



# Chester Hill High School

Strength in Unity, Excellence in Education

## YEAR 11 2022 ASSESSMENT HANDBOOK Term 1 2022 - Term 3 2022



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# Preliminary Assessment Information for the 2022 Higher School Certificate

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## **PRINCIPAL'S MESSAGE**

Congratulations on successfully completing Year 10 and welcome to Year 11!

This year you will have the opportunity to develop your skills in each of your chosen courses as you begin your preparations for the Higher School Certificate (HSC). It is expected that you will further develop your study, organisational and leadership skills as you engage in a range of academic, wellbeing, sporting and cultural experiences.

This handbook outlines the school based assessment procedures in every course delivered at Chester Hill High School. The procedural guidelines that govern the running of the school based assessment program are also published in this handbook.

The purpose of this assessment handbook is to facilitate thorough preparation for our students. One of the keys to success for students is forward planning and the appropriate allocation of time. Successful students will often map all of their commitments on a calendar and start their preparation for assessment tasks many weeks in advance.

The Year 11 school based assessment program provides students with the opportunities to demonstrate what they have learnt and how they can apply that knowledge in a variety of different situations. It is important for every student and their parents to review the procedures published in this handbook as these procedures make up the assessment rules every student is expected to follow.

The NSW Education Standards Authority (NESA), is the body that oversees and outlines the rules and expectations of all Preliminary and HSC courses. All schools are expected to abide by all of its policies and procedures.

If you have any questions relating to specific courses in this booklet, they should be directed in the first instance to the teacher of the course. Further clarification can be sought from the Head Teacher of the course. Contact the Deputy Principal regarding all matters relating to the procedures outlined in this handbook.

We look forward to working with you and supporting you as you progress towards the Higher School Certificate.

Maria O'Harae

## Assessment Policy and Procedure – Preliminary – Year 11

School assessment allows for the measuring of all the stated outcomes of the Preliminary courses as contained in the syllabus documents and not just those which are easily examined in an external examination. The assessment allows for the assessing of a student's progress in Year 11. In particular, it allows for the assessing of practical and oral skills, so important yet so difficult to examine.

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.

Assessment at Chester Hill High School encourages the progressive development of skills and knowledge whilst ensuring:

- equity;
- consistency across courses and faculties;
- fairness in marking and reporting; and
- coordination of the assessment program to ease the load on students.

It has also been designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure.
- Ensure that all appeals are dealt with fairly and consistently.
- Promote and protect the best interests of all students.

This handbook has been prepared to assist parents/caregivers and students in understanding the procedures used in arriving at assessment marks for Preliminary courses.

### What is Assessment?

Assessment is a process of identifying, gathering and interpreting information about student learning. Assessment is designed to provide information on student achievement and progress in each course in relation to syllabus standards, and to report on the standard of performance attained at the end of the course.

The Preliminary course requires a standards-referenced approach to assessment and reporting. A standards-referenced approach means that the achievements of students are assessed and reported against specified standards that are established for each course as specified in each syllabus.

These standards are established in the Preliminary course through:

- Knowledge, skills and understandings expected to be learnt by students studying a course;
- The standard set out in the syllabus; and
- The levels of achievement reached by the students against the 6 performance bands of the syllabus.

### How Will Assessment Be Undertaken?

- The NSW Education Standards Authority (NESA) has provided a range of documents for each NESA course. These documents include a syllabus, assessment and reporting supplement, sample assessment tasks and sample examination papers. The assessment program for each subject is devised using these documents. The documents are available on the NESA website and should be consulted by students.  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- The syllabus contains a statement of outcomes for each course. At some point during the assessment program, every one of the outcomes must be assessed.
- Each syllabus lists components that must be followed by all schools, although schools will differ in how they assess the components.
- Each course will require a different number of assessment tasks to adequately assess the course. NESA encourages teachers to assess student progress and achievement so that students will not be completely overwhelmed by assessment tasks. This will usually mean that students will undertake no more than 3 tasks for each subject during the Preliminary course.

## Preliminary Course Requirements

NESA and our school work together to record your educational achievement. From Year 10, you can access all your personal study details and results that NESA holds through your Students Online account. NESA will also provide you with the credential you have achieved. Movement to the HSC course is dependent on the successful completion of the preliminary course.

**The following is required to be achieved in order to successfully complete the preliminary course:**

- Completed the HSC: All My Own Work modules (or its equivalent), unless entered in a pattern of study comprising only Life skills courses for Year 11 and Year 12.
- Follow a Preliminary pattern of study that includes at least 12 units
  - 6 units from Board Developed Courses
  - 2 units of a Board Developed Course in English
  - 3 courses of 2 or more units (either Board Developed or Board Endorsed courses)
  - 4 courses
- **Satisfy the Course Completion Criteria**
  - (a) **followed** the course developed or endorsed by NESA;
  - (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.
- The Department of Education attendance requirement for any student is 90%. Any attendance which falls below 90% may jeopardise course completion.

*A student will be considered to have satisfactorily completed the Preliminary course, if in the Principal's view, there is sufficient evidence that the student has met the course completion criteria.*

*"Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied." (NESA Manual (ACE 8021))*

The Preliminary Course will be assessed and the school will report the final assessment to NESA as a Grade. A satisfactory assessment in courses is necessary for progress to the Higher School Certificate. The Preliminary Course assessment **will not** contribute to the Higher School Certificate assessment. Preliminary content is not examined in the HSC (except in the case of Mathematics where up to 20% of the HSC may come from the Preliminary Course). All students must have completed all assessment requirements for each course studied in Preliminary prior to proceeding to the HSC courses.

# Your Rights and Responsibilities in Preliminary and HSC Assessment

## You have the right to:

- Be informed of the assessment policies of your school and NESA.
- Receive clear guidelines relating to the requirements of each assessment task. These will be issued to you in hard copy. The template of the Chester Hill High School Assessment Task Notification Sheet is provided as Appendix 1.
- Be told in advance of the due date for each assessment task.
- Query the mark for an individual task at the time it is returned to you.

## You have the responsibility to:

- Become familiar with and follow the assessment requirements set by the school.
- Monitor upcoming tasks by reference to this handbook.
- Sit for tasks at the time specified on the assessment program.
- Hand in tasks to the class teacher during timetabled lessons on the designated date. Work submitted after 3pm on the due date will be classified as late.
- Follow the correct procedures if a due date is missed.
- Complete all set tasks on time or talk to your Head Teacher about what is required if you cannot meet a deadline.
- Avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own, or acknowledges the contribution of others.
- Follow up any concerns you have with tasks at the time they are returned to you.
- Demonstrate sustained diligence and effort in each course
- Complete all set tasks (not just assessment tasks) in order to achieve course outcomes
- Attend classes regularly and ensure your attendance does not fall below 90% to meet each course requirement
- Participate in all lessons constructively

## Information to be Provided to Students

Each school has the responsibility to tell students the following information:

- When the assessment tasks are scheduled and the relative weighting attached to each assessment task;
- What aspects of the course will be assessed; including the relevant syllabus outcomes;
- Written notification at least two (2) weeks in advance of the scheduled assessment task (Appendix 1);
- How they will be assessed, e.g. essays, test, practicals, orally

Assessment tasks of the same type and the same weighting are given to all classes studying the same course.

