

Penola Catholic College



Year 11
Assessment Handbook

2022

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Introduction

This handbook outlines the Preliminary Assessment procedures for Penola Catholic College students and parents.

Students will complete 12 units of Preliminary Study in order to proceed to the HSC course. In the HSC year of study students must complete a minimum of 10 units. All students must study one of the following: Studies of Religion (2 units), Studies of Religion (1 unit) or Catholic Studies (1 unit) as well as either English Advanced, English Standard or English Studies.

The Year 11 Assessment Policy aims to ensure fairness, justice and equity for each student in the completion of all assessment tasks including examinations throughout the Preliminary Course of Study.

Throughout Year 11 a variety of activities will be used to assess a student's knowledge and skills including class topic tests, assessment tasks, research assignments, oral tasks, practical work and formal examinations. It is most important that students realise the need to work consistently throughout the whole Preliminary Course.

The Purpose of Assessment

The curriculum for the Higher School Certificate (HSC) provided by a registered and accredited non-government school must meet the requirements of the Education Act (NSW).

The rules and procedures for the HSC are detailed on the ACE website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students> and NESA Official Notices. To qualify for the HSC,

students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and a HSC pattern of study comprising at least 10 units. Both patterns must include at least:

- Six units from NESA Developed Courses
- Two units from a NESA Developed Course in English
- Three courses of two units value or greater (either NESA Developed or NESA Endorsed Courses)
- Four subjects

Schools need to refer to the rules and procedures in the ACE website and NESA Official Notices to ensure eligibility of students for the HSC credential and for details of school responsibilities in relation to the requirements for the award of the HSC, including satisfactory completion of a course and rules concerning attendance and appeals.

Assessment: A Standards-Referenced Approach

An Overview

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

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

In the context of the Preliminary Course a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes
- multiple measures and observations made throughout the Preliminary course rather than a single assessment event.

It is a requirement of the school assessment program that for each course they teach, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 11 and each has a weighting determined by the school within guidelines provided by NESA. School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment grade for each student. These assessment grades are then submitted to NESAs which are recorded on each student's Record of School Achievement (RoSA).

What are Schools Expected to do?

In summary, in a standards-referenced approach to Assessment, schools are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report grades to NESAs.

RoSA Information

NSW Record of School Achievement (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965.

It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate, would be replaced by a broader cumulative record of achievement.

It is now much less common for students to leave school at the end of Year 10 to seek work or start apprenticeships. For those students, receiving their School Certificate was a natural 'exit point' from their school education.

For many people, completing Years 11 and 12 and getting a Higher School Certificate (HSC) was considered important only if a student wanted to enter university.

Much has changed over the last 50 years. Many more students want to stay at school to complete their HSC, and as a community we are encouraging that trend by increasing the school leaving age, setting national targets for school retention, and introducing more and varied courses.

Some students will still want to leave school before receiving their HSC. Currently, around 18 percent of students who complete Year 10 do not go on to receive their HSC. Students who decide to leave school during Years 11 or 12 deserve a record of their school achievements, presented in a way that is appropriate for the 21st century, and meaningful for them and prospective employers.

The RoSA credential :

- Is a record of achievement for students who leave school prior to receiving their HSC
- Reports results of moderated, school-based assessment, not external tests
- Is available when a student leaves school any time after they complete Year 10 from 'Students Online' on NESA website
- Is cumulative and recognises a student's achievements until the point they leave school
- Shows a result for all courses completed in Year 10 and Year 11
- Is able to be reliably compared between students across NSW
- Gives students the option to take online literacy and numeracy tests
- Is comprehensive and offers the ability to record a student's extra-curricular achievements.

NESA Common Grade Scale for the Preliminary Course

A student's assessment achievement will link to the Common Grade Scale. There are five grades. Each one will contain a description of the achievement of the typical student's work at that level. These grades capture a student's achievement at the end of the course across all outcomes of the course. Below is the common grade scale.

A

The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Assessment Requirements

NESA Course Assessment Schedules

The **NESA Stage 6 Syllabus documents** state the components of the assessment in terms of groupings of syllabus objectives and the weightings to be attached to these components. These components and weightings are listed with each course's assessment schedule. This is to provide a variety of tasks and to cover all essential components of the course syllabus.

Students are informed through Part B of this booklet of the assessment requirements for each Preliminary course. This information includes:

1. The specific components and their weightings;
2. The nature of each assessment task (e.g., written test, assignments, field trip, practical work etc.);
3. The term in which each assessment task will occur;
4. The percentage value of each task; and
5. Conditions, which apply to student absence, late submission of work and failure to complete an assessment task;
6. The outcomes being assessed.

Please see the VET section for specific requirements for VET Courses.

The assessment period commences in Week 1 of Term 1 of the Preliminary Year, and finishes for most courses no later than Week 10, Term 3.

Late Assessment Submissions

A NESA Warning Letter is issued immediately. This results in a parental/student interview with the Assistant Principal (Learning) and the relevant KLA Leader of Learning.

Receiving a NESA Warning Letter is a serious matter and indicates students are **NOT** meeting the course requirements. The issue **MUST** be addressed immediately or achievement in the relevant course may be jeopardised. **If a student does not meet requirements in ONE Preliminary Course they may NOT be eligible to continue into the HSC year.**

Marking Criteria

Marking Criteria are attached to all Assessment Task information, which clearly outlines the areas for assessment and the marks allocated. Students should always study the marking criteria carefully to determine how and what marks will be allocated in the assessment. This should be a point of reference whilst a student is completing their work and would be a useful student self-assessment tool on completion of the assessment work by highlighting each line of the criteria in the appropriate box.

The Exam Rubric

The rubric is a statement of basic requirements for a student to follow when answering an exam question or an assessment task. They are not as detailed, specific or indicative of achievement as the marking criteria are. However, it is important that students take note of them in planning their answers.

Assessment Procedures

Assessment in the Preliminary Course

All students will receive an assessment notification to outline all of the essential information in relation to each assessment task for every course a student is studying at least 2 weeks prior to the 'in-class' assessment event, so students are able to effectively prepare. 'Hand-in' tasks instructions will be communicated on the Assessment Notification and will either state 'Hand-in' task by 8:48am on the due date in the Mary Courtyard OR in the class period on the due date.

'In-class' assessments may include (but are not confined to) the following forms of assessment:

- Exams (including all question types)
- Extended response/essay
- Short answer questions
- Reports and research work
- Analysis of graphs, videos/DVDs, recordings
- Critical analysis of artwork, music, etc
- Oral presentations
- Music performance

This model of assessment will allow students to focus on learning in class and the completion of homework. Students will also be able to practise performing under 'exam conditions' and learn how to respond positively in these circumstances.

Students will receive teacher feedback after each task that will assist them in improving their future performance in the course. Teachers will provide students with critical strategies that will enable them to build on their current course achievement. The Marking Criteria attached to the Assessment Information Cover Sheet will provide the main form of feedback for students.

Preliminary Assessment Tasks should have an **Assessment Information and Cover Sheet** attached. In-class tasks do **NOT** require a coversheet unless specified by the course teacher.

Assessment Task Distribution

NESA mandates that an assessment must be issued to a student at least 10 school days prior to the due date. The assessment task will be posted on Google Classroom and/or a hard copy issued. In the event that a student is absent, it is the student's responsibility to check Google Classroom for the assessment notification and receive the hard copy of the assessment task upon their return. All students sign a student list for the course to acknowledge receipt of the assessment task.

Student Organisation

Students should use a Learning Planner to organise their work so they have clear calendar entries indicating when assessment tasks will be due. **Assessments handed in late without approval through illness/misadventure will receive a zero mark.**

Submission of Hand-In Tasks

All assessment tasks must be submitted to the class teacher, KLA Leader of Learning or as advised in online submissions. Tasks submitted after this time on the due date will receive a zero. If the task is not submitted, and student submission records indicate that the task has not been submitted, no discussion will be entered into about a claim that the assessment was submitted. Students may file for misadventure/illness if the task is submitted after the indicated submission time. This appeal will be judged on its merits and essential documentation must be attached at the time of submitting the form.

Late Submission – Penalty

Assessments handed in late without a valid reason which is approved through illness/misadventure will receive a zero mark penalty. This is a clear rule set by NESA and must be applied to all students to ensure that all students are given the same, fair opportunity to complete/prepare for their assessment/s.

The following assessment procedures will be implemented by all teachers at the College and are based on the **NESA rules for Assessment**.

Senior Students in Years 11-12 have completed the compulsory NESA **'All My Own Work'** online module at the end of Year 10, demonstrating that they understand their responsibility in ensuring their assessment is completed in an honest and fair manner. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice and/or cheating.

Exam Procedures

These procedures are the same for all formal examinations in Yr 11 & 12 (and Yr 10 Early commencement students) and are as close as we can be to the Higher School Certificate Examination rules to fully prepare our students. Students who break exam procedures risk being penalised. This may result in a consequence ranging from removal from the examination up to and including a zero mark being awarded and an N warning letter issued. (*N warning* is part of the NSW Education Standards Authority Assessment Guidelines).

Students are welcome to attend school in the examination block to study, but must sign in at the Student Office and study quietly and diligently in our College Library.

Arrival to the Examination:

- This is a normal school day and you are **expected** to be dressed in **full school uniform**. All College uniform rules apply and out of uniform consequences will be in keeping with any other day at our school.
- Arrive to the examination room 10 minutes before the commencement of the examination.
- Wait **quietly** outside of the venue until you are instructed to enter. Remember there are classes around you and unnecessary noise is not respectful to all learners
- Bags will be left outside of the examination space and students are strongly advised not to leave valuable possessions in their bags as there will be no bag supervision.
- You will be required to line up in alphabetical order. Students must know their NESA Student Numbers and sit in the seat allocated with their number.
- Students with Disability Provisions will be directed to an allocated classroom.
- Be fully prepared for the examination. Some examinations require the use of specific equipment, for example geometry set. It is expected that you supply your own and ensure your equipment is in good working order. The school will not supply such equipment and you are not able to borrow equipment inside the examination room.
- Have your pens (at least 2, **blue** and **black** only), pencil, rubber, calculator and ruler out of your pencil case and in your hand. It is advised that you place these items in a clear see through A4 display sheet.

