



**MOAMA  
ANGLICAN  
GRAMMAR**

**YEAR 11 ASSESSMENT GUIDE**  
Term 1 to Term 3

**2023**

This document is intended as a guide to Preliminary Assessment for students and parents

# YEAR 11 ASSESSMENT GUIDE

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## STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE

The leaving credential for students who complete Year 12 in a NSW secondary school is known as the Higher School Certificate (HSC). School students in New South Wales generally work towards the Higher School Certificate or HSC in years 11 and 12. It is the highest level of attainment you can reach at school. The first year of the HSC (Year 11) is called the Preliminary Course. Students have to complete 120 hours of a subject at Preliminary prior to attempting that subject at HSC level, Preliminary pattern of study runs from Term 1 through to the end of Term 3. HSC pattern of study commence early Term 4 of the Year 11 year and conclude October (Term 3) of the Year 12 year, when the HSC examinations commence.

### Preliminary Courses (Year 11)

- Students must study at least 12 units at Preliminary level. Most subjects are worth 2 units, most students will follow a pattern of study to complete 6 subjects (12 units of study) at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at Preliminary

### HSC courses (Year 12)

- Students must study at least 10 units at HSC level. Most subjects are worth 2 units, most students will follow a pattern of study to complete 5 subjects (10 units) from their pattern of study at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at HSC level.

## TERTIARY ADMISSION

The Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student's overall academic achievement in the NSW Higher School Certificate (HSC) in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by tertiary institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission.

Other criteria such as a portfolio, interview, audition, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses.

Calculation of the ATAR is the responsibility of the NSW Universities Admissions Centre (UAC). Students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. A students' ATAR is also made available to institutions for selection and admission purposes. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05 and is a RANK, not a percentage mark.

Specifically, an ATAR indicates the position of a student relative to their Year 7 cohort. That is, an ATAR of 80.00 indicates that students with that ATAR have performed well enough in the HSC to place them 20%

from the top of their Year 7 cohort, had all the Year 7 students completed Year 12 and been eligible for an ATAR.

## Who receives an ATAR?

While an ATAR is calculated for all ATAR-eligible students, only students who indicate on their HSC entry forms that they wish to be notified of their ATAR receive an *ATAR Advice Notice* from UAC. These students will receive their written Advice Notices within the same timeframe, in a normal year, as they receive their HSC results from NESA.

## PROCEDURE FOR STUDENTS DISCONTINUING OR CHANGING SUBJECTS

1. At the commencement of Term 4 (after the Year 11 report has been published to SEQTA) students and their parents/guardians have the option of having an interview with a relevant staff member to seek advice and discuss whether to continue with six subjects in HSC or whether to discontinue one subject and if so which one.
2. If a student chooses to discontinue one of their Preliminary subjects this would happen either at the start of their HSC courses (Term 4) or at the start of Term 1 the following year.
3. Students are encouraged to continue all six Preliminary subjects into the first term of their HSC studies (Term 4 of their Year 11).
4. Students are still enrolled in a HSC subject and are expected to attend classes until all the relevant paperwork has been completed and signed off by the student, parents and staff at the school.
5. Once a subject is discontinued it cannot be taken up again by the student.

The form that is required to be completed by a student in order to request to discontinue a subject can be obtained from the Student Services and the YLC.

## HSC ASSESSMENT PROCEDURES- STAGE 6 - YEARS 11 AND 12

The following procedures for Stage 6 Assessment Tasks (both 11 and 12) are put in place to maintain the integrity of the HSC and also to build academic and personal resilience within the student cohort. Moama Anglican Grammar's intentions are for all students to leave Year 12 with their HSC. To complete a HSC in NSW students must make a *genuine attempt* at their assessment tasks as well as make a serious and *genuine attempt* at the HSC Examinations.

If students are concerned about assessment tasks and associated deadlines and the subsequent of their assessment tasks, they must contact the Head of Teaching and Learning (Secondary) and the Head of Faculty immediately.

Parents first point of contact is to the Head of Faculty *and then* Head of Teaching and Learning (Secondary). Parent meetings about Assessment Policy will initially be with The Head of Teaching and Learning (Secondary).

**Please note that Year 11 and 12 subject teachers are not permitted to grant extensions on any Formal assessment task in the Secondary School for Stage 6 students.**

## COURSE COMPLETION

For each course, students must:

- Follow the course specified by the NESA.
- Apply themselves with diligence and sustained effort to the set tasks and experiences.
- Achieve some or all of the course outcomes.
- The School is required to certify that students have satisfied these expectations.

## ASSESSMENT PLAN

Each student's achievement in each course will be measured through formal assessment. These assessments will provide an opportunity for students to demonstrate what they know/understand about the subject of study.

