

ERSKINE PARK HIGH SCHOOL



PRELIMINARY HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT

2020

STUDENT HANDBOOK

Table of Contents

Information		Page
School Assessment Policy		3
VET Assessment		19
EPHS Curriculum Model		20
HSC Assessment Calendar and Student Planner		21
FACULTY	SUBJECT	
English	English Advanced	24
	English Standard	26
	English Studies	28
	Extension English	30
HSIE	Ancient History	32
	Business Studies	34
	Legal Studies	36
	Modern History	38
	Society and Culture	40
Mathematics	Mathematics Advanced	42
	Mathematics Standard	44
	Mathematics Extension 1	46
PDHPE	Personal Development, Health and Physical Education	48
	Sports, Lifestyle and Recreation	50
Science	Biology	52
	Chemistry	54
	Investigating Science	56
	Physics	58
TAS 1	Agriculture	60
	Community and Family Studies	62
	Food Technology	64
TAS 2	Industrial Technology Timber	66
CAPA	Photography	68
	Visual Arts	70
	Music 1	72
VET	Construction	74
	Hospitality	75

School Assessment Policy

Requirements For The Higher School Certificate and Record Of School Achievement

Credentials

(a) The **Higher School Certificate** testamur is awarded to students who have fulfilled all eligibility requirements.

(b) The **Higher School Certificate Record of School Achievement** is issued to students who have satisfactorily completed any Preliminary or HSC course.

- For each Board Developed HSC course (not including Life Skills courses or VET courses) the Record of School Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.
- If the student elects to sit for the examination(s), the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of School Achievement with an examination mark(s). If the student elects not to sit for the examination(s), these courses are reported without a mark(s). An examination mark is reported for the Board Developed TAFE delivered courses.
- For each Board Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of School Achievement shows the course name, the year in which it was successfully completed and a school assessment mark.
- VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.
- Students with special education needs who are undertaking special programs of study for the Higher School Certificate receive a Record of School Achievement listing any Board Developed and Board Endorsed courses satisfactorily completed including Life Skills courses. The Life Skills courses are reported without a mark.
- The Higher School Certificate Record of School Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of School Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

(c) Course Reports are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

(d) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by the NESA jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.

(e) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses the statement may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

Eligibility

To be eligible for the award of the Higher School Certificate students must:

- (a) have gained the Record of School Achievement for Stage 5 and Preliminary or such other qualifications as the NESA considers satisfactory;
- (b) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

Patterns of Study

To qualify for the Higher School Certificate students must satisfactorily complete a preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses;
- At least two units of a course in English;
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science.

Satisfactory Completion of a Course

The following course completion criteria refer to ROSA, Preliminary and HSC courses.

Course Completion Criteria

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

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

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

HSC Courses

Students studying an HSC course must make a genuine attempt to complete course requirements. They must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be attempted. Given that examinations are assessment tasks, examination sections not completed contribute to this judgement.

The student must fulfil the course completion criteria and only when both of these conditions are met that the course is listed on the Record of Achievement. In addition, where students studying an HSC course that includes a requisite examination, they sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the principal must indicate that the course has not been satisfactorily completed. HSC courses that are not satisfactorily completed will not appear on the student's Record of Achievement.

Until a student has satisfactorily completed courses totalling at least 12 units of Preliminary courses and at least 10 units of HSC courses that satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of the Higher School Certificate.

Preliminary Courses

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. The student must satisfactorily complete the Preliminary course by the 30th November that year. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

Students who have received an 'N' determination have a right of appeal.

Life Skills Courses

Life Skills courses have been developed for the small percentage of students (in particular those with an intellectual disability) 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 syllabii 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 in order to satisfactorily complete the course. However, Life Skills students must still complete and submit all modified work in order 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. Students do not need to complete all of the associated content to demonstrate achievement of a Life Skills outcome.

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

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

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

In class activities, Life Skills students do not complete examinations and any assessment must be conducted sensitively and appropriately to their needs. A Life Skills student is not required to sit for examinations and as such does not receive examination marks or ranks of any kind on their school reports. However, they may elect to and with negotiation, are permitted to sit for an examination.

Assessment of Achievement in Preliminary and HSC Courses

Assessment Tasks

In all courses assessment tasks will be designed so that students can demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, etc appropriate for the outcomes being assessed. The maximum number of tasks in any 2-unit course is four and typically includes the Trial HSC/ end of course examination. The maximum number of tasks in any 1-unit Extension course, is typically three. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course. All weightings and components are listed here according to the relevant syllabus.

VET courses are competency based. In a competency based course, assessment of competencies are 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. The 240-hour VET courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of School Achievement and are used as the sole basis for determining the contribution of the courses to the student's ATAR.

Issuing and Receiving This Assessment Policy and Assessment Notice

- All students receive their Assessment Policy for Year 11/12 at the start of the course at a Year Assembly. Explanation is made to students and parents and a signed receipt is kept. Staff explanation accompanies distribution. Ongoing assistance is available from a student's Year Adviser and the relevant Deputy Principal.
- A timetable for assessment tasks is developed to minimise the number of occasions on which students will have two or more tasks scheduled for the same day. All assessment tasks are published in the assessment policy calendar and noted on the school calendar (or electronic version on Intranet) to avoid clashes with excursions and other school events.
- HSC Assessment tasks do not commence until the completion of the Preliminary Course.
- **Students will be given at least TWO week's notice, in writing, of an assessment task.** This notice will include the nature of the task, course outcomes, the value or weighting of the task, marking guidelines, how feedback will be provided and the date for its completion or submission. **If a student is absent for the issuing of 'notice', it is the students' responsibility to obtain the task.** There will not be a staggered due date because of 'late' notice.
- **No assessment notice is to be given inside an examination hall – or on the day just before a formal examination commences in the school hall.**
- **A moratorium on the conduct of assessment tasks will be held for ONE week prior to any Preliminary or HSC examination period.** This is so students have sufficient time to prepare for all of their examinations and not favour one subject over another.
- **Failure to read an examination timetable is NOT grounds for appeal.**

Completion Of Assessment Tasks At School

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. It is important that

students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating and students who do so will receive a **zero mark** for the task.