NO Pencil cases or written material are to be taken into the examination room.

- If you arrive LATE to the examination, you will NOT be given extra time.
- Bags, books, summary notes, food and drinks other than water are not permitted in the examination room.

In the Examination Room:

- **A student entering an exam is prohibited from carrying electronic media devices** - bring either in a small clear bag or display sheet with your name on it, to be left with

the teacher at the front of the room (turned off) or leave it outside the exam room. (In the HSC examinations phones cannot be brought into the room).

- Drinks must be clear and in a clear bottle, with no labels. Food is not permitted. However, students with a medical issues may be considered but these must be pre-arranged with the Leader of Learning Diversity and the Assistant Principal (Learning) before the examination.
- Upon entering the examination room you are NOT permitted to speak – unless to a staff member and then only when directed to.
- Your examination desk has been allocated to you with your NESAs Student Number. You are NOT permitted to change your seating arrangement, unless directed by a member of staff. You must sit **facing the front** at all times. When seated, if you have any questions raise your hand and wait until a member of staff arrives, **do not call out**.
- At the commencement of all exams you will be allowed 'reading time'. During this time you are permitted to read the examination paper. **No one** may have a pen/pencil in their hand. Read ALL instructions carefully. After the reading time you will be instructed when to commence answering the questions.
- During the examination you will not be permitted to borrow any person's equipment (pens, pencils etc). BE prepared.
- There is to be no speaking, laughing, reading out loud etc during the examination. This will be viewed as malpractice and may incur a loss of marks and jeopardise your overall assessment mark in this subject.
- If you are caught cheating, you will receive **an N Warning letter with a zero mark for the examination**
- **If you finish your examination early, check your work. NO One will be given permission to leave the examination room early. Every mark counts so check your work thoroughly.**
- **If you need to go to the bathroom during the examination period, ask a supervising teacher by raising your hand. Your name and time will be recorded in the 'toilet register'. No one will be allowed to leave the room during the LAST 5 minutes of the examination period. A teacher will inform you, when there is only 10 minutes to go before the end of the exam.**
- **Students penalised for examination breaches may appeal in writing to the College Assessment Committee. See the Assistant Principal (Learning) for more information.**

Procedures to be followed if a student is absent from an examination

Students or the family of the student must **email or call** the Assistant Principal (Learning) (psparkes@parra.catholic.edu.au) by 8:48am, if it is known that the examination will be missed.

The first day the student returns to school and before 8:45am (when the medical certificate has expired), the student must lodge an illness/misadventure appeal form (these are available from the student office or the Assistant Principal (Learning)) with supporting evidence (such as a medical certificate). It is the student's responsibility to lodge the appeal and to see the Assistant Principal (Learning) to organise a time for the student to sit their missed examination. The examination will be sat according to the expiration of the medical certificate, the first available time slot in the student's examination timetable. Failure to

follow these rules may be viewed as gaining an unfair advantage on other students and can be viewed as malpractice.

THE COLLEGE ADHERES TO AND COMPLIES WITH THE FOLLOWING STANDARD: HONESTY IN ASSESSMENT – THE STANDARD

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Preliminary Course. Throughout the assessment process, the highest level of honesty is required.

All students in Year 11 have completed the compulsory 'All My Own Work' NESA online modules and are fully aware of their responsibilities morally and ethically in the completion of their work. There are severe consequences for dishonesty and unfair advantage.

Each student's mark or grade will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgment.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their course. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Any student found cheating, or assisting others to cheat, during a test, examination or assessment task, or who submits work found not to be his/her own, will be penalised and may be awarded a zero mark for that task. Work copied from the Internet or done by other people, including family, falls into this category. Taking someone else's work or ideas and passing them off as one's own is plagiarism and is a very serious offence. Significant plagiarism would immediately put a student in danger of non-satisfactory completion of coursework or assessment requirements. The College acknowledges and complies with the NESA document, "Honesty in HSC Assessment – the Standard", which is referred to within this Assessment Handbook.

If a student makes a **non-serious** or **non-genuine** attempt (including answers which contain frivolous or objectionable material) he/she will automatically score a zero and this will be deemed as a **non-attempt**. Parents and students will be notified in writing should this occur.

Students may be asked to present an oral summary or give a practical demonstration of the work submitted, and be prepared to answer questions about their work. It is the role of the course teacher and KLA Leader of Learning to verify the validity of the student's assessment work.

Any student who deliberately disrupts an assessment task or whose behaviour affects the work of another student during a task, is liable to be given no marks for his/her performance in that task.

These requirements should be read in conjunction with Board syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

Examples of Dishonesty and Unfair Advantage

The following malpractices may result in a zero mark being recorded for an assessment task:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Bringing in written notes on your person to an assessment.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance based subjects without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aids during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Use of mobile phone or technological device (including leaving this turned on during an assessment task)

The College will investigate any case of suspected malpractice and determine an appropriate consequence for proven malpractice. A zero mark should be considered for that task. A substitute task may be administered with significantly different supervision. Whatever approach is taken the penalty will be appropriate to the seriousness of the task.

Note: *It will be considered an UNFAIR ADVANTAGE if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study/prepare for assessment tasks.*

Assessment Responsibilities for Stage 6 Students

In summary, students in Stage 6 are responsible for:

- Completing each assessment task to the best of their ability so that they demonstrate their maximum level of achievement;
- Completing all classwork to the best of their ability;
- Attending school for all classwork, assessment tasks and examinations;
- Ensuring that all work is handed in **on time**;
- Demonstrating through their effort and achievement, that they have met all the requirements of the course;
- Providing a medical certificate or other appropriate documentation where illness or misadventure prevents a student from attending, submitting or completing an assessment task to the best of their ability
- Initiating polite, respectful discussion about any concerns they have about marks/progress with the relevant teacher or KLA Leader of Learning as they arise. Leaving concerns unresolved is not in the best interests of the student and any delay makes resolution of the issues difficult. Where such discussion concerns a completed assessment task, it should always occur immediately after a task has been returned.
- Students need to meet with the Assistant Principal (Learning) if they have any major concerns regarding assessment, if they believe there has been an incident of unfairness or malpractice by students or staff. This is a responsibility of each student in order to maintain ethical practices in assessment at all times. Confidentiality and privacy are always respected in dealing with sensitive issues surrounding assessment.

Computer/Electronic Malfunction

Electronic malfunction on home or school equipment includes: computer malfunction; email error; CD/USB malfunction; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; fax malfunction or lost fax; file lost in College Intranet from student account etc.

- It is a student's responsibility to save all assessment work in the event it is required at a later date by the course teacher.
- Students are not to seek help from Technology Technicians in the Library for such electronic malfunction. Students must take responsibility for the security of their electronic data well in advance of the due date for completion of an assessment task.
- Printer malfunction and/or 'running out of ink' are NOT considered to be acceptable reasons for Illness and Misadventure application.

Requesting an Extension for Hand-In Assessment Tasks

In exceptional situations, **students** who believe they are **unable to meet the due date** for an assessment due to hardship or unforeseen circumstances that have impacted on their ability to complete and submit their assessment work should outline their situation in writing to the **Assistant Principal (Learning) at least 7 days before the final date**. The Assistant Principal (Learning) will interview the student and discuss the request for extension with the course teacher and KLA Leader of Learning. The Assistant Principal (Learning) will make a decision and this will be communicated to the student personally. A course teacher or KLA Leader of Learning may not grant extensions to Stage 6 students.

<p>NOTE: IMPORTANT INFORMATION REGARDING POSTING, EMAILING OR FAXING OF ASSESSMENT</p>

The Assessment Notification stipulates assessment submission.

- A student should not send an assessment task by email or fax, unless this has been specifically requested by the teacher. Students will be notified by the course teacher and KLA Leader of Learning if this is required.
- In the event that posting or emailing is the only option (e.g. if away travelling) students must use an Express Post envelope to send a task from home to school in an exceptional circumstance. This arrangement is for exceptional circumstances and should be arranged by the KLA Leader of Learning, course teacher and the student with the approval of the Assistant Principal (Learning).
- In the case of lost mail/email/fax/USB, the student will be judged **not** to have submitted the task and awarded a zero mark accordingly.
- In exceptional circumstances the Assistant Principal (Learning) and course teacher may give approval to accept a student's assessment via email or fax; the email or fax must bear the date due and if the email or fax fails and does not arrive at the teacher's email address or College fax, the student will be judged **not** to have submitted the task. The student should request a confirmation that the email or fax has been received. The Assistant Principal (Learning) needs to approve this method of assessment submission. If there is an exceptional circumstance and a student is submitting by email or fax, the student must also provide a printed copy for the teacher on the next day the student is present at school. If the student fails to attend to this responsibility, the assessment may be awarded zero.

Strong Recommendations for all Assessment

1. Be organised. Use a calendar or diary to see a month at a time. Write down your social outings, work, family commitments etc. and plan your assessments in order to finish them on time. A term planner is useful for long-term planning and organisation.
2. If you do not manage to complete your assessment task on time, make a photocopy of your work and hand in what you have. At least you will receive some marks for that rather than a zero for non-submission of a task. Then use your photocopy to help complete the task and hand the finished copy in, to meet the requirements of the course.
3. Begin the first stages of an assessment task the night you get it. Mark the due date on your term planner. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.
4. Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and resources. Plan for this.
5. Read the Marking Criteria closely and carefully for the task. Discuss this with your course teacher and clarify your understanding of what is expected and what you need to demonstrate in the weeks leading up to the assessment task when it is to be completed or submitted.
6. Evaluate your work when the assessment task is returned. Read the section on 'Feedback' and evaluate your performance based on this information.
7. There is no substitute for hard work. Reward yourself at key stages in your work when you have achieved short term goals or when you feel you deserve it.
8. Create study notes and study cards to prepare for your Assessment Tasks.

It is the student's responsibility to always make a copy of their assessment for safety and security reasons. Your digital copy may be requested at any time by your teacher, KLA Leader of Learning or Assistant Principal (Learning).

SUMMARY OF ASSESSMENT PROCEDURE

Students are issued the Preliminary Assessment handbook.



Teacher gives the assessment task on the Assessment Information and Cover Sheet to students at least **2 weeks** before the Assessment task.