The Schedule of Formal Assessment for each course is designed to measure the extent to which each student achieves the defined outcomes of the course. In HSC courses, formal assessments all contribute to the subject assessment mark which is reported as part of the student's HSC results. The assessment mark is not to be regarded as an indication of how the student will perform in the HSC examination as the assessment mark will be composed of a variety of tasks rather than one formal examination like the HSC.

There is a clear expectation that the student must make a genuine attempt at assessment tasks. Failure to do so in any course will mean that neither a moderated assessment mark nor an examination mark will be awarded for that course. Students should keep all completed assessment tasks until after the HSC examinations.

The plans and calendar weeks, for formal assessments in each subject are provided to students at the start of Year 11 and Year 12 as detailed in this Assessment Guide, dates are also published in SEQTA within the 'Overview of Assessment' for each course studied.

# ASSESSMENT POLICY

## NUMBER AND TYPE OF TASKS TO BE USED

- 2 unit subjects are permitted a maximum of 3 assessment tasks, in the Preliminary (Year 11) course, including an examination, in order to adequately assess the components of most courses according to the NSW Education Standards Authority.
- 1 unit subjects will typically have three assessment tasks.
- “The Assessment tasks should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations....”

## PROCEDURES FOR INFORMING STUDENTS

- All students in Year 11 and 12 will be given an Assessment booklet at the beginning of the HSC Course. This will contain the Assessment Schedule for each task and the week and term it will be administered. Students are also provided with formal Task Notifications prior to receiving Formal Assessment tasks.

## SUBMISSION OF TASKS

The Year 11 Assessment Guide details subjects and associated planned assessment tasks, and also identifies outcomes that will be used to measure achievement during the course. These identified Formal assessment tasks determine the marks published to NESA for RoSA and also determine the ranks and grades for the School reports as published in SEQTA.

In addition to this Assessment Guide students will be given written notice (Task Notification) of the assessment task. NESA have outlined that a minimum of 2 weeks notification must be given before the assessment is due containing:

- A detailed description of the task including:
  - Task number
  - Task weighting
  - Outcomes assessed
  - Description of the nature of the task
  - Marking criteria
  - Feedback to be provided
  - Submission procedure and file format

Processes and penalties for non and late submission should also be outlined on the assessment task.

Where appropriate, staff will give greater than the **2 weeks notification** for the students to fully prepare for the task.

Assessment tasks **will occur** in the weeks designated in the Year 11 Assessment Guide unless there is prior written notification from the Head of Teaching and Learning (Secondary).

The relevant **Head of Faculty will determine on which day** of the designated week the assessment will fall. The Head of Teaching and Learning consults regularly with the Heads of Faculty to determine a Year 11 and 12 Assessment Guides fit appropriately within the School calendar.

- The specific Due Date can be found on the Task Notification and in SEQTA in 'Overview of Assessments' for the specific subject.

All hand in assessments must be uploaded onto SEQTA (or as outlined on the assessment task) on the morning they are due except for practical tasks as a PDF file type (unless otherwise stated in the Task Notification). All hand in assessment tasks (from Years 7-12) should be uploaded onto SEQTA by students in the correct format.

### **FAILURE TO SUBMIT A TASK**

If a hand in assessment task is submitted after 9.00am but before 3.30pm on the day it is due the student will lose 20% of the final mark/grade they attain for the task.

If a task is submitted after 3.30pm on the day it is due the student will receive zero for the task.

- Computer hardware or software failure is not to be accepted as an excuse for late submission.
- Students cannot submit assessments via email unless specifically stated.
- When working on assessments students are advised that it is wise to have a backup computer copy of all tasks including backing up in the cloud eg Google Drive as well as draft printed copies.

If a student is ill or unable to complete an assessment (in-class or SEQTA submission) for a valid reason they must:

- Contact the School office before 8.30am on the day of the assessment to notify the School of the absence.
- Complete the "Illness/Misadventure" application for Years 11 and 12. This can be found on PCSchools.
  - Supporting documentation completed by a doctor or other suitable person (a parent note is not sufficient) is required when applying for Illness/Misadventure.
  - A medical certificate from a Doctor saying that a 'student was unable to attend work/School' is not sufficient grounds for an extension or non-submission of task.
  - The medical certificate must state how the illness prevented you from completing the task and be subsequently approved by the Head of Teaching and Learning as a valid reason.
- Notify your Year Level Coordinator, the relevant Head of Faculty and the Head of Teaching and Learning on the first day back at school.

On returning to school, the student will be required to complete the task or an alternate task designated by the Head of Faculty in conjunction with the Head of Teaching and Learning (Secondary).

If a student is ill on the day of a hand in task it still MUST be uploaded onto SEQTA by 9am.

- Contact the School office before 8.30am on the day of the assessment to notify the School of the absence.

