arrangements for the assessment task to be completed.
- Where an assessment task is to be completed in class and the question for the task has been issued beforehand, the student may negotiate with the teacher to complete the task before the work placement week. If it is not possible to complete the assessment task prior to the work placement, then the Head Teacher may consent for the task to be completed after work placement. If arrangements are not negotiated by the student beforehand, then the assessment task must be completed on the set date.
- Where an assessment task has been assigned for completion in either class time or in the student's own time and is to be handed in on a set date, then the student may submit the task before the work placement week or make arrangements for the assessment task to be handed in by the set date.
- If a student is completing work placement locally and wishes to complete the assessment task in class on the set date, they may negotiate with the employer to be released for the period of time required to complete the assessment task. The student must ensure that the hours missed at work placement are made up.
- Where a student does not attend an assessment task during the week of work placement without prior negotiation with the relevant Head Teacher, the school procedures for non-completion of an assessment will be followed.
- If a student is unable to attend an assessment task during the week of work placement due to illness / misadventure, the procedures relating to this will be followed.



## Illness and Misadventure

**Guiding  
Question:**

What is illness and misadventure?

- Students who are unwell or who experience an accident or disruption while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process may be eligible to ask for special consideration through the school's illness /misadventure procedures.
- Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control immediately before or during the assessment(s) that directly affected the student's assessment performance.
- What does 'illness / misadventure' specifically relate to?
  - **illness or injury** – that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a badly injured writing hand. Medical certification of the impact of the illness on the student's ability to undertake the examination must be provided.
  - **misadventure** – that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be: death of a friend or family member, involvement in a traffic accident, a house fire.

**Guiding  
Question:**

What are unaccepted grounds for illness or misadventure?

The following are not considered to be illness / misadventure events:

- attendance at VET work placement, a sporting or cultural event, or family holiday
- misreading the due date of an assessment or an examination timetable
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which the school and NESAs have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycaemic event suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student such as misinterpretation of examination questions or instructions etc.

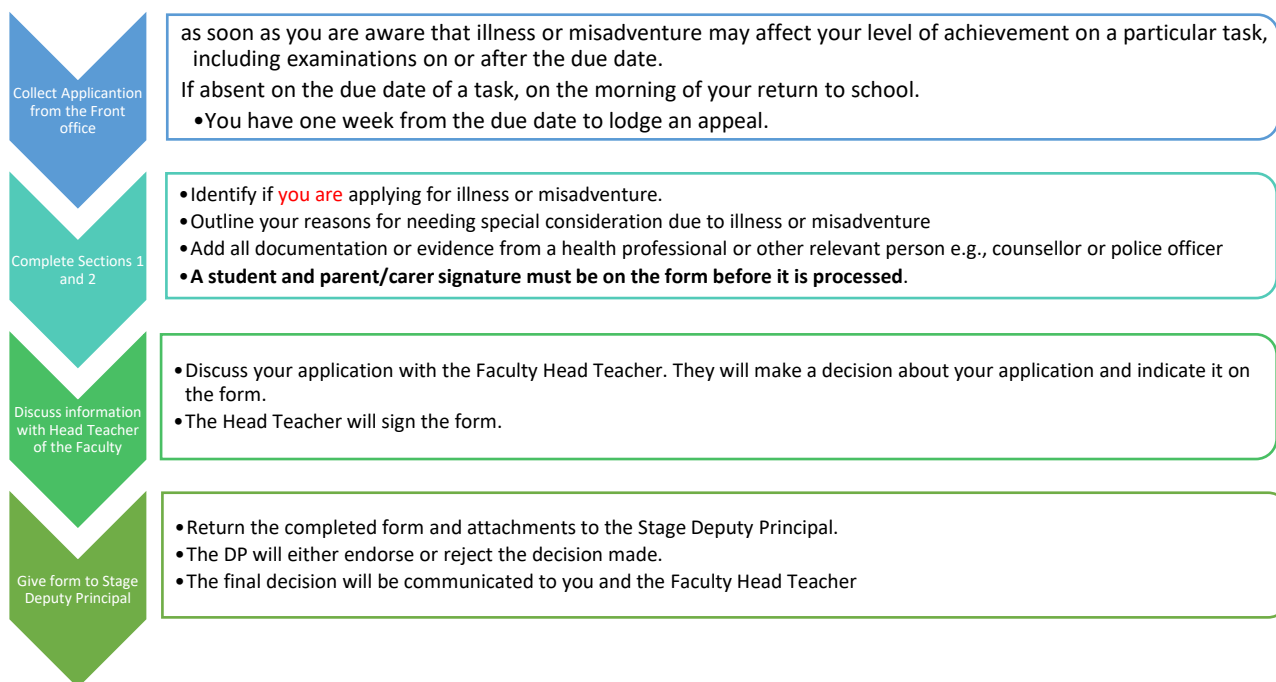
**Guiding  
Question:**

Can I claim misadventure if my device crashes and I lose my work?

- When using electronic equipment to complete and submit tasks, students must ensure that the work is saved regularly, and that backups are kept including a hard copy. This should be done well in advance of the due date. No allowance will be made for failure of equipment, including hardware, software, or printer where there is **no evidence of the preparation** of the lost material. It is recommended that work is backed-up in at least two separate systems. Software used to complete task must be available at school.

**Guiding  
Question:**

What is the process of applying for illness or misadventure?



**Guiding Question:** What happens if I miss a task and do not submit an appeal for illness or misadventure or apply for extension?

- A student who misses an examination without approval for their illness / misadventure claim will receive zero.
- Students in Year 11 who fail to attempt at least 50 % of required formal assessment will receive a non-completion determination in that subject and place their RoSA in jeopardy.

**Guiding Question:** What is a non-serious attempt?

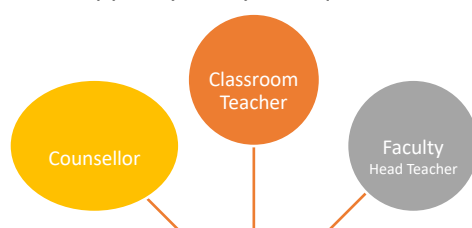
- A task submitted by a student may be deemed a nonserious attempt if, in the professional judgement of the course teacher, in consultation with the Head Teacher, it does not meet the basic level of achievement of the course outcomes. Non-serious attempts will be awarded a zero mark which may have a serious impact on the grade submitted to NESAs by the school for the RoSA.
- Students whose work is deemed as a non-serious attempt will have a letter sent home (N-Award Warning Notification) and will be required to redo the task to a standard that meets the course requirements.

**Guiding Question:** What happens if I am given an estimate for a task?

- In cases of illness or misadventure, it is usually best if the task can be completed or attempted. If this is not possible however, an estimate may be given. It is important to note that the estimate provided is calculated using your other assessment marks and will never improve your results above these.

**Guiding Question:** Where can I get support, if needed??

There are several people who can support you if you require assistance. Refer to the information below.





**Activity:**

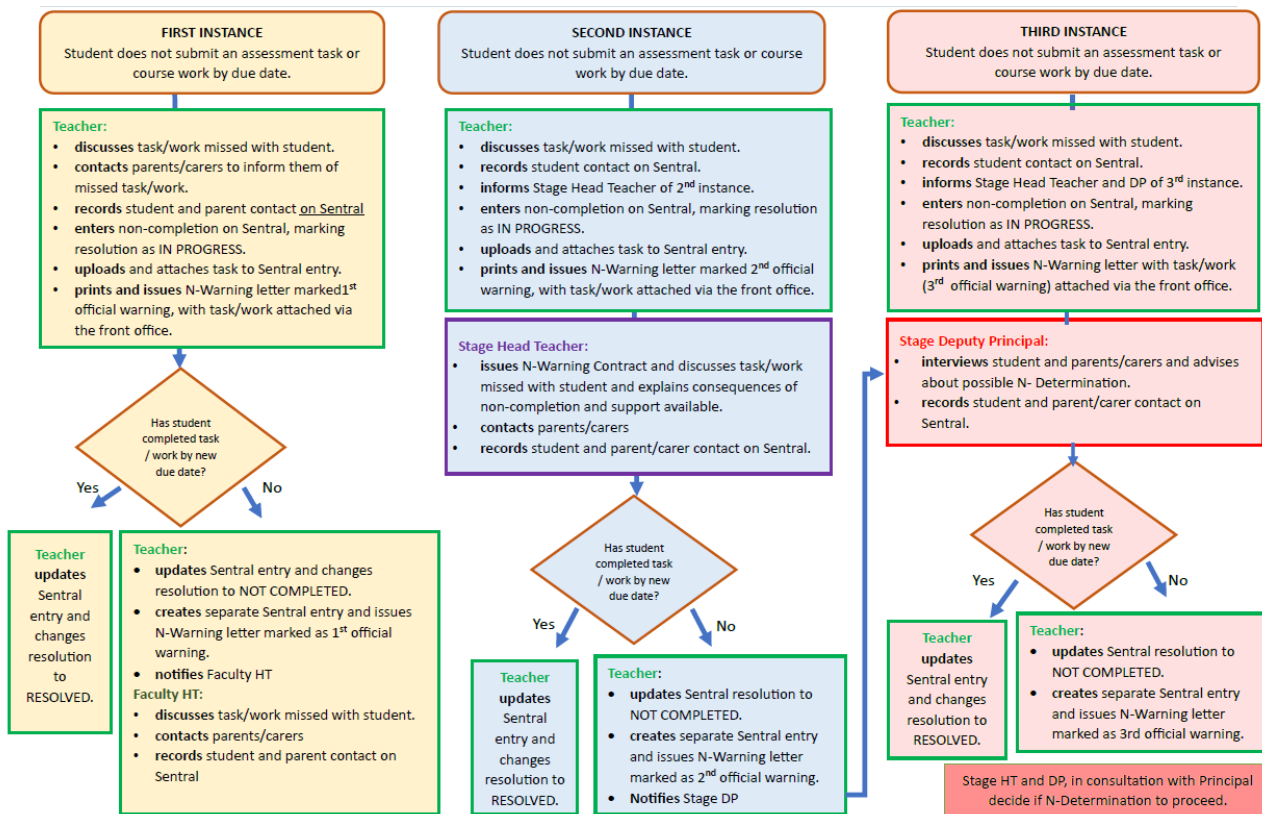
Who in the school do you go to when you need support?	
Identify some of the people in the school attached to the roles identified below:	
Role	Staff Member's Name
Head Teacher Stage 6	
Year Advisor	
Assistant Year Advisor	
Counsellor	
Learning and Support Teachers	
Classroom Teacher I trust	



# Procedures for students in danger of not meeting NESAs requirements of a course.

The N-Determination Warning process is designed to support students and their family in addressing areas of concern and provide an opportunity for students to meet course requirements. A student will be notified of a N-Determination Warning via a letter from their school. This aims to give the student time to complete the course requirements and rectify the problem.