Students make sure they understand the task and either complete it before the due date or prepare for the exam assessment.
Submit illness or misadventure if you fail to do the task on the due date. Within 3 days to The Assistant Principal (Learning), KLA Leader of Learning or class teacher.



For 'hand-in' assessments students attach the **Assessment Information and Cover Sheet** to the assessment task and submit to your class teacher or KLA Leader of Learning .



For 'in-class' assessments students complete their assessment in class on the due date.

Problems with Assessment - What should I do?

Illness/Misadventure Provisions

Each assessment task measures student performance in relation to specified course outcomes. The assessment will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student's performance throughout the course. However, there are means of appeal students may access for extended illness. Students in this situation should see the Assistant Principal (Learning) and complete the necessary documentation to validate.

Notwithstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assignment for inclusion in the assessment program, yet seeks a mark for the task, the student should complete and submit an Illness/Misadventure Form.

If the appeal is accepted:

- A substitute task may be undertaken as soon as the student returns to school.
- An estimate may be awarded, in exceptional circumstances, and only if authorised by the Principal or Principal's delegate.
- The late task receives a mark.
- The following will be considered valid reasons for appeal for illness or misadventure:
- Illness or injury supported by a Medical Certificate (a parental note is not sufficient)
- Death/funeral of a member of the student's family. Newspaper notice or Funeral Order of Service (with date) needed.
- Other exceptional circumstances at the discretion of the Principal (Principal's delegate) in consultation with the Assistant Principal (Learning) and/or relevant KLA Leader of Learning.

Important Information Regarding Absence

1. If a student is absent on the date an assessment is due, the student must hand in that assessment to the class teacher or KLA Leader of Learning by **8.48am on the first day of return to school. Students have 3 days only to lodge an appeal for their absence on return to school ideally the first day back is what we aim for.**
2. The **Illness/Misadventure Appeal Form (with Medical Certificate or Bereavement Documentation)** must be completed and given to the Assistant Principal (Learning) on the first day of your return to school.
3. If a student **is absent on the date an assessment is given out**, it is the student's responsibility to get the task and the teacher's responsibility to ensure students receive the task via Google Classroom.
4. If you are away on **the day** before an assessment is due or scheduled, you must bring a Medical Certificate to explain your absence. This is to ensure no unfair advantage is taken. Failure to do this may lead to you losing all marks for the assessment or a proportion of marks. If you are **absent for an exam**, your course teacher will organise an appropriate time for you to complete your exam. Also refer to *Dishonesty and Unfair Advantage*. **Failure to observe these requirements will usually result in a zero score for your assessment.**
5. Driving lessons and/or driving examinations for 'L's' or 'P's' are NOT an acceptable reason for absence during assessment tasks. A zero mark will be awarded to a student should this occur during assessment weeks or on the date of a 'hand-in' submission.

Appeals Procedures

- 1. Illness and Misadventure (School Based Assessment)**

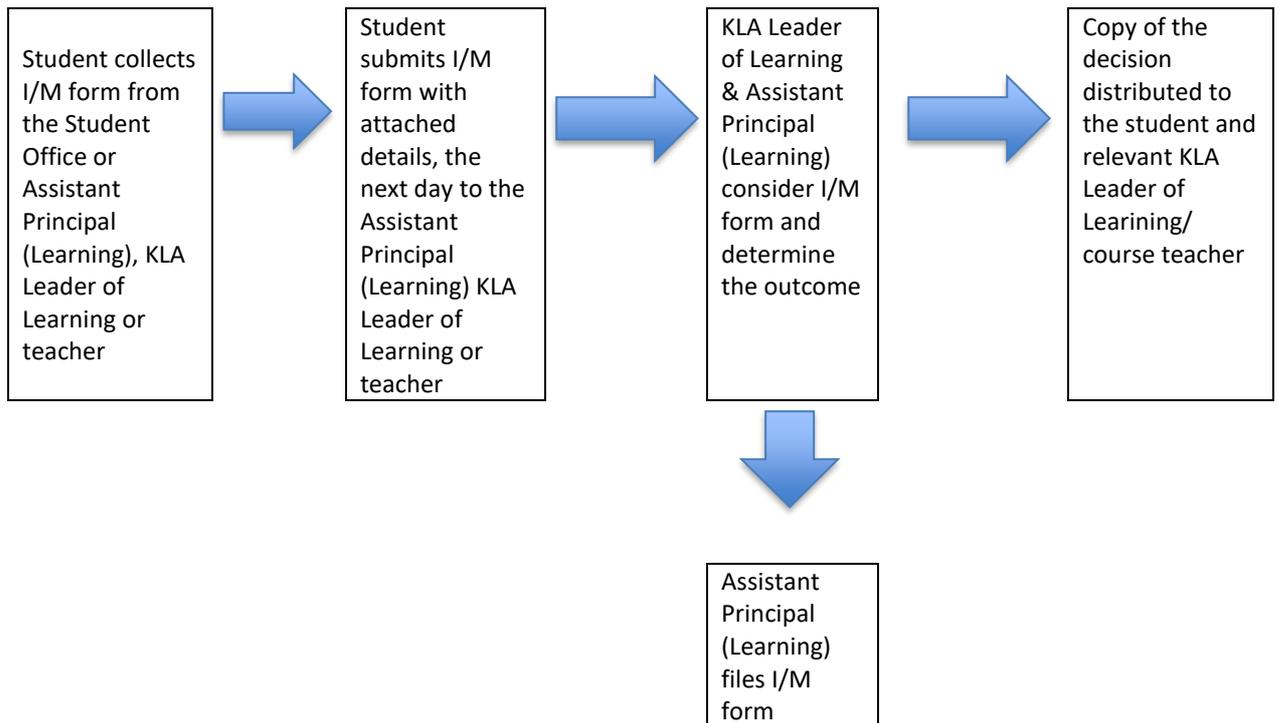
Students complete and submit the Illness/Misadventure form available from the teacher, KLA Leader of Learning and Assistant Principal (Learning). The student will be notified of the result of their appeal in writing. Where appropriate the zero mark will be altered accordingly. See the illness/misadventure appeal diagram of this process. Copies of this notification are lodged in the student's file, with the student's teacher and with the Assistant Principal (Learning).
- 2. Marks Awarded for Individual Tasks**

Students may request reconsideration of the marks awarded for assessment tasks within 48 hours of the task being returned. Students will be required to complete an Assessment Appeal Form. The process of reconsideration will involve the teacher concerned, the KLA Leader of Learning and the Assistant Principal (Learning).
- 3. Incorrect Process or Unfair Advantage**

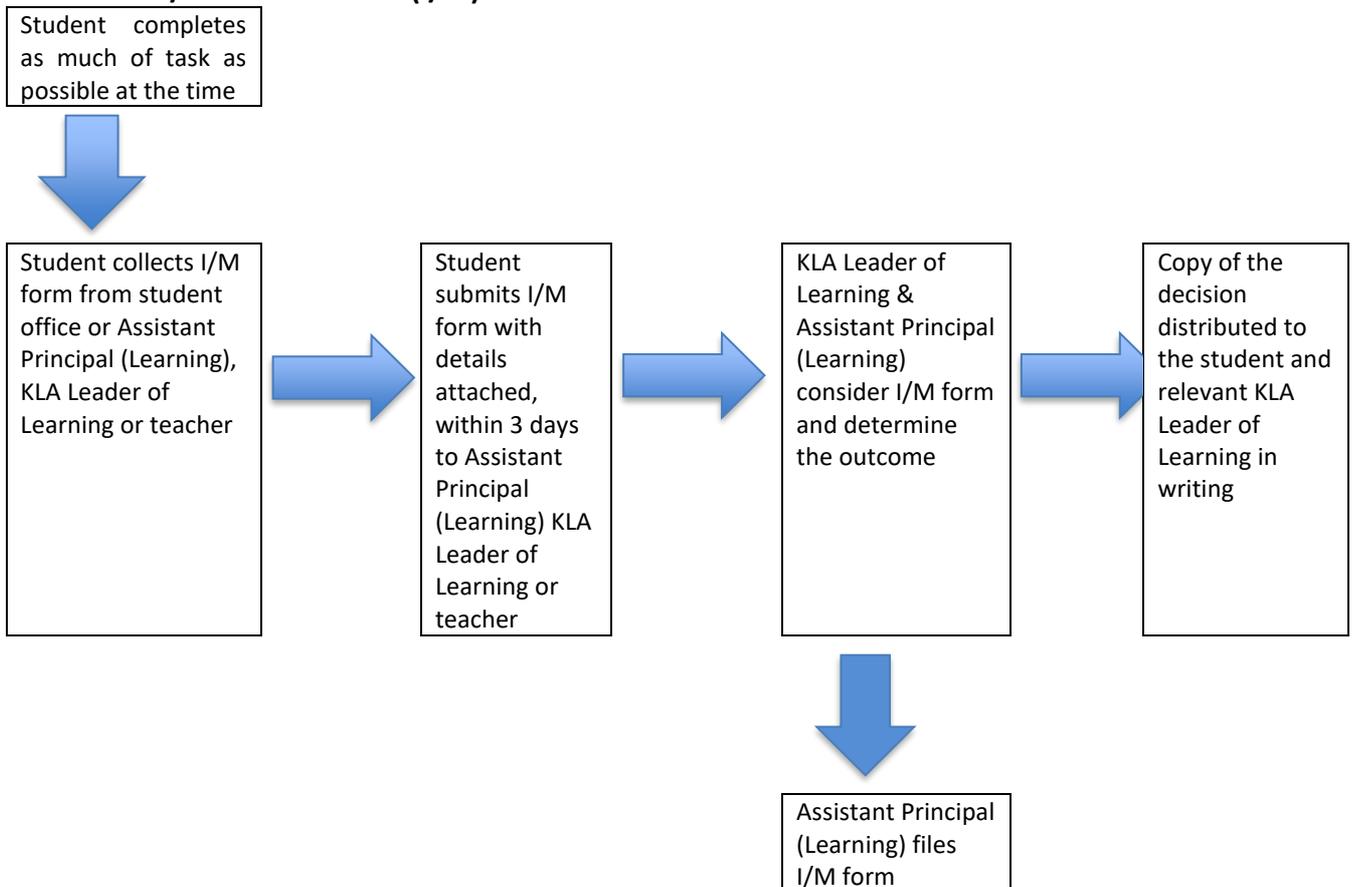
Students may appeal an assessment task or result on the grounds of incorrect process. This may include: not receiving the Assessment Information & Cover Sheet at least 10 school days before the task is due; one class being coached how to do the assessment and another class not receiving the same opportunity; a class not receiving the whole task e.g. marking guidelines missing; specified aspects of the teaching context in a particular class not being covered e.g. 'Students will revise the scaffold for the glossary term **evaluation**'. Should you wish to appeal some aspect of an assessment process or result, contact the class teacher and KLA Leader of Learning. The Assistant Principal (Learning) will interview the students, course teacher and relevant KLA Leader of Learning to determine whether there has been a lack of correct process implemented, which means student/s may have been disadvantaged in achieving the results that they have the potential to possibly receive. The Assistant Principal (Learning) will consult the College Executive Leadership Team and Principal Leader in determining complex cases. The end result is communicated back to the student at all times when a decision has been reached.