- Complete the “Illness/Misadventure” application for Years 11 and 12. This can be found on PCSchools.
  - Supporting documentation completed by a doctor or other suitable person (a parent note is not sufficient) is required when applying for Illness/Misadventure.
  - A medical certificate from a Doctor saying that a ‘student was unable to attend work/School’ is not sufficient grounds for an extension or non-submission of task.
  - The medical certificate must state how the illness prevented you from completing the task and be subsequently approved by the Head of Teaching and Learning as a valid reason.
  
- Notify your Year Level Coordinator, the relevant Head of Faculty and the Head of Teaching and Learning on the first day back at school.

If a student makes a non-genuine attempt or does not have a valid reason for not completing a Formal assessment task zero marks may and will be awarded. Students also risk being awarded an N-determination for their course.

A non-genuine attempt includes, but is not limited to:

- Not having a valid reason for not completing a task
- Handing in the task late without prior approval from the Head of Teaching and Learning
- There is evidence of serious malpractice, such as plagiarism and cheating at examinations

In addition, students are still required to complete or resubmit the task, but the mark of zero will remain.

## **DISABILITY PROVISIONS**

Disability provisions similar to those given for the HSC will only be given to students for major examinations.

They may be given when completing other tasks at the discretion of the Head of Teaching and Learning (Secondary) in consultation with the relevant Head of Faculty and Student Diversity Coordinator, Mr Kevin Turner.

## **ILLNESS/ MISADVENTURE AND EXTENSIONS**

Misadventure/ illness is an event immediately prior or during an assessment that is beyond the student’s control and has the potential to affect the student’s performance in that assessment (ACE manual Ref 9023). Students can apply for Illness/Misadventure by applying through the appropriate form on PCSpider.

The Head of Teaching and Learning, in consultation with the Head of Faculty, will determine whether the request has been approved and determine alternative arrangements for any missed assessment task.



Extension of time may be granted only in very exceptional circumstances.

- Students are not to consider that extensions of time will be granted automatically for assessment tasks. In very exceptional circumstances, it is the student's responsibility to submit a request for this special consideration from the Head of Teaching and Learning (Secondary) well before the due date of the assessment task.
- Students will need to apply to the Head of Teaching and Learning (Secondary) before the due date, using the form from the website or from Student Reception in order to be granted an extension.
- Extensions will only be granted if the Head of Faculty in discussion with the Head of Teaching and Learning are satisfied that there are sufficient grounds for an extension beyond procrastination or disorganisation.

Vacations taken outside normal school holidays or attending sporting events will not normally be accepted as a valid reason for absence from, non-submission of, or late submission of an assessment task.

## **MALPRACTICE EVENT**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Malpractice is considered to include, but not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- collaborating on a task (that is not a group task) and presenting the same work
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Any student found guilty of malpractice in an assessment task will lose between 20% and 100% of the mark depending on the nature of the malpractice.

In the event that malpractice affects more than 50% of a submitted task, this may be considered severe malpractice and will result in a zero mark being awarded. The penalty will be determined by the Head of Teaching and Learning and Head of Faculty of the subject involved.

## **OTHER EVENTS IMPACTING ASSESSMENT TASKS**

Academic integrity and respect for the Schools assessment processes is paramount to developing academic resilience. The below list of events that may impact submission of a task by the set time/date is not listed to be exhaustive, and includes scenarios not listed.

Failure to submit an assessment task on the due date because of truancy (that is unauthorised absence) will automatically result in zero marks being awarded for that task.

- The Head of Teaching and Learning, in consultation with the Head of Faculty, will determine an alternative task in the result of a non-completion, non-serious attempt and/or plagiarism.

Failure to complete an Assessment Task within the allocated time provided, either as an in-class period task or for that element of a larger task will result in a zero being awarded.

- Even though zero marks may result due to lateness, students still must submit the task.
  - Failure to submit or complete work is also grounds for an 'N' determination for that task i.e. Non-Completion of a task.
  - Non- completion of a task may put the student's HSC in jeopardy.

Submission of a task on time due to appointments, including specialist medical appointments -on the day of an assessment task.

- It is the students responsibility not to book appointments – including specialist medical appointments -on the day of an assessment task.
  - If you will be off campus on the day of an assessment task due to a pre-arranged appointment you must inform the Head of Teaching and Learning immediately.
  - Seeking an extension or an alternate date for an assessment task due to an appointment after the assessment task will result in a zero mark being awarded.

Insufficient completion of prescribed assessment tasks.

- Students who do not complete at least 50% of their assessment tasks will be deemed as not meeting the requirements for 'Satisfactory Completion of a Preliminary or Higher School Certificate Course'.

In the event of a computer malfunction, loss of work due to ICT issues is not a valid reason for students to seek consideration with assessment task submission.