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. Depending on the nature of the task, if a student arrives outside the first five minutes of the task being undertaken at school, the teacher will determine if the student can still sit for the task. They must then go through the Illness/ Misadventure/ Application for Extension Appeal Process.

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 it needs to be rescheduled, all students will be appropriately informed (ie. 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.

Submission of Assessment Tasks Completed at Home

Unless notified explicitly in the official assessment task notice for that particular task, all assessment tasks must be submitted at the **beginning** (five minutes) of the timetabled lesson in that subject on the due date. Otherwise they are deemed to be 'late'. Assessment tasks must be personally delivered into the possession of the relevant teacher (or Head Teacher/ acting Head Teacher) at this time – not left at staffrooms, on desks, in cupboards or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson.

Failure to adhere to any of the above necessitates the Illness/ Misadventure/ Application for Extension Appeal Process being accessed. It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. This includes arriving late to school (or taking a morning off or lesson off to prepare for a mid morning or afternoon assessment task). It is a form of cheating. You will receive a **zero mark** for the task. Truancy from class - once the day commences - to prepare for an assessment task later in the day is MALPRACTICE and you will receive a **zero mark** for the task.

Students unable to be present at school on the day the task is due (illness/ misadventure) must submit the task on the next day they are at school (regardless of whether a scheduled lesson exists)

IF AN ASSESSMENT TASK IS RECEIVED IN A TEACHER'S PIGEON HOLE OR OUTSIDE OF CLASSTIME – FOR WHATEVER REASON – THE STUDENT MUST FOLLOW THE APPEALS PROCESS. The student must go through the Illness/ Misadventure/ Application for Extension Appeal Process to receive any marks.

Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed In Class

Every faculty at Erskine Park High School maintains an accurate signed register for (i) students receipt of assessment notice and (ii) each assessment task submitted for assessment and (iii) assessment tasks completed in class. Student attendance slips are completed before each formal examination and collected by supervising staff and stored in the front office strongroom. Faculties then collect them with the completed examination papers for faculty based checking.

Assessment of Separate Classes in The Same Course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a

similar task to complete later in the school day/ week. Common tasks, conditions and marking procedures need to occur for all students (eg. one teacher marks all of one section or one task).

Illness/Misadventure/ Application for Extension Appeal Process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST** be followed.

If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a 'valid' reason (illness or misadventure) you **must** do the following:

- 1. Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until proven otherwise. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.**
- 2. Complete the Illness/ Misadventure Appeal form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg counsellor or police officer. (In the case of illness, health professionals should describe the student's symptoms and **describe how these symptoms could prevent the student's attendance** at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
- 3. Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 4. The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the relevant Deputy Principal.** He/she sights a medical certificate, notes it on the form and the student submits it to the Front Office/ rolls.
- 5. The relevant Deputy Principal and Year Adviser meet** to discuss all appeals, liaising with Head Teachers where need be.
- 6. Head Teachers will be notified of the decision by Deputy Principals. Students will be notified of the result of their appeal by the Head Teacher/ Classroom Teacher.**
- 7. In the case of an unsuccessful appeal, the Classroom Teacher will notify the parents in writing (through an official NESA letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.**

Appeal Results

Students should check with their Classroom Teachers/ Head Teachers to confirm the results of their appeal.

Late Submission of an Assessment Task

If an assessment task is submitted 'late' ie after the beginning five minutes of the lesson in that subject on the due day, **a zero mark** will be awarded. Students must then follow the Illness/ Misadventure/ Application for Extension Appeal Process. Students have ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL. (Occasionally, an extenuating circumstance of documented extended absence for illness may require this to be amended to commence ONE WEEK from their return to school).

Failure to Complete or Submit an Assessment Task

Where a task is not completed at all and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NESA letter. Advice for the satisfactory meeting of course requirements will be outlined in this letter.

(All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.)

Partial Completion of Assessment Tasks

These will have the completed sections marked, but any sections, questions, options or parts not completed will count towards the 50% non-completion of assessment tasks. This includes examinations. If a student has a prolonged absence or is physically unable to complete a task (eg. an accident), the Head Teacher will generate a substitute task upon their return or in exceptional circumstances and after consultation with the relevant Deputy Principal, an estimate in line with other proven performances. Estimates are exceedingly rare.

VET Courses - Work Placement and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, TAFE transit, SRC commitments, school suspensions, representative sports, etc), it is the student's responsibility to notify teachers of this commitment well in advance. You may apply for an extension **before** the event occurs or submit the task earlier prior to the engagement. Otherwise, **on the next day they are at school (regardless of whether a scheduled lesson exists)** is when you must submit or sit for the assessment task concerned.

Extension of Time for an Assessment Task

Through using the Illness/ Misadventure/ Application for Extension Appeal Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extensions must be sought **before** the due date – not the day of or after a task is due for completion/ submission. **No teacher is to grant an extension as this is unfair to the greater number of students.**

Conduct During Assessment Tasks (Including Examination Periods)

Students must follow the instructions of their teachers at all times during the conduct of an assessment task. Examinations are assessment tasks. They must not have with them any notes (on paper, in their equipment/ belongings or on their person) without the specific approval of the teacher conducting the task. 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. A student will receive ONE warning. If they persist, on the SECOND warning they will receive a zero mark as a consequence of their actions - as determined by the Head Teacher in consultation with their staff. The student can then appeal if need be. No tasks, student papers or work efforts are to be ripped up or destroyed, given that an appeal may occur.

All work submitted as part or all of an assessment task must be the work of that student. 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. This is especially true of students absent for an in-class assessment task who may be unfairly advantaged through your discussion of a task with them. Copying the work of another student and/or permitting work to be copied are further dishonest practices and will be dealt with as outlined below.

Absences (eg. Family holidays) will require school examinations to be *completed upon the student's return* – not prior to departure in advance of the cohort. The integrity of the examination is of

paramount importance. The Illness/ Misadventure/ Application for Extension Appeal Process is to be followed by the affected parties.

Malpractice: Cheating or Dishonest Practices (Offender or Facilitator) and Non-Serious Attempts

Proven cases of undertaking or assisting in cheating or dishonest practices (eg. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; submitting the same work for two courses; breaching school examination rules; using non-approved aides) will receive **a zero mark** and parents will be notified. **If you facilitate cheating (eg. providing your work to be 'looked at' or copied), you are cheating.** The Illness/ Misadventure/ Application for Extension Appeal Process is to be followed by the affected parties.