At the completion of each task, students will receive: a mark, a rank, an indicative cumulative rank; and where applicable, the marking criteria and feedback concerning areas for further improvement.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised, **at least two weeks in advance**, of any task that is to be used for assessment purposes. They will be issued with an Assessment Task Notification (Appendix 1). Students will be issued the task in class. The Assessment Task Notification will also be placed on the google classroom (or alternative electronic platform being used by the course) on the date of issue. The student must sign to acknowledge receipt of the Task Notification.

In the event of a student being unable to complete an assessment task the illness and misadventure process must be followed. A substitute task or an estimated assessment may be given for students that are on approved leave due to hospitalisation, VET work placement or other extenuating circumstances.

Note: Assessment Tasks should be returned within two weeks of the date of the Task/Examination.

## Rescheduling of assessment tasks

The assessment schedules published in this handbook and online for each course are accurate at the time of printing. However, due to a range of circumstances, the Head Teacher may sometimes need to reschedule a due date for an assessment. In these circumstances:

- Notification is given to students in writing.
- Every student must sign to say they have received the revised task and/or new due date.
- The new date will be later than the published date unless 2 weeks notice is given.



# Assessment Tasks

## Assessment Task Notification

Students will be advised in writing, at least two weeks in advance, of the:

- assessment components which will be assessed in the course;
- outcomes being assessed in the task;
- date due of the task;
- task and what is required; and
- assessment criteria for marking that will be used for the task.

Students must receive adequate feedback in relation to the task and their performance. Reports will be issued twice a year.

## Completion of Assessment Tasks

Students must complete all assessment tasks. This applies even to assessment tasks where the student knows they will receive zero due to lateness, as failure to complete/submit tasks carries additional consequences. Where a student has been given zero marks because of failure to complete assessment tasks totalling more than 50% of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

## Submission of Assessment Tasks

Assessment tasks should be submitted at the beginning of the timetabled lesson of that subject on the due date, but no later than 3pm. Any changes to this rule will be clearly stated in the Assessment Task Notification issued by the faculty/teacher. Tasks completed at home must be submitted directly to the teacher in person or electronically via the method outlined on the assessment notification. Every written assessment task must have a notification sheet (Appendix 1). In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Head Teacher or failing that, to the Deputy Principal Stage 6. Students should ensure that they receive an official CHHS receipt slip for every task they submit.

## Oral Tasks

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must submit a hard copy of their presentation on the due date of the task.

## Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email, on Google Classroom or via other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When this is required or permitted, the task may be submitted electronically in the manner stipulated on the assessment notification. When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media.
- The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format that can be read by most school computers.
- The assessment task should be readily identifiable.

The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work.

Technology failure (or printer breakdown) is NOT, in itself, a valid reason for failure to submit a task by the due date.

## Absence from an Assessment Task/Examination

Students must make every effort possible to be present at an assessment task.

If students are absent on the day of an assessment task or examination they must ring or email and notify the Deputy Principal (Stage 6) of the absence **before 9.00am**.

## **Non-Completion of Assessment Tasks**

### **Failure to submit, undertake or to ensure the effort is a genuine one**

All assessment tasks must be submitted on time. If a student fails to complete an assessment task, or to submit an assessment task on time, a zero mark will be recorded for that task. The Head Teacher will contact parents/guardians informing them (by phone or letter) of the non-attempt. An 'N' Determination Warning letter or email will be sent home and parents/caregivers will be asked to indicate that they have received the N Determination warning letter.

The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero then it is a matter for the teacher's professional judgement whether the attempt is a genuine and serious one.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified, and alert the student and parents/caregivers to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task and any concerns about your inability to meet an assessment due date to these activities should be discussed with the Deputy Principal - stage 6 at the time of receiving the task.

### **Attendance Before a Task Is Due – Truancy and Unacceptable Reasons for Absence Before a Task**

Missing lessons for all or part of a school day in order to prepare for a task is considered malpractice. When a student deliberately misses lessons in order to gain an advantage in a task, the Principal may decide to apply a penalty commensurate with the total time missed. Where a pattern of absence before a task is evident, the Principal may request that a medical certificate, a statutory declaration or other form of documentation be produced in order to avoid a penalty. Each case will be treated individually. If it is evident that malpractice has occurred, a penalty will result.



## Illness and Misadventure Process for School Assessment Tasks

Assessment tasks must be submitted by the due date to avoid penalty. Students may lodge a misadventure application if circumstances beyond their control occur immediately before or during the assessment task, affecting their performance for an assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks;
- Misadventure – any event beyond the student's control which hindered the completion of the assessment task. In such cases students must provide valid documentation.

Failure to provide a valid reason for the absence will result in a 'zero' mark being issued

**Note: Family holidays (whenever booked) or social engagements are not grounds for misadventure**

The responsibility to complete and submit an Assessment Task Illness/Misadventure Form rests with the student. Students **must** complete the Assessment Task Illness/Misadventure form (Appendix 2) and attach a doctor's certificate or other valid documentation on the morning of their first day they return to school and submit it to the relevant Head Teacher. They must also be prepared to submit their assessment (if not already done so) or sit their examination on their first day of return to school.

Failure to submit the relevant documentation, submit the task or sit their examination on their first day of return to school may result in the illness/misadventure application being declined.

### Chronic Conditions

Students suffering from a chronic illness are only eligible for misadventure if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

### Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. The **Assessment Task Illness/Misadventure Form** (Appendix 2) must be submitted to the Head Teacher on the first day they return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

- The paper will be marked along with all the others;
- The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement;
- If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken;
- If the new mark is significantly below expectations, it will be adjusted to reflect the student's potential.

In cases where an estimate is awarded, the classroom teacher, in consultation with the Head Teacher, will exercise their professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Misadventure **BEFORE** an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

### Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control must report immediately to their Deputy Principal. The Deputy Principal will determine an appropriate course of action.

### Extensions

Extensions for assessment tasks will not be given to students as this affects the fairness of assessment processes for all students. Students should submit all assessments on the due date and on time and can then, if there are grounds for misadventure, submit the **Assessment Task Misadventure Form** (Appendix 2).

## The 'N' Determination Process

Students studying a Stage 6 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

### **Stage One – Warning Letter No. 1**

1. Classroom teacher in consultation with the Head Teacher sends an 'N' determination warning letter home because of non-completion of an assessment task, coursework or failing to meet course requirements. The N Determination warning letter is sent within one week of the non-completion of an assessment task.
2. A new due date for the task is recorded on the letter.
3. The classroom teacher calls parent/caregiver to inform them of the first letter and to discuss strategies to assist and support the student in resolving the N-Determination warning.
4. The letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal.
5. The letter is emailed to the parent/caregiver and posted to the residential address.
6. The tear off slip is returned to the Head Teacher or Classroom Teacher by the student.
7. The task needs to be completed to be redeemed but a 'zero' mark is recorded.