The N-Determination Flowchart outlines the process.





# Invalid or Unreliable School-based Assessment Tasks

## Guiding Question:

What happens if there is something wrong with the task?

- In rare circumstances, a task may be found to be invalid or unreliable. Situations where this may occur include if the task does not align with syllabus requirements, the difficulty level is not appropriate, it fails to discriminate, skills or content have not been taught prior to the tasks or the occurrence of an extraordinary situation results in some unforeseen disadvantage.
- Students will be informed in writing if a task is determined to be invalid or unreliable. In these instances, they task may be:
  - redesigned and repeated – in this instance a minimum of two week's notice would be given for the added task.
  - reweighted and supplemented with an additional task – if an additional task is given, both tasks will be included in the final assessment mark with the weighting of the first task reduced. The value of the task weighting, however, will not change.
  - discounted in the assessment program.
  - compensated by other means.

ACE 8072



## Special Provisions

## Guiding Question:

What are special provisions and how do I apply?

- Special Provisions also known as Disability Provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know under exam conditions. Disability or special provisions assist students to read examination questions and write their answers. These provisions need to be applied for and are granted solely on the basis of how a student's exam performance is affected.

Students may need provisions for:

- a permanent condition – such as diabetes or reading difficulty
  - a temporary condition – such as a broken arm
  - an intermittent condition – such as back pain when sitting for long periods of time.
- It is not embarrassing to apply for provisions – they help students to show the markers what they know and can do. Students should speak with the Stage 6 Head Teacher if they think they may apply for Disability Provisions.



The link provides information regarding Special Provisions:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

**Guiding  
Question:**

What support is provided by the school?

- At school, we make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. The type of adjustment and support will vary according to the particular needs of the students and the requirements of the activity.

Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe or specific technology.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

**Guiding  
Question:**

If I am getting adjustment at school, do I automatically get special provisions when I am sitting for HSC examinations?

- Students need to understand that school-determined provisions or adjustments may not necessarily apply in the HSC examinations as what is assessed in school-based assessments may be different to HSC examinations.



# Honesty in HSC Assessment

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results. ACE 9023

## Guiding Question:

What is malpractice?

**Malpractice is any activity that allows students to gain an unfair advantage over other students.**

## Guiding Question:

What are some examples of malpractice?

Malpractice includes but is not limited to:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, electronic media or the internet without acknowledging its source
- building on someone else's ideas without stating their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an exam
- using non-approved aids in a school-based assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness/misadventure
- being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any- exam – irrespective of whether such actions occur before, during or after such an exam or assessment
- using ChatGPT or other artificial intelligence (AI) software inappropriately and without acknowledgement.

**Guiding  
Question:**

What is plagiarism?

Plagiarism means using someone else's work without giving them proper credit. In academic writing, plagiarising involves using words, ideas, or information from a source without referencing it correctly.

**Guiding  
Question:**

What are my responsibilities when it comes to malpractice and plagiarism?

Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. Permitting work to be copied is considered malpractice.

Students also have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

**Guiding  
Question:**

What happens if I am suspected of malpractice?

If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own. They might need to:

- prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.
- answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.

**Guiding  
Question:**

Where do I learn about malpractice?

**HSC: All my own work** program which is completed online by all students PRIOR TO BEGINNING Preliminary HSC is designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their studies.



**The link allows you to review All my own work:**

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



# Making an Appeal

## Guiding Question:

What is an appeal and what are they for?

Schools and students may appeal against decisions concerning aspects of the award of the Record of School Achievement on several bases.

Schools and students may appeal against decisions concerning certain aspects of the assessment process. These are:

**a) student appealing marks ‘at the time the task is returned to the student.’**

- students have the right to appeal against the final mark awarded on an assessment task but only during the lesson in which the task is returned to the student.
- time should be set aside during this lesson for students to make sure the final mark is the accurate tally of all part marks and that the mark is a true reflection of the quality of the submitted task in relation to the marking criteria.
- once the assessment task is removed from the classroom at the conclusion of the lesson, this right to appeal no longer exists.

**b) student appeal against an ‘N’ Determination for non-completion of a particular course**

In the case of ‘N’ Determinations, the student can appeal directly to the Principal and if unsuccessful, may further appeal to NESAs. The student and parent / carer will be informed of this process at the meeting when the ‘N’ Determination is applied; a relevant appeal form will be provided at this time.

**c) student appeals against the withholding of RoSA credentials by NESAs**

In the case of the withholding of the RoSA, students can write directly to NESAs.

**d) student appeals against SCHOOL decisions in relation to illness / misadventure applications**

If a student has **further evidence** to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision BY COMMUNICATING WITH THE PRINCIPAL and requesting a review of the original decision. Students will need to provide **a statement of what they are appealing with new evidence and detail** to support the statement and attach all new documentation.

In addition, students are enabled to discuss with their teacher, or the Head Teacher, issues in relation to the marking process or the awarding of a mark. While these may not be appealed against (except at the time of receipt of the marked task – see (a) above), they can be clarified.

# Summary: School and Student Responsibilities

## School Responsibilities

### The School:

- Provide students with:
  - the current EPHS Year 11 HSC Assessment Guidelines and Procedures and Assessment Schedules Handbook.
  
- Hold a meeting/lesson to explain information about NESA and school guidelines, policies, procedures, and requirements.
  
  
  
  
  
  
  
  
  
- Print and share NESA Confirmation of Entries with students. The Confirmation of Entry lists personal details, NESA number and identifies courses included in students' pattern of study. The Confirmation of Entry will also identify if students are eligible for an ATAR.

Provide students with:

- Scope and Sequence for each course undertaken.
- Electronic or hard copies of the syllabus for each course undertaken.
- Assessment schedules for each course that includes the outcomes assessed, timing, task number, mark values, weightings and types of tasks set.
  
  
  
  
  
  
  
  
  
- Provide assessment task notifications, in writing to each student that includes the following information:
  - the components of the task and their respective weightings
  - the weight value of the task in relation to the total weighted mark for the course.
  - the outcomes being assessed
  - precise details of when the task is due or will take place
  - detailed information about the task and its requirements, including means of submission.
  - marking rubric (this may be issued after the assessment in some instances, for example, examinations).
- how meaningful feedback will be provided on students' performance.

## Student Responsibilities

### Students:

- Sign a register to indicate receipt of:
  - the current EPHS Year 11 PRELIMINARY Assessment Guidelines and Procedures and Assessment Schedules Handbook.
  
- Read the information provided, engage in activities related to it and ask clarifying questions to develop understanding of the school and NESA guidelines and procedures.
  
  
  
  
  
  
  
  
  
- Check all the information on the Confirmation of Entry to ensure it is correct.
- Make any necessary changes.
- Sign and date the Confirmation of Entry to confirm the information provided is correct.
  
  
  
  
  
  
  
  
  
- Sign a register to indicate receipt of Scope and Sequence, syllabus and Assessment Schedule
- Familiarise themselves with syllabus requirements, course Scope and Sequence, and assessment schedules.
- Retain all documents provided for the duration of the course.
  
  
  
  
  
  
  
  
  
- Sign and date an Assessment Task Register for each assessment task to indicate:
  - that they have received the written notification for that task.
  - the task has been submitted
  - the task has been marked and returned

## School Responsibilities

### The School:

- Provide adequate written notice of the nature and timing of assessment tasks. Generally, at least two weeks' notice will be given.
  
- When the task is distributed, each class teacher will explain the different sections of the task including where appropriate the marking rubric.
  
- Provide an Assessment Task Submission Form so that students can reflect and give feedback on the task and acknowledge the work as their own.
  
- Provide timely feedback to students related to the criteria of the task and identifies areas of strength and areas for improvement.
  
- The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission, and non-completion of and in assessment tasks.
  
- Advise students in writing when they are not meeting NESAs requirements for a course. The notification will include what is necessary to enable the students to satisfactorily meet the requirements.
  
- Inform students of their rights in relation to appeals.

## Student Responsibilities

### Students:

- Read the information provided, engage in activities related to its explanation and ask clarifying questions to develop understanding of the assessment task.
  
- If absent when task notification and associated documents are distributed follow-up with their class teacher to ensure they get the task and have clear understanding of the requirements.
  
- Complete, sign, date and submit an Assessment Task Submission form for each task, reflecting on the task and indicating the task is their own work and that the work of others is acknowledged appropriately.
  
- Engage with and use the feedback from assessment tasks to reflect on performance and guide further improvement.
  
- Submit tasks, as per the instructions outlined on the task notification sheet.
- Follow school developed procedures regarding illness, misadventure, malpractice, late submission, and non-completion of assessment tasks.
  
- In the event of receiving an 'N' Determination warning for a course, students are responsible for the completion and submission of work so that the matter can be resolved, and the process discontinued.
  
- Seek assistance from classroom teacher and/or Learning Support Staff, if required.

Go through this information again with your teacher to ensure you have a strong understanding of the responsibilities for both you and the school.