If your assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by the NESA. The Illness/ Misadventure/ Application for Extension Appeal Process can be followed by the affected parties.

Technology Problems

Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, print outs, multiple electronic copies or paper drafts. You would attach these as evidence to any genuine case through the Illness/ Misadventure/ Application for Extension Appeal Process. Computer, printer or disk malfunction (loss of data) is not sufficient grounds for an appeal on its own. You are responsible for submitting assessments in written hard copy form (eg. including pictures of movie timelines, presentation notes, speech notes) for every task. Software used must be available at school.

Students Transferring Into Or From This School – HSC and Preliminary Courses

The only students who will be enrolled into the Preliminary or HSC years at EPHS will be those who can fit the exact pattern of study undertaken at their former school.

Given that a final HSC rank must be provided for all HSC students, a fair and valid assessment will be made with task performance after enrolment a critical focus and/ or fair completion of tasks in retrospect. If not, the eventual final average of their performance after enrolment will serve as a substitute for any tasks missed or tasks unable to be repeated. Preliminary Course performance at a previous school may guide this process. If a student transfers into the school before June 30th of the HSC year, the former school may be asked - where relevant - to provide assessment marks before that student is enrolled.

Late enrolment into the Preliminary Course, may mean that where possible a student's yearly examinations are adjusted to suit the topics or texts completed at the previous school. If this is not possible, students complete (in their yearly examination) what they have studied since their arrival, but are given an exam mark equivalent to the sections of the yearly examination completed. In these circumstances, they are not provided with an examination rank or any final rank. A rank on any individual task completed since their enrolment would be the only rank they receive.

Existing Students Transferring Into A Preliminary/ HSC Course After The Preliminary/ HSC Assessment Process has Commenced

Transfer of students can occur at the commencement of courses as students reconsider choices or 'drop' subjects. FIVE weeks is the window of time before it is untenable to catch up work in an alternative subject. There are some unusual circumstances requiring attention (eg. A student who 'dropped' a course at the start of the HSC or Preliminary Course but is wishing to resume study of it again after reconsidering their decision). The Principal will authorise any such instance in consultation with the relevant Deputy Principal, the student, the parents and the Head Teacher. To enter the HSC course, students must have satisfactorily completed the Preliminary Course for that subject or a clear and exceptional arrangement made for concurrent study.

Provisional Entry of Students Into Preliminary/ HSC Courses

The Principal may authorise a student who received an 'N' determination in a Year 9/ 10 Course or Preliminary Course to enter the HSC course for that subject, while concurrently attempting to satisfy Preliminary requirements. A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC Course eligibility is confirmed. This is to occur before November 30th. Regular monitoring of this situation by the relevant Deputy Principal and Head Teacher and discussion with the Principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Procedures for Students In Danger of Not Meeting NESA Requirements Of a Course

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark. If students miss a section of an examination or part or all of an assessment task, these values will count in the 50% of non-completion of the total assessment mark. To satisfactorily complete a course, students must also follow the course developed or endorsed by the NESA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.

Students may be sent a copy (or over time, copies) of official NESA letters outlining the precise concerns and ways the student can remedy the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence against an 'N' or unsatisfactory student. Student reviews where a letter is sent or a parent interview is arranged may also alert students to the likelihood of an 'N' determination in a subject or subjects. Letters regarding the failure to meet course requirements are kept on student files.

Student Assessment Task Feedback

All students are entitled to meaningful, punctual feedback – written and/ or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. **Students are also entitled to know their own (not others') cumulative rank at the end of EACH assessment task.** This allows students to be aware of their current progress. Cumulative ranks are based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative/ final ranking in each course on reports issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy. Final ranks can be disclosed and appear in the final HSC reports.

Records/ Assessment Marks

The student's actual performance, not potential performance must be assessed in each task according to the published marking guidelines. Marks cannot be modified to take into account possible effects of illness or domestic situations.

Assessment marks are recorded centrally by the teacher responsible for marking the task or section and hard copies and electronic copies are to be kept by teachers and Head Teachers securely at school and off site. Marks are to be matched to published NESA syllabus weightings and their accuracy guaranteed by the Head Teacher.

Invalid Assessment Tasks

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and/ or a replacement task arranged. Staff intrusion into examination moratoriums, however unintentional, will result in the omission of that task from the course assessment process – or where possible, the postponement of that task until the examination period concludes. Close Head Teacher supervision should prevent this.

Special Provisions

NESA sanctioned special provisions will be provided to eligible students for examination periods only.

Final Assessment Rank Order Notice

Actual final HSC Assessment mark totals are not revealed to students. However, students can see their final rank in each course by using the *Students Online* service on the NESA website.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must follow this up with their Classroom Teacher or the Head Teacher at the time of the return of the task. Students who consider their final ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus and published subject specifications) are checked. Marks cannot be appealed – the process and procedures can. If there is any other concern about the administration and procedures a student lodges an Illness/ Misadventure/ Application for Extension Appeal form following the normal procedures and time limits so that the school appeals panel of the relevant Deputy Principal, Year Adviser and Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to the student and/ or parent concerned. If they are not satisfied by the school's review of their placement in the final rank order for a course, the process of appealing to the NESA will be outlined at this point via the ACE Manual. The student is informed of this process by the Principal.

Responsibility

Responsibility for following this policy rests with staff (who have been issued with a copy of it, have access to an electronic copy at all times and whose faculty leaders have helped refine this policy), parents (who have access to it via the website or request of the school) and students (who have had the policy explained directly to them, as a Year group and who have signed when receiving their copy of the policy). **Given the degree of explanation and opportunities for clarification, the policy remains the policy and any possible misunderstandings or inaccurate comments by students and/ or staff do not override the policy.** Any confusion should be urgently clarified with the Erskine Park High School Principal/ Deputy Principals before any incorrect or flawed assumption is made.

Evaluating This Policy

This policy is available in its regularly updated form on the school website and will be evaluated every year via the Erskine Park High School Executive Staff and a small working team from within the school.