### **Stage Two – Warning Letter No. 2**

1. A second 'N' Determination warning letter is sent home by the Teacher if **another** task is not completed or if the initial task has not been completed by the new due date or the student is failing to meet course requirements.
2. A new due date for the task is recorded on the letter.
3. The Head Teacher calls parents/caregivers to inform them of the second letter and to discuss strategies to assist and support students in resolving the N- Determination warning .
4. The letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal
5. The letter is emailed to the parent/caregiver and posted to the residential address.
6. The tear-off slip is returned to the Head Teacher or classroom teacher by the student.
7. The task needs to be completed to be redeemed but a 'zero' mark is recorded.

### **Stage Three - Warning Letter No. 3 and subsequent warnings**

If the student has not

- redeemed the assessment tasks or completed outstanding coursework by the due dates or
- fails to submit further assessment tasks or fails to meet course requirements

then subsequent N determination warning letters will be generated until resolved.

At the 3rd warning letter a recovery plan will be implemented by the Deputy Principal

1. A third 'N' determination warning letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal
2. Parents/caregivers are invited for an interview with the Deputy Principal and Faculty Head Teacher and informed that their child is not meeting the requirements in that course for the Preliminary Course. At the interview, parents/caregivers and their child are issued with a recovery plan for the completion of all outstanding tasks and/or coursework.

### **Stage Four - Principal's Determination Form**

- If the student has not completed the work required in the timeframe outlined in the recovery plan then a parent/caregiver meeting is organised with the Principal and Deputy Principal issuing the parents/caregivers and the student a *Year 11 Non-Completion of Course Determination - Principal's Determination Form* informing them that the student has not met the requirements to satisfactorily complete the course.
- Parents will have the option to appeal this process to the school Principal. If the Principal declines the appeal, then parents may wish to appeal to NESA.

## **'N' Determination Appeals Policy**

Students may appeal against decisions concerning aspects of the award of the Preliminary Record of Achievement on the following bases:

- (a) Student appeals against 'N' Determinations;
- (b) Student appeals against assessment rankings in Preliminary courses

### **Principal's Delegation**

NESA has delegated to Principals the authority to determine if students seeking the Record of School Achievement (RoSA) for Preliminary courses at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an 'N' Determination will not appear on any NESA Record of School achievement (RoSA) credential.

### **Warnings**

If at any time it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a Preliminary course on Higher School Certificate eligibility. The Principal must:

- advise the student in writing in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain copies of the warning notice(s) and other relevant documentation.

### **Principal's Determination**

The Principal's Determination is the initial decision made by the principal under delegated authority from NESA. Where a principal has determined that a student has not satisfied NESA requirements in a course, the Principal must advise NESA.

### **Completion of Appeal Forms**

The Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESA will review appeals only on the information submitted with the School Review Principal's Report form and the Student Appeal form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Principal's Determination form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination form, the Student Appeal form and the School Review Principal's Report form should be retained at the school. Notification must be sent to NESA so that the 'N' Determination can be removed. Principals are to complete and send to NESA the appropriate page of the School Review Principal's Report form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA. The appropriate forms relating to 'N' Determinations must be submitted to NESA by the dates specified in the HSC timetable of actions.

# Preliminary Course Illness and Misadventure Process

## Illness and Misadventure Applications

Students may lodge an illness/misadventure application if they believe that circumstances occurring immediately prior to an assessment task or during an assessment task which were beyond their control, diminished their performance or stopped them from submitting or attending an assessment task.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

### Lodging the Application

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of an assessment task. You need to submit a separate application and supporting evidence for each assessment task affected.

Application forms can be collected from Head Teachers and in the case of examinations at the time of the exam, if it is safe for the student to attend, or through the school if the student is unable to attend the exam.

Always attend assessment tasks if you can, even if you have had an illness or misadventure. Speak to your Deputy Principal before you decide not to attend an assessment task and do not attend if a doctor advises you not to.

### Submitting an application

#### Examination style and in-class Assessments

##### **If it is safe to attend the examination:**

- When you arrive at the examination, notify the Supervising Teacher in charge of your illness or misadventure and ask for an illness/misadventure application form.
- Complete and submit the form to the Head Teacher of the course or the Deputy Principal with the appropriate evidence shortly after the examination.
- The school will process the form and notify you of the outcome.

##### **If it is NOT safe to attend the examination:**

- Contact the Deputy Principal as soon as possible to advise of the issue.
- The school will provide an illness and misadventure application form for you to complete and sign.
- Once completed and signed, provide the school with evidence and submit your application to the Head Teacher of the course or the Deputy Principal.
- The school will process the form and notify you of the outcome.

### Take-home Assessments

- Collect a form from the faculty Head Teacher or Deputy Principal as soon as you know you will not be able to submit a task or when you are absent on the day a task is due.
- Complete and submit the form to the Head Teacher of the course or the Deputy Principal with the appropriate evidence shortly after the examination
- The school will process the form and notify you of the outcome.

If you apply for illness/misadventure, you will need to include advice from a relevant independent expert, for example a doctor or police officer, or evidence such as a funeral notice to show why you could not attend an examination. The school will not uphold an illness/misadventure application if the reason for your absence is not considered serious.

For performance examinations or submitted works, you must apply within 1 week of the performance or submission date.

If your application is declined, you will receive the mark you got in your examination or task. If you did not submit the task or were absent then you will receive zero for the task.

## Grounds for Illness and Misadventure Applications

Applications may be in respect of:

- illness or accident, that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination
- misadventure, that is, any other event beyond the student's control which allegedly affected the student's performance in the examination

The provisions of an illness and misadventure application does not cover:

- matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities;

- matters that could have been avoided by the student (for example, misreading of examination timetables or task instructions).
- long-term illness such as glandular fever, asthma and epilepsy — unless there is evidence of a 'flare-up' during the examination (chronic illness is not in itself an acceptable basis for an appeal).
- attendance at sporting or cultural events

## Appealing an Assessment Rank

The school will provide you with your assessment rank -your position in each school course after each task - along with your cumulative rank.

### Talk to your teacher if you believe your ranking is incorrect

You cannot appeal your marks in individual assessment tasks. But if you feel you have been incorrectly ranked in a course, talk to your teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the principal for a review. In this review, the school will consider whether it:

- weighted its assessment tasks in line with the NESA requirements
- complied with its stated assessment program when deciding your final assessment mark
- miscalculated or made a clerical error when deciding your assessment mark.

## Integrity

### What is Malpractice in Preliminary and HSC Assessment?

Malpractice, or cheating, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Some examples of behaviour considered to be cheating include, but are not limited to:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.
- Collusion (allowing someone to copy your work); or
- Forbidden aids - this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used.