Rate your understanding of the responsibilities of the school and yourself regarding formal assessment.	1 No understanding	2	3	4	5 Deep Understanding
---	--------------------------	---	---	---	----------------------------



“

*“A little progress each day  
adds up to big results.”*

”

– Satya Nani

**Section 2:**



**EPHS  
Assessment  
Templates and  
other school  
related  
information**

# Contents Page

## Section 2: EPHS Assessment Templates

Content	Page Number
<a href="#">List of Templates</a> (contains information about each template)	44
School Assessment Templates	45-53
<a href="#">NESA Glossary of Key Terms</a>	54
<a href="#">CRAAP Test: For Evaluating Secondary Source Information</a>	55
<a href="#">Referencing your work</a>	56-57

# List of Templates

Template	Page Number
<p><a href="#"><u>HSC Course Documents Registration</u></a></p> <p>This template is used by teachers to register student receipt of important documents related the delivery of the course. These documents include the syllabus, Scope and Sequence, Assessment Schedule, and Performance Band descriptors. Note some documents may be provided as hard copies and others as links.</p>	45
<p><a href="#"><u>Assessment Task Notification Cover Page</u></a></p> <p>This template is used by the teacher as the cover page for all formal assessment tasks. For Stage 6 assessment tasks this cover page is coloured green.</p>	46
<p><a href="#"><u>Formal Examination Notification</u></a></p> <p>This template is used by the teacher to provide notification and information related to assessment tasks which are formal examinations. You will receive one of these notices for all courses which have a trial examination. For Stage 6 this notification is coloured green</p>	47
<p><a href="#"><u>Assessment Task Registration</u></a></p> <p>This template is used by teachers to register student receipt, submission and return of assessment tasks. You will sign and date an Assessment Task Register for all tasks in all courses, to indicate each action.</p>	48
<p><a href="#"><u>Assessment Task Submission Form</u></a></p> <p>This template will be provided either as a hard or soft copy and needs to be completed and submitted with the assessment task. It contains a section for you to reflect on the task, this will also be used as feedback, about the task, by your teacher. You also required to sign and date the form to indicate that the work submitted is your own and correctly acknowledged.</p>	49
<p><a href="#"><u>Application for Extension   Illness/Misadventure Appeal Form</u></a></p> <p>This template is used when you require an extension on a task. An extension for a task is submitted prior to the due date. The same template is also used if you want to appeal a task after the due date on the grounds of illness or misadventure. This form is coloured a light blue and is available from the Front Office.</p>	50-51
<p><a href="#"><u>Request for change of / withdrawal from course</u></a></p> <p>This template is used when you want to request a change of course or when you want to withdrawal from a course. All relevant sections of the form including signatures from the relevant Head Teachers and parent/carer must be obtained before submitting the form to the Front Office. When you submit this form your options will be discussed with you including your eligibility for an ATAR. This form can be collected from the Front Office and is coloured light purple.</p>	52-53



# Assessment Task Notification Template Cover Page



Erskine Park High School

## (Course) Assessment Task

Pride in Achievement

Student Name:	
---------------	--

NOTE: This assessment task notification must be submitted with your completed task.

Nature of Task:		Task Title:		Task Number:	
-----------------	--	-------------	--	--------------	--

Faculty:		Year Group:		Weighting:	
----------	--	-------------	--	------------	--

Date Issued:		Date Due:	
--------------	--	-----------	--

Learning linked to this task:

--

How this task requires you to apply your learning:

*Refer to the detailed task description for more information about the specific requirements of this task.*

**Submission Details:**

You can submit this task by:

**Submission Policy Excerpt**

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process is to be followed. Refer to the relevant Assessment Booklet for information about this process.

**Syllabus Outcomes Being Assessed:**

Identifier	Description

**Key Verbs associated with outcomes being assessed:**

Verb	Meaning

## Formal Examination Notification



Erskine Park High School  
Pride in Achievement

# Formal Examination Notification

Task Title:		Task Number:	
-------------	--	--------------	--

Faculty:		Subject:	
Year:		Weighting:	
Date Issued:		Date of Examination:	
Additional Information:			

<b>Description of Task:</b>

<b>Syllabus Outcomes Being Assessed:</b>	
Outcome Code	Outcome

<b>Equipment Required:</b>			
Pen	Pencil	Ruler	Board Approved Calculator
Eraser	Device	You will not be allowed to borrow equipment once the exam has started	

**NOTE:** As this Assessment Task will be completed as an examination, examination conditions apply.

If students fail to meet examination conditions marks will be deducted and a zero mark may be recorded. In this case parents/caregivers will be notified, and a N-Award Warning issued. Please note the School's Policy on Attendance:

*Students have a responsibility to be present in class for all assessment tasks. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the Illness/ Misadventure/ Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task.*

# Assessment Task Registration



Erskine Park High School  
Pride in Achievement

## Assessment Registration

Task Title:		Task Number:	
-------------	--	--------------	--

Teacher:		Class:	
Faculty:		Subject:	
Year Group:		Weighting:	
Date Issued:		Due Date:	

	Student Name	Task Received <i>Student Signature</i>	Date Received	Task Submitted <i>Student signature</i>	Date Submitted	Task Returned to Student <i>Student Signature</i>	Date Returned
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							



# Assessment Task Submission Form



Erskine Park High School  
Pride in Achievement

## Assessment Task Submission Form

### Teacher to Complete:

Task Title:		Task Number:	
Faculty:		Year:	
Date Due:			
Weighting:			

### Student to complete:

Student's Name:	
Teacher's Name:	

Approximately how much time did you spend on this task?

0 – 2 hours	2-5 hours	5-10 hours	10+ hours
-------------	-----------	------------	-----------

Rate the effort to which you applied yourself to this task.  
Use a scale of 1 (minimal effort) to 5 (maximum effort)

1	2	3	4	5
---	---	---	---	---

What did you LIKE?	What did you DISLIKE?	What did you find CHALLENGING?	What did you LEARN?

Overall, at what level are you expecting to achieve the outcomes of this task?

A Outstanding	B High	C Sound	D Basic	E Limited
------------------	-----------	------------	------------	--------------

### Student Declaration:

*By submitting the task for marking, I acknowledge the following:*

1. *The work submitted is my own work and appropriate acknowledgement of all sources has been made.*
2. *I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.*
3. *Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a mark of zero awarded and I will have to resubmit the task.*
4. *I have a copy of this assessment if the original is lost or stolen.*
5. *The assessment notice is included with my completed task.*

Student signature:	Date of submission:
--------------------	---------------------

# Application for Extension | Illness/Misadventure Appeal Form Page 1



Erskine Park High School  
Pride in Achievement

## Application for Extension | Illness/Misadventure Appeal Form

Use this form if you are applying for:

An extension of time on an assessment task.

Applications for extension of time must be submitted prior to the due date of the task. You may apply for an extension of time on the grounds of:

- illness – where you have been sick or suffered a physical injury which allegedly affected your performance in completing an assessment task either prior or on the due date (e.g., influenza, an asthma attack, a cut hand)
- misadventure – an event occurred which was beyond your control which allegedly affected your performance in or prior to the assessment task (eg. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)
- other circumstances such as involvement in a school event (work placement, work experience, sport or leadership representative activity) that is taking place at the same time as a scheduled assessment task.

Applications for illness or misadventure are submitted if the due date for the task has passed. In the case of illness or misadventure you may or may not have already submitted or sat for the assessment task. Refer to the HSC Assessment Guidelines & Procedures Student Handbook for more detailed information particularly regarding what is NOT considered grounds for appeal.

If you cannot attend school on the due day to submit an assessment task or to perform the task in person because of a valid reason (illness or misadventure) you should follow the steps set out below as soon as you are aware/able to.

It is important to understand that documentation needs to be attached to your application to support your claims. If claiming illness, documentation should include wherever possible a medical certificate. Notes from the assessment supervisor can also be included as evidence.

Use the steps outlined below when submitting your application.

<input type="checkbox"/>	<p>1. <b>Collect</b> an Application for Extension   Illness/Misadventure Appeal Form from the front office:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> as soon as you are aware you will require an extension of time for the assessment task due to illness or misadventure, prior to the due date.</li><li><input type="checkbox"/> as soon as you are aware that illness or misadventure may affect your level of achievement on a particular task, including examinations on or after the due date.</li><li><input type="checkbox"/> If absent on the due date of a task, on the morning of your return to school. You have one week from the due date to lodge an appeal.</li></ul>
<input type="checkbox"/>	<p>2. <b>Complete sections 1 and 2</b> of the Application for Extension   Illness/Misadventure Appeal Form, identifying if you are applying for an extension of time or illness/Misadventure. Outline your reasons and add all documentation or evidence from a health professional or other relevant person e.g., counsellor or police officer. (In case of illness, health professionals should describe your symptoms and describe how these symptoms have prevented your attendance at school to complete/submit an assessment task). A student and parent/carer signature must be on the form before it is processed.</p>
<input type="checkbox"/>	<p>3. <b>When completed, take the form to the Faculty Head Teacher and discuss the information with them</b> – they will make a recommendation and sign the form. A Head Teacher signature must be on the form before it is processed.</p>
<input type="checkbox"/>	<p>4. <b>Give the completed Application for Extension   Illness/Misadventure Appeal Form to the relevant Deputy Principal.</b> The Deputy Principal will make the final decision based on the recommendation of the Faculty Head Teacher. This will then be communicated to the student, Faculty Head Teacher and classroom teacher.</p> <p>In the case of an unsuccessful appeal, the classroom teacher will notify your parents in writing (through an official letter) of the zero mark.</p> <p>Students have the right to appeal the decision but must include <b>ADDITIONAL EVIDENCE</b> in their appeal documentation.</p>

Remember if you do not submit an assessment task on the due date and your appeal is unsuccessful, you will receive a zero mark and you will be seen as not satisfying the course completion criteria for the value and nature of the task. If you fail to complete tasks which contribute 50% or more of the available marks you may receive an 'N' Determination for that course and the course will not appear on your Record of Achievement or count towards your HSC. This may make you ineligible for the achievement of either or both testamurs.

Faculty Head Teachers will be provided with a copy of this document; original documentation will be filed in student's file.

## Application for Extension | Illness/Misadventure Appeal Form Page 2



Erskine Park High School  
Pride in Achievement

### Application for Extension | Illness/Misadventure Appeal Form

**Section 1: Student and Assessment Details** |  To be completed by the student.

<b>Student Name:</b>		<b>Year:</b>		<b>Subject:</b>	
<b>Assessment Title:</b>		<b>Class Teacher:</b>		<b>Head Teacher:</b>	
<b>Nature of Task:</b> <input type="checkbox"/> In class Task <input type="checkbox"/> Take home Assessment <input type="checkbox"/> Examination <input type="checkbox"/> Presentation <input type="checkbox"/> Practical Task <input type="checkbox"/> other .....					

**Section 2: Type and Reason for Application**

To be completed by the student and signed by the parent before being submitted to the Head Teacher.

<b>Action Requested:</b> <i>(tick box to indicate choice)</i>	Assessment Task due date has not passed Assessment Task due date has passed	<input type="checkbox"/> Extension of Time On the grounds of: <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Other (provide more detailed information in the section below)	<b>Date Task is due:</b>	
		<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure Did you sit for the task/exam? <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Date Task was due:</b>	

Outline the reasons for this application: (add extra paper if needed)

---



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Documentation attached:  Medical Certificate    other .....