Students are encouraged to work with cloud based documents to reduce the risk of losing work due to ICT and computer issues.

- Students should also work to have evidence of work in progress, including but not limited to:
  - Have evidence of work in progress on a USB memory stick or similar
  - should print off and keep drafts of a task as evidence in case of computer malfunction
  - If there is evidence of this, the teacher will negotiate a reasonable time to finish the work and there will be no penalty;
- If there is no evidence of this, the zero mark policy described above applies.

### In the event of a printing malfunction:

- The student must supply evidence of the work completed on the computer;
- If unable to do so, zero mark policy applies as above;
- If work is complete, teacher negotiates a time when the work can be printed;
- Insufficient time to print is not a reason for lateness of submission.

## **ASSESSMENT REVIEW**

A student may seek clarification about assessment results from their teachers. After this process, a student may submit an appeal against the administration of any assessment task. The student must request the “*Application for Appeal*” form within a week of a problem occurring associated with the task.

- The appeal will be discussed with an appeals committee comprising the Head of Teaching and Learning and the relevant Head of Faculty.
- An assessment review should focus on the School’s procedures for determining the final assessment mark.
- Students are not entitled to seek a review of a teacher’s judgements of the worth of individual performance in assessment tasks.
- The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

## **SPECIAL REQUIREMENTS FOR MAJOR WORKS AND VET COURSES**

Courses with a Major Work and or practical component have specific specifications regarding assessment that students must adhere to and must work within the specific restrictions and deadlines as published for each course that has a major work.

Special Requirements for work that is done at home must follow NSW Education Standards Authority (NESA) guidelines to enable certification by the class teacher.

Students who are submitting Major Works including (but not limited to) Visual Arts, Design and Technology, Society and Culture, English Extension 2 must ensure that their submitted work(s) comply strictly with the published NESA requirements, in terms relation to:

- Published deadlines,
- Size dimensions (weight, volume)
- Running time limits (for film or video works),
- Nature of materials used or any other subject specific NESA requirements.

NESA will *not* accept works that are oversized, overweight, over the prescribed running time or constructed of prohibited material. These requirements are set out on the ACE website and in the relevant Subject Manuals. These are available at: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

Vocational Education and Training (VET) students have to complete mandatory 35 hours of industry workplace requirements in each year of the Preliminary and HSC courses. It is the student’s responsibility to ensure they hand in all assessment tasks for their subjects even if they are on industry work placement.

## ACHIEVEMENT IN HSC COURSES AND FEEDBACK

For courses in Year 11 and 12 the School will report on each student's achievement against the NSW Education Standards Authority Course Performance Descriptors for each Learning Area.

Marks awarded for assessment tasks must reflect the differences in student performance. This is achieved by making guidelines developed for each Formal assessment task completed using the full range of marks available for the task, assessment tasks are developed within the School in line with NESA published Marking guidelines. Information relating to this can be found on the NESA website, [Marking guidelines principles | NSW Education Standards](#)

- This does not mean that marks must be spread across the whole range nor does it mean that they must fall between 50 and 100 which is the range of most marks when assessments have been moderated.
- Students must receive feedback on all assessment tasks.
  - Feedback and tasks should normally be returned within 2 weeks of completion, excluding holidays.
  - However, if extensive feedback was given prior to the assessment task (and placed on SEQTA), then a general feedback sheet as well as a completed marking sheet will be sufficient.

## 'N' DETERMINATIONS

A student who fails to meet NESA requirements in any course can be awarded an 'N' for that course, to indicate non-completion. Courses that are not satisfactorily studied will not be listed on the Record of School Achievement (ROSA).

Prior to an 'N' being awarded the student and the parent/guardian will be given a maximum of three (3) written warnings.

- Students who do not complete an assessment task will be sent a "N Award Warning Letter" as per the NSW Educational Standards Authority Policy with a new date by which the task must be completed.
- If the task is not completed by that date, a second warning letter will be issued. If not completed the student and parent will be interviewed by the Head of Teaching and Learning (Secondary) and the student will need to explain why they should not receive an "N" determination in that subject.

An 'N' can lead to a student not satisfying the requirements for both the Year 11 and Year 12 course.

- As a consequence, the student will be ineligible to complete that subject in Year 12 or not include the subject in for their HSC.

## ATTENDANCE, ABSENCE AND LEAVE

Moama Anglican Grammar requires students to have an 85% attendance rate to be awarded the HSC.

An application for Exemption from Attendance at School Under Section 25 of the Education Act 1990 is required for a student to be absent for three or more days.

- Parents have a right to take their children out of School, but in doing so, they act contrary to the Department of Education and Communities regulations.