The examples above are generally referred to as **plagiarism**.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of **cheating** or **using an electronic device**, the whole examination **will** be cancelled and parents and caregivers will be notified. The student will receive a zero for that task.

The school attempts to assist students to avoid malpractice by:

- Ensuring all students have completed NESA 'All My Own Work' Program to be eligible for the Preliminary and HSC course.
- Teachers constantly reminding students of good and ethical practice;

Once you move into the HSC course (Term 4) any acts of malpractice must be reported in a Malpractice Register on the NESA website. This is a requirement of NESA.

# Disability Provisions

## Disability provisions

Disability provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment task held under examination conditions. The provisions granted are solely determined by how the student's performance is likely to be affected.

Any student with a disability recognised by the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an assessment situation.

Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm before an examination.

Parents/caregivers are responsible for providing all documentation and informing the Stage 6 Deputy Principal of their child's disability.

## Administration of disability provisions for school-based tasks

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Learning Support who, in consultation with the relevant curriculum Head Teacher(s) and stage 6 DP, will consider the type of provisions that will be provided.

The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESA in the HSC examination. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

Where students are granted disability provisions these disability provisions will be applied for students in the Year 11 Examinations and other class based assessment tasks. Based on the evidence provided, applicants may be granted provisions. These provisions may include: a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print assessments or examination papers or examinations/assessments printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments, then the student may apply to the Deputy Principal Stage 6 for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.



## Vocational Education and Training (VET) Courses

### VET Courses Available at Chester Hill High School

These courses include:

- Business Services
- Retail Services
- Hospitality - Kitchen Operations
- Hospitality - Food and Beverages

Students will be informed of the following aspects of the course by their teacher in class:

- Course requirements (specifics are provided at the beginning of the course due to the evolving nature of the training packages);
- Work placement information.

### Completion of Course Requirements in a VET Course

As with all other Preliminary courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the school will follow the same procedure as for any other Preliminary course.

### VET Assessment

#### Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency-based assessment. Students are assessed as either continuing, achieved or not achieved against each unit of competency. When a student achieves a unit of competency it is signed off by the assessor. Competency based assessment determines the vocational qualifications that a student will receive.

## Work Placement - VET Courses

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESAs mandatory course requirements. It should be noted that if a student fails to undertake any **mandatory work placement** component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, a 240-hour HSC course = 70 hours work placement. 35 hours are completed in Year 11 and 35 hours in Year 12.

**For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course – they must have satisfactorily completed their work placement. This is a requirement of NESAs.**

Work placement opportunities will be offered to all students by the school. It is the student's responsibility to be ready to attend work placements offered and refusal to complete placement may result in an 'N' Determination. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement. This may require 4 – 6 weeks' notice in order to organise a suitable placement. Travel to and from the work placement is the student's responsibility.

## Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students' outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either:

1. under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
2. if undertaken concurrently with the VET course, the employment must meet the following conditions:
  - The minimum length of employment should be greater than the minimum hours of work placement;
  - The student should undertake the employment during the duration of course;
  - The workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
  - The primary purpose of the employment function is related to the industry area of the course;
  - The enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
  - Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings. Generally, only half the hours for a course will be considered.
  - Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements.
  - Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
  - Under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

## Recognition of Prior Learning (RPL) for VET Courses

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Chester Hill High School.

## Students Transferring into VET Courses (regarding recognition of prior learning)

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

- An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisations and validated assessment tasks may be used as evidence.)
- In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).
- Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
- If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

## Students Undertaking Multiple VET Courses

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESA. However, they will be able to claim the "hours" credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students.

## VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

**Step 1:**

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

**Step 2:**

Written appeal with evidence is to be presented to the VET Coordinator.

**Step 3:**

A panel of Head Teacher, VET Coordinator, Stage 6 Deputy Principal as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

**Step 4:**

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.



**APPENDIX 1 - Assessment Task # Notification Proforma** (single-sided front page)

Course:		Year:	
Topic:			
Assessment Name:			
DATE DUE:		Total Weighting	
		Total Marks	
STUDENT NAME:			
Progress Check FEEDBACK	(Individualised based on task – tick a box or lines for feedback) <input type="checkbox"/>		
Progress Check Date:			

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....



**Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

### Task Information

<b>Important idea(s) being explored:</b>	
<b>Skills, Knowledge and understanding being demonstrated:</b>	
<b>Task Requirements:</b>	
<b>Syllabus Outcomes:</b>	

### Marking Guidelines

<b>Criteria</b>	<b>Marks</b>

**Feedback from student about task:**

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *SUBJECT* is \_\_\_\_\_

Learning in *SUBJECT* could be improved if: \_\_\_\_\_

Dear teacher, I need help in the following areas: \_\_\_\_\_

**FEEDBACK from Teacher:**

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<b>Task Mark</b>		<b>Task Rank</b>	
<b>Teacher Signature</b>		<b>Cumulative Course Rank</b>	



APPENDIX 2

Chester Hill High School

Strength in Unity, Excellence in Education



ASSESSMENT TASK ILLNESS/MISADVENTURE FORM

Submit this form to the HEAD TEACHER on the FIRST DAY OF YOUR RETURN TO SCHOOL

Name of Student: \_\_\_\_\_ Year: \_\_\_\_\_

TASK: \_\_\_\_\_ Course: \_\_\_\_\_ DUE DATE: \_\_\_\_\_

Reason for missing the task/misadventure: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver \_\_\_\_\_ Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

Doctor's Certificate attached? YES / NO

(Doctor's Certificate MUST be attached to this form if your reason is **ILLNESS**)

Other supporting documentation provided? YES / NO

If you were sick DURING an assessment, did you notify the teacher/DP immediately? YES / NO

HEAD TEACHER RECOMMENDATION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DEPUTY PRINCIPAL DECISION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal (in charge of year): \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

OFFICE USE ONLY

Copy to  Student  File  Head Teacher

## COURSE ASSESSMENT SCHEDULES

**Students sign to acknowledge receipt of the Assessment Schedules.**

**Students will be given at least two weeks' notice before each assessment task to confirm the date.**

The assessment of a student's achievement throughout the Preliminary course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of preliminary classwork and assessable tasks is mandatory for students to continue into Year 12 and HSC courses of study. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

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### **STUDENT INSTRUCTIONS**

- Refer to the Assessment Schedules for all your Preliminary courses.
- Assessment Calendar: Tear off the last 2 pages of this handbook and highlight the assessment tasks for your courses. This will help you to see at a glance when tasks are due, and therefore, help you with your organisation.
- Keep the Assessment Handbook for future reference.

**Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESAs regulations.**



### 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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Source Based Task - Babylon and Athens	Historical Investigation	Preliminary Examination
	<b>Content</b>	Investigating Ancient History - Case Studies	Cultural Heritage and the Role of Museums	Power and Image: Assyria and Egypt
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 8 <b>TASK DUE:</b> Term 2 Week 1	<b>TASK ISSUED:</b> Term 2 Week 5 <b>TASK DUE:</b> Term 3 Week 2	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
Outcomes		AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-9	AH11-3, AH11-7, AH11-8, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-9
TOTAL WEIGHTING %	100%	30%	30%	40%



### OUTCOMES

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation  
 BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 BIO11-5 analyses and evaluates primary and secondary data and information  
 BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Practical/Skills Assessment Enzyme Activity Practical Investigation & Report	In-Depth Study Darwin's Voyage on the HMS Beagle	Preliminary Examination
	<b>Content</b>	Module 1 – Cells as the Basis of Life	Module 3 – Biological Diversity	All modules
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 7 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 7 <b>TASK DUE:</b> Term 3 Week 2	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Skills in working scientifically	60%	20%	25%	15%
Knowledge and understanding of course content	40%	5%	10%	25%
Outcomes		BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10	BIO 11-1, BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
TOTAL WEIGHTING %	100%	25%	35%	40%

TERM	UOC CODE	Unit of Competency	AQF Core/ Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 yrs  35 hrs Work placement   0% Preliminary Exam
Term 1 2022 Due T1 W7	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	<b>Cluster 1: Let's get tech savvy</b> Direct observation, produce based method, questioning	
Terms 1- 2 2022 Due T2 W7	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	<b>Cluster 2: Organising business safety</b> Direct observation, produce based method, questioning	
Terms 2- 3 2022 Due T3 W10	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	<b>Cluster 3: Working in Industry</b> Direct observation, produce based method, questioning	
<b>7 HSC UOCs</b>							
Term 4 2022 Due T4 W3	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	<b>Cluster 4: Wellbeing</b> Direct observation, produce based method, questioning	
Term 4 2022 - Term 1 2023 Due T1 W5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	<b>Cluster 5: Mastering document design</b> Direct observation, produce based method, questioning	
Term 1- 2 2023 Due T2 W10	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	<b>Cluster 6: Sharing is caring</b> Direct observation, produce based method, questioning	
Term 3 2023 Due T3 W8	BSBINN201	Apply critical thinking skills in a team environment	C	M	20	<b>Cluster 7: Thinking critically</b> Direct observation, produce based method, questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 225			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	



### 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

		TASK 1	TASK 2	TASK 3
	Task	Topic Test	Business Plan	Preliminary Examination
	Content	Nature of Business	Business Planning and Business Management	All topics
COMPONENTS	WEIGHTING	<b>TASK ISSUED:</b> Term 1 Week 5 <b>TASK DUE:</b> Term 1 Week 9	<b>TASK ISSUED:</b> Term 2 Week 1 <b>TASK DUE:</b> Term 3 Week 2	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus- based skills	20%	10%		10%
Inquiry and research	20%		20%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
Outcomes		P1, P2, P6, P8	P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
TOTAL WEIGHTING %	100%	25%	35%	40%





### OUTCOMES

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation  
 CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 CH11-5 analyses and evaluates primary and secondary data and information  
 CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Problem Solving Task: Quantitative Chemistry	Depth Study	Preliminary Examination
	<b>Content</b>	Introduction to Quantitative Chemistry	Reactive Chemistry	Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry and Drivers of Reactions
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 11 <b>TASK DUE:</b> Term 2 Week 3	<b>TASK ISSUED:</b> Term 2 Week 5 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Skills in working scientifically	60%	15%	30%	15%
Knowledge and understanding of course content	40%	10%	5%	25%
Outcomes		CH11-2, CH11-3, CH11-6 CH11-7, CH11-9	CH11-1, CH11-3, CH11-5, CH11-7 CH11-10	CH11-2, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11
TOTAL WEIGHTING %	100%	25%	35%	40%



### 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  
 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society  
 7.2 develops a sense of responsibility for the wellbeing of themselves and others  
 7.3 appreciates the value of resource management in response to change  
 7.4 values the place of management in coping with a variety of role expectations

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Report - Investigation of a Social Issue	Research Task - Analysis of a Group	Preliminary Examination
	<b>Content</b>	Resource Management	Individuals and Groups Families and Communities	Resource Management Individuals and Groups Families and Communities
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 5 <b>TASK DUE:</b> Term 1 Week 9	<b>TASK ISSUED:</b> Term 2 Week 10 <b>TASK DUE:</b> Term 3 Week 5	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	15%	15%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Outcomes		P1.1, P1.2, P4.1, P4.2, P5.1, P6.1	P2.1, P2.3, P2.4, P3.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P6.1, P6.2
TOTAL WEIGHTING %	100%	35%	35%	30%



### OUTCOMES

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

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Practical Project 1 and Folio	Practical Project 2 and Folio	Preliminary Examination
	<b>Content</b>	Design	Industry Study	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 5 <b>TASK DUE:</b> Term 2 Week 2	<b>TASK ISSUED:</b> Term 2 Week 4 <b>TASK DUE:</b> Term 3 Week 4	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> Exam Period Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	15%	15%	10%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	25%	25%	10%
Outcomes				
<b>TOTAL WEIGHTING %</b>	100%	40%	40%	20%



**OUTCOMES**

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles  
 P1.2 explores ideas and situations, expressing them imaginatively in dramatic form  
 P1.3 demonstrates performance skills appropriate to a variety of styles and media  
 P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively  
 P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance  
 P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action  
 P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration  
 P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole  
 P2.1 understands the dynamics of actor-audience relationship  
 P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action  
 P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces  
 P2.5 understands and demonstrates the commitment, collaboration and energy required for a production  
 P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance  
 P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others  
 P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques  
 P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements  
 P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Presentation of Group Performance: Improvisation	Presentation of Individual Performance: Monologue and Research Essay	Design Project and Group Performance
	<b>Content</b>	Improvisation, Play-Building and Acting	Theatrical Traditions and Performance Styles	Elements of Production in Performance
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 3 <b>TASK DUE:</b> Term 1 Week 9	<b>TASK ISSUED:</b> Term 2 Week 2 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 2 <b>TASK DUE:</b> Term 3 Week 10
Making	40%	10%	10%	20%
Performing	30%	10%	10%	10%
Critically Studying	30%		20%	10%
Outcomes		P1.1, P1.3, P2.1	P1.6, P2.4 P3.1, P3.3	P1.3 , P1.4, P2.2, P2.4, P3.2
TOTAL WEIGHTING %	100%	20%	40%	40%



### OUTCOMES

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

		TASK 1	TASK 2	TASK 3
	Task	Presentation	Research Task	Preliminary Examination
	Content	Consumers and Business	Labour Markets	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 4 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 5 TASK DUE: Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of economic information, ideas and issues in appropriate forms	20%	10%		10%
Outcomes		P1, P2, P7, P8, P10, P12	P3, P5, P7, P8, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P11
TOTAL WEIGHTING %	100%	30%	30%	40%




## OUTCOMES

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

		TASK 1	TASK 2	TASK 3	
		Task	Portfolio	Multimodal Presentation	Preliminary Examination
		Content	Common Module: Reading to Write	Module A: Contemporary Possibilities	Module B: Close Study of Literature
COMPONENTS	WEIGHTING	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 5 TASK DUE: Exam Period - Term 3 Weeks 7/8	
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%	
Outcomes		EN11-1, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-6, EN11-7, EN11-9	EN11-1, EN11-3, EN11-4, EN11-5, EN11-8	
TOTAL WEIGHTING %	100%	30%	30%	40%	

Highlighted in the above document are changes on the Assessment Schedule - these were made on 15/02/2022 and communicated to students.