<b>Student signature:</b>		<b>Parent signature:</b>	
<b>Date:</b>		<b>Date:</b>	

**Section 3: Head Teacher Recommendation**

Student to speak with Head Teacher who will then make their recommendation. Student to give form to relevant Deputy Principal.

Recommendation of Head Teacher is:

Extension of Time (Due Date of Task has not yet passed)	Illness/Misadventure (Due Date of Task has passed)
<input type="checkbox"/> Application declined	<input type="checkbox"/> Application declined
<input type="checkbox"/> Extension granted until	<input type="checkbox"/> Accept lateness of task
<input type="checkbox"/> Alternative task can be completed on	<input type="checkbox"/> Alternative task can be completed on
<input type="checkbox"/> Task can be repeated on	<input type="checkbox"/> Task can be repeated on
<input type="checkbox"/> Estimate can be given	<input type="checkbox"/> Estimate can be given
<input type="checkbox"/> other	<input type="checkbox"/> Adjust marks achieved in task
	<input type="checkbox"/> other

<b>Head Teacher signature:</b>		<b>Date:</b>	
--------------------------------	--	--------------	--

**Section 4: Decision of Deputy Principal**

<b>Determination:</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<b>Notes:</b>	
-----------------------	--	---------------	--

<b>Deputy Principal signature:</b>		<b>Date:</b>	
------------------------------------	--	--------------	--

Faculty Head Teachers will be provided with a copy of this document; original documentation will be filed in student's file.



# Erskine Park High School

*Pride In Achievement*

78-82 Swallow Drive, Erskine Park NSW 2759  
 Website: [erskinepk-h.schools.nsw.gov.au](http://erskinepk-h.schools.nsw.gov.au)

Phone: 9834 3536  
 Email: [erskinepk-h.admin@det.nsw.edu.au](mailto:erskinepk-h.admin@det.nsw.edu.au)

## Request for change of / withdrawal from course - Senior

**IMPORTANT:** This form must be completed in the same order as listed below and:

1. Students must have at least 12 units in their course of study if in Yr 11 and at least 10 units if in Yr 12.
2. Changes to subjects/ classes after the first 5 weeks of the HSC (Term 4) or Preliminary course (Term 1) are usually not permitted. Catch up of work prevents this occurring.
3. Please see overleaf for a full subject and unit summary.

Name: \_\_\_\_\_ Roll Call Class: \_\_\_\_\_

### 1. CURRENT COURSES/ CLASSES WHERE CHANGE OR WITHDRAWAL IS REQUESTED

Line				Subject Refund
Subject				\$
Head Teacher				
HT Signature				

### 2. DESIRED COURSES (If request is for a withdrawal from a course, leave blank)

Line				Materials Costs
Subject				\$
Head Teacher				
HT Signature				

### 3. PARENT/GUARDIAN ENDORSEMENT

I/We have discussed the above changes with our son/daughter and agree that it is in his/her interest to make the change/s. I/We have read the information overleaf and understand the implications of this choice.

Comments (optional):  
 \_\_\_\_\_

Signed: \_\_\_\_\_

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

### 4. CAREERS ADVISER CONSULTATION

The above student has consulted me about this change and the details listed overleaf have been checked.

Recommendations:  
 \_\_\_\_\_

Signed: \_\_\_\_\_

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

### 5. NESA LIAISON : \_\_\_\_\_

The above changes have been entered on the student's records on the NESA website

### 6. ADMINISTRATION / SUBJECT CONTRIBUTIONS PAID OR REFUNDED

Student Subject Records have been adjusted. Subject Contributions have been paid/ refunded

- REPORTS – Adjust class reports  
 EBS – Invoice new charges/transfer or refund old charges/cancel old invoice

Signed: \_\_\_\_\_

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

**Request for change of / withdrawal from course Page 2**

<p><b>YEAR 11 and 12 CHANGE OF COURSES / CLASSES SUBJECT and UNIT SUMMARY</b></p>
---

This section is to be completed by the student and checked by the Careers Adviser.

LINE	BEFORE CHANGE OF COURSES	UNITS	AFTER CHANGE OF COURSES	UNITS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
<b>Year 11 changes must include Life Ready and Sport</b>				
<b>TOTAL</b>				

<p><b>NEW NUMBER OF UNITS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>English Studies</td><td></td></tr> <tr><td>Board Developed Courses</td><td></td></tr> <tr><td>Board Endorsed Courses</td><td></td></tr> <tr><td>Category B Courses</td><td></td></tr> <tr><td><b>TOTAL</b></td><td></td></tr> </table>	English Studies		Board Developed Courses		Board Endorsed Courses		Category B Courses		<b>TOTAL</b>		<p><b>Student is working towards an ATAR?</b></p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	<p><b>EBOS changed online by NESA LIASON?</b></p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>
English Studies												
Board Developed Courses												
Board Endorsed Courses												
Category B Courses												
<b>TOTAL</b>												
<p><b>School Timetable Has Been Updated?</b></p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO</p>												
<p><b>NO STUDENT MOVES CLASS UNTIL A NEW UPDATED TIMETABLE IS GIVEN TO THEM</b></p>												

ALL FORMS ARE TO BE GIVEN TO THE DEPUTY PRINCIPAL TO BE ENTERED ONTO THE TIMETABLE. FORMS THEN PASSED ONTO OFFICE STAFF TO ENTER ON ERN, ADJUST ANY FEES AND FILE IN THE STUDENTS FILE

# Glossary of Key Terms

The following terms are used by NESAs in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms.

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

# CRAAP Test: For Evaluating Secondary Source Information

Use the questions below to help you evaluate your sources. Answer the questions then score each section from 1 - 10 (1 = unreliable, 10 = excellent).			
Add up the scores to help you decide whether you should use that particular source for your assignment.			
Source Being Assessed:			
<b>Currency:</b> The timeliness of the information		Score: /10	
		Y	N
Was the information published or posted less than 5 years ago?		<input type="checkbox"/>	<input type="checkbox"/>
Has the information been revised or updated?		<input type="checkbox"/>	<input type="checkbox"/>
Is the information (also links) current or out of date for your topic?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Relevance:</b> Importance of the information for your needs		Score: /10	
		Y	N
Does the information relate to your topic or answer your question/s?		<input type="checkbox"/>	<input type="checkbox"/>
Is the information at an appropriate level for your needs?		<input type="checkbox"/>	<input type="checkbox"/>
Who is the intended audience of the information?			
<b>Authority:</b> The source of the information		Score: /10	
		Y	N
Who is the author/publisher/source/sponsor?			
Can you find and verify the author or publisher's credentials?		<input type="checkbox"/>	<input type="checkbox"/>
Does the URL end in .edu, .org or .gov?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Accuracy:</b> The source of the information		Score: /10	
		Y	N
Can you verify any of the information in another source?		<input type="checkbox"/>	<input type="checkbox"/>
Are there spelling or grammar errors, do links work?		<input type="checkbox"/>	<input type="checkbox"/>
Does the author back up his/her statements with evidence and list sources?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Purpose:</b> The reason the information exists		Score: /10	
		Y	N
What is the purpose of the information? (some examples: to inform, to persuade, to sell, to teach, to entertain)			
Is the information fact, opinion or propaganda?		<input type="checkbox"/>	<input type="checkbox"/>
Does the language or tone seem biased and free of emotion?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Total CRAAP</b>		Score: /50	
45 – 50: Excellent   40 – 44: Good   35 – 39: Average   30 – 34: Borderline Acceptable   Below 30: Unacceptable			

## EXPECTATIONS WHEN PREPARING A BIBLIOGRAPHY

Adapted from the Cecil Hills High School Stage 6 – HSC Assessment Policy Booklet

Many assessments require a bibliography. A bibliography **MUST include a list of all resources** a student has used in the research. Resources could include: books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources should be listed **alphabetically** in a bibliography according to the **author's last name**.

### Examples of Bibliography Types:

#### Books

Authors surname, initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Saldais, M. Taylor, T. Young, C.	2011	<i>Oxford Big Ideas, History 8</i>	Oxford University Press	Australia

#### SO, YOU WRITE in your bibliography:

Saldais, M; Taylor, T; Young, C 2011, *Oxford Big Ideas, History 8*, Oxford University Press, Australia.

#### Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance- China</i>	20 February, 2019	<a href="http://www.worldbank.org/en/country/china">http://www.worldbank.org/en/country/china</a>

#### SO, YOU WRITE in your bibliography:

The World Bank 2015, *Country at a Glance- China*, viewed 20 February, 2019, <http://www.worldbank.org/en/country/china>

#### Newspaper article

Author surname, initial	Year of Publication	Title of Article	Newspaper name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015	p.20

#### SO, YOU WRITE in your bibliography:

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

#### YouTube Video

- title (if part of a series, list the episode title first, then the series name)
- year of recording
- format
- publisher/distributor
- place of recording
- date of recording (if applicable)

#### SO, YOU WRITE in your bibliography:

Fashion Tales – Melbourne 2009, video, Channel 9 News Melbourne, 12 March, viewed 3 September 2011, <http://www.youtube.com/watch?v=sLWfRzgo4&NR=1>

#### Tips:

- A bibliography should appear on a separate page at the end of a student's work
- List in alphabetical order



## Examples of how to reference: APA style 7<sup>th</sup> Edition.

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

See examples of APA style 7<sup>th</sup> edition references below:

### For a journal article you should include:

Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume(Issue)*, page range. DOI

#### **Examples:**

Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. *Behavioral Sleep Medicine, 16*(1), 1-26.  
<https://doi.org/10.1080/15402002.2016.1163702>

### For a webpage with an author you should include:

Author Last name, First initial. Middle initial. (Year, Month, Day). *Title of document*. Retrieved from URL.

#### **Examples:**

Blub, A. (2018). *Climate change and health*. <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>

### For a webpage with no author you should include:

*Title of document*. (Year, Month, Day). Retrieved from URL.

#### **Example:**

*\$250m funding boost for malaria vaccine*. (2003). <https://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220>

### For a book you should include:

Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Publisher.

#### **Examples:**

Swartz, W. (2019). *Descriptive psychology and the person concept: Essential attributes of persons and behaviour*. Academic Press.

