

# Stage 6 - Preliminary Assessment Guidelines



THE JANNALI HIGH SCHOOL

**2022**

*For students, parents and teachers*



## 2022

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### Term Dates & Vacation Dates 2022

<b>Term 1 (11 weeks)</b>	<b>Friday, 28 January 2022</b>	<b>Friday, 8 April 2022</b>
Autumn Vacation	Monday, 11 April 2022	Friday, 22 April 2022
<b>Term 2 (10 weeks)</b>	<b>Tuesday, 26 April 2022</b>	<b>Friday, 1 July 2022</b>
Winter Vacation	Monday, 4 July 2022	Friday, 15 July 2022
<b>Term 3 (10 weeks)</b>	<b>Monday, 18 July 2022</b>	<b>Friday, 23 September 2022</b>
Spring Vacation	Monday, 26 September 2022	Friday, 7 October 2022
<b>Term 4 (11 weeks)</b>	<b>Monday, 10 October 2022</b>	<b>Tuesday, 20 December 2022</b>

### Public Holidays

New Year's Day	Saturday, 1 January
Australia Day	Wednesday, 26 January
Good Friday	Friday, 15 April
Easter Monday	Monday, 18 April
Anzac Day	Monday, 25 April
Queen's Birthday	Monday, 13 June
Labour Day	Monday, 3 October
Christmas Day	Sunday, 25 December
Boxing Day	Monday, 26 December
Additional day	Tuesday, 27 December

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# PRELIMINARY HIGHER SCHOOL CERTIFICATE

## ASSESSMENT POLICY AND SCHEDULE

### *Information for students and parents*

#### **The Purpose of Preliminary Assessment**

Assessment is carried out by schools for the NSW Education Standards Authority (NESA). It consists of set assessment tasks in each subject.

As well as preparing students for the HSC Assessment Program, the Preliminary HSC Assessment Program is designed to give students credit for:

- ♦ aspects of their courses which are not tested by the HSC Examination, eg practical skills, research skills, field studies and oral skills.
- ♦ their overall achievement in a Preliminary HSC course

At the end of the Preliminary HSC course, schools must provide the NESA with an indication of each student's performance. Student achievement will be reported using A – E grades (see page 7).

Completion of the "All My Own Work" program is mandatory for all Year 11 students and a prerequisite for student enrolment with NESA.

#### **Reporting to Students and Parents**

Students will receive feedback on individual assessment tasks, as well as formal school reports.

At the beginning of Year 11, students and parents will receive an Interim Report (in Term 1) that provides generalised information about each student's application and behaviour in each course, as they transition to the senior school.

In addition to this, two formal school reports will be provided on a student's progress during the Preliminary HSC assessment period. Each report will provide an indication of:

- ♦ the student's exam mark and exam rank; and
- ♦ the student's cumulative rank, based on the cumulative assessment mark for that period.

If students have questions about marks awarded for ANY task, they must raise them with their teacher when the task is returned from marking. If, after consultation with the teacher, there is still a problem, they should consult with the Head Teacher of the Faculty concerned and then the Principal if there is still concern.

## SCHOOL ASSESSMENT GUIDELINES – General Requirements

The NSW Education Standards Authority requires that each school develop an Assessment Program for each subject course. Schools are required to:

- ♦ set tasks which will be used to measure student performance in each component of a course using course outcomes
- ♦ specify the mark value for each task
- ♦ inform students of the Preliminary / HSC Assessment requirements for each course
- ♦ keep records of each student's performance on each task
- ♦ provide students with information on their progress

The assessment guidelines provided in this handbook were prepared from NESA subject guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed, how it will be assessed and when it will be assessed. Students may obtain advice regarding their Preliminary assessments from their subject teacher, the subject Head Teacher, or from their Student Adviser and Careers Adviser.

The School reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised to the students concerned.

### School Assessment

This information applies to all subjects.

The assessment mark is calculated using a series of **tests, assignments, field study work, research projects, oral and aural work, performances and examinations** conducted during the Preliminary School Certificate course that commences Term 1, 2022. The assessment mark measures student achievement relative to a set of predetermined standards. Assessment does not take into account student conduct.

Since there are only limited tasks in most of the Assessment Schedules, it is important to realise that in order to gain competence in the skills required to complete these tasks and/or examinations, there will be other tasks required from the students. **If students do not attempt these non-assessable tasks, they will not only have missed out on important practice and feedback from their teachers, but they may also have their eligibility for the Record of School Achievement (RoSA) revoked for not having satisfactorily completed a subject.**

It is the responsibility of each student to read their assessment schedules so as to be aware of the nature and timing of assessable tasks. Not knowing about a deadline will not be an acceptable excuse for lateness or non-completion.