Being absent from School for Sporting Events and Family Holidays is not grounds for an extension on assessment tasks. If an application for Exemption from Attendance at School is successful students will still need to submit their assessment tasks by the due date of each task (please refer to “Submission of tasks and Illness/ Misadventure”).

Please note that when families *choose* to take their children away during term time for a special program - *work will not be set.*

## Course Completion Criteria

Satisfactory completion of a course requires the Principal to have sufficient evidence that the student has:

- Followed the course developed or endorsed by NESAs; and
- Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
- Achieved some or all course objectives.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a ‘N’ (non-completion of course) determination.

Students who receive a ‘N’ determination in a mandatory course are not eligible for the award of the Higher School Certificate (the study of English is mandatory).

<b>Week</b>	<b>Term 1-10 weeks</b>	<b>Term 2- 9 weeks</b>	<b>Term 3- 10 weeks</b>
<b>1</b>	<b>NO TASKS DUE</b>	<b>English Ext 1</b> - Critical Response	
<b>2</b>	<b>NO TASKS DUE</b>	<b>Economics</b> - Markets Task <b>Maths Extension 1</b> - Test	<b>Chemistry</b> - Depth Study <b>Maths Extension 1</b> - Investigation
<b>3</b>	<b>NO TASKS DUE</b>		<b>Advanced Maths</b> - Investigation <b>Business Studies</b> - Business Plan <b>Maths Standard</b> - Analysis task
<b>4</b>	<b>NO TASKS DUE</b>	<b>Vis Art</b> - Historical and Critical	<b>CAFS</b> - Families and Communities <b>Economics</b> - Financial Market: Research Task <b>Legal Studies</b> - Law in Practice Essay <b>Food Technology</b> - Design Process
<b>5</b>	<b>Chemistry</b> - Model	<b>Italian</b> - Mafia, amore e polizia	<b>IT Multimedia</b> - Product Design <b>IT Timber</b> - Product Design <b>Agriculture</b> - Practical Report <b>Italian</b> - Conversation  <b>VET COURSES HSC Trial Examination Period</b>
<b>6</b>	<b>Physics</b> - Data Analysis <b>Music</b> - Viva Voce	<b>CAFS</b> - Individuals and Groups (hand-in) <b>PDHPE</b> - Training Program Case Study (hand-in)	<b>Design &amp; Technology</b> - Design Folio 2 <b>Vis Art</b> - Body of Work  <b>VET COURSES HSC Trial Examination Period</b>
<b>7</b>	<b>Modern History</b> - Source Analysis <b>English Adv</b> - Creative/Reflection <b>English Std</b> - Creative/Reflection <b>Advanced Maths</b> - Test (in class)	<b>Biology</b> - Data Analysis <b>Physics</b> - Depth Study <b>Studies of Religion I</b> - Islam Essay	<b>Assessment Free Period</b>  <b>NO TASKS DUE</b>
<b>8</b>	<b>IT Multimedia</b> - Industry Study <b>IT Timber</b> - Industry Study <b>Studies of Religion I</b> - Research Essay	<b>Investigating Science</b> - Depth Study (Hand in) <b>Design &amp; Technology</b> - Design Folio 1 <b>Agriculture</b> - Farm Case Study Report <b>Music</b> - Composition <b>English Adv</b> - multimodal <b>English Std</b> - multimodal	<b>Year 11 Examinations</b>
<b>9</b>	<b>Investigating Science</b> - Data Analysis <b>Food Technology</b> - Research Report <b>Maths Standard 2</b> - Investigation	<b>Modern History</b> - Historical Investigation <b>English Ext 1</b> - Related Interest Project	<b>Year 11 Examinations</b>
<b>10</b>	<b>PDHPE</b> - Health Promotion Analysis <b>Biology</b> - Depth Study <b>Business Studies</b> - Business Report <b>Legal Studies</b> - Law System Test		

# English Faculty - Ms Vanessa Bush

## English (Advanced) Schedule of Formal Assessment Tasks

Task Number	1	2	3	
<b>Name of Task</b>	<b>Creative Response and Reflection</b>	<b>Multimodal presentation</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 7 Hand in	Term 2, Week 8 Hand in	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	EA11-1, EA11-2, EA11-3, EA11-5, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-4, EA11-5, EA11-7, EA11-8	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English (Standard) Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Creative Response and Reflection</b>	<b>Multimodal presentation</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 7 Hand in	Term 2, Week 8 Hand in	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-9	EN11-3, EN11-4, EN11-6, EN11-7	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-8	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## English Extension 1 Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Critical Response</b>	<b>Related Independent Project</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 1 (Hand in)	Term 2, Week 9 (Hand in)	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	EE-1,2,3,5	EE-1,2,3,4,5,6		
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Mathematics Faculty - Mr Phillip Campbell