STUDENT APPEAL PROCESS - ASSESSMENT INFORMATION

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST** be followed. Any student in these circumstances receives a ZERO mark until proven otherwise. Any decision made outside of this process is invalid. If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a 'valid' reason (illness or misadventure) you must do the following:

- 1. Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until proven otherwise. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.**
- 2. Complete the Illness/ Misadventure Appeal form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg. counsellor or police officer. (In the case of illness, health professionals **should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school** to complete/submit an assessment task). A parent signature must be on each form before it is processed.
- 3. Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 4. The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the relevant Deputy Principal.** He/she sights a medical certificate, ticks it on the form and the student submits it to the Front Office/ rolls.
- 5. The relevant Deputy Principal and Year Adviser meet** to discuss all appeals, liaising with Head Teachers where need be.
- 6. Head Teachers will be notified of the decision by Deputy Principals. Students will be notified of the result of their appeal by the Head Teacher/ Classroom Teacher.**
- 7. In the case of an unsuccessful appeal, the Classroom Teacher will notify the parents in writing (through an official NESA letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.**

Remember that if you do not complete or submit an assessment task on the due date and your appeal is unsuccessful, you will receive zero marks for the task and you will be seen as not satisfying the course completion criteria for the value and nature of that assessment task.

NO APPEAL FORM = ZERO MARKS. The task must still be completed to account for course outcomes.

If you fail to complete tasks which contribute 50% or more of the available marks you will receive a 'N' award for that course and the course will not appear on your Record Achievement or count towards your HSC. This may make you ineligible for the achievement of either or both testamurs.

If any assessment task is missed, is overdue or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST be followed. Any student in these circumstances receives a ZERO mark until proven otherwise.**

YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.



Illness/ Misadventure Appeal Form/ Application for Extension: YEAR 10, 11, 12 Assessment Tasks

This form is **to be completed within ONE WEEK of the task due date** (one week before or after that due date) and given to the Head Teacher (then to relevant Deputy Principal) if you apply

(i) for an extension of time on an assessment task, prior to task due date OR

(ii) for special consideration because a task has not been submitted/ has not been completed on the due date.

STUDENT NAME:		YEAR:		SUBJECT(S):	
ASSESSMENT TASK TITLE(S):				CLASS TEACHER:	
DATE DUE:	___/___/___	DATE SUBMITTED:	___/___/___	DATE OF RETURN TO SCHOOL:	___/___/___

ACTION REQUESTED: ☐ Extension Of Time ☐ Special Consideration

(attach all supporting documentation, including evidence of work in progress if applying for an extension of time)

STUDENT REASON FOR APPEAL (Completed by student, signed by parent before completion by Head Teacher):

NOTE: Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, print outs, electronic copies or paper drafts.

STUDENT SIGNATURE:		PARENT SIGNATURE:	
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RECOMMENDATION OF HEAD TEACHER

(Head Teachers are asked to comment on the student's reasons above – in line with the policy - before submitting this to the relevant Deputy Principal):

☐ MEDICAL CERTIFICATE SIGHTED *(Head Teacher ticks, returns to student who submits original to Front Office)*

HEAD TEACHER SIGNATURE:		DATE:	
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DECISION OF DEPUTY PRINCIPAL/ YEAR ADVISER (Head Teacher to be given a copy of this sheet; all original documentation to file)

- ☐ Appeal successful
- ☐ Extension granted until ___/___/___ If task not submitted before school on this day a zero mark will apply.
- ☐ Zero mark stands - reasons not substantiated/ published Assessment Policy not followed (task must still be submitted)
- ☐ Non-serious attempt; Cheating and dishonest practices; Malpractice - zero mark stands (task must still be submitted)
- ☐ Late to school for task/ lateness explained - appeal successful
- ☐ Student and parents to be notified in writing of zero mark by Class Teacher/ Head Teacher via NESA letter

DEPUTY PRINCIPAL SIGNATURE:		DATE:	
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Stage 6 Assessment Task

Task Title:				Task Number:	
Faculty:		Subject:			
Year:		Weighting:			
Date Issued:		Date Due:			
Additional Information:					
NOTE:	This assessment task notification must be submitted with your completed task.				

Syllabus Outcomes Being Assessed:

Number	Description

Key Verbs associated with outcomes being assessed:

Verb	Meaning

Description of Task:

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Submission Details:

--

• Questions I have about this task:	• Response / Answer to my question:

Marking Criteria

Complete 1 and 2 before submitting this task

1. Student Reflection:

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

Approximately how much time did you put into this task?	How much effort did you put into this task? 1 (minimum effort) – 5 (maximum effort)	What result do you expect to get?	Reason

2. 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's signature:		Date of Submission:	
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Teacher Feedback:

Teacher Comment in relation to outcomes identified in marking criteria and possible suggestions for improvement:	
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Formal Examination Notification

Task Title:			Task Number:	
Faculty:		Subject:		
Year:		Weighting:		
Date Issued:		Date of Examination:		
Additional Information:				

Syllabus Outcomes Being Assessed:	
Outcome Code	Outcome

Description of Task:

Equipment Required:			
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 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.							
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19.							
20.							
21.							
22.							
23.							
24.							

VET COURSES - 240 hours HSC ASSESSMENT SCHEDULE 2020

HOSPITALITY (Food and Beverage), RETAIL SERVICES, CONSTRUCTION (Pathways), METAL AND ENGINEERING, ENTERTAINMENT, BUSINESS SERVICES, PRIMARY INDUSTRIES (Agriculture)

This assessment programs covers all Vocational Educational and Training (VET) courses. It allows VET students to demonstrate the achievement of units of competency from the industry curriculum framework. VET courses are competency – based courses, meaning that a student’s performance is judged against a prescribed standard of performance criteria set out under each element of competency. Each student is assessed and judged as either ‘competent’ or ‘not yet competent’. Students who do not demonstrate competence are provided with multiple opportunities to do so. Each VET course is unique in that it is measured by hours eg 240 hours – not the conventional Preliminary and HSC course divisions.