Illness/Misadventure Appeal Procedure

ILLNESS/MISADVENTURE (I/M) APPARENT BEFORE DUE DATE



ILLNESS/MISADVENTURE (I/M) APPARENT AT TIME OR AFTER DUE DATE

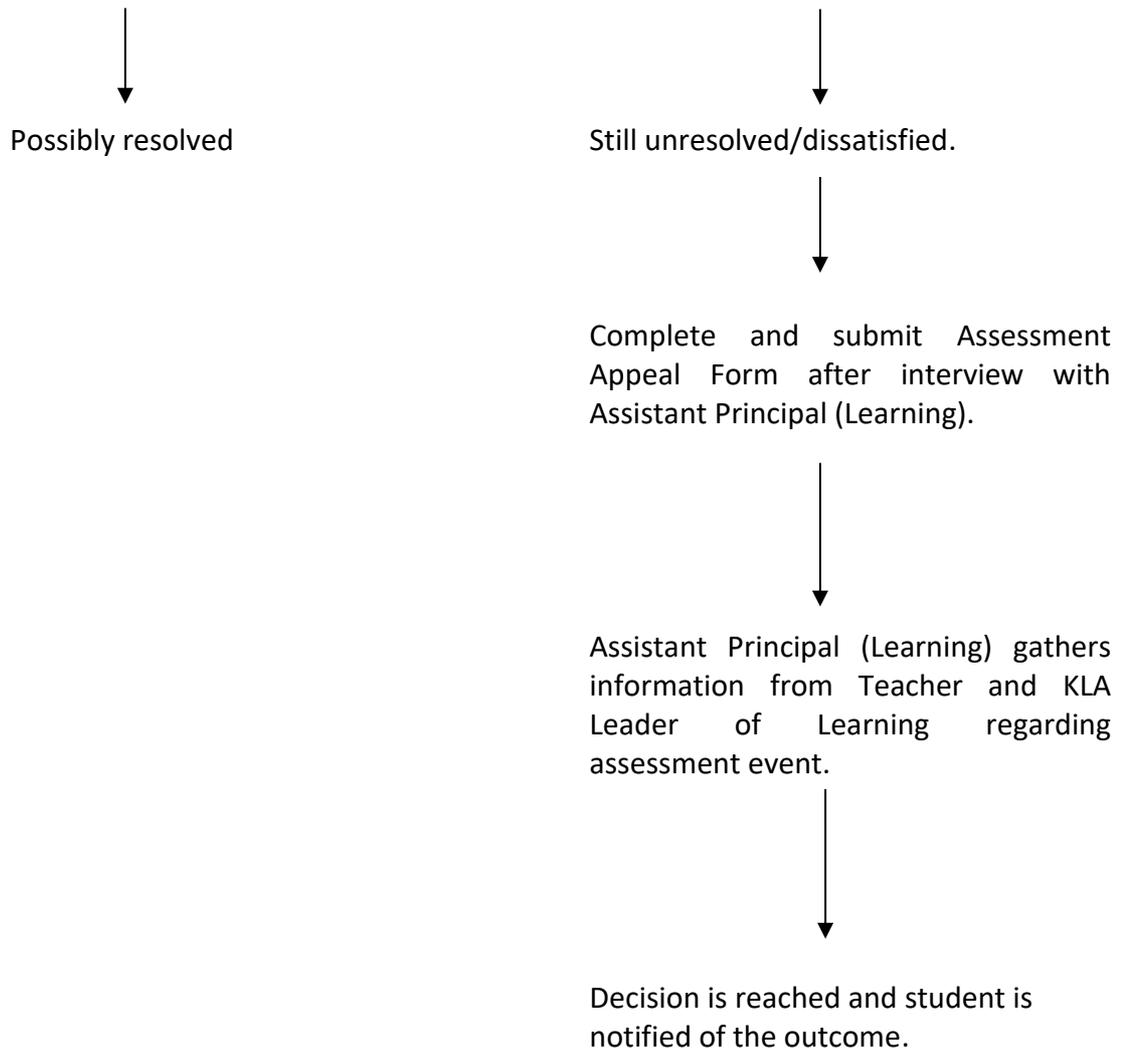


Assessment Appeal Procedure

The appeal procedure exists in the event a student or students believe they have been disadvantaged unfairly

A STUDENT WOULD LIKE TO APPEAL THE RESULT OF AN ASSESSMENT IF THEY BELIEVE THE PRINCIPLES OF ASSESSMENT WERE NOT FOLLOWED OR PRACTISED

Student discusses the situation with the Assistant Principal (Learning), Leader of Learning - KLA or teacher within 3 days of Task return, who advises possible outcome or action



Student Appeal Form for School-based Assessment
Student's Name: _____ **Homeroom:** _____

Course: _____ **Class Teacher:** _____

Assessment Task Date: _____

- Type of Task (tick one)**
- Examination
 - In class task
 - Hand in task

Outline the circumstances of your appeal.

.....

.....

.....

.....

.....

(attach any additional notes to the back of this form if you run out of space here)

 Do you have **supporting documentation** to support your case? If YES, attach it to the back of this form.

Declaration

I/We declare that the above information is a true and accurate account of the circumstances surrounding the appeal.

Student's Signature: _____ Parent's Signature: _____ Date: _____

LOL RECOMMENDATION:

College Use Only:

 Appeal: Upheld / Rejected Assistant Principal Signature: _____

- Students / parents have been notified of the outcome of the appeal in writing
- A copy of this notification has been given to the relevant Leader of Learning, classroom teacher and Student Services

Illness / Misadventure Form

Student's Name: _____

Homeroom: _____

Course: _____ Class Teacher: _____

Assessment Task Date: _____

- Type of Task (tick one)
- Examination
 - In class task
 - Hand in task

Outline the circumstances of your illness/misadventure.

.....
.....

Do you have a **Doctor's Certificate** to support your case? If YES, attach it to the back of this form.

Do you have any other documentary evidence to support your case? YES / NO (circle one)

If YES, list below the nature of the evidence and attach it to the back of this form.

.....
.....

Declaration

I/We declare that the above information is a true and accurate account of the circumstances surrounding the non-completion on/by the due date of the assessment task stated.

Student's Signature: _____

Date: _____

Parent's Signature: _____

Date: _____

LOL RECOMMENDATION:

College Use Only

Appeal: Upheld / Rejected Assistant Principal Signature: _____

- A copy of this form has been placed in the student's Homeroom Box
- A copy of this form has been given to the classroom teacher and the Leader of Learning


College Assessment Committee Report

Student's Name: _____

Course: _____

Class Teacher: _____

Assessment Task Due Date: _____

Type of Task (tick one): In College Exam Test Task

OR

Task done outside the College and handed in

Decision of the College Assessment Committee:

- Extension of Time **Task Due on** _____
- Substitute Task
- Estimate Mark
- Mark achieved when task completed
- Zero mark to apply

Outline of Assessment Committee's Findings

Signed: _____

Date: _____

Assistant Principal



.....
Please complete this section and return it to the College after receiving the Assessment Committee's decision.

Student Name: _____

Course: _____

I have received the letter indicating the decision of the College Assessment Committee.

Comment:

Parent/Guardian's signature _____

Date: _____

Student's signature: _____

Date: _____

Non-Submission or Non-Completion of an Assessment Task

To gain maximum advantage from the assessment program, a student must complete all assessment tasks. In any case where a candidate fails to complete an assessment task, a zero mark will be recorded for that task. The zero mark may be altered to the mark obtained for the task if an Illness/Misadventure Appeal is successful.

Where a student fails to complete assessment tasks totalling 50% or more of the marks available for a course, the Principal Leader **must** certify that the course has not been studied satisfactorily. When a course is not studied satisfactorily the grade will not be reported. This may mean that the student will not be eligible for the award of a Higher School Certificate.

NESA Warning Letters

Warning letters may be sent at the discretion of the Assistant Principal (Learning) in consultation with the Principal. This would follow a prolonged process of parental interviews and challenges to a student who is not completing the class and home tasks of a course because of unsatisfactory application and participation. In this case, the student would be showing little or no response within the above process and there would be clear documentation generated to support a judgement of an 'N' Award if this was necessary.

Note: Even if parental contact is made after the third warning letter, the student may still be denied the course. The best way to avoid such worry is to do what is required when it is required.

SAMPLE "N" WARNING LETTER

Date

«Title»

«Street_Address»

«Suburb»

NESA Preliminary Warning Letter _____ - «Course_Name»

Dear «Title»

This letter is to inform you that your child, «First», is in danger of not meeting the Course Completion Criteria for the Preliminary Higher School Certificate course, «Course_Name».

The NSW Educational Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as official Warning Number One that we have issued concerning «First».

Under the College policy a zero must be awarded if an assessment task has not been completed by the original due date advertised in the Assessment Booklet Subject Assessment Grids given to your child at the beginning of this course. Year 11 Preliminary HSC pathway.

According to NESA rules and requirements, a minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement, and a 'N' determination in Year 11 subjects may also jeopardise progress to the Year 12 HSC pathway.

To date, your child has not satisfactorily met the following Course Completion Criteria. The following lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

Assessment Task(s)/Student Requirements/Course Outcomes:

«Task_Not_Completed__or_Other_Issue»

Original Due Date: «Original_Due_Date»

In order for your child to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed below need to be satisfactorily completed by the due date specified.