## Mathematics Advanced Schedule of Formal Assessment Tasks

Task Number	1	2	3	
<b>Name of Task</b>	<b>Written Test</b>	<b>Investigative Assignment</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 7	Term 3, Week 1	Term 3 Week 9 & 10	
<b>Outcomes Assessed</b>	MA11-1, MA11-2, MA11-8, MA11-9,	MA11-1, MA11-3, MA11-4, MA11- 8, MA11-9	MA11-1, MA11-2, MA11- 3, MA11-4, MA11- 5, MA11-6, MA11- 7, MA11-8, MA11-9	
<b>Syllabus Component</b>				<b>Weighting</b>
Understanding, fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning and justification	20	15	15	<b>50</b>
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Mathematics Standard 2 Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Investigative Assignment</b>	<b>Analysis Task</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 9	Term 3, Week 3	Term 3 Week 9 & 10	
<b>Outcomes Assessed</b>	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-10	MS11-2, MS11-3, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
<b>Syllabus Component</b>				<b>Weighting</b>
Understanding, Fluency and Communicating	10	15	25	<b>50</b>
Problem Solving, Reasoning and Justification	20	20	10	<b>50</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Mathematics Extension 1 Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Written Test</b>	<b>Investigative Assignment</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 2	Term 3, Week 2	Term 3 Week 9 & 10	
<b>Outcomes Assessed</b>	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
<b>Syllabus Component</b>				<b>Weighting</b>
Understanding, fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning and justification	20	15	15	<b>50</b>
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Science Faculty - Mrs Felicity Williams

## Biology Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Depth Study	Data Analysis	Examination	
When the Task is due	Term 1, Week 10	Term 2, Week 7	Term 3 Week 8 & 9	
Outcomes Assessed	<b>Outcomes assessed</b> BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11- 8	<b>Outcomes assessed</b> BIO 11-1 BIO 11-2 BIO 11-7 BIO11-10	<b>Outcomes assessed</b> BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Syllabus Component				<b>Weighting</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Chemistry Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	Model	Depth Study	Examination	
<b>When the Task is due</b>	Term 1, Week 5	Term 3, Week 2	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	Outcomes assessed  CH11-2 CH11-3 CH11-4 CH11-7 CH11-8	Outcomes assessed  CH11-1 CH 11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-10 CH11-11	Outcomes assessed  CH11-1 CH 11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH 11-9 CH11-10 CH11-11	
<b>Syllabus Component</b>				<b>Weighting</b>
Skills in Working Scientifically	10	30	20	<b>60</b>
Knowledge and understanding	15	15	20	<b>40</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Investigating Science Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Data Analysis</b>	<b>Depth Study</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 9	Term 3, Week 1	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9	INS 11-1 INS 11-2 INS11-3 INS 11-7 INS 11-8 INS 11-9 INS 11-10 INS 11-11	INS11-1 INS11-2 INS11-3 INS 11-4 INS 11-5 INS 11-6 INS 11-7 INS 11-8 INS 11-9 INS 11-10 INS 11-11	
<b>Syllabus Component</b>				<b>Weighting</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	10	<b>40</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Physics Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Data Analysis</b>	Depth Study	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 6	Term 2, Week 7	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	PH11-2 PH11-4 PH11-5 PH11-6 PH11-8	<b>Outcomes assessed</b>  PH11-1 PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-7 PH11-10	<b>Outcomes assessed</b>  PH11-1 PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-7 PH 11-8 PH 11-9 PH11-10 PH 11-11	
<b>Syllabus Component</b>				<b>Weighting</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Technologies Faculty - Mr. Danny Hindson

## Agriculture Schedule of Formal Assessment Tasks

Task Number	1	2	3	
<b>Name of Task</b>	<b>Farm Case Study Report</b>	<b>Practical Report</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 5	Term 3, Week 5	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of Course Content	5	10	25	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	<b>40</b>
Skills in effective research, experimentation and communication	5	15	0	<b>20</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Design & Technology (Graphics) Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Design Folio 1</b>	<b>Design Folio 2</b>	<b>Examination</b>	
<b>Type of Task</b>	Design Folio	Design Folio	Examination	
<b>When the Task is due</b>	Term 2, Week 8	Term 3, Week 6	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	P1.1, P2.1, P2.2, P3.1, P4.1, P4.3, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.3, P5.2, P5.3, P6.1, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	<b>60</b>
<b>Total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Food Technology Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Food availability and Selection Research Report</b>	<b>Food Quality, Food Preparation and Design Process</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 9	Term 3, Week 4	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	P1.1, P1.2, P4.1, P4.2	P2.2, P3.3, P4.1, P4.4	P2.2, P3.2, P4.1, P4.3, P4.4, P5.1	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	-	20	10	<b>30</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Industrial Technology (Multimedia) Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Industry Study</b>	<b>Product Design</b>	<b>Examination</b>	
<b>Type of Task</b>	Written Project	Design Folio	Examination	
<b>When the Task is due</b>	Term 1, Week 8	Term 3, Week 5	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Industrial Technology (Timber) Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Industry Study</b>	<b>Product Design</b>	<b>Examination</b>	
<b>Type of Task</b>	Written Project	Design Folio	Examination	
<b>When the Task is due</b>	Term 1, Week 8	Term 3, Week 5	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# HSIE Faculty - Miss Kate Griffin