Assessment for HSC VET courses has two distinct purposes:

- Assessment for Australian Qualification Framework (AQF) qualification eg Certificate I, II, III, Statement of Attainment.
- Assessment for the University Admissions Index (UAI)

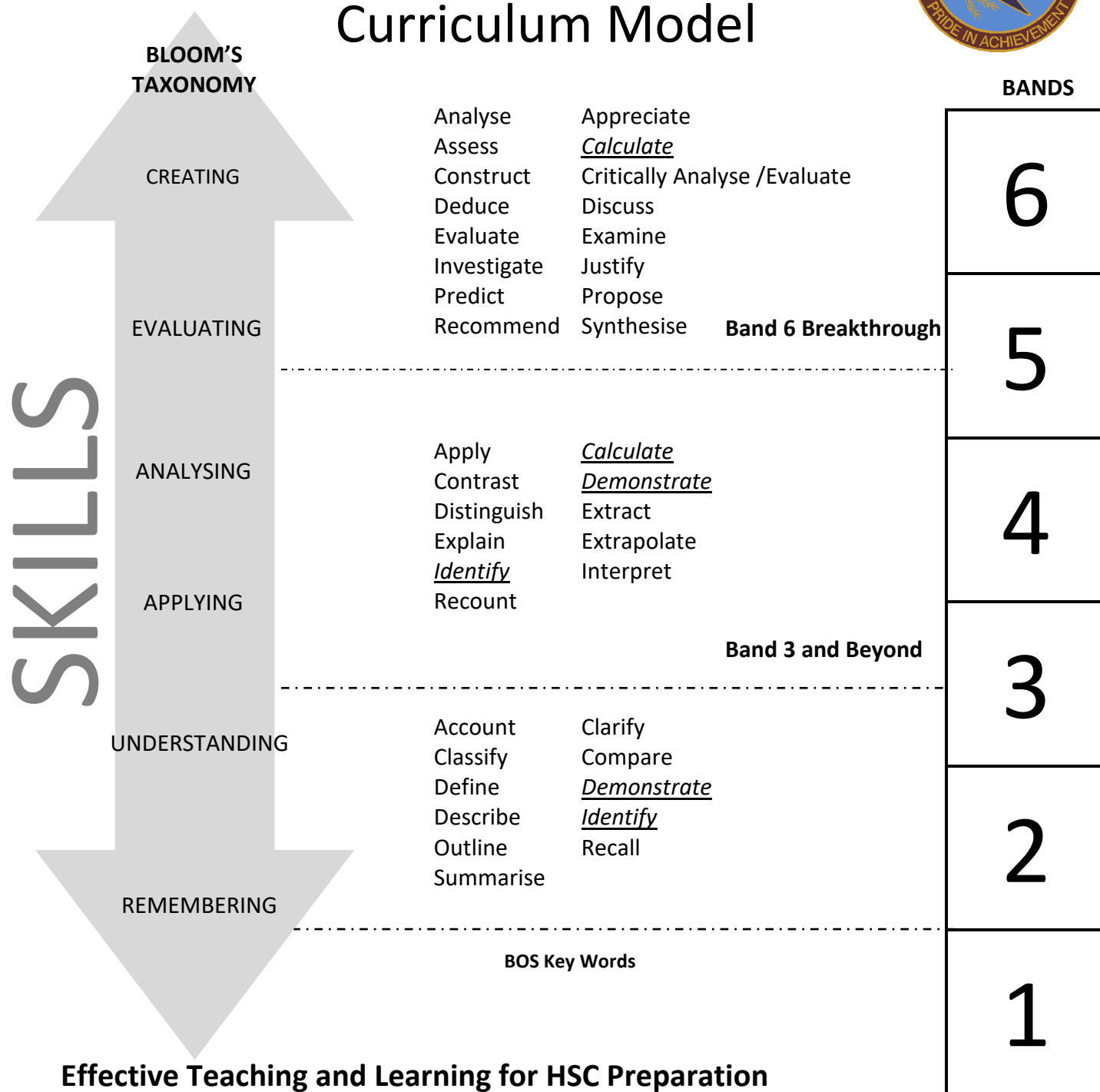
Assessment of Competencies

- Competencies will be assessed within the class and through the completion of a variety of class tasks and assignments. Class tasks may include: tests, role plays, case studies, oral presentations, practical experiences, research tasks, assignments and completion of unit booklets.
- No weighting is applied to the assessment of competencies. There is no assessment mark or rank and therefore these will not appear on the school report.
- Competency based assessment determines the vocational qualifications that a student achieves.
- **Work placement is a mandatory HSC requirement for EVERY student in a VET course.** Failure to complete Work Placement renders the student ineligible for the award of the Preliminary or HSC credential

HSC Examination

- The Yearly examination in (Year 11), Half Yearly (in Year 12) and Trial Examination (Year 12) are compulsory for all students undertaking VET courses and the marks and examination rank will appear on the school report.
- All VET students may choose to complete the HSC examination in VET courses, even up to moments before the actual examination. Practise is therefore critical through the school based examination periods.
- If illness or misadventure prevents examination attendance, an estimate mark will be based on the examination marks of the Year 12 Trial examinations.

Erskine Park High School Curriculum Model



Effective Teaching and Learning for HSC Preparation

Have you:

- ☐ examined syllabus content and / or program
- ☐ deconstructed NESA key words and analysed their use in examinations, marking guidelines and performance bands (in the context of each subject)
- ☐ critically evaluated exemplar and annotated scripts i.e. using appropriate work samples
- ☐ reviewed and evaluated examination techniques
- ☐ modelled and completed responses based on NESA key words and evaluated using marking guidelines
- ☐ given and / or been provided with quality feedback linked to NESA key words and marking guidelines

2020 PRELIMINARY HSC CALENDAR OF ASSESSMENT TASK

WEEK	TERM 1 2020 29/1/2020 – 10/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020
1		Modern History	Agriculture Investigating Science
2		Community and Family Studies Agriculture Society and Culture	
3		PDHPE	Society and Culture
4		Visual Arts	Construction
5			Visual Arts
6			
7	SLR PDHPE Business Studies	Music Food Technology SLR Ancient History	
8	Hospitality Music Industrial Technology Timber Mathematics Extension 1 Ancient History English Studies	Construction Industrial Technology Timber Mathematics Standard Legal Studies	Hospitality English Studies
9	Photography Food Technology Mathematics Standard Mathematics Advanced Legal Studies	Photography Physics Mathematics Advanced Business Studies Extension English English Studies English Standard English Advanced	Preliminary Examinations
10	Community and Family Studies Physics Investigating Science Biology Extension English	Chemistry Biology Modern History	
11	Chemistry English Standard English Advanced		