## Assessment Practices in Action

Each subject will provide adequate time when providing written notifications of formal assessment tasks (minimum 2 weeks' notice will be provided). It is expected that students acknowledge receipt of assessment notification through the Google classroom to indicate they have:

- ♦ received the task notification
- ♦ submitted the task for marking

### Common Grade Scale for Preliminary Courses

The Common Grade Scale, shown below, will be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels across all Key Learning Areas and Subjects:

Grade	Performance Descriptor
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.

Each teacher will assess student levels of achievement in their subject and then judge their level of performance based on the Course Performance Descriptors. Students need to be aware of the demands of each grade in order to assess what they need to do to improve their level of attainment.

The Grades for the ROSA, listed above, include both formal assessment and all informal assessment as well. As a result, classroom learning experiences and homework become important indicators of the student's level of achievement, not just the formal assessment task results.

## **“N” Determinations**

Any student considered not to have met the minimum requirements for a Preliminary course will be issued with a *Non-Completion of Course (“N” Determination)*. Students will be issued with at least 2 warning letters prior to the issue of an “N” determination. Warning letters can be issued for non-completion of set work and/or unsatisfactory participation in lessons.

**School Procedures for students who would be under consideration for ‘N’ award or ineligibility for the RoSA are listed below:**

- 1 Initially a letter will be sent to students by class teachers and Head Teachers outlining the area or areas where problems exist, if a task or classwork needs to be completed and the consequences of not addressing these. This letter will be supplemented if necessary by counselling/interview. Warning letters can be issued for non-completion of set tasks and/or unsatisfactorily following the course and/or lack of diligence and sustained effort.
- 2 If there is insufficient improvement, a further letter will be sent to the student again outlining consequences of failure to meet requirements. This letter will be accompanied by additional interview/counselling by the Head Teacher and class teacher of the relevant subject/s. This will also include the construction of an improvement plan. The Deputy Principal may become involved at this stage.
- 3 Failure to address the issues of concern can lead to an ‘N’ determination in that subject.
- 4 Copies and a record of these letters and interviews will be maintained by the Head Teacher and Deputy Principal.

## **Assessment of Industry Curriculum Framework Courses (VET courses)**

For all industry curriculum framework courses (i.e. Hospitality and Construction), all assessment is competency based. An assessment mark is not required by NESA. NESA requires a list of units of competency achieved to be submitted.

For 240 hour courses (i.e. 2 unit courses) there are two assessment components:

### **Internal Assessment Requirements**

- Assessment tasks are competency-based;
- Judgement of competency is made on the basis of performance against performance criteria. The criteria are set out under each element of competency in the industry curriculum framework;
- A student’s performance is determined as being competent or not yet competent;
- Judgement is made on the basis of evidence that may be in a variety of forms;
- Assessment tasks will enable students to show that they can apply knowledge to particular circumstances and integrate skills and knowledge learned;
- The units of competency within each course are divided into Preliminary and HSC
- In each course the student is assessed as successfully achieving the units of competency across the Preliminary and HSC years.



## External Assessment Requirements

- The optional examination is a two-hour written paper and is worth 100 marks. The paper is, however, marked out of 80. The total marks gained are then converted to a final mark out of 100;
- Students will be required to notify NESA during the HSC year if they do not wish to be present for the examination;
- The external examination will test a sample of the units of competencies outlined in the examination specifications;
- No internal assessment mark is required for submission to NESA;
- The examination result is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for Australian Qualifications Framework (AQF) qualifications. The external examination only may contribute to the calculation of the student's Australian Tertiary Admissions Rank (ATAR);
- The examination will provide 100% of the mark for ATAR purposes.

**Note:** Only students who wish their VET course to be included in their ATAR need present for the external examination.

## Recognition of Prior Learning (RPL)

- A student's prior learning and experience, including study in other systems and life/work experience, may exempt the student from certain requirements;
- A student who has achieved units of competency through study or experience other than the VET Curriculum Framework courses is not required to be assessed for recognition of those units of competency as long as a qualified assessor from a Registered Training Organisation (RTO) has assessed those competencies (for full details of this, check with the Deputy Principal).