Action required by student:

«Action_Required_by_Student»

Compliant Due Date:

«Compliant_Due_Date»

Please discuss this matter with your child and contact the school if further information or clarification is needed.

Yours faithfully

Mrs P Sparkes

«Class_Teacher»

«LOL_KLA»

Assistant Principal/Learning
Learning

Class Teacher

«KLA» Leader of

Acknowledgement

Preliminary Warning Letter One - «Course_Name»

THE PROMPT RETURN OF THIS IMPORTANT DOCUMENT IS THE RESPONSIBILITY OF THE STUDENT

Student: «First» «Surname»

Homeroom: «Homeroom»

Please return to: «Class_Teacher»

Requirements for the Satisfactory Completion of a Higher School Certificate Course.

- I have received the letter dated «Date» indicating that «First» «Surname» is in danger of not having satisfactorily completed «Course_Name».
- I am aware that this course may not appear on my child's Higher School Certificate Record of Achievement.
- I am aware that the 'N' determination may make my child ineligible for the award of the Higher School Certificate.
- I am aware that this task/action must be completed to achieve the outcomes of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Assessment in Vocational Education and Training (VET)

The VET course delivers dual qualifications for HSC and for industry and has dual assessment systems for these qualifications.

1. Competency Based Assessment

The VET course is assessed against competency standards. These standards are set out in Part B of the Syllabus for VET. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competencies is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in the VET course must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continual basis.

The techniques used for collecting evidence of competency may include:

- Workplace Performance
- Oral Questioning
- Tests or Examinations
- Projects
- Portfolios
- Written Task
- Demonstration of specific skills/knowledge

In competency-based assessment students are either competent or not yet competent. Students in need of further training can be asked to be reassessed, however, reassessment must consider deadlines for internal and external reporting.

2. Standards Referenced Assessment

Students studying the VET course can choose to sit the HSC examination and may have one VET course mark count towards their ATAR. The External HSC examination for VET is optional. Students wishing to include their VET mark in the calculation of their ATAR must sit the HSC examination.

Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
- Students wishing to self-source work placement must discuss this with their teacher and the Leader of Learning Vocational Education and submit documentation.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years, otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, so students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their completed **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.

VET Appeals Process

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning Vocational Education and Training (LOLVET) and bring your task with you.
3. The LOLVET will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
 - (a) A revised assessment by the teacher;
 - (b) A new assessment task for **part** of the disputed task; or
 - (c) A **full** assessment task to be completed in place of the disputed task.
6. If you are still dissatisfied, you will need to speak to the Curriculum Assistant Principal (Learning).

A form for VET Assessment Appeal Submission is provided on the next page.



**Catholic Education Diocese of Parramatta
VET Assessment Appeal Submission**

Name: _____

Course: _____

School: _____

Teacher: _____

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's Name: _____

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

Grounds for appeal:

Signed: _____ Date: _____

Outcome of appeal:

Principal's Signature: _____ Date: _____

(To be filed with the class assessment record.)

Office Use Only:

Date Received: _____ Received By: _____

Date Reviewed: _____ Decision: Upheld Rejected

NESA Glossary of Terms

NESA has published a list of skills, which students need to understand and be able to demonstrate through their assessment tasks. These terms are verbs and state what a student is to do in a task or assessment. These terms will be found throughout the outcomes of their courses and in the wording of their assessment tasks. These terms have the same meaning no matter which KLA course they are used in or which assessment task or which exam, including the questions of the HSC exam itself. Students should make good use of every chance to practise them and evaluate their efforts until they are confident they can demonstrate the skills across all their courses. These are also found in the College Diary and utilised by all course teachers in classwork and assessment tasks.

The NESA list is as follows:

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

Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

IMPORTANT INFORMATION

In recent years NESA is trending towards the use of new glossary terms into HSC examination questions, such as 'show how', 'to what extent' and 'why' or 'how'. Students should practise questions which cover a wide range of glossary terms to ensure that they understand exactly what the question is asking them to do in their response.

Student Name: _____

Teacher Name: _____

Year:	
Unit of Work:	
Due date:	
Weighting:	

Outcomes to be assessed:	##	Outcome
	##	Outcome

Learning Intentions	Success Criteria	I can:
		•
		•
		•

Method of Submission: _____

PCC Learning Framework		
Stage 4 Engagement	Stage 5 Empowerment	Stage 6 Enterprise Skills
<ul style="list-style-type: none"> • Practical knowledge • Collaboration • Accessibility • Curiosity • Interdisciplinarity • Resilience • Open-mindedness 	<ul style="list-style-type: none"> • Practical knowledge • Independence • Teamwork • Self-direction • Learner-connected communities • Reflection • Mobilised knowledge/skills • Interpersonal skills • Empathy • Responsibility • Passion 	<ul style="list-style-type: none"> • Practical knowledge • Collaboration • Teamwork • Learnability • Critical thinking skills • Innovation • Independence • Initiative • Technology • Reliability • Communication

Description of the task: [Input task instructions]

Step-by-Step Guide

[If necessary, include a step-by-step guide for completion of the task]

Additional Learning Materials

[Input links to adjusted learning materials - non negotiable!]

Declaration of Originality: Upon submission, the student declares that the planning, development, content and presentation of this task is essentially my own work (except for limited material, if any, drawn from acknowledged sources) and has not been copied from any other person's work. By completing this task, and the completion of 'All my own work' NESA modules and stated in the Penola Assessment Handbook, the student understands that malpractice/cheating may jeopardise their HSC results.

Computer / Printer malfunctions are not considered a valid excuse for non-submission of a Task

Core Catholic Values

Courage	Compassion	Integrity	Hope
<ul style="list-style-type: none">• Living morally and striving to alleviate suffering• God's Presence in the Whole World• Reconciliation• Community and Common Good	<ul style="list-style-type: none">• Community and Common Good• Search for Truth and Wisdom• Hope and Resurrection• Reconciliation	<ul style="list-style-type: none">• Positive View of Life• Reconciliation• Search for Truth and Wisdom• Living morally and striving to alleviate suffering	<ul style="list-style-type: none">• Hope and Resurrection• Positive View of Life• Reconciliation• God's Presence in the Whole World

[Religious Education & Mission Handbook](#)

Marking Criteria

As part of your submission, reflect upon your work and grade yourself according to the criteria by highlighting the appropriate grade.

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

Alternative Marking Criteria

As part of your submission, reflect upon your work and grade yourself according to the criteria by highlighting the appropriate grade.

	<u>E</u> <u>Elementary</u> <u>##</u>	<u>D</u> <u>Basic</u> <u>##</u>	<u>C</u> <u>Sound</u> <u>##</u>	<u>B</u> <u>Thorough</u> <u>##</u>	<u>A</u> <u>Extensive</u> <u>##</u>
<u>Outcome ##</u> <u>Criterion Description</u>					
<u>Student Grade</u>	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
<u>Outcome ##</u> <u>Criterion Description</u>					
<u>Student Grade</u>	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
<u>Outcome ##</u> <u>Criterion Description</u>					
<u>Student Grade</u>	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
<u>Outcome ##</u> <u>Criterion Description</u>					
<u>Student Grade</u>	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
<u>Outcome ##</u> <u>Criterion Description</u>					
<u>Student Grade</u>	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>

Teacher Feedback

--

Student Feedback on Learning

What did you enjoy about the learning within this task AND/or unit of work?

Where do you think you experienced the most growth?

What were the most unhelpful aspects of this task?

How do you think this could be improved for future learning?

Frequently Asked Questions

Absence

Q. What if I'm away the day the task is given out?

A. It is your responsibility to contact your teacher and your teacher's responsibility to get the task to you. Students should be aware of when assessments are due and be expecting the task at least 2 weeks before that date. You will be provided with Assessment Schedules for every subject and will know when you should have received a task notification. If absent it is your responsibility to contact the school and your teacher.

Q. What if I am away for an in-class Assessment Task?

A. Any student who is absent for an in-class Assessment Task must produce a medical certificate on the first day back after the absence. The student must then sit the task that day or as soon as practicable for the class teacher to reorganise and so to limit unfair advantage being gained over students who have completed the task on the original date.

Airport to see off or welcome someone

Q. What if I have to go to the Airport to see off or welcome someone?

A. This does not constitute grounds for appeal.

Car breakdown/car accident

Q. What if our car breaks down or you are involved in a car accident or accident or emergency at home or on the way to school?

A. Ring the school immediately, deliver the assessment on arrival at school and file for misadventure. Collect any evidence to support your case. This could include photographs, police or emergency services reports NRMA statements etc. If you are injured or in shock, you would file for misadventure with an accompanying medical certificate.

Cheating

Q. What if I cheat in an exam?

A. If you cheat in an exam (this includes writing on your hand, arms, legs etc, bringing anything into the exam room like mobile phone, notes, book etc) you will receive zero for the complete exam.

Computer malfunction/electronic malfunction

See previous section

Dual residence

Q. What if I left my assessment task in another house because I live in two places or haven't been home for a number of days?

A. This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school you will receive a zero for the task. You need to foresee this and be organised.

Family member is in hospital or is seriously ill

Q. What if a family member is unexpectedly taken into hospital or is seriously ill?

A. Generally this would not be grounds for appeal. However, in some circumstances it could be - eg. a student's mother or father is taken to hospital. Students would then file for misadventure. In all such cases involving illness, a medical certificate is required. In this example there would need to be a letter from the mother or father's doctor.

Food and drink spilled in my bag

Q. What if my assessment was ruined by food or drink?

A. This excuse cannot be used as grounds for appeal. You will receive a zero for the task.

Gave my assessment to someone else to hand in

Q. What if I gave my assessment to someone else to hand in but it has been lost?

A. This is not grounds for appeal.

Handed it to a teacher

Q. What if I've handed the task to a teacher after my absence?

A. Does not constitute grounds for appeal.

Holidays

Q. What if we are on holidays when a task is given out?

A. It is your responsibility to find out before you go and make arrangements with your teacher. You must formally write to the Principal of the College requesting holiday leave.

Q. What if we are on holidays when a task is due?

A. It is your responsibility to submit the task on or before the due date.

Injured/ill partner dance/drama

Q. What if my partner in a group task is ill or injured when my assessment performance is due?

A. In this case you would look for a substitute partner and file for misadventure. Your partner would be required to present a doctor's certificate.