## Business Studies Schedule of Formal Assessment Tasks

Task Number	1	2	3	
<b>Name of Task</b>	<b>Business Report</b>	<b>Business Plan</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 10	Term 3, Week 5	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	P1 P2 P8 P9	P4 P6 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6 P8 P9 P10	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	15	-	5	<b>20</b>
Inquiry and Research	-	20	-	<b>20</b>
Communication	5	5	10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Economics Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Markets Task</b>	<b>Financial Market: Research Task</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 2	Term 3, Week 4	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	P1, P2, P3, P5, P8, P10, P11	P1, P2, P3, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10	-	10	<b>20</b>
Inquiry and research	-	20		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Legal Studies Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Law System Test</b>	<b>Law in Practice Essay</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 10	Term 3, Week 4	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	P1, P2, P3, P6, P9	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	5	25	<b>40</b>
Analysis and evaluation	10	5	5	<b>20</b>
Inquiry and research		15	5	<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	10	5	<b>20</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



## Modern History Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Source Analysis</b>	<b>Historical Investigation</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 7	Term 2, Week 9	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	MH11-1 MH11-3 MH11-5 MH11-6 MH11-7 MH11-9 MH11-10	MH11-2 MH11-3 MH11-4 MH11-5 MH11-8 MH11-9 MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-7 MH11-9 MH11-10	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of content	15	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	5	10	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Creative Arts Faculty - Ms Tara-Lee Moon

## Visual Arts Schedule of Formal Assessment Tasks

Task Number	1	2	3	
<b>Name of Task</b>	<b>Critical and Historical</b>	<b>Artmaking</b> Body of Work	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 4	Term 3, Week 6	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	P8, P7, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
<b>Syllabus Component</b>				<b>Weighting</b>
Artmaking	-	50	-	<b>50</b>
Art Criticism and Art History	25	-	25	<b>50</b>
<b>Total</b>	<b>25</b>	<b>50</b>	<b>25</b>	<b>100</b>

# PDHPE - Miss Leah Thompson

## Community & Family Studies Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Individuals and Groups</b>	<b>Families and Communities</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 6	Term 3, Week 4	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	P2.1, P2.3, P4.1, P4.2	P2.2, P2.4, P3.1, P3.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	25	10	25	<b>60</b>
<b>Total</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## PDHPE Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Name of Task</b>	<b>Health Promotion Analysis</b>	<b>Training Program Analysis</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 1, Week 10	Term 2, Week 6	Term 3 Week 8 & 9	
<b>Outcomes Assessed</b>	P7, P8, P9, P10, P11, P16, P17	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in critical thinking, research, analysis and communicating	15	15	20	<b>60</b>
<b>Total</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Languages Faculty - Mrs Lucy Polvere

## Italian Schedule of Formal Assessment Tasks

Task Number	1	2	3	
<b>Name of Task</b>	<b>Comprehension, Listening and Responding- Mafia, amore e polizia</b>	<b>Conversation</b>	<b>Examination</b>	
<b>When the Task is due</b>	Term 2, Week 5	Term 3, Week 5	Term 3, Week 8 & 9	
<b>Outcomes Assessed</b>	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 1.4 4.1, 4.2, 4.3	
<b>Syllabus Component</b>				<b>Weighting</b>
Listening	20	-	10	<b>30</b>
Reading	15	-	15	<b>30</b>
Speaking	-	20	-	<b>20</b>
Writing	5	-	15	<b>20</b>
<b>Total</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

# RVE Faculty - Mr Tim Bowles

## Studies of Religion I Schedule of Formal Assessment Tasks

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Nature of task</b>	<b>Dynamic &amp; Living Religion - Research Essay</b>	<b>Depth Study - Islam Essay</b>	<b>Examination</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8 & 9	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	
<b>Syllabus Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Source-based skills	-	-	20	<b>20</b>
Investigation and research	10	10	-	<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10	-	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# VET Faculty - Mrs Kim McFadden

## HSC VET (Vocational Education & Training)

### Course Information

This is a 2 year course. The units within the HSC VET curriculum framework are competency-based. This means that a student's assessment is based on their knowledge, skills, application and attitude. Students must be able to demonstrate that they are competent in performing the task successfully based on set criteria. The assessment does not compare students against each other. Students will be judged as either **competent** or **not yet competent** according to set criteria that students are given beforehand. If students are judged as not yet competent, their teacher will let students know how they can improve and negotiate another opportunity for them to demonstrate their competence. Students will be given a maximum of three opportunities to demonstrate competencies not yet achieved.