## Sickness/Misadventure

If absent from an assessable task due to illness or a proven misadventure, then the student must:

- ♦ substantiate illness with a medical certificate
- ♦ substantiate misadventure
- ♦ **report before roll call on the first day back at school**, to the Head Teacher of the faculty for which the assessment task is due and hand in an **illness and misadventure form** to organise a substitute task. (see Appendix A, page 51)

**Note:** Repeated absences from tasks, even with Medical Certificates, may lead to a review of the student's eligibility for inclusion of that subject in their total units.

**Note:** For assessment tasks set in advance to be completed wholly or in part at home, Medical Certificates or Illness Misadventure applications covering only the final days prior to submission of the task will not be sufficient.

There is no provision in the Assessment Policy (as per NESA guidelines) to compensate a student for factors such as extended illness, misadventure or domestic problems. Marks cannot be given for work not done. This certificate or independent documented evidence must be presented to the school on the first occasion the student returns to the school even if it is during the exam period.

Notification must be given to the school as soon as practicable, by either student or parent/caregiver, if a student is unable to attend an examination due to illness. A medical certificate will be required to explain such absences.



## Assessment Task Rules and Procedures

### On the day of an Assessment Task:

- ✓ Submit work by the due date in the appropriate format
- ✓ Attend all timetabled lessons

### If you are away sick:

- ✓ Complete illness and misadventure form with Doctor's certificate
- ✓ Submit illness and misadventure form to the Head Teacher before roll call on the first day back at school



Above: Assessment Task Poster

## Extended Absence with Leave

If a student is to be absent for an extended period with leave (eg. overseas travel), substitute tasks are to be negotiated with each subject, prior to departure. Note that The Jannali High School requires a special application to approve absences of greater than 10 days.

## Lateness of Assessment Tasks

All assignments must be handed in on the due date. If not, they will be treated as late and the following penalties will apply:

- 1) The work will be corrected but **no marks will be awarded**. The students will be given advice on ways to improve but the mark recorded will be **zero**.
- 2) After three (3) days late an assignment not handed in is considered to have not been submitted and receives a N-warning letter. If the assignment is not completed the student will receive a N-determination (refer to page 8).

*Students should not leave assignments until the last minute. No allowance will be made for students whose illness is restricted to the final days before a long term assignment is due. If a student knows in advance that he/she will be absent on the day an assignment is due, the work must be handed in before the due date.*

## Unfair Advantage - Attendance on the day of Assessable Tasks

So that no student will be given an **unfair advantage over others**, students must attend **ALL timetabled lessons on any day they have an assessable task or substitute task scheduled**. Breaches of this rule will mean the task will not be accepted from the student and "0" will be recorded as the mark.

In the case of a genuine illness a medical certificate will be required and a misadventure form. In other exceptional circumstances, the student's case may be considered by the school's Assessment Review Panel (A.R.P.) which consists of the School Principal (or the Principal's nominee) and two Head Teachers.

## TAFE College Assessments

Students undertaking courses at TAFE colleges receive all assessment details from their TAFE teachers. The school has no input regarding the requirements, procedures or timing of TAFE course assessments. Note that special rules covering attendance are in force. **Students who are absent for more than three (3) lessons may be deemed ineligible for that course regardless of the reason for the absence.**

## Vocational Education Training (VET) Courses

All these courses are nationally accredited by ASQA, and are based on proven competencies including a mandatory period of work placement. **Students must complete all requirements set out in the course competencies including satisfactorily completing all hours of training at work placements.** No provision is made for special consideration as accreditation depends on the competencies being met. Students should check with their teachers for specific details relating to these courses. Note that assessment for the purpose of NSW Education Standards Authority accreditation is as for other Board Developed courses. For full details of VET assessment policies see pages 8 & 9.



### Plagiarism Policy and the Use of Turnitin

TJHS seeks to give students the skills of ethical research while emphasising the need to acknowledge other people's work in their pursuit of academic excellence.

It is important as part of their learning that students demonstrate their ability to locate information and more importantly show their understanding of what they read.

TJHS regards the submission of people's work, unacknowledged as unacceptable and constitutes Plagiarism. **Turnitin** software has been introduced to our school and is to be used as a tool to assist student and staff in recognition of Plagiarism. It must be noted that the Originality reports generated do not necessarily equate to Plagiarism but merely act as a text matching indicator for teacher review of the submission.