Left the assessment at home/forgot it

Q. What if I forgot my assessment and left it at home?

A. This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school by the indicated time, you will receive a zero for the task. You need to foresee this and be organised.

Lost my assessment

Q. What if I lose my assessment?

A. This does not constitute grounds for appeal.

Missing materials

Q. What if someone takes or steals my materials for practical work eg a folder or timber?

A. While the College may store such materials for a student, the College accepts no responsibility for the theft or misplacement of such materials. The College will make every effort to find out what has happened and recover the missing materials but ultimately the student is responsible. This cannot be used as grounds for appeal as a general rule. Exceptional circumstances eg. fire, would be an exception.

Packed books for the wrong week

Q. What if I packed books for the wrong week?

A. This does not constitute grounds for appeal. You will receive zero for the task.

Plagiarism – copying someone’s work without acknowledging it – friend, article, website, book etc.

Q. What if I copy someone else’s work and don’t acknowledge it?

A. If you plagiarise, you will receive a zero for the task.

Q. What if I give my assessment to another student to help them and they copy it word for word and hand it in?

A. Firstly, you should never do this. In this case you will receive up to a zero mark. The student who copies your work will receive up to a zero. Teachers do not miss seeing that assessments are identical.

Sick but no medical certificate

Q. What if I’ve been sick but have no medical certificate?

A. This does not constitute grounds for appeal. You must have a medical certificate to accompany any appeal.

Sports training

Q. What if I’ve had extensive training for a sports team over a number of weeks?

A. This does not constitute grounds for appeal.

Understand the task

Q. What if I don’t understand the task and realise this the night before the task is due?

A. This does not constitute grounds for appeal. You are strongly advised to read the task and begin planning the very first study time you get after receiving the task.

Use of mobile phones/iPads

Q. Can I bring my mobile phone/iPad into an assessment room?

A. No – the assessment rules clearly state phones/mobile devices MUST be turned off and placed in the student’s bag or handed to the teacher on supervision. The exception to this rule would be, if the task states the device is necessary.

Work placement

Q. What if I'm on work placement when the assessment is given out?

A. It is your responsibility to see your teacher before you go to work out how to get the assessment as early as possible.

Q. What if I'm on work placement when the assessment is due?

A. It is your responsibility to submit the task on or before the due date.

Q. What if I'm on work placement when an in-class assessment task is due?

A. Before you leave you must see your teacher to arrange a time to do the task when you return from work placement. You must be there to do the task at that time.

Work shift finishes very late

Q. What if my work shift finishes very late and I don't have time to finish the assessment?

A. This does not constitute grounds for appeal.

Preliminary Assessment Schedule 2022

Creative and Performing Arts

Visual Arts

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Visual Arts

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 11VA1 Fri 1/4/22 LS1 KEOA	Term 2 2022 Week 10 11VA1 Tue 1/7/22 LS1 KEOA	Term 3 2022 Week 8-9 11VA1 Examination Timetable KEOA	
Content Area	Artmaking	Artmaking	Art Criticism & Art History	
Task Type	Portfolio of Work & VAPD (HI)	Portfolio of Work & VAPD (HI)	End of Preliminary Examination (I/C)	
Outcomes	P1, P2, P3, P4, P5, P6	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Assessment Components				Weighting (%)
Artmaking	30	35	0	65
Art Criticism & Art History	0	0	35	35
Weighting (%)	30	35	35	100

Preliminary Assessment Schedule 2022

English

**English Advanced
English Standard
English Studies**

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: English Advanced

Task Number	1	2	3	
Task Date	Term 1 2022 Week 11 11ENA1 Thurs 07/04/2022 3pm HUGU	Term 2 2022 Week 10 11ENA1 Thurs 30/06/2022 3pm HUGU	Term 3 2022 Week 8 & 9 11ENA1 Examination Timetable HUGU	
Content Area	Reading to Write	Narratives that Shape Our World	Critical Study	
Task Type	Recrafted Extended Writing Portfolio (HI)	Multimodal Presentation (HI)	End of Preliminary Examination (I/C)	
Outcomes	EA11-1, EA11-3, EA11-6, EA11-9	EA11-2, EA11-4, EA11-7,	EA11-1, EA11-5, EA11-8	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	15	15	20	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	15	20	50
Weighting (%)	30	30	40	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: English Standard

Task Number	1	2	3	
Task Date	Term 1 2022 Week 11 11ENS1 + 11ENS2 Thurs 07/04/2022 3pm BULD + GORA	Term 2 2022 Week 10 11ENS1 + 11ENS2 Thurs 30/06/2022 3pm BULD + GORA	Term 3 2022 Week 8 & 9 11ENS1 + 11ENS2 Examination Timetable BULD + GORA	
Content Area	Reading to Write	Contemporary Possibilities	Close Study	
Task Type	Recrafted Extended Writing Portfolio (HI)	Multimodal Presentation (HI)	End of Preliminary Examination (I/C)	
Outcomes	EN11-1, EN11-3, EN11-6, EN11-9	EN11-2, EN11-4, EN11-7	EN11-1, EN11-5, EN11-8	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	15	15	20	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	15	20	50
Weighting (%)	30	30	40	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: English Studies

Task Number	1	2	3	
Task Date	Term 2 2022 Week 2 11EST1 Fri 06/05/2022 3pm DUNO	Term 3 2022 Week 4 11EST1 Fri 12/08/2022 3pm DUNO	Term 3 2022 Week 10 11EST1 Mon 19/9/2022 LS2 DUNO	
Content Area	Achieving Through English	All Preliminary Modules	We Are Australian	
Task Type	Career Portfolio (HI)	Portfolio of Work (HI)	Multimodal Presentation (HI)	
Outcomes	ES11-1, ES11-2, ES11-4, ES11-6, ES11-7	ES11-1, ES11-3, ES11-5, ES11-6, ES11-9	ES11-2, ES11-3, ES11-6, ES11-8, ES11-10	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	15	20	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	20	10	20	50
Weighting (%)	35	30	35	100

Preliminary Assessment Schedule 2022

Human Society and its Environment

**Ancient History
Business Studies
Legal Studies
Modern History
Society and Culture
Work Studies**

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Ancient History

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 11ANH Wed 30/3/2022 LS1 HALN	Term 2 2022 Week 10 11ANH Wed 29/6/2022 LS1 HALN	Term 3 2022 Week 8/9 11ANH Examination Block HALN	
Content Area	Case Study: Ancient Alexandria	Historical Investigation	ALL topics (excluding Historical Investigation)	
Task Type	Source Analysis Task (I/C)	Historical Investigation (HI)	End of Preliminary Course Examination (I/C)	
Outcomes	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	10	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Weighting (%)	25	35	40	100

2022 Yr 11 Preliminary Assessment Schedule

Subject: Business Studies

Task Number	1	2	3	
Task Date	Term 2 2022 Week 2 11BST1 Thur 5/5/22 LS1 CUNB	Term 3 2022 Week 6 11BST1 Fri 26/08/22 LS2 CUNB	Term 3 2022 Week 8/9 11BST1 Examination Block CUNB	
Content Area	Nature of Business/ Business Management	Business Planning	All topics	
Task Type	Business Report (I/C)	Research Task (I/C + HI)	Examination (I/C)	
Outcomes	P2, P4, P5, P8, P9	P3, P4, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	15	20	25	60
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	15	10	40
Weighting (%)	30	35	35	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Legal Studies

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 Fri 01/04/2021 LS3 a + b 11LEG1 TESM	Term 2 2022 Week 10 Fri 01/07/2021 LS3 a + b 11LEG1 TESM	Term 3 2022 Week 8/9 Examination Timetable 11LEG1 TESM	
Content Area	The Legal System: Law Reform	The Individual and the law	Preliminary Course All Topics	
Task Type	Case Note & In-class Task (I/C)	Research Log & Essay (HI)	Preliminary Course Examination (I/C)	
Outcomes	P1, P3, P4, P6, P7, P8, P9, P10	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	0	10	10	20
Inquiry and research	10	10	0	20
Communication of legal information, issues and ideas in appropriate forms	10	10	0	20
Weighting (%)	30	40	30	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Work Studies

Task Number	1	2	3	
Task Date	Term 1 2022 Week 9 11WOS Mon 21/3/22 LS1 11WOR1 AZZB 11WOR2 HOLS	Term 2 2022 Week 9 11WOS Mon 20/6/22 LS1 11WOR1 AZZB 11WOR2 HOLS	Term 3 2022 Week 7 11WOS Mon 29/8/22 LS1 11WOR1 AZZB 11WOR2 HOLS	
Content Area	My Working Life	Preparing Job Applications	Workplace Communication	
Task Type	Research Task (HI)	Job Application Task (HI)	Handling Complaints Multimedia Task (HI)	
Outcomes	1, 3, 4, 5, 8	1, 2, 3, 5	1, 2, 3, 5, 6, 7, 9	
Assessment Components				Weighting (%)
Knowledge, understanding and skills of course content	40	40	20	100
Weighting (%)	40	40	20	100

Preliminary Assessment Schedule 2022

Mathematics

**Mathematics Advanced
Mathematics Standard**

2022 Yr 11 Preliminary Assessment Schedule

Subject: Mathematics Advanced

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 11MAT1 Mon 28/03/2022 LS2 DRAJ	Term 2 2022 Week 10 11MAT1 Mon 27/06/2022 9am DRAJ	Term 3 2022 Week 8 - 9 11MAT1 Examination Timetable DRAJ	
Content Area	Functions - Algebraic Techniques, Equations and Inequalities	Introduction to Calculus	All Preliminary Topics	
Task Type	In-Class Test (I/C)	Investigation (HI)	End of Preliminary Examination (I/C)	
Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11- 5, MA11-6, MA11-7, MA11-8, MA11-9	
Assessment Components				Weighting (%)
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weighting (%)	30	30	40	100