Note: Mandatory VET Work Placements have not been included in this calendar

2020 PRELIMINARY HSC STUDENT ASSESSMENT PLANNER

WEEK	TERM 1 2020 29/1/2020 – 10/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			



Assessment Schedule 2020

Faculty:	English	Course:	English Advanced
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 11	Term 1, Week 9	Term 3 Week 9/10
		Completed: At home	Completed: At home & in class	Completed: In class
		Reading to Write Independent writing task with personal reflection	Narratives that Shape our World Multimodal presentation	Yearly examination Critical response
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
Total %	100%	30	30	40

Syllabus Outcomes

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6** investigates and evaluates the relationships between texts
- EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



Assessment Schedule 2020

Faculty:	English	Course:	English Standard
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 11	Term 2, Week 9	Term 3 Week 9/10
		Completed: At home	Completed: At home & in class	Completed: In class
		Reading to Write Independent writing task with personal reflection	Contemporary Possibilities Multimodal presentation	Yearly Examination
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	40	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	60	15	15	20
Total %	100%	30	30	40

Syllabus Outcomes

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



Assessment Schedule 2020

Faculty:	English	Course:	English Studies
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8
		Completed:	Completed:	Completed:
		Achieving through English – Work place documents	Digital Worlds – Multimodal presentation	Classwork Portfolio
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	40	15	15	20
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	60	15	15	20
Total %	100%	30	30	40

Syllabus Outcomes

ES12-1 comprehends and responds analytically and imaginatively 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

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences



Assessment Schedule 2020

Faculty:	English	Course:	Extension English
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Imaginative response	Multimodal Presentation	Yearly Examination
		Term 1, Week 10	Term 2, Weeks 9	Term 3, Week 10
Outcomes Assessed:		Outcomes assessed EE11-2, EE11-3, EE11-6	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE-4, EE11-5
Knowledge and Understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
Total %	100%	30	40	30

Syllabus Outcomes

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity



Assessment Schedule 2020

Faculty:	HSIE	Course:	Preliminary Ancient History
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9-10
		Completed: At home	Completed: At home	Completed: At school
		Research essay	Source analysis task	Yearly Examination
Outcomes Assessed:		AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10
Knowledge and understanding of course content	40%	5	10	25
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	10	5
Historical inquiry and research	20%	10	10	
Communication of historical understanding in appropriate forms	20%	10		10
Total %	100%	30	30	40

Syllabus Outcomes

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history



Assessment Schedule 2020

Faculty:	HSIE	Course:	Preliminary Business Studies
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Teacher:		Task 1	Task 2	Task 4
Syllabus components	Weightings	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9-10
		Completed:	Completed:	Completed: At School
		Research and analysis	Report and presentation	Yearly Examination
Outcomes Assessed:		P2, P7, P9,P4, P5, P8	P4, P8, P9	P1, P2, P3, P4, P5, P6, 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
Total %	100%	30	30	40

Syllabus Outcomes

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



Assessment Schedule 2020

Faculty:	HSIE	Course:	Preliminary Legal Studies
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Teacher: Bisoglio		Task 1	Task 2	Task 3
Syllabus components	Weightings	Research Task The Legal System	Case Study The Individual & the Law	Yearly Examination
		Term 1, week 9	Term 2, Week 8	Term 3, Weeks 9 &10
Outcomes Assessed:		P1, P2, P3, P4,	P5, P6, P7, P8	P1, P2, P9, P10
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
Total %	100%	30	40	30

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



Assessment Schedule 2020

Faculty:	HSIE	Course:	Preliminary Modern History
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Teacher: Neubronner		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 2, Week 1	Term 2, Week 10	Term 3, Week 9-10
		Completed: At home	Completed: At home/at school	Completed: At School
		Source Study	Research and Presentation	Yearly Examination
Outcomes Assessed:		MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	MH11-6 MH11-7 MH11-9 MH11-10	
Knowledge and understanding of course content		5	15	20
Historical skills in the analysis and evaluation of sources and interpretations		10	5	5
Historical inquiry and research		5	5	10
Communication of historical understanding in appropriate forms		10	5	5
Total %	100%	30	30	40

Syllabus Outcomes

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history



Assessment Schedule 2020

Faculty:	HSIE	Course:	Preliminary Society and Culture
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 2, Week 2	Term 3, Week 3	Term 3, Week 9-10
		Completed:	Completed:	Completed: At School
		Research Methodologies: Coming of Age	Mini Pip	Yearly Examination
Outcomes Assessed:		P6, P7, P8,P9, P11	P1, P2, P3, P.4, P.5, P.6, P.8, P.10, P11	P1, P2, P3, P4, P5, P6
Knowledge and understanding of course content	45	10	10	25
Application and evaluation of social and cultural research methodologies	30	10	15	5
Communication of information, ideas and issues in appropriate forms.	25	10	5	10
Total %	100%	30	30	40

Syllabus Outcomes

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



Assessment Schedule 2020

Faculty:	Mathematics	Course:	Preliminary Mathematics Advanced
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Completed: Term 1, Week 8-10	Completed: Term 2, Week 9	Completed: Term 3, Week 9
		Learning Journal Topic: Functions, F1	In-class, open-book examination Topic: Algebraic Techniques, Equations and Inequalities, Functions, Trigonometry, Further Functions, Introduction to calculus	Yearly examination Topic: Algebraic Techniques, Equations and Inequalities, Functions, Trigonometry, Further Functions, Introduction to calculus, Probability, Exponential and logarithmic functions, trigonometric functions
Outcomes Assessed:				
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
Total %	100%	30	30	40

Syllabus Outcomes

- H1** seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2** constructs arguments to prove and justify results
- H3** manipulates algebraic expressions involving logarithmic and exponential functions
- H4** expresses practical problems in mathematical terms based on simple given models
- H5** applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6** uses the derivative to determine the features of the graph of a function
- H7** uses the features of a graph to deduce information about the derivative
- H8** uses techniques of integration to calculate areas and volumes
- H9** communicates using mathematical language, notation, diagrams and graphs