## Reference list generators for online assistance

Reference list generator can also be used to generate references in the APA 7<sup>th</sup> edition format. However, it is essential that students review any reference generated by an online generator to verify that it follows the appropriate format. The following links can be used to access online reference generators:

<https://www.mybib.com/>

<https://www.citethisforme.com/>

**Section 3:**



# Course Assessment Schedules

## Section 3: Types of Courses

**Guiding Question:** How are courses classified?

There are two main types of HSC courses:

- NESA develops Board Developed Courses.
- Your achievement in these can count towards your Australian Tertiary Admission Rank (ATAR).

### Board Developed Courses

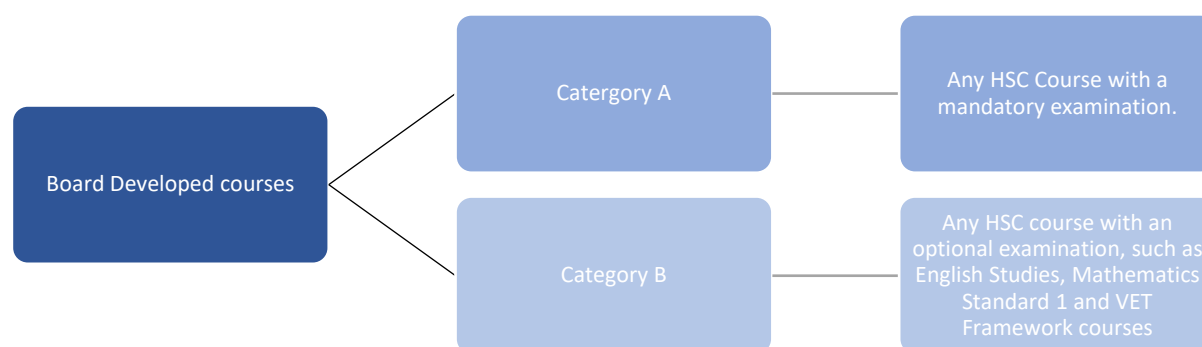


- Board Endorsed Courses are generally developed by schools, TAFEs or universities.
- They contribute to the HSC, but don't count towards your ATAR.

### Board Endorsed Courses



Board Developed Courses are further classified as either:



Subject to ATAR rules, you must undertake the optional written examination to have the results from Category B courses available for inclusion in the calculation of your ATAR.

**Guiding Question:** I heard the rules about which courses count toward an ATAR have changed, is this true?

From 2025, any course that schools offer **with an HSC exam** (including the optional HSC exams for category B courses) can count towards the calculation of the ATAR. Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation.

The Universities Admission Centre (UAC) is removing this categorisation from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR.

This categorisation change is a university measure, not a school-based or NESA policy.

**Guiding Question:** What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR pathway into university.

**Guiding Question:** Are there changes to how the ATAR is calculated?

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.



More information on the changes for the 2025 HSC can be found on this link.  
[HSC Courses](#)

**Guiding Question:** Are these types of courses the only options for the HSC?

There are other types of courses which you can study for the HSC, these include:

- Get a head start on your career and complete a TAFE-delivered Vocational Education and Training (TVET) course, while you're still at school.
- All TVET courses help you build practical skills and industry-specific knowledge, and count toward your school outcome, with some courses contributing towards an Australian Tertiary Admission Rank (ATAR).

### TAFE VET Courses (TVET)



- SBATs are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.
- A school-based apprenticeship or traineeship combines paid work, training and school; and as well as an industry recognised national qualification you will gain credit towards the HSC.
- Some apprenticeships and traineeships can contribute towards the ATAR

### School Based Apprenticeship and Traineeships (SBAT)



Speak with the Career's Adviser about TVET and SBAT courses.

# List of Preliminary HSC Courses

*Note: Courses are listed alphabetically except SVET courses, which are listed at the end.*

Board Developed Course	Board Endorsed Course	
Course	Subject Area	Page
Ancient History	HSIE	62
Biology	Science	63
Business Studies	HSIE	64
Ceramics	CAPA	65
Chemistry	Science	66
Community and Family Studies (CAFS)	PDHPE	67
Dance	CAPA	68
Design and Technology	TAS	69
Drama	English	70
Earth and Environmental Science (EES)	Science	71
Economics	HSIE	72
English Advanced	English	73
English Extension	English	74
English Standard	English	75
English Studies	English	76
Engineering Studies	TAS	77
Food Technology	TAS	78
Industrial Technology - Timber	TAS	79
Legal Studies	HSIE	80
Mathematics Advanced	Maths	81
Mathematics Extension 1	Maths	82
Mathematics Standard	Maths	83
Modern History	HSIE	84
Music 1	Music	85
PDHPE	PDHPE	86
Photography, Video and Digital Imaging	CAPA	87
Physics	Science	88
SLR	PDHPE	89
Society and Culture	HSIE	90
Studies of Religion	HSIE	91
Visual Arts	CAPA	92
Visual Design	CAPA	93
School VET Courses		
Construction	TAS	94
Hospitality	TAS	95
Sports Coaching	PDHPE	96



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Ancient History</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Preservation, Conservation and Reconstruction of Ancient Sites Source analysis	Historical Investigation Research Task	Yearly Examination
	Term:	1	2	3
	Week:	8	8	8-9
	Completed: <i>Home, School, or Both</i>	At Home	Both	School
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		11.6, 11.7, 11.9, 11.10	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.9, 11.10
Knowledge and understanding of course content	40%	5	10	25
Historical skills in the analysis and evaluation of sources and interpretations	20%	10	5	5
Historical inquiry and research	20%	5	15	
Communication of historical understanding in appropriate forms	20%	10		10
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Syllabus Outcomes

<b>AH11-1</b> describes the nature of continuity and change in the ancient world	<b>AH11-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-2</b> proposes ideas about the varying causes and effects of events and developments	<b>AH11-7</b> discusses and evaluates differing interpretations and representations of the past
<b>AH11-3</b> analyses the role of historical features, individuals and groups in shaping the past	<b>AH11-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-4</b> accounts for the different perspectives of individuals and groups	<b>AH11-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-5</b> examines the significance of historical features, people, places, events and developments of the ancient world	<b>AH11-10</b> discusses contemporary methods and issues involved in the investigation of ancient history



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Science	<b>Course:</b>	<b>Biology</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Depth Study	Investigation	Yearly Examination
	Term:	1	2	3
	Week:	11	10	8-9
	Completed: <i>Home, School, or Both</i>	Both	School	School
Syllabus Components		Syllabus Outcomes Assessed:		
Syllabus Weightings (%)	BIO11-10 BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO11/12-7	BIO11-8 BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7	BIO11-8 BIO11-9 BIO11-10 BIO11-11 BIO11/12-4 BIO11/12-5	
Knowledge and understanding of Biology	40	10	10	20
Skills in working scientifically	60	25	25	10
<b>Total (%)</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Syllabus Outcomes

<b>BIO11/12-1</b> Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation	<b>BIO11/12-7</b> Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11/12-2</b> Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information	<b>BIO11-8</b> describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11/12-3</b> Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information	<b>BIO11-9</b> explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
<b>BIO11/12-4</b> Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>BIO11-10</b> describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11/12-5</b> Analysing data and information - analyses and evaluates primary and secondary data and information	<b>BIO11-11</b> analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.
<b>BIO11/12-6</b> Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Business Studies</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Nature of Business Business Report	Business Management Essay	Yearly Examination	
	Term:	1	2	3	
	Week:	9	8	8-9	
	Completed: <i>Home, School, or Both</i>	Home	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P2, P6, P7, P8, P9	P4, P5, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of course content	40	10	10	20	
Inquiry and research	20	10	10		
Stimulus Based Skills	20		5	15	
Communication of business information, ideas and issues In appropriate forms	20	10	5	5	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

P1 discusses the nature of business, its role in society and types of business structure	P6 analyses the responsibilities of business to internal and external stakeholders
P2 explains the internal and external influences on businesses	P7 plans and conducts investigations into contemporary business issues
P3 describes the factors contributing to the success or failure of small to medium enterprises	P8 evaluates information for actual and hypothetical business situations
P4 assesses the processes and interdependence of key business functions	P9 communicates business information and issues in appropriate formats
P5 examines the application of management theories and strategies	P10 applies mathematical concepts appropriately in business situations





# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Creative and Performing Arts	<b>Course:</b>	<b>Ceramics</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Making	Making	Critical and Historical Studies	
	Term:	1	2	3	
	Week:	10	10	8-9	
	Completed: <i>Home, School, or Both</i>	School	School	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			M1,M3,M5,M6	M1,M4,M5,M6	CH1,CH2,CH3,CH4
Critical and Historical Studies	30				30
Making	70	35	35		
<b>Total (%)</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>	

## Syllabus Outcomes

<b>M1:</b> generates a characteristic style that is increasingly self-reflective in their ceramic practice	<b>CH1:</b> generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
<b>M2:</b> explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works	<b>CH2:</b> investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
<b>M3:</b> investigates different points of view in the making of ceramic works	<b>CH3:</b> distinguishes between different points of view in their critical and historical studies
<b>M4:</b> explores ways of generating ideas as representations in the making of ceramic works	<b>CH4:</b> explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
<b>M5:</b> engages in the development of different techniques suited to artistic intentions in the making of ceramic works	<b>CH5:</b> recognises how ceramic works are used in various fields of cultural production
<b>M6:</b> takes into account issues of Work Health and Safety in their practice	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Science	<b>Course:</b>	<b>Chemistry</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Practical Investigation	Depth Study	Yearly Examination
	Term:	1	2	3
	Week:	7	10	8-9
	Completed: <i>Home, School, or Both</i>	Both	Both	School
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-7 CH11-10	CH11 – 8 – 11, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7
Knowledge and understanding of Chemistry.	40	10	10	20
Skills in working scientifically.	60	15	30	15
<b>Total (%)</b>	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>

## Syllabus Outcomes

<b>CH11/12-1</b> Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation	<b>CH11/12-7</b> Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11/12-2</b> Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information	<b>CH11 – 8</b> explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11/12-3</b> Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information	<b>CH11 – 9</b> describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11/12-4</b> Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>CH11 – 10</b> explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11/12-5</b> Analysing data and information - analyses and evaluates primary and secondary data and information	<b>CH11 – 11</b> analyses the energy considerations in the driving force for chemical reactions.
<b>CH11/12-6</b> Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	PDHPE	<b>Course:</b>	<b>CAFS</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	<u>Written analysis</u> Core 1	<u>Case study/written analysis</u> Core 2	<u>Yearly Examination</u> Core 1, 2 and 3	
	Term:	1	2	3	
	Week:	8	9	8-9	
	Completed: <i>Home, School, or Both</i>	At home and in class	At home and in class	At school	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P2.2, P3.1, P5.1, P6.1
Knowledge and understanding	40	5	15	20	
Skills in critical thinking, research, analysing and communicating	60	20	20	20	
<b>Total (%)</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>	