2022 Yr 11 Preliminary Assessment Schedule

Subject: Mathematics Standard

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 11MAS1, 11MAS2 Mon 28/03/2022 LS2 CROE, QUAS	Term 2 2022 Week 10 11MAS1, 11MAS2 Mon 27/06/2022 9AM CROE, QUAS	Term 3 2022 Week 8 - 9 11MAS1, 11MAS2 Examination Timetable CROE, QUAS	
Content Area	Earning and Managing Money, Formulae and Equations	Statistical Analysis	All Preliminary Topics	
Task Type	Test (I/C)	Investigation (HI)	End of Preliminary Examination (I/C)	
Outcomes	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Assessment Components				Weighting (%)
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weighting (%)	30	30	40	100

Preliminary Assessment Schedule 2022

Personal Development, Health and Physical Education

**Community and Family Studies
Personal Development, Health and Physical
Education**

2021 Yr 11 Preliminary HSC Assessment Schedule

Subject: Community and Family Studies

Task Number	1	2	3	
Task Date	Term 1 2021 Week 7 11CFS1 Wed 10/3/2021 LS2a+2b BROL	Term 2 2021 Week 6 11CFS1 Fri 28/5/2021 BROL Handed in before 8:45 am in Mary Courtyard	Term 3 2021 Week 8 Examination Timetable- 11CFS1 BROL	
Content Area	Core 1	Core 2	Cores 1,2 & 3	
Task Type	Inquiry Analysis (I/C)	Situational Focus Questions (HI)	End of Preliminary Examination (I/C)	
Outcomes	P 1.1,1.2,3.2,4.2,6.1	P 2.1,2.3,4.1,6.2	P1.1,1.2,2.1,2.2,2.3,2.4,3.1,3.2, 4.1,4.2,5.1,6.1, 6.2	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	20	25	60
Weighting (%)	30	30	40	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Personal Development, Health and Physical Education

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 11PDH1 Wed 6/4/2022 LS2a+b BRYN	Term 2 2022 Week 6 11PDH1 Mon 30/5/2022 BRYN Before 8:48am Mary Courtyard	Term 3 2022 Week 8/9 Examination Timetable 11PDH1 BRYN	
Content Area	Better Health for Individuals	Body In Motion	Core 1/ Core2/ First Aid/Fitness Choices	
Task Type	Research Task (I/C)	Biomechanics Analysis Task (HI)	Preliminary Examination (I/C)	
Outcomes	P1-6, P15, P16	P 7-9, 11, P16, P17	P 1- 17	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Skills in: Critical thinking, research analysis and communicating	15	25	20	60
Weighting (%)	25	35	40	100

Preliminary Assessment Schedule 2022

Religious Education

**Studies of Religion I
Learning for Mission**

2022 Yr 11 Preliminary Assessment Schedule

Subject: Studies of Religion I

Task Number	1	2	3	
Task Date	Term 2 2022 Week 2 11SOR1A Thurs 05/05/2022 LS3 NEKD	Term 3 2022 Week 5 11SOR1A Thurs 18/08/2022 LS3 NEKD	Term 3 2022 Week 8-9 11SOR1A Examination Timetable NEKD	
Content Area	Christianity	Islam	ALL	
Task Type	PEEL Task (I/C)	Ethics Research Task (HI)	Preliminary Examination	
Outcomes	P4, P5, P8, P9	P5, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	20	20	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	15	20	50
Weighting (%)	25	35	40	100

2022 Prelim Assessment Schedule

Subject: Learning For Mission

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 11LFM1A Thu 31/03/22 LS2 MANM	Term 2 2022 Week 9 11LFM1A Thu 23/06/22 LS3 MANM	Term 3 2022 Week 9 11LFM1A Thu 15/09/22 LS3 MANM	
Content Area	Solidarity and Subsidiarity	Jesus' Commandment of Love	Post-Modern Culture	
Task Type	Journal Task (Part 1) (HI)	Journal Task (Part 2) (HI)	Journal Task (Part 3) (HI)	
Outcomes	Learning Cycle 7	Learning Cycle 2	Learning Cycle 1	
Assessment Components				Weighting (%)
Weighting (%)	30	40	30	100

Preliminary Assessment Schedule 2022

Science

Biology
Chemistry

2022 Yr 11 Preliminary Assessment Schedule

Subject: Biology

Task Number	1	2	3	
Task Date	Term 1 2022 Week 9 11BIO1 Fri 24/03/2022 8:45am via Google Classroom MCDC	Term 3 2022 Week 4 11BIO1 Fri 12/08/2022 LS2 MCDC	Term 3 2022 Week 8 - 9 11BIO Examination Timetable MCDC	
Content Area	Cell the basis of Life	Biological Diversity	All Modules	
Task Type	First hand Investigation and Depth Study Effect of Environment on Enzyme Activity (HI)	Field Study Task (HI)	End of Preliminary Examination (I/C)	
Outcomes	BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-7	BIO 11-1 - 4 BIO 11-5 BIO 11-7 BIO 11-10	BIO 11-1 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11- 8-11	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	20	30	10	60
Weighting (%)	30	40	30	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Chemistry

Task Number	1	2	3	
Task Date	Term 1 2022 Week 8 11CHE Thurs 17/3/2022 LS1 WALJ	Term 2 2022 Week 9 11CHE Thurs 23/06/2022 LS1a+b WALJ	Term 3 2022 Week 8 11CHE Examination Timetable WALJ	
Content Area	Properties and Structure of Matter	Reactive Chemistry	Modules 1-4	
Task Type	Research Task (HI)	Practical Task (I/C)	Preliminary Examination (I/C)	
Outcomes	CH11-1 CH11-2 CH11-3 CH11-4 CH11-7 CH11-8	CH11-1 CH11-2 CH11-3 CH11-4 CH11-7 CH11-9	CH11-1 - 12	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Skills in: Critical thinking, research analysis and communicating	10	30	20	60
Weighting (%)	20	40	40	100

Preliminary Assessment Schedule 2022

Technology and Applied Studies

**Food Technology
Industrial Technology Timber**

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Food Technology

Task Number	1	2	3	
Task Date	Term 1 2022 Part A: Week 5 11FTE1 Tue 1/3/22 LS3 Part B: Week 8 11FTE1 Fri 25/3/22 LS3	Term 2 2022 Week 8 11FTE1 Fri 17/6/22 LS3	Term 3 2022 Week 8 - 9 11FTE1 Examination Timetable	
Content Area	Food Availability & Selection	Food Quality	Nutrition	
Task Type	Part A: Research Task (HI) Part B: Canteen Menu & Food Item (I/C)	Research & Experimentation (HI) & (I/C)	End of Preliminary Examination (I/C)	
Outcomes	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P2.1, P3.1, P3.2, P4.3, P5.1	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
Weighting (%)	30	40	30	100

2022 Yr 11 Preliminary HSC Assessment Schedule

Subject: Industrial Technology - Timber Products and Furniture Technologies

Task Number	1	2	3	
Task Date	Term 1 2022 Week 10 Part A: Industry Study 11INDT1 Thu 31/3/2022 LS1 POTL Term 2 2022 Week 3 Part B: Practical Project 1 11INDT1 Mon 9/5/2022 LS3 POTL	Term 3 2022 Week 6 11INDT1 Mon 22/8/2022 LS2 POTL	Term 3 2022 Weeks 8 - 9 11INDT1 Examination Timetable POTL	
Content Area	Timber Products and Furniture Technologies	Timber Products and Furniture Technologies	Timber Products and Furniture Technologies	
Task Type	Industry Study /Practical Project 1 (I/C) & (HI)	Portfolio/Practical Project 2 (I/C) & (HI)	End of Preliminary Examination (I/C)	
Outcomes	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P3.1, P3.2, P5.1, P6.2, P7.1, P7.2	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	30	30	0	60
Weighting (%)	40	40	20	100

Preliminary Assessment Schedules

Vocational Education & Training

**Primary Industries
Fitness**

Students commencing a VET Course in Year 11 2022

VOCATIONAL EDUCATION & TRAINING

Course Assessment

Assessment in Vocational Education and Training (VET) courses occur throughout the 240 hour course (over two years). Assessment is primarily **competency-based**, using a range of assessment tools, such as questioning, observation, structured activities to determine a student's competency against set industry standards. **Standards referenced** assessment is used to assess a student's understanding of the underpinning course knowledge and concepts. Such assessment typically occurs during the Preliminary and Trial HSC examinations.

Competency achievement will be reported on in the academic reports. Student competency achievement is also progressively recorded in teacher assessment registers and the NESA online portal, which provide for regular and systematic feedback on student performance.

Successful achievement of ALL course competencies will attain the student the AQF qualification. Successful achievement of some course competencies will attain the student a Statement of Attainment towards the AQF qualification.

In order to satisfactorily complete NESA requirements, students must undertake a **minimum of 70 hours structured work placement** over the 240 hour (2 year) course, with 35 hours to be completed in each year of study.

Students who meet specific benchmarks may apply for Recognition of Prior Learning (**RPL**) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hour requirements.

The HSC examinable units of competency for each VET course are in bold print as listed on the following pages. The external HSC examination is optional. All ATAR pathway students are required to complete the Trial HSC Examination task to ensure that an estimated mark can be submitted to NESA to safeguard against misadventure during the HSC examinations. NON ATAR pathway students will have the opportunity to finalise their intention towards the optional HSC examination during the final year of their VET course.

2022-23 Competency Task Assessment Schedule:

Task Name	Working on the Farm	Rip it Up	Safe Boundaries	Livestock
Task Timing	Term 2, 2022 Week 9 11PRI1 Wed 22/6/22 LS3 WILE	Term 3, 2022 Week 7 11PRI1 Wed 31/8/22 LS3 WILE	Term 4, 2022 Week 8 11PRI Wed 30/11/22 LS3 WILE	Term 3, Week 6 2023 WILE
Competencies Assessed	AHCWRK201 AHCPMG202 AHCPMG201 AHCWRK209 AHCCHM201	AHCMOM202 AHCMMOM203 AHCBO201	AHCWHS201 AHCWRK205 AHCINF201 AHCINF202	AHCWRK204 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK209 AHCLSK211

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2022 WILE	Term 3, Week 3-5 2023 WILE
Competencies Addressed	See table below	See table below

AQF QUALIFICATION: AHC20116 Certificate II in Agriculture

The core units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Agriculture are listed below.