Assessment Schedule 2020

Faculty:	Mathematics	Course:	Preliminary Mathematics Standard
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Due: Term 1, Week 9	Completed: Term 2, Week 8	Completed: Term 3, Week 9
		Assignment/Investigation Topic: F1.2	In-class open-book test Topics: F1.2, S2, M1.1, M1.2, M1.3, A1, S1.1	Yearly Examination Topics: F1.1, F1.2, S2, S2, M1, M2, A1, A2
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	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7 MS11-8, MS11-9, MS11-10
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
Total %	100%	30	30	40

Syllabus Outcomes

MS11-2 represents information in symbolic, graphical and tabular form

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Assessment Schedule 2020

Faculty:	Mathematics	Course:	Preliminary Mathematics Extension 1
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Teacher:		Task 1	Task 2	Task 3	
Syllabus components	Weightings	Completed: Term 1, Week 8-10	Completed: Term 1, Week 8	Completed: Term 3, Week 9	
		Learning Journal Topic: Equations and Inequalities – F1, E1	In-class, open-book examination Topics: Permutations and Combinations, Equations and Inequalities, Polynomials and inverse functions, Further functions	Yearly examination Topics: Permutations and Combinations, Equations and Inequalities, Polynomials and inverse functions, Further functions, Introduction to calculus, Exponential growth and decay, Trigonometric functions	
Outcomes Assessed:					
Understanding, fluency and communication		50	15	15	20
Problem-solving, reasoning and justification		50	15	15	20
Total %		100%	30	30	40

Syllabus Outcomes

HE1 appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 uses inductive reasoning in the construction of proofs

HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay

HE4 uses the relationship between functions, inverse functions and their derivatives

HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement

HE6 determines integrals by reduction to a standard form through a given substitution

HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form



Assessment Schedule 2020

Faculty:	PDHPE	Course:	Preliminary PDHPE
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 7 Completed: At home	Term 2, Week 3 Completed: At school	Term 3, Week 9-10 Completed: At School
		Research Task Influences on the health of individuals and health promotion	Assessment and management of First Aid Online module and practical component	Yearly Examination Better Health for Individuals, The Body in Motion, First Aid and Fitness Choices
Outcomes Assessed:		P1, P2, P3, P4, P16	P6, P12, P15	
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research, analysing and communicating	60	20	20	20
Total %	100%	35	35	30

Syllabus Outcomes

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



Assessment Schedule 2020

Faculty:	PDHPE	Course:	Preliminary SLR
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 7 Completed: At home	Term 2, Week 7 Completed: At school	Term 3, Week 3-4 Completed: At School
		Portfolio Skills involved in outdoor recreation and planning for outdoor recreation	Research and Report Elements of specific games, strategies, aspects of team play and resistance programming	Yearly Examination Outdoor Recreation, Games and Sports Applications and Resistance Training
Outcomes Assessed:		1.1, 1.3, 2.3, 3.6, 4.1	1.1, 2.1, 2.2, 3.2	
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research, analysing and communicating	60	20	20	20
Total %	100%	35	35	30

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



Assessment Schedule 2020

Faculty:	Science	Course:	Preliminary Biology
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Teacher: Rebecca Christensen & Kristine Bachtis		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1 Week 10 Completed: Class home	Term 2 Week 10 Completed: Class home	Term 3 Week 9/10 Completed: School
		Depth Study Field study report	Practical Investigations and Report	Yearly exam
Outcomes		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 Chemistry.	40%	10	10	20
Skills in working scientifically	60%	25	25	10
Total	100%	35%	35%	30%

Syllabus Outcomes

Skills in working scientifically

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO 11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding of Biology

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 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

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.



Assessment Schedule 2020

Faculty:	Science	Course:	Preliminary Chemistry
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Teacher: Fay Paul		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1 Week 11 Completed: In class	Term 2 Week 10 Completed: In class / Home	Term 3 Week 9/10 Completed: In class
		Data Analysis	Depth Study	Yearly exam
Outcomes		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	CH11/12-1 to CH11/12-7 CH11-8 to CH11-11
Knowledge and understanding of Chemistry	40%	10	10	20
Skills in working scientifically	60%	15	30	15
Total	100%	25%	40%	35%

Syllabus Outcomes

Skills in working scientifically

CH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information

CH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding of Chemistry

CH11 – 8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11 – 9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11 – 10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11 – 11 analyses the energy considerations in the driving force for chemical reactions.



Assessment Schedule 2020

Faculty:	Science	Course:	Preliminary Investigating Science
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Teachers: Kristine Bachtis, Joshua Sayers		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1 Week 10 Completed: Class Home	Term 3 Week 1 Completed: Class Home	Term 3 Week 9/10 Completed: Class
		Depth Study	Practical Investigations and Report	Yearly exam
Outcomes		INS11/12-1 INS11/12-3 INS11/12-6 INS11/12-7 INS11-10	INS11/12-2 INS11/12-4 INS11/12-7 INS11-8	INS11/12-1 to INS11/12-7, INS11-8 to INS11-11
Knowledge and understanding of Investigating Science	40%	10	10	20
Skills in working scientifically	60%	30	20	10
Total	100%	40%	30%	30%

Syllabus Outcomes

Skills in working scientifically

INS11/12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analysing data and information - analyses and evaluates primary and secondary data and information

INS11/12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding of Investigating Science

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed



Assessment Schedule 2020

Faculty:	Science	Course:	Preliminary Physics
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Teacher: Darwin Mendoza		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1 Week 10 Completed: Class	Term 2 Week 9 Completed: Class	Term 3 Week 9/10 Completed: Class
		Depth Study	Practical Investigations and Report	Yearly exam
Outcomes		PH11/12-1, PH11/12-3, PH11/12-6, PH11/12-7, PH11-10	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-7, PH11/12-8	PH11/12-1 to PH11/12- 7, PH11-8 to PH11-11
Knowledge and understanding of Physics	40%	10	10	20
Skills in working scientifically	60%	20	25	15
Total	100%	30%	35%	35%

Syllabus Outcomes

Skills in working scientifically

PH11/12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analysing data and information - analyses and evaluates primary and secondary data and information