<b>2022 Preliminary Assessment Schedule</b>	<b>Stage 6 English Advanced (Board Developed Course - 2 unit)</b>	<b>CHESTER HILL HIGH SCHOOL</b>
<b>OUTCOMES</b>		

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

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Portfolio	Multimodal Presentation	Preliminary Examination
	<b>Content</b>	Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 5 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 5 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
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%
Outcomes		EA11-1, EA11-3, EA11-4, EA11-5, EA11-6	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8
<b>TOTAL WEIGHTING %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**2022 Preliminary Assessment Schedule**
**Stage 6 English Extension (Board Developed Course - 2 unit)**
**CHESTER HILL HIGH SCHOOL**

**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

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Imaginative Response with Deconstruction	Multimodal Presentation	Preliminary Examination
	<b>Content</b>	Texts, Culture and Value	Related research project	Texts, Culture and Value
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED: Term 1 Week 5 TASK DUE: Term 2 Week 1</b>	<b>TASK ISSUED: Term 2 Week 5 TASK DUE: Term 3 Week 1</b>	<b>TASK ISSUED: Term 3 Week 5 TASK DUE: In Exam Period - Term 3 Weeks 7/8</b>
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%
Outcomes		EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5	EE11-2, EE11-3, EE11-5
<b>TOTAL WEIGHTING %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>





**OUTCOMES**

- ES11-1 - comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 - identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 - gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 - composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 - develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features in texts that convey meaning in text
- ES11-6 - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 - represents own ideas in critical, interpretive and imaginative texts
- ES11-8 - identifies and describes relationships between texts
- ES11-9 - identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 - monitors and reflects on aspects of their individual and collaborative processes in order to plan for future planning

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Portfolio	Multimodal Presentation	Preliminary Examination
	<b>Content</b>	Mandatory Module: Achieving Through English: English in Education, Work and Community	Module L: Who Do I Think I Am?	Module D: Digital Worlds Module K: The Big Screen
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 5 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 5 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	15%	15%	20%
Outcomes		ES11-1, ES11-3, ES11-4, ES11-6, ES11-7, ES11-10	ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9
TOTAL WEIGHTING %	100%	30%	30%	40%



### OUTCOMES

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Writing Task - WebsiteArticle	Multimodal Presentation (including listening)	Preliminary Examination
	<b>Content</b>	Module A: Language, Texts and Context	Module B: Close Study of Text	All modules
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 2 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 1 <b>TASK DUE:</b> Term 2 Week 7	<b>TASK ISSUED:</b> Term 3 Week 1 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Outcomes		EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6
TOTAL WEIGHTINGS %	100%	30%	40%	30%



### OUTCOMES

- P1 differentiates between spatial and ecological dimensions in the study of geography  
 P2 describes the intersections between the four components which define the biophysical environment  
 P3 explains how a specific environment functions in terms of biophysical factors  
 P4 analyses changing demographic patterns and processes  
 P5 examines the geographical nature of global challenges confronting humanity  
 P6 identifies the vocational relevance of a geographical perspective  
 P7 formulates a plan for active geographical inquiry  
 P8 selects, organises and analyses relevant geographical information from a variety of sources  
 P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries  
 P10 applies mathematical ideas and techniques to analyse geographical data  
 P11 applies geographical understanding and methods ethically and effectively to a research project  
 P12 communicates geographical information, ideas and issues using written and/or oral, cartographic and graphic forms

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Fieldwork Report	Senior Geography Project	Preliminary Examination
	<b>Content</b>	Biophysical Interactions	Senior Geography Project	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 8 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 1 <b>TASK DUE:</b> Term 2 Week 10	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	5%	25%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	10%	10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%	5%
Outcomes		P2, P3, P7, P8, P9, P12	P7, P8, P9, P10, P11, P12	P1, P4, P5, P6, P7, P8, P9, P10, P12
TOTAL WEIGHTINGS %	100%	30%	30%	40%

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHIND003 Use hospitality skills effectively</b>	240 Indicative Hours over 2 years 35 hrs Work placement 0% Prelim Yearly Exam
Term 1 2022 Due T1W10	SITXFSA001	Use hygienic practices for food safety	E	M	10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	10		
Term 2 2022 Due T2W10	SITXFSA002	Participate in safe food handling practices	E	E	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
	SITHCCC002	Prepare and present simple dishes	E	E	20		
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
Term 3 2022 Due T3W10	SITHFAB004	Prepare and serve non-alcoholic beverages**	E	S	15	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work	
	SITXCOM002	Show social and cultural sensitivity	C	E	10		
	SITXCOM001	Source and present information	E	E	10		
<b>5 HSC UOCs</b>							35 hrs Work placement  The final estimated exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.  100% Trial HSC Exam
Term 4 2022 Term 1-2 2023 Due T2W10	SITXCCS003	Interact with customers	C	S	15	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence.  *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	
	SITHFAB005	Prepare and serve espresso coffee*/**	E	S	15		
	SITHFAB007	Serve food and beverage**	E	S	40		
	SITHIND003	Use hospitality skills effectively**	C	E	20		
Term 2-3 2023 Due T3W8	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
	SITHIND002	Source and use information on the hospitality industry	C	M	20		
NESA requires students to study a minimum of 240 hours to meet and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

**\*\* NOTE: person with THREE years' Industry Experience must be involved in assessment**

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1 2022 Due T1W10	<b>9 PRELIMINARY UOCs</b>					<i>Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years  % Prelim Yearly Exam  35 hrs Work placement
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2 2022 Due T2W10	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
	SITHCCC002	Prepare and present simple dishes	E	E	20		
Term 3 2022 Due T3W10	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Term 4 2022 Term 1-2 2023 Due T2W10	<b>5 HSC UOCs</b>						35 hrs Work placement  The final estimated exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.  100% Trial HSC Exam
	SITHCCC005	Prepare dishes using basic methods of cookery**	C	S	40	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods.	
	SITHCCC006	Prepare appetisers and salads**	E	E	25		
	SITHCCC011	Use cookery skills effectively**	C	E	20		
Term 2 & 3 2023 Due T3W8	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

**\*\* NOTE: person with THREE years' Industry Experience must be involved in assessment.**



**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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Industry Case Study	Project and Folio	Preliminary Examination
	<b>Content</b>	Industry Study	Design Management and Communication	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 4 <b>TASK DUE:</b> Term 1 Week 9	<b>TASK ISSUED:</b> Term 1 Week 10 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 3 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in the management, communication and production of projects	60%	10%	30%	20%
Outcomes		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
TOTAL WEIGHTINGS %	100%	20%	40%	40%