## Syllabus Outcomes

<b>P1.1</b>	Describes the contribution an individuals experiences, values, attitudes and beliefs make to the development of goals
<b>P1.2</b>	Proposes effective solutions and resource problems
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups
<b>P2.2</b>	Describes the role of the family and other groups in the socialisation of individuals
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
<b>P2.4</b>	Analyses the interrelationships between internal and external factors and their impact on family functioning
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues
<b>P4.2</b>	Presents information in written, oral and graphic form
<b>P5.1</b>	Applies management processes to maximise the efficient use of resources
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing
<b>P6.2</b>	Uses critical thinking skills to enhance decision making
<b>P7.1</b>	Appreciates differences among individuals, groups and families within communities and values their contributions to society
<b>P7.2</b>	Develops a sense of responsibility for the wellbeing of themselves and others
<b>P7.3</b>	Appreciates the value of resource management in response to change
<b>P7.4</b>	Values the place of management in coping with a variety of role expectations



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	CAPA	<b>Course:</b>	<b>Dance</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	<u>Composition Solo</u> Core One: Composition	<u>Group Performance</u> Core Two: Performance	<u>Written examination</u> Composition, Performance and Appreciation
	Term:	1	2	3
	Week:	10	6	8-9
	Completed: <i>Home, School, or Both</i>	At School	At School	At school
Syllabus Components		Syllabus Outcomes Assessed:		
	Syllabus Weightings (%)	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.1, P1.2, P1.3, P1.4, P4.1, P4.2, P4.3, P4.4, P4.5
Knowledge and understanding of:	30	10	10	10
Skills in critical thinking, research, analysing and communicating	70	20	30	20
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## Syllabus Outcomes

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	Understands the use of dance terminology relevant to the study of dance as an artform
P1.3	Develops the skills of dance through performing, composing and appreciating dance
P1.4	Values the diversity of dance as an artform and its inherent expressive qualities
P2.1	Identifies the physiology of the human body as it is relevant to the dancer
P2.2	Identifies the body's capabilities and limitations
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P2.6	values self-discipline, commitment and consistency in technical skills and performance
P3.1	Identifies the elements of dance composition
P3.2	Understands the compositional process
P3.3	Understands the function of structure as it relates to dance composition
P3.4	Explores the elements of dance relating to dance composition
P3.5	Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	Structures movement devised in response to specific concept/intent
P3.7	Values their own and others' dance activities as worthwhile
P4.1	Understands the socio-historic context in which dance exists
P4.2	Develops knowledge to critically appraise and evaluate dance
P4.3	Demonstrates the skills of gathering, classifying and recording information about dance
P4.4	Develops skills in critical appraisal and evaluation
P4.5	Values the diversity of dance from national and international perspectives



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	TAS	<b>Course:</b>	<b>Design and Technology</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Designer case study	Illuminate project and portfolio	Yearly Examination
	Term:	1	2	3
	Week:	9	8	8-9
	Completed: <i>Home, School, or Both</i>	Both	Both	School
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		P1.1, P2.1, P2.2, P3.1, P4.3	P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing, and evaluating design projects	30	20	20	20
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Syllabus Outcomes

<b>P1.1</b>	examines design theory and practice, and considers the factors affecting designing and producing in design projects
<b>P2.1</b>	identifies design and production processes in domestic, community, industrial and commercial settings
<b>P2.2</b>	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
<b>P3.1</b>	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
<b>P4.1</b>	uses design processes in the development and production of design solutions to meet identified needs and opportunities
<b>P4.2</b>	uses resources effectively and safely in the development and production of design solutions
<b>P4.3</b>	evaluates the processes and outcomes of designing and producing
<b>P5.1</b>	uses a variety of management techniques and tools to develop design projects
<b>P5.2</b>	communicates ideas and solutions using a range of techniques
<b>P5.3</b>	uses a variety of research methods to inform the development and modification of design ideas
<b>P6.1</b>	investigates a range of manufacturing and production processes and relates these to aspects of design projects
<b>P6.2</b>	evaluates and uses computer-based technologies in designing and producing



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	English	<b>Course:</b>	<b>Drama</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Group Project (GP) with Logbook	Performance and Critical Response	Yearly Exam and Independent Project (IP)	
	Term:	1	2	3	
	Week:	10	8	9	
	Completed: <i>Home, School, or Both</i>	Both	Both	Both	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P1.2, P1.3, P1.7, P2.4, P2.5, P3.1	P1.5, P2.3, P2.6, P3.1, P3.2,	P1.1, P1.4, P2.1, P2.2, P3.1
Making	40	15	10	15	
Performing	30	10	5	15	
Critically Studying	30	5	15	10	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

<b>Making</b>	P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles	P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.2 explores ideas and situations, expressing them imaginatively in dramatic form	P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P1.3 demonstrates performance skills appropriate to a variety of styles and media	P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively	P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance	<b>Critically Studying</b>
P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action	P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration	P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole	P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
<b>Performing</b>	P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest
P2.1 understands the dynamics of actor-audience relationship	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Science	<b>Course:</b>	<b>Earth and Environmental Science</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Depth Study	Modelling Presentation	Yearly Examination
	Term:	1	2	3
	Week:	10	10	8-9
	Completed: <i>Home, School, or Both</i>	Both	Both	School
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		EES11/12-1 EES11/12-3 EES11/12-5 EES11/12-7 EES11-8	EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8, EES11-9	EES11 – 8 - 11 EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7
Knowledge and understanding of Earth and Environmental Science.	40	10	10	20
Skills in working scientifically.	60	25	25	10
<b>Total (%)</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Syllabus Outcomes

<b>EES11/12-1</b> Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation	<b>EES11/12-7</b> Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11/12-2</b> Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information	<b>EES11-8</b> describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated.
<b>EES11/12-3</b> Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information	<b>EES11-9</b> describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries.
<b>EES11/12-4</b> Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>EES11-10</b> describes the factors that influence how energy is transferred and transformed in the Earth's systems.
<b>EES11/12-5</b> Analysing data and information - analyses and evaluates primary and secondary data and information	<b>EES11-11</b> describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes.
<b>EES11/12-6</b> Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Economics</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Stimulus Based Skills	Labour Markets Research Task and Essay	Yearly Exam
	Term:	1	2	3
	Week:	9	6	8-9
	Completed: <i>Home, School, or Both</i>	School	Both	School
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		P1, P2, P3, P7, P11	P1, P5, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11
Knowledge and understanding of course content	40	10	10	20
Inquiry and research	20	5	10	5
Stimulus Based Skills	20	10		10
Communication of economic information, ideas and issues In appropriate forms	20	5	10	5
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Syllabus Outcomes

P1 demonstrates understanding of economic terms, concepts and relationships	P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
P2 explains the economic role of individuals, firms and government in an economy	P8 applies appropriate terminology, concepts and theories in economic contexts
P3 describes, explains and evaluates the role and operation of markets	P9 selects and organises information from a variety of sources for relevance and reliability
P4 compares and contrasts aspects of different economies	P10 communicates economic information, ideas and issues in appropriate forms
P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy	P11 applies mathematical concepts in economic contexts
P6 explains the role of government in the Australian economy	P12 works independently and in groups to achieve appropriate goals in set timelines.





# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	English	<b>Course:</b>	<b>English Advanced</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Independent writing task with multimodal reflection	Critical Response	Critical and Creative Response	
	Term:	1	2	3	
	Week:	Week 10	Week 9	Week 9	
	Completed: <i>Home, School, or Both</i>	Home	Home	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Knowledge and understanding of course content	50	15	15	20	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

<b>EA11-1</b>	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EA11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EA11-3</b>	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
<b>EA11-4</b>	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA11-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA11-6</b>	investigates and evaluates the relationships between texts
<b>EA11-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EA11-8</b>	explains and evaluates cultural assumptions and values in texts and their effects on meaning
<b>EA11-9</b>	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	English	<b>Course:</b>	<b>English Extension 1</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Imaginative Response and Reflection	Critical Response with Related Text	Critical Analysis	
	Term:	1	2	3	
	Week:	Week 11	Week 9	Week 9	
	Completed: <i>Home, School, or Both</i>	Home	Home	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			EE11-1, EE11-2, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-2, EE11-3, EE11-4, EE11-5
Knowledge and understanding of course content	50	15	20	15	
Skills in complex analysis composition and investigation	50	15	20	15	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>	

## Syllabus Outcomes

<b>EE11-1</b>	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
<b>EE11-2</b>	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
<b>EE11-3</b>	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
<b>EE11-4</b>	develops skills in research methodology to undertake effective independent investigation
<b>EE11-5</b>	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	English	<b>Course:</b>	<b>English Standard</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Independent writing task with multimodal reflection	Critical Analysis	Critical and Creative Response	
	Term:	1	2	3	
	Week:	Week 10	Week 9	Week 9	
	Completed: <i>Home, School, or Both</i>	Home	Home	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Knowledge and understanding of course content		50	10	20	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		50	20	10	20
<b>Total (%)</b>		<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Syllabus Outcomes

<b>EN11-1</b>	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
<b>EN11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN11-3</b>	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>EN11-4</b>	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN11-5</b>	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN11-6</b>	investigates and explains the relationships between texts
<b>EN11-7</b>	understands and explains the diverse ways texts can represent personal and public worlds
<b>EN11-8</b>	identifies and explains cultural assumptions in texts and their effects on meaning
<b>EN11-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	English	<b>Course:</b>	<b>English Studies</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Workplace Documents Portfolio	Multimodal Presentation	Classwork Portfolio	
	Term:	1	2	3	
	Week:	Week 9	Week 9	Week 8	
	Completed: <i>Home, School, or Both</i>	Both	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			ES11-1, ES11-3, ES11-4, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
Knowledge and understanding of course content	50	10	20	20	
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	50	20	10	20	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