PH11/12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding of Physics

PH11-8 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

PH11-9 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

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism



Assessment Schedule 2020

Faculty:	TAS 1	Course:	Preliminary Agriculture
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Teacher: Renee Lidgard		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 2 Week 2 Completed: At school/home	Term 3 Week 1 Completed: At school/home	Term 3 Week 9-10 Completed: At School
		Experimental Design and Agricultural Research	Farm Case Study	Yearly Examination
Outcomes Assessed:		P2.2, P4.1, P5.1	P1.1, P1.2, P2.3, P3.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge and understanding of course content	40	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	40	5	20	15
Skills in effective research, experimentation and communication	20	15		5
Total %	100%	30	30	40

Syllabus Outcomes

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products



Assessment Schedule 2020

Faculty:	TAS 1	Course:	Preliminary Community and Family Studies
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9-10
		Completed: At School/Home	Completed: At School/Home	Completed: At School
		Resource Management	Case Study Leadership	Yearly Examination
Outcomes Assessed:		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2
Knowledge and understanding of course content	40	5	15	20
Skills in critical thinking, research, analysing and communicating	60	20	20	20
Total %	100%	25	35	40

Syllabus Outcomes

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

PH7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

PH7.2 develops a sense of responsibility for the wellbeing of themselves and others

PH7.3 appreciates the value of resource management in response to change

PH7.4 values the place of management in coping with a variety of role expectations



Assessment Schedule 2020

Faculty:	TAS 1	Course:	Preliminary Food Technology
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 9 Completed: At School/Home Food Availability and Selection	Term 2, Week 7 Completed: At School/Home Nutrition Investigation	Term 3, Week 9-10 Completed: At School Yearly Examination
		Outcomes Assessed:	P1.1, P3.2, P4.1, P4.2	P2.1, P3.1, P4.3, P5.1
Knowledge and understanding of course content	40		10	30
Skills in critical thinking, research, analysing and communicating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	20	10	
Total %	100%	30	30	40

Syllabus Outcomes

P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

P2.1 explains the role of food nutrients in human nutrition

P3.1 identifies and explains the sensory characteristics and functional properties of food

P3.2 assesses the nutrient value of meals/diets for particular individuals and groups

P3.3 presents ideas in written, graphic and oral form using computer software where appropriate.

P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection

P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products

P5.1 generates ideas and develops solutions to a range of food situations



Assessment Schedule 2020

Faculty: **TAS 2**

Course: **Industrial Technology Timber**

Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Planning and Communication Term 1, Week 8	Preliminary Project Term 1, Week 8	Yearly Examination Term 3, Week 9-10 Completed: At School
		Research and analysis	Project and portfolio	Yearly Examination
Outcomes Assessed:		P3.1, P3.3, P5.1, P5.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysing and communicating	60	10	30	20
Total %	100%	20	40	40

Syllabus Outcomes

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



Assessment Schedule 2020

Faculty: Creative and Performing Arts

Course: Preliminary Photography

Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 9 Completed: School/ Home	Term 2, Week 9 Completed: School/ Home	Term 3, Week 9/10 Completed: School
		Practical Task	Practical Task	Critical/Historical Exam
Outcomes Assessed:		M1, M3, M5, M6	M1,M3, M4, M5, M6	CH1, CH2, CH3, CH4
Critical/Historical	30			30
Practical Task	70	35	35	
Total %	100%	35	35	30

Syllabus Outcomes

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



Assessment Schedule 2020

Faculty:	Creative and Performing Arts	Course:	Preliminary Visual Arts
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 2, Week 4	Term 3, Week 5	Term 3, Week 9/10
		Completed: School/ Home	Completed: School/ Home	Completed: School
		Identity Body of Work/Critical & Historical Essay	Object Body of Work	Critical/Historical Exam
Outcomes Assessed:		P1, P2, P3, P4, P7, P8, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
Art Criticism and Art History	50	20		30
Art Making / Body of Work	50	20	30	
Total %	100%	40	30	30

Syllabus Outcomes

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



Assessment Schedule 2020

Faculty:	Creative and Performing Arts	Course:	Music One
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10
		Completed: In School	Completed: In School	Completed: In School
		Performance and Submission of Composition Related Listening Experts	Viva Voce and Aural Examination	Examination/Performance/Aural/Musicology
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
Total %	100%	40	20	40

Syllabus Outcomes

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

School Name: Erskine Park High School

Course: Construction - 240 hour Compressed Curriculum Delivery

Student Competency Assessment Schedule
2020

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
		Safety	Organise to communicate	Reading plans and calculating	Formwork	Level a simple slab	Assemble for off-site manufacture
		Week: WK8 Term: T2 Prelim	Week: Wk4 Term: T3 Prelim	Week: Wk5 Term: T1 Hsc	Week: Wk6 Term: T2 Hsc	Week: Wk8 Term: T3 Hsc	Week: Wk5 Term: T4 Hsc
Code	Unit of Competency						
CPCCWHS1001	Prepare to work safely in the construction industry	X					
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	X					
CPCCCA2002B	Use carpentry tools and equipment	X					
CPCCCM1012A	Work effectively and sustainably in the construction industry	X					
CPCCCM1013A	Plan and organise work		X				
CPCCCM1014A	Conduct workplace communication		X				
CPCCCM2001A	Read and interpret plans and specifications			X			
CPCCCM1015A	Carry out measurements and calculations			X			
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground				X		
CPCCCA2011A	Handle carpentry materials				X		
CPCCCM2006B	Apply basic leveling procedures					X	
CPCCC02013A	Carry out concreting to simple forms					X	
CPCCCM2005B	Use construction tools and equipment					X	
CPCCJN2001A	Assemble Components						X
CPCCJN2002B	Prepare for off-site manufacturing process						X

Half Yearly Examination	HSC Trial Exam
Week: Wk9/10 Term: T3	Week: Wk3/4 Term: T3

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

Schools will schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

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.

Assessment Schedule 2020

School Name: Erskine Park High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality- Food and Beverage Stream

2020

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C
		Getting ready for work	Practical Café Skills	Working relationships
		Week: 8 Term: 1	Week: 10 Term: 3	Week: 8 Term: 3
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHFAB005	Prepare and serve espresso coffee		X	
SITHCCC003	Prepare and present sandwiches		X	
SITHFAB004	Prepare and serve non-alcoholic beverages		X	
BSBWOR203	Work effectively with others			X
SITXCOM002	Show social and cultural sensitivity			X

Yearly Examination

Week: 9-10
Term: 3

HSC Examinable Units of Competency

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

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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.