Students will be informed where an assessment is critical to a competency determination and must ensure that they make every effort to meet the requirements of that assessment. If an assessment is to be handed in, the same rules apply as to all other Assessment Tasks.

A Certificate of Achievement is awarded to students who meet all competencies by the end of the two year course. Students who gain competency in only some of the required competencies will receive a Statement of Attainment. Although assessment requirements of this course are **competency based**, examinations are used to inform school reporting and to determine estimated examination marks for students at the end of their second year.

The NSW Education Standards Authority (NESA) requires schools and RTOs to submit an estimated examination mark for all students entered for the HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Trial HSC Examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal (NESA Assessment and Reporting in VET Stage 6).

### Work Placement

Work Placement in VET subjects is mandatory and is part of the student's assessment program for the course. If students do not satisfactorily complete the work placement requirement they will not have the course recognised by NESA. This might mean that students will not receive their HSC in this subject. The minimum required hours for students to complete work placement are equal to two weeks (70 hours) over the two year course. Further information for VET courses can be found in the Student VET Information Handbook.

For insurance reasons students on work placement must not be paid. Work placement will be organised by students themselves, with guidance from their teacher. Set weeks for students to complete their work placement will apply throughout the year. A copy of the school's public liability insurance which covers students and other persons against injury will be forwarded to employers by the student's teacher in the preceding weeks before work placement. A prohibited employment declaration form must be completed by all employers. The school must sign this document as stipulated in the Staff Engagement policy

## VET courses offered at Moama Anglican Grammar

1. Construction - Certificate II in Construction Pathways
2. Primary Industries- Certificate II in Agriculture
3. Tourism, Travel and Events- Certificate III in Tourism



## Construction - Certificate II in Construction Pathways

### Schedule of Formal Assessment Tasks

<b>Task number</b>	<b>Task</b>
<b>Nature of task</b>	Trial Examination
<b>Timing</b>	Term 3, Week 5 & 6
<b>Syllabus Component and Competencies</b>	<b>Weighting</b>
Work effectively and sustainably in the construction industry Plan and organise work Conduct workplace communication Carry out measurements and calculations Read and interpret plans and specifications Use construction tools and equipment Prepare to work safely in the construction industry Apply WHS requirements, policies and procedures in the construction industry	
<b>Marks</b>	<b>100</b>

The procedures and rules outlined in this Manual for HSC Assessment Tasks apply to these examinations

## Primary Industries - Certificate II in Agriculture

### Schedule of Formal Assessment Tasks

<b>Task number</b>	<b>Task</b>
<b>Nature of task</b>	Trial Examination
<b>Timing</b>	Term 3, Week 5 & 6
<b>Syllabus Component and Competencies</b>	<b>Weighting</b>
<b>Chemicals</b> AHCCHM201 Apply chemicals under supervision  <b>Safety</b> AHCWHS201 Participate in work health and safety processes  <b>Sustainability</b> AHCWRK209 Participate in environmentally sustainable work practices  <b>Weather</b> AHCWRK201 Observe and report on weather  <b>Working in the industry</b> AHCWRK204 Work effectively in the industry  <b>Livestock health &amp; welfare stream</b> AHCLSK202 Care health and welfare of livestock	
<b>Marks</b>	<b>100</b>

The procedures and rules outlined in this Manual for HSC Assessment Tasks apply to these examinations.

## Tourism, Travel and Events - Certificate III in Tourism

### Schedule of Formal Assessment Tasks

<b>Task number</b>	<b>Task 2</b>
<b>Nature of task</b>	Trial Examination
<b>Timing</b>	Term 3, Week 5 & 6
<b>Syllabus Component and Competencies</b>	<b>Weighting</b>
<b>Australian destinations</b> SITTTSL004 Provide advice on Australian destinations <b>Safety</b> SITXWHS001 Participate in safe work practices <b>Sustainability</b> BSBSUS201 Participate in environmentally sustainable work practices <b>Working in the industry</b> SITTIND001 Source and use information on the tourism and travel industry <b>Working with customers</b> SITXCCS006 Provide service to customers SITXCOM002 Show social and cultural sensitivity <b>Tourism and Travel stream</b> SITTTSL002 Access and interpret product information SITTTSL005 Sell tourism products and services SITTTSL006 Prepare quotations	
<b>Weighting</b>	<b>100</b>

The procedures and rules outlined in this Manual for HSC Assessment Tasks apply to these examinations.