<b>ES11-1</b>	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
<b>ES11-2</b>	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES11-3</b>	gains skills in accessing, comprehending and using information to communicate in a variety of ways
<b>ES11-4</b>	composes a range of texts with increasing accuracy and clarity in different forms
<b>ES11-5</b>	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
<b>ES11-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES11-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES11-8</b>	identifies and describes relationships between texts
<b>ES11-9</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	TAS	<b>Course:</b>	<b>Engineering Studies</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Engineered product research task	Engineering report	Yearly Examination
	Term:	1	2	3
	Week:	9	7	8-9
	Completed: <i>Home, School, or Both</i>	<i>Both</i>	<i>Both</i>	<i>School</i>
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1
Knowledge and understanding of course content	50	10	10	20
Knowledge and skills in research, problem solving, and communication related to engineering practice	50	10	10	10
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## Syllabus Outcomes

<b>P1.1</b>	identifies the scope of engineering and recognises current innovations.
<b>P2.1</b>	describes the types of materials, components and processes and explains their implications for engineering development
<b>P3.1</b>	uses mathematical, scientific, and graphical methods to solve problems of engineering practice
<b>P3.2</b>	uses written, oral and presentation skills and applies these to engineering reports
<b>P3.3</b>	uses graphics as a communication tool
<b>P4.1</b>	describes developments in technology and their impact on engineering products
<b>P4.2</b>	describes the influence of technological change on engineering and its effect on people
<b>P4.3</b>	identifies the social, environmental, and cultural implications of technological change in engineering
<b>P5.1</b>	demonstrates the ability to work both individually and in teams.
<b>P5.2</b>	applies management and planning skills related to engineering
<b>P6.1</b>	uses knowledge and skills in research and problem-solving related to engineering
<b>P6.2</b>	applies skills in analysis, synthesis and experimentation related to engineering



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	TAS	<b>Course:</b>	<b>Food Technology</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Food Quality presentation and practical	Nutrition info graph and practical	Yearly Examination
	Term:	1	2	3
	Week:	10	7	8-9
	Completed: <i>Home, School, or Both</i>	Both	Both	School
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		P2.2, P3.2, P4.1, P4.4	P2.2, P3.2, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P4.4
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysing and communicating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## Syllabus Outcomes

<b>P1.1</b>	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
<b>P1.2</b>	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
<b>P2.1</b>	explains the role of food nutrients in human nutrition.
<b>P3.1</b>	identifies and explains the sensory characteristics and functional properties of food.
<b>P3.2</b>	assesses the nutrient value of meals/diets for particular individuals and groups.
<b>P3.3</b>	presents ideas in written, graphic and oral form using computer software where appropriate.
<b>P4.1</b>	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
<b>P4.2</b>	plans, prepares and presents foods which reflect a range of the influences on food selection.
<b>P4.3</b>	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
<b>P4.4</b>	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
<b>P5.1</b>	generates ideas and develops solutions to a range of food situation.



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	TAS	<b>Course:</b>	Industrial Technology Timber
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Task Components	Task Number:	1	2	3
	Nature of Task:	Skills Project	Minor Project & portfolio	Yearly Examination
	Term:	1	3	3
	Week:	10	3	8-9
	Completed: <i>Home, School, or Both</i>	<i>Both</i>	<i>Both</i>	<i>School</i>
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P4.3, P6.2, P7.1, P7.2
Industry Study	15			15
Design, Management and Communication	30	10	20	
Production	40	20	20	
Industry Related Manufacturing Technology	15			15
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## Syllabus Outcomes

<b>P1.1</b>	describes the organisation and management of an individual business within the focus area industry.
<b>P1.2</b>	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
<b>P2.1</b>	describes and uses safe working practices and correct workshop equipment maintenance techniques.
<b>P2.2</b>	works effectively in team situations.
<b>P3.1</b>	sketches, produces, and interprets drawings in the production of projects.
<b>P3.2</b>	applies research and problem-solving skills.
<b>P3.3</b>	demonstrates appropriate design principles in the production of projects.
<b>P4.1</b>	demonstrates a range of practical skills in the production of projects.
<b>P4.2</b>	demonstrates competency in using relevant equipment, machinery, and processes.
<b>P4.3</b>	identifies and explains the properties and characteristics of materials/components through the production of projects.
<b>P5.1</b>	uses communication and information processing skills.
<b>P5.2</b>	uses appropriate documentation techniques related to the management of projects.
<b>P6.1</b>	identifies the characteristics of quality manufactured products.
<b>P6.2</b>	identifies and explains the principles of quality and quality control.
<b>P7.1</b>	identifies the impact of one related industry on the social and physical environment.
<b>P7.2</b>	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Legal Studies</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Research Task	Essay	Yearly Examination	
	Term:	1	2	3	
	Week:	9	8	8-9	
	Completed: <i>Home, School, or Both</i>	Home	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P1, P2, P3, P4	P5, P6, P7, P8	P1, P4, P7, P9, P10
Knowledge and understanding of course content	40	5	10	25	
Analysis and evaluation	20	5	10	5	
Inquiry and research	20	15	5		
Communication of legal information, ideas and issues in appropriate forms	20	5	5	10	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

P1. identifies and applies legal concepts and terminology	P2. describes the key features of Australian and international law
P3. describes the operation of domestic and international legal systems	P4. discusses the effectiveness of the legal system in addressing issues
P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change	P6. explains the nature of the interrelationship between the legal system and society
P7. evaluates the effectiveness of the law in achieving justice	P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9. communicates legal information using well-structured responses	P10. accounts for differing perspectives and interpretations of legal information and issues





# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Mathematics	<b>Course:</b>	<b>Mathematics Advanced</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	In-class, open-book examination	Take home Assignment	Yearly examination	
	Term:	1	2	3	
	Week:	9	8	8-9	
	Completed: <i>Home, School, or Both</i>	School	Home	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			MA11-1 MA11-6 MA11-9	MA11-1 MA11-6 MA11-9 MA11-2 MA11-3 MA11-4	All outcomes completed so far.
Understanding, fluency and communication	50	15	15	20	
Problem-solving, reasoning and justification	50	15	15	20	
<b>Total</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems	MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes	MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities	MA11-9 provides reasoning to support conclusions which are appropriate to the context
MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Mathematics	<b>Course:</b>	<b>Mathematics Extension 1</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	In-class, open-book examination	Take home Assignment	Yearly examination
	Term:	1	2	3
	Week:	9	8	8-9
	Completed: <i>Home, School, or Both</i>	School	Home	School
Syllabus Components		Syllabus Outcomes Assessed:		
		ME11-1 ME11-2 ME11-5 ME11-7	ME11-1 ME11-2 ME11-5 ME11-7	All outcomes completed so far.
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
<b>Total</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Syllabus Outcomes

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses	ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-2 manipulates algebraic expressions and graphical functions to solve problems	ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems	ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs
ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Mathematics	<b>Course:</b>	<b>Mathematics Standard</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	In-class, open-book test	Take home Assignment.	Yearly examination	
	Term:	1	2	3	
	Week:	9	8	8-9	
	Completed: <i>Home, School, or Both</i>	School	Home	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-8, MS11-9 MS11-10	All outcomes completed so far.
Understanding, fluency and communication		50	15	15	20
Problem-solving, reasoning and justification		50	15	15	20
<b>Total</b>		<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Syllabus Outcomes

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MS11-6 makes predications about everyday situations based on simple mathematical models
MS11-2 represents information in symbolic, graphical and tabular form	MS11-7 develops and carries out simple statistical processes to answer questions posed
MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units	MS11-8 solves probability problems involving multistage events
MS11-4 performs calculations in relation to two-dimensional figures	MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-5 models relevant financial situations using appropriate tools	MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Modern History</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Source Analysis	Historical Investigation	Yearly Exam	
	Term:	2	2	3	
	Week:	1	10	8-9	
	Completed: <i>Home, School, or Both</i>	Home	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		MH11-2 MH11-3 MH11-6 MH11-8 MH11-9	MH11-4 MH11-6 Mh11-7 MH11-8 MH11-9 MH11-10	MH11-1, MH11-5, MH11-4, MH11-7, MH11-9	
Knowledge and understanding of course content	40%	10	5	25	
Historical skills in the analysis and evaluation of sources and interpretations	20%	10	5	5	
Historical inquiry and research	20%	5	15	0	
Communication of historical understanding in appropriate forms	20%	5	5	10	
<b>Total (%)</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

MH11-1 describes the nature of continuity and change in the modern world	MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-2 proposes ideas about the varying causes and effects of events and developments	MH11-7 discusses and evaluates differing interpretations and representations of the past
MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past	MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-4 accounts for the different perspectives of individuals and groups	MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world	MH11-10 discusses contemporary methods and issues involved in the investigation of modern history



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Creative and Performing Arts	<b>Course:</b>	<b>Music One</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Performance and Submission of Composition	Viva Voce & Aural Examination	Examination - Performance, Aural/Musicology	
	Term:	1	2	3	
	Week:	10	9	8-9	
	Completed: <i>Home, School, or Both</i>	School	School	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P2,P3,P5,P8	P3,P4,P6,P7,P8	P1,P2,P4,P6
Performance	25	15			10
Composition	25	25			
Musicology	25		10		15
Aural	25		10		15
<b>Total (%)</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>	

## Syllabus Outcomes

<b>P1:</b> performs music that is characteristic of the topics studied	<b>P7:</b> understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
<b>P2:</b> observes, reads, interprets and discusses simple musical scores characteristic of topics studied	<b>P8:</b> identifies, recognises, experiments with and discusses the use of technology in music
<b>P3:</b> improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied	<b>P9:</b> performs as a means of self-expression and communication
<b>P4:</b> recognises and identifies the concepts of music and discusses their use in a variety of musical styles	<b>P10:</b> demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>P5:</b> comments on and constructively discusses performances and compositions	<b>P11:</b> demonstrates a willingness to accept and use constructive criticism
<b>P6:</b> observes and discusses concepts of music in works representative of the topics studied	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	PDHPE	<b>Course:</b>	<b>PDHPE</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	<u>Research task</u> Core 1	<u>Skill analysis</u> Core 2	<u>Written examination</u> Core 1 & 2, Option 1 & 3
	Term:	1	2	3
	Week:	8	8	8-9
	Completed: <i>Home, School, or Both</i>	At home	At home & at school	At school
Syllabus Components	Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
		P1, P2, P3, P4, P16	P7, P8, P17	P1, P2, P5, P7, P8, P9, P12, P15, P17
Knowledge and understanding of course content	40	15	15	15
Skills in critical thinking, research, analysing and communicating	60	15	20	20
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