Unit Code	Unit Title	
AHCWHS201	Participate in WHS processes	<p><i>All units are assessed through competency-based tasks and must be achieved for the attainment of the Certificate II in Agriculture</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>
AHCWRK209	Participate in environmentally sustainable work practices	
AHCCHM201	Apply chemicals under supervision	
AHCWRK201	Observe and report on weather	
AHCWRK204	Work effectively in the industry	
AHCLSK202	Care for health and welfare of livestock	
AHCPMG202	Treat plant, pests, diseases and disorders	
AHCWRK205	Participate in workplace communications	
AHCINF201	Carry out basic electric fencing operations	
AHCINF202	Install, maintain and repair farm fencing	
AHCLSK204	Carry out regular livestock observation	
AHCLSK205	Handle livestock using basic techniques	
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	
AHCLSK211	Provide feed for livestock	
AHCMOM202	Operate tractors	
AHCMOM203	Operate basic machinery and equipment	
AHCPMG201	Treat weeds	
AHCLSK209	Monitor water supplies	

2022-23 Competency Task Assessment Schedule:

Task Name	Safety in the Fitness Industry	First Aid	Work with Clients
Task Timing	Term 1, Week 11 6/4/22 LS1 BROL	Term 2/3, 2022 TBA	Term 3, Week 6 2023
Competencies Assessed	HLTWHS001 SISXFAC001 SISXFAC002	HLTAID011#	SISFFIT047 SISFFIT052 SISFFIT032 SISFFIT033 BSBOPS304 BSBPEF301

This unit of competency may be delivered and assessed by an external RTO.

AQF Qualification: SIS30315 Statement of Attainment in Certificate III Fitness

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and SOA towards Certificate III in Fitness are listed below.

HLTWHS001	Participate in workplace health and safety
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFAC001	Maintain equipment for activities
HLTAID011 #	Provide first aid
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
SISFFIT032	Complete pre-exercise screening and services orientation
BSBOPS304	Deliver and monitor a service to customers
SISFFIT033	Complete client fitness assessments
BSBPEF301	Organise personal work priorities
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

This unit of competency may be delivered and assessed by an external RTO.

Preliminary Assessment Schedules 2022

Vocational Education & Training

**Business Services
Construction
Information & Digital Technologies
Primary Industries**

For Students Completing a VET Course in 2022

VOCATIONAL EDUCATION & TRAINING

Course Assessment

Assessment in Vocational Education and Training (VET) courses occur throughout the 240 hour course (over two years). Assessment is primarily **competency-based**, using a range of assessment tools, such as questioning, observation, structured activities to determine a student's competency against set industry standards. **Standards referenced** assessment is used to assess a student's understanding of the underpinning course knowledge and concepts. Such assessment typically occurs during the Preliminary and Trial HSC examinations.

Competency achievement will be reported on in the academic reports. Student competency achievement is also progressively recorded in teacher assessment registers and the NESA online portal, which provide for regular and systematic feedback on student performance.

Successful achievement of ALL course competencies will attain the student the AQF qualification. Successful achievement of some course competencies will attain the student a Statement of Attainment towards the AQF qualification.

In order to satisfactorily complete NESA requirements, students must undertake a **minimum of 70 hours structured work placement** over the 240 hour (2 year) course, with 35 hours to be completed in each year of study.

Students who meet specific benchmarks may apply for Recognition of Prior Learning (**RPL**) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hour requirements.

The HSC examinable units of competency for each VET course are in bold print as listed on the following pages. The external HSC examination is optional. All ATAR pathway students are required to complete the Trial HSC Examination task to ensure that an estimated mark can be submitted to NESA to safeguard against misadventure during the HSC examinations. NON ATAR pathway students will have the opportunity to finalise their intention towards the optional HSC examination during the final year of their VET course.

BUSINESS SERVICES
2022-23 Competency Task Assessment Schedule:

Task Name	Touch Type	Business Basics	Workplace Information	Records Management	Sustainable Innovations
Task Timing	Term 3, 2021 Week 10 10BSE1 Tues 22/9/20 P6 MANM	Term 2, 2021 Week 5 10BSE1 Tues 26/5/20 P6 MANM	Term 4, 2021 Week 5 10BSE1 Tues 10/11/20 P6 MANM	Term 2, Week 5 25/5/22 LS1 MANM	Term 3, Week 6 25/8/22 LS2 MANM
Competencies Assessed	BSBITU307	BSBWHS201 BSBITU213 BSBITU211	BSBINM201 BSBWOR202 BSBCUS201 BSBIND201	TLIP2029A BSBITU212 BSBINM202	BSBWOR204 BSBINN201 BSBSUS201

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2021 Week 8-9 10BSE1 Preliminary Timetable MANM	Term 3, Week 3-5 2022 Trial Timetable MANM
Competencies Addressed	See next page	See next page

BSB20115 Certificate II in Business (R2)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Business are listed below.

Unit Code	Unit Title	
BSBWHS201	Contribute to health and safety of self and others	<p><i>All units are assessed through competency based tasks and must be achieved for the achievement of the Certificate II in Business</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>
BSBCUS201	Deliver a service to customers	
TLIP2029A	Prepare and process financial documents	
BSBIND201	Work effectively in a business environment	
BSBINM201	Process and maintain workplace information	
BSBINN201	Contribute to workplace innovation	
BSBSUS201	Participate in environmentally sustainable work practices	
BSBITU211	Produce digital text documents	
BSBWOR202	Organise and complete daily work activities	
BSBWOR204	Use business technology	
BSBITU212	Create and use spreadsheets	
BSBITU307	Develop keyboarding speed and accuracy	
BSBINM202	Handle mail	
BSBITU213	Communicate electronically	

2021-22 Competency Task Assessment Schedule:

Task Name	Safe Industry Measures	Bang it Up	All Framed Up	Brick & Concrete Shoes	School Based Project
Task Timing	Term 1, Week 10 30/3/21 LS2 POTL	Term 2, Week 10 22/6/21 LS2 POTL	Term 4, Week 8 25/10/21 LS2 POTL	Term 2, Week 8 Wed 15 th June 2022 LS1, POTL	Term 2, Week 8 Wed 15 th June 2022 LS1, POTL
Competencies Assessed	CPCCWHS1001 CPCCOHS2001A CPCCCM1015A	CPCCCA2002B CPCCCA2011A CPCCCM1014A	CPCCCM2001A CPCCCM1012A	CPCCBL2001A CPCCBL2002A CPCCCO2013A CPCCCM2006B	CPCCCM2005B CPCCCM1013A CPCCCM2004A

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 POTL	Term 3, Week 3-5 2022
Competencies Addressed	See table below	See table below

2021-22 Competency Task Assessment Schedule:

Task Name	Working Safely in the IT industry	Software, Packages & Websites	Keeping the System Working
Task Timing	Term 2, 2021 Week 10 10IDT1 Wed 1/7/21 2A SULL	Term 1, Week 10 Thursday 31 st March, 2022 LS1 SULL	Term 3, Week 7 Thursday 1 st September, 2022 LS1 SULL
Competencies Assessed	BSBWHS304 ICTICT202 ICTICT301	ICTICT203 ICTWEB202 ICTICT308 ICTWEB303 ICTWEB201	ICTICT302 ICTSAS301 ICTSAS305

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2021 Week 8-9 10IDT1 Preliminary Timetable SULL	Term 3, 2022 Week 3-5 Trial Timetable SULL
Competencies Addressed	See next page	See next page

ICT30118 SOA towards Certificate III in Information, Digital Media & Technology (R2)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and SOA towards Certificate III in IDMT are listed below.

Unit Code	Unit Title	
BSBWHS304	Participate effectively in WHS communication and consultation processes	<p><i>All units are assessed through competency based tasks and must be achieved for the achievement of the SOA towards Certificate III in IDMT</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>
ICTICT202	Work and communicate effectively in an ICT environment	
ICTICT302	Install and optimise operating system software	
ICTSAS301	Run standard diagnostic tests	
ICTICT203	Operate application software packages	
ICTWEB302	Build simple websites using commercial packages	
ICTICT308	Use advanced features of computer applications	
ICTSAS305	Provide ICT advice to clients	
ICTICT301	Create user documentation	
ICTWEB201	Use social media tools for collaboration and engagement	
ICTWEB303	Produce digital images for the web	

PRIMARY INDUSTRIES

2021-22 Competency Task Assessment Schedule:

Task Name	Livestock	Safe Boundaries	Working on the Farm	Rip it Up
Task Timing	Term 3, Week 6 18/8/21 LS3 WILE	Term 1, 2022 Week 5 11PRI1 Wed 23/2/22 LS3 WILE	Term 2, 2022 Week 9 11PRI1 Wed 22/6/22 LS3 WILE	Term 3, 2022 Week 7 11PRI1 Wed 31/8/22 LS3 WILE
Competencies Assessed	AHCWRK204 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK209 AHCLSK211	AHCWHS201 AHCWRK205 AHCINF201 AHCINF202	AHCWRK201 AHCPMG202 AHCPMG201 AHCWRK209 AHCCHM201	AHCMOM202 AHCMOM203 AHC BIO201

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2021 Week 8-9 10PRI1 Yr11 Exam Timetable WILE	Term 3, 2022 Week 3-5 Trial Timetable WILE
Competencies Addressed	See next page	See next page

AHC20116 Certificate II in Agriculture (R2)		
The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Agriculture are listed below.		
Unit Code	Unit Title	
AHCWHS201	Participate in WHS processes	<p><i>All units are assessed through competency-based tasks and must be achieved for the achievement of the Certificate II in Agriculture</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>
AHCWRK209	Participate in environmentally sustainable work practices	
AHCCHM201	Apply chemicals under supervision	
AHCWRK201	Observe and report on weather	
AHCWRK204	Work effectively in the industry	
AHCLSK202	Care for health and welfare of livestock	
AHCPMG202	Treat plant pests, diseases and disorders	
AHCWRK205	Participate in workplace communications	
AHCINF201	Carry out basic electric fencing operations	
AHCINF202	Install maintain and repair farm fencing	
AHCLSK204	Carry out regular livestock observation	
AHCLSK205	Handle livestock using basic techniques	
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	
AHCLSK211	Provide feed for livestock	
AHCMOM202	Operate tractors	
AHCMOM203	Operate basic machinery and equipment	
AHCPMG201	Treat weeds	
AHCLSK209	Monitor water supplies	