## OUTCOMES

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation  
 INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 INS11/12-5 analyses and evaluates primary and secondary data and information  
 INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 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

		TASK 1	TASK 2	TASK 3	
		Task	Depth Study	Practical Examination	Preliminary Examination
		Content	Module 3: Scientific Models	Module 1: Cause and Effect – Module 2: Observing Cause and Effect – Inferences and Generalisations Module 3: Scientific Models Module 4: Theories and Laws	All modules
COMPONENTS	WEIGHTING	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 11	TASK ISSUED: Term 2 Week 7 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: In Exam Period - Term 3 Weeks 7/8	
Skills in working scientifically	60%	20%	25%	15%	
Knowledge and understanding of course content	40%	10%	5%	25%	
Outcomes		INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-6, INS11-7, INS11-10, INS11-11	INS11-3, INS11-4, INS11-5, INS11-6, INS11-7, INS11-8, INS11-9, INS11-10, INS11-11	INS11-1, INS11-2, INS11-4, INS11-5, INS11-6, INS11-7, INS11-8, INS11-9, INS11-10, INS11-11	
TOTAL WEIGHTINGS %	100%	30%	30%	40%	



**OUTCOMES**

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of text

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Reading and Listening Task	Reading, writing and speaking Task	Preliminary Examination
	<b>Content</b>	Family life, home and neighbourhood	Family life, home and neighbourhood People, places and communities	Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 2 Week 1 <b>TASK DUE:</b> Term 2 Week 3	<b>TASK ISSUED:</b> Term 3 Week 1 <b>TASK DUE:</b> Term 3 Week 3	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Listening	30%	15%		15%
Reading	30%	15%	10%	5%
Speaking	20%		10%	10%
Writing	20%		10%	10%
Outcomes		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>TOTAL WEIGHTINGS %</b>	100%	30%	30%	40%





**OUTCOMES**

1.1 uses a range of strategies to maintain communication  
 1.2 conveys information appropriate to context, purpose and audience  
 1.3 exchanges and justifies opinions and ideas  
 1.4 reflects on aspects of past, present and future experience  
 2.1 applies knowledge of language structures to create original text  
 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience  
 2.3 structures and sequences ideas and information  
 3.1 conveys the gist of texts and identifies specific information

3.2 summarises the main ideas  
 3.3 identifies the tone, purpose, context and audience  
 3.4 draws conclusions from or justifies an opinion  
 3.5 interprets, analyses and evaluates information  
 3.6 infers points of view, attitudes or emotions from language and context  
 4.1 recognises and employs language appropriate to different social contexts  
 4.2 identifies values, attitudes and beliefs of cultural significance  
 4.3 reflects upon significant aspects of language and culture

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Reading and Listening	Reading, Writing and Speaking	Preliminary Examination
	<b>Content</b>	The individual: personal world, leisure, daily life, future plans	The individual: personal world, leisure, daily life The Japanese speaking community: travelling in Japan	The individual: personal world, leisure, daily life, future plans The Japanese speaking community: travelling in Japan, living in Japan, cultural life
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 2 Week 1 <b>TASK DUE:</b> Term 2 Week 3	<b>TASK ISSUED:</b> Term 3 Week 1 <b>TASK DUE:</b> Term 3 Week 3	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Listening	30%	15%		15%
Reading	30%	15%	10%	5%
Speaking	20%		10%	10%
Writing	20%		10%	10%
		3.1, 3.2, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3
<b>TOTAL WEIGHTINGS %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## 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 the 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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Media File	Essay	Preliminary Examination
	<b>Content</b>	The Legal System	The Individual and the Law	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 4 <b>TASK DUE:</b> Term 1 Week 8	<b>TASK ISSUED:</b> Term 2 Week 5 <b>TASK DUE:</b> Term 2 Week 7	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	5%	10%	25%
Analysis and evaluation	20%	10%	5%	5%
Inquiry and research	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	10%
Outcomes		P1, P2, P3, P4, P6, P7, P8	P1, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
TOTAL WEIGHTINGS %	100%	30%	30%	40%



**OUTCOMES**

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- 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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Class Test (with annotated reference sheet)	Assignment	Preliminary Examination
	<b>Content</b>	Statistical analysis: Classifying and Representing Data, Summary Statistics	Financial Mathematics	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 8 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 7 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Outcomes		MS11-2, MS11-7, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-7, MS11-8, MS11-10
TOTAL WEIGHTINGS %	100%	30%	30%	40%

<b>2022 Preliminary Assessment Schedule</b>	<b>Stage 6 Mathematics Advanced (Board Developed Course - 2 unit)</b>	<b>CHESTER HILL HIGH SCHOOL</b>
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<b>OUTCOMES</b>
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- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Topic Test (with annotated reference sheet)	Differentiation Assignment	Preliminary Examination
	<b>Content</b>	Functions	Functions, Calculus	All Topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 8 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 7 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Outcomes		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
TOTAL WEIGHTINGS %	100%	30%	30%	40%



### OUTCOMES

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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Topic Test	Rates of Change Assignment	Preliminary Examination
	<b>Content</b>	Functions	Functions and Calculus	All Topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 2 Week 1 <b>TASK DUE:</b> Term 2 Week 3	<b>TASK ISSUED:</b> Term 2 Week 9 <b>TASK DUE:</b> Term 3 Week 1	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Outcomes		ME11-1, ME11-2, ME11-7	ME11-1, ME11-4 ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7
TOTAL WEIGHTINGS %	100%	30%	30%	40%

**NOTE:**

The content-specific outcomes included in each assessment task may vary slightly depending on the progress of the course.

Students studying the 'Mathematics Extension 1' course will also complete all of the tasks in the 'Mathematics Advanced' course. For these students, the 'Mathematics Extension 1' course is out of **50 marks**.