## Syllabus Outcomes

P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individuals health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individuals health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries
P15	Forms opinions about health promoting actions based on a critical examination of relevant information
P16	Uses a range of sources to draw conclusions about health and physical activity concepts
P17	Analyses factors influencing movement patterns of participation



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Creative and Performing Arts	<b>Course:</b>	<b>Photography, Video and Digital Imaging</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Making	Making	Critical and Historical Studies	
	Term:	1	2	3	
	Week:	10	9	9/10	
	Completed: <i>Home, School, or Both</i>	Both	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			M1,M3,M5,M6	M1,M4,M5,M6	CH1,CH2,CH3,CH4
Critical and Historical Studies	30				30
Making	70	35	35		
<b>Total (%)</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>	

## Syllabus Outcomes

<b>M1:</b> generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice	<b>CH1:</b> generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
<b>M2:</b> explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works	<b>CH2:</b> investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
<b>M3:</b> investigates different points of view in the making of photographs and/or videos and/or digital images	<b>CH3:</b> distinguishes between different points of view and offers interpretive
<b>M4:</b> generates images and ideas as representations / simulations in the making of photographs and/or videos and/or digital images	<b>CH4:</b> explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
<b>M5:</b> develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images	<b>CH5:</b> recognises how photography and/or video and/or digital imaging are used in various fields of cultural production
<b>M6:</b> takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Science	<b>Course:</b>	<b>Physics</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Practical Investigation	Depth Study	Yearly Examination
	Term:	1	2	3
	Week:	11	9	8-9
	Completed: <i>Home, School, or Both</i>	Both	Both	School
Syllabus Components		Syllabus Outcomes Assessed:		
Syllabus Weightings (%)	PH11-8 PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-7	PH11-11 PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-7	PH11 – 8 - 11 PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	
Knowledge and understanding of Physics.	40	5	10	25
Skills in working scientifically.	60	25	25	10
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

## Syllabus Outcomes

<b>PH11/12-1</b> Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation	<b>PH11/12-7</b> Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH11/12-2</b> Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information	<b>PH11-8</b> describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
<b>PH11/12-3</b> Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information	<b>PH11-9</b> describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
<b>PH11/12-4</b> Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>PH11-10</b> explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
<b>PH11/12-5</b> Analysing data and information - analyses and evaluates primary and secondary data and information	<b>PH11-11</b> explains and quantitatively analyses electric fields, circuitry and magnetism
<b>PH11/12-6</b> Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	





# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	PDHPE	<b>Course:</b>	<b>SLR</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Portfolio Module 8.11	Research and report Module 8.12	Yearly examination Modules 8.11, 8.12 & 8.6	
	Term:	1	2	3	
	Week:	8	8	8-9	
	Completed: <i>Home, School, or Both</i>	At home	At school and at home	At school	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			1.1, 1.3, 2.3, 3.6, 4.1	1.1, 2.1, 2.2, 3.2	1.2, 1.5, 2.1, 2.2, 2.4, 2.5, 3.2
Knowledge and understanding of course content	40	10	10	15	
Skills in critical thinking, research, analysing and communicating	60	20	20	25	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognizes the skills and abilities required to adopt roles that support health, safety and physical activity



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Society and Culture</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Content Analysis & Report Social & Cultural World	Mini PIP Personal & Social Identity	Yearly Exam	
	Term:	1	2	3	
	Week:	10	2	8-9	
	Completed: <i>Home, School, or Both</i>	Home	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P1, P8, P7, P9, P10	P.2, P5, P7, P8, P9	P3, P4, P6, P10
Knowledge and Understanding of course content	50	15	10	25	
Application and evaluation of social and cultural research methods	30	10	15	5	
Communication of information, ideas and issues in appropriate forms	20	5	5	10	
<b>Total (%)</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Syllabus Outcomes

P1 identifies and applies social and cultural concepts	P6 differentiates between social and cultural research methods
P2 describes personal, social and cultural identity	P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
P3 identifies and describes relationships and interactions within and between social and cultural groups	P8 plans and conducts ethical social and cultural research
P4 identifies the features of social and cultural literacy and how it develops	P9 uses appropriate course language and concepts suitable for different audiences and contexts
P5 explains continuity and change and their implications for societies and cultures	P10 communicates information, ideas and issues using appropriate written, oral and graphic forms



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	HSIE	<b>Course:</b>	<b>Studies of Religion</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Presentation	Interview and Essay	Yearly Exam	
	Term:	1	2	3	
	Week:	9	10	8-9	
	Completed: <i>Home, School, or Both</i>	Home	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P.1, P.3, P.6, P.7, P.9	P.3, P.5, P.7, P.8, P.9	P.2, P.4, P.5, P.8, P.9
Knowledge and understanding of course content	40%	5	10	25	
Source-based skills	20%	5	10	5	
Investigation and research	20%	10	10		
Communication of information, ideas and issues in appropriate forms	20%	5	5	10	
	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>	

## Syllabus Outcomes

P1 describes the characteristics of religion and belief systems	P6 selects and uses relevant information about religion from a variety of sources
P2 identifies the influence of religion and belief systems on individuals and society	P7 undertakes effective research about religion, making appropriate use of time and resources
P3 investigates religious traditions and belief systems	P8 uses appropriate terminology related to religion and belief systems
P4 examines significant aspects of religious traditions	P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
P5 describes the influence of religious traditions in the life of adherents	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Creative and Performing Arts	<b>Course:</b>	<b>Visual Arts</b>
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Task Components	Task Number:	1	2	3	
	Nature of Task:	Body of Work / Critical and Historical Essay	Body of Work	Art Criticism and Art History	
	Term:	2	3	3	
	Week:	4	5	8-9	
	Completed: <i>Home, School, or Both</i>	Both	Both	School	
Syllabus Components		Syllabus Weightings (%)	Syllabus Outcomes Assessed:		
			P1,P2,P3,P4,P7,P8,P9	P1,P2,P3,P4,P5,P6	P7,P8,P10
Art Criticism and Art History	50	20			30
Art Making/Body of Work	50	20	30		
<b>Total (%)</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>30</b>

## Syllabus Outcomes

<b>P1:</b> explores the conventions of practice in art making	<b>P7:</b> explores the conventions of practice in art criticism and art history
<b>P2:</b> explores the roles and relationships between the concepts of artist, artwork, world and audience	<b>P8:</b> explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
<b>P3:</b> identifies the frames as the basis of understanding expressive representation through the making of art	<b>P9:</b> identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>P4:</b> investigates subject matter and forms as representations in art making	<b>P10:</b> explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed
<b>P5:</b> investigates ways of developing coherence and layers of meaning in the making of art	
<b>P6:</b> explores a range of material techniques in ways that support artistic intentions	



# Preliminary Assessment Schedule

<b>Year of course completion:</b>	2024	<b>Faculty:</b>	Creative and Performing Arts	<b>Course:</b>	<b>Visual Design</b>
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Task Components	Task Number:	1	2	3
	Nature of Task:	Designing and Making	Designing and Making	Critical and Historical Studies
	Term:	1	2	3
	Week:	10	9	8-9
	Completed: <i>Home, School, or Both</i>	Both	Both	School
Syllabus Components		Syllabus Outcomes Assessed:		
Syllabus Weightings (%)	DM1,DM3,DM5,DM6	DM2,DM3,DM4,DM5	CH1,CH2,CH3,CH4	
Critical and Historical Studies	30			30
Designing and Making	70	35	35	
<b>Total (%)</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Syllabus Outcomes

<b>DM1:</b> generates a characteristic style that is increasingly self-reflective in their design practice	<b>CH1:</b> generates in their critical and historical practice ways to interpret and explain design
<b>DM2:</b> explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works	<b>CH2:</b> investigates the roles and relationships among the concepts of artist/designer, work, world and audience / consumer in critical and historical investigations
<b>DM3:</b> investigates different points of view in the making of designed works	<b>CH3:</b> distinguishes between different points of view, using the frames in their critical and historical investigations
<b>DM4:</b> generates images and ideas as representations / simulations	<b>CH4:</b> explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design
<b>DM5:</b> develops different techniques suited to artistic and design intentions in the making of a range of works	
<b>DM6:</b> takes into account issues of Work Health and Safety in the making of a range of works	



School Name: Erskine Park High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
			Week TBA depending on school delivery	Week: 10	Week: 9	Week: 9	Week: 5
			Term	Term: 1	Term: 2	Term: 3	Term: 3
Code	Unit of Competency	HSC Examinable Unit	Date	Date: 5/4/24	Date: 28/6/24	Date: 16/9/24	Date: 19/9/24
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



School Name:

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen		Task 2 Service please		Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	10	Week 10		Week 5
		Term	2	Term 3		Term 3
		Date	5/7/24	Date 27/9/24		Date
Code	Unit of Competency					
SITXFSA005	Use hygienic practices for food safety	X				
SITXWHS005	Participate in safe work practices	X				
SITXFSA006	Participate in safe food handling practices	X				
SITHCCC025	Prepare and present sandwiches	X				
SITXCCS011	Interact with customers			X		
SITXCOM007	Show social and cultural sensitivity			X		

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

School: Erskine Park High School	Student Competency Assessment Schedule
Course: Preliminary - Sport Coaching	2024



Assessment Tasks for Sport Coaching-Certificate III SIS30521		Cluster 1	Cluster 2	Cluster 3
		Tournament Time	The Community Coach	First Aid <small>(can be delivered in either Preliminary or HSC year)</small>
		Week: 10 Term: 1	Week: 9 Term: 2	Week: 6 Term: 3
Code	Unit of Competency			
HLTWHS001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, <u>fitness</u> and recreation events	X		
SISSSCO002	Work in a community coaching role		X	
SISSSCO005	Continuously improve coaching skills and knowledge		X	
HLTAID011	First Aid (to be outsourced to a private RTO)			Credit Transfer (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30521 or a Statement of Attainment towards a Certificate III in Sport Coaching SIS305121.

The assessment components in this course are competency-based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some [cases](#) other descriptive words may be used leading up to "competent". A course mark is not allocated.

SIS30521 Sport Coaching Preliminary Assessment Schedule February 2023



### Section 3: Preliminary Assessment Calendar 2024

Check the Assessment Schedules for your courses. Add the name of your course to the week when each task is due.

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			

“ *Skill is only developed by hours and hours of work.* ”

- Usain Bolt