**OUTCOMES**

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts  
 N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems  
 N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions  
 N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems  
 N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature  
 N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability  
 N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance  
 N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design  
 N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations  
 N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts  
 N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	Assignment	Class Test (with annotated reference sheet)	Preliminary Examination
	<b>Content</b>	Whole Numbers Operations with whole numbers Data graphs and Tables	Distance, Area and Volume Time Fractions and Decimals	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 8 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 7 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and Understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
Outcomes		N6-2.1, N6-2.3, N6-3.1, N6-3.2	N6-2.1, N6-2.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2
TOTAL WEIGHTINGS %	100%	30%	30%	40%



### 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 and 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-structure forms  
 MH11-10 discusses contemporary methods and issues involved in the investigations of modern history

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Investigation Source Task - JFK Case Study	Historical Investigation - Museum Display	Preliminary Examination
	<b>Content</b>	Investigating Modern History - Case Studies	Historical Investigation	All topics
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 7 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Week 2 <b>TASK DUE:</b> Term 3 Week 2	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	5%	15%	
Communication of historical information in appropriate forms	20%	5%	5%	10%
Outcomes		MH11-6, MH11-7, MH11-9	M11-2, MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-3, MH11-5, MH11-9
TOTAL WEIGHTINGS %	100%	30%	30%	40%



### OUTCOMES

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristics of the topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound source 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

		TASK 1	TASK 2	TASK 3
	<b>Task</b>	Composition Portfolio & Musicological Research	Performance and Viva Voce	Aural Examination
	<b>Content</b>	Topic 1 - Methods of notating music	Topic 2 - Music for small ensembles	
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 3 <b>TASK DUE:</b> Term 1 Week 10	<b>TASK ISSUED:</b> Term 2 Weeks 2 <b>TASK DUE:</b> Term 2 Week 9	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7-8
Performance	25%		25%	
Composition	25%	25%		
Musicology	25%	10%	15%	
Aural	25%			25%
Outcomes		P2, P3, P6, P7, P8	P1, P4, P5, P6	P4, P5, P7, P8
TOTAL WEIGHTINGS %	100%	35%	40%	25%





**OUTCOMES**

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	In-class Written Task	Research Task	Preliminary Examination
	<b>Content</b>	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Core 1 and 2, First Aid and Fitness Choices
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 7 <b>TASK DUE:</b> Term 1 Week 9	<b>TASK ISSUED:</b> Term 2 Week 6 <b>TASK DUE:</b> Term 2 Week 8	<b>TASK ISSUED:</b> Term 3 Week 5 <b>TASK DUE:</b> In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
Outcomes		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
TOTAL WEIGHTINGS %	100%	30%	30%	40%

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							
Issued: T1 W2 Due: T1 W10	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years
Issued: T1 W6 Due: T2 W10	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	35 hrs Work placement  0% Preliminary Exam
Issued: T2 W6 Due: T3 W10	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	
<b>7 HSC UOCs</b>							
Issued: T4 W1 Due: T1 W1 2023	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	35 hrs Work placement 100% Trial HSC Exam The final estimated exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Issued: T1 W1 2023 Due: T2 W10 2023	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning	
Issued: T3 W1 2023 Due: T3 W8 2023	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Note: This may change due to RTO requirements



### 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

		TASK 1	TASK 2	Task 3
	Task	Cross-Cultural Research	In-Class Essay	Preliminary Examination
	Content	The Social and Cultural World	Personal and social Identity	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 1 Week 4 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 5 TASK DUE: In Exam Period - Term 3 Weeks 7/8
Knowledge and understanding of course content	50%	10%	25%	15%
Application and evaluation of social and cultural research methods	30%	15%		15%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
Outcomes		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3 P4,P5, P6, P9, P10
TOTAL WEIGHTINGS %	100%	30%	30%	40%



**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 recognises the skills and abilities required to adopt roles that support health, safety and physical activity  
 5.1 accepts responsibility for personal and community health  
 5.2 willingly participates in regular physical activity  
 5.3 values the importance of an active lifestyle  
 5.4 values the features of a quality performance  
 5.5 strives to achieve quality in personal performance

	Task	TASK 1	TASK 2	TASK 3
		In-Class Task (20%) Practical application (10%)	Program (15%) Practical application (25%)	First Aid Theory (15%) Practical (15%)
		Content	Outdoor Recreation	Resistance Training
COMPONENTS	WEIGHTING	TASK ISSUED: Term 1 Week 6 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 4 TASK DUE: Term 2 Week 6	TASK ISSUED: Term 3 Week 3 TASK DUE: Term 3 Week 5
Knowledge and understanding	50%	20%	15%	15%
Skills	50%	10%	25%	15%
Outcomes		1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.3, 2.5, 3.6, 4.2, 4.4, 4.5
TOTAL WEIGHTINGS %	100%	30%	40%	30%



### OUTCOMES

- P1 explores the conventions of practice in artmaking
- 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 artmaking
- 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

		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task</b>	<b>Documenting Practice</b> Documentary analysis of a selected artist's practice through the frames  Submission of 3–5 experimental artworks demonstrating how this analysis has informed developments in the student's artmaking practice	<b>Extended Written Response</b> Using research on selected artists as the basis for an in-class extended response  Submission of research	<b>Investigating Artmaking Practice</b> Curated exhibition of a series of completed artworks evidencing two or more expressive forms  VAPD with written account of how forms and subject matter have been used to represent significant ideas
	<b>Content</b>	Practice and the frames: A Modern Twist	Conceptual framework and the frames: Postmodernism – To the Streets!	Practice, conceptual framework and the frames: Art - Then & Now
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK ISSUED:</b> Term 1 Week 2 <b>TASK DUE:</b> Term 1 Week 11	<b>TASK ISSUED:</b> Term 2 Week 2 <b>TASK DUE:</b> Term 2 Week 10	<b>TASK ISSUED:</b> Term 2 Week 5 <b>TASK DUE:</b> Term 3 Week 9
Artmaking	50%	10%		40%
Art criticism and art history	50%	20%	30%	
Outcomes		P1, P3, P9, P10	P8, P9	P4, P5, P6
TOTAL WEIGHTINGS %	100%	30%	40%	30%



# My HSC Assessment Calendar Term 1 2022 – Term 3 2022

TM/WK	W1 and W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
<b>T1 2021</b>						Business Services	Legal Studies Sport, Lifestyle and Recreation	Business Studies Community and Family Studies Drama Economics Industrial Technology - Timber PDHPE	Biology English Standard English Advanced English EALD English Studies Geography Hospitality - Kitchen Operations Hospitality - Food and Beverage Mathematics Standard Mathematics Advanced Modern History Music 1 Numeracy Retail Services Society and Culture	Investigating Science Visual Arts
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
<b>T2 2022</b>	Ancient History English Extension 1	Design and Technology	Chemistry Japanese Beginners Japanese Continuers Mathematics Extension 1			Sport, Lifestyle and Recreation	Business Services English EALD Legal Studies	PDHPE	Chemistry Drama Economics English Standard English Advanced English Studies Industrial Technology - Timber Mathematics Standard Mathematics Advanced Music 1 Numeracy Society and Culture	Geography Hospitality - Kitchen Operations Hospitality - Food and Beverage Investigating Science Retail Services Visual Arts
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
<b>T3 2022</b>	English Extension 1 Mathematics Extension 1	Ancient History Biology Business Studies Modern History	Japanese Beginners Japanese Continuers	Design and Technology	Community and Family Studies Sport, Leisure and Recreation		<b>Preliminary Examinations</b> All subjects except for: - Business Services - Drama - Hospitality (Kitchen Operations and Food and Beverage) - Retail Services - Sport, Leisure and Recreation - Visual Arts		Visual Arts	Business Services Drama Hospitality - Kitchen Operations Hospitality - Food and Beverage Retail Services