The staff are responsible for:

- providing access to the **Turnitin** software through student email
- considering the specialist jargon that may be excluded from the text matching, depending upon Faculty policy
- providing an explicit explanation of plagiarism and
- delivering instruction on the best method of referencing for that faculty
- determining how many tasks will be submitted using **Turnitin**
- referring issues of suspected plagiarism to their Head Teacher and the Assessment Review Panel (ARP)

As a result, students will be responsible for:

- submitting their own work for marking and feedback (using **Turnitin** when specified)
- acknowledging the words of another person through an appropriate reference system
- using text and research from others and then translating this into their own words to demonstrate the level of their understanding
- making staff aware of any problems that have occurred prior to the submission date, as this will not be an acceptable reason for failing to submit an assignment.

## Malpractice and breaches of examination rules

Examination and assessment rules are to be strictly adhered to in all circumstances. These rules are set out in the booklet *Rules and Procedures – Higher School Certificate*.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) **must be a student's own work**. Malpractice, including plagiarism, could lead to a student receiving zero marks and may jeopardise a student's HSC results.

*(From the NESA Assessment, Certification and Examination Manual)*

**Malpractice is any activity that allows a student to gain an unfair advantage over other students.** It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as your own; using material directly from books, journals, CDs or the internet without reference to the source. Plagiarism also involves students who choose to copy work from their peers. **Zero may be awarded to both the 'copier' and the 'author'.**
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- **breaching school examination rules** (included on Page 16);
- **using non-approved aides during an assessment task/ examination;**
- contriving false explanations to explain work not handed in by the due date;
- **assisting another student to engage in malpractice.**

**Any student found to have cheated in an examination or assessable task will have his/her paper or task cancelled and a zero awarded.**

Students are also reminded that **assisting others in the act of cheating** will be detrimental to their own progress. They **will also be awarded a zero.**

Any suspected plagiarism/ malpractice will be reported by the Head Teacher to the Senior Executive who will recommend a meeting of the **Assessment Review Panel (A.R.P.)**. This panel will ask that students present all their preparatory work as evidence that their task is the student's own intellectual property. Questions may also be asked of the student to test their level of understanding prior to a decision about the authenticity of the task being made. Parents will be informed, in writing, of any breaches of the rules.

Students are reminded that unsatisfactory completion of any course means that a student is ineligible to include that course in the units required for the award of a HSC. This may mean that the student is also ineligible for the award of a Higher School Certificate.

## Queries

If any student has questions about marks awarded for ANY task, he/she must raise them with their teacher when the task is returned from marking (within one school day of receiving the task back). If, after consultation with the teacher, the student feels there is still a problem, he/she should consult with the Head Teacher of the Faculty (within two school days of the return of the task) concerned and then the Principal if there is still concern (within five school days of the return of the task).

## Appeals

Students have the right to appeal if they feel that they have, in any way, been disadvantaged or treated unfairly with regard to an assessment task. Appeals must be in writing using the school *Assessment Task Appeal* form (see page 53). This must be returned within 2 school days of the issue arising; i.e. when the task is handed back or a request for special consideration is denied.

The appeals committee for that task will meet and make a determination within 7 school days of the appeal submission. The appeals committee will consist of the relevant Deputy Principal, a Head Teacher and the classroom teacher.

A final appeal to the Principal can be made if the student feels the process has not been properly carried out. The student and parent/caregiver should discuss the issue with the Principal who will advise about any next steps.

Matters that may be considered as grounds for appeal include but are not limited to :

- If a student feels they have been treated differently from other students.
- If, after discussion with both the teacher and faculty head teacher, the student feels that the assessment mark does not reflect the quality of their performance in the task.
- Any issue relating to the marking criteria or a computation error in determining the mark.
- If a student believes the assessment procedures were not followed correctly.
- Any issues with the administration of the task; e.g. timing errors or errors in the task.

## Cheating in Exams or Assessable Tasks

Examination and Assessment rules are to be strictly adhered to in all circumstances. Any student found to have cheated in an examination or assessable task will have his/her paper or task cancelled and a zero awarded. Parents will be informed in writing of any breaches of the rules. Students are reminded that unsatisfactory completion of any course means that a student is ineligible to include that course in the units required for the award of a HSC. This may mean that the student is also ineligible for the award of a Preliminary Record of Achievement.

## Special Note regarding Presentation of Assessment Tasks

All assessment tasks must be presented in hard copy format on A4 paper unless specifically stated otherwise. This means that tasks on computer disks are not acceptable (unless specifically stated). Claims that computer malfunction caused late submission of assignments *will not be accepted* unless they can be substantiated by the production of draft work in hard copy format.

**Best practice in relation to the use of computer technology and assessment work involves:**

- a) Initial work, notes, planning etc in hand written form,
- b) Regular saving or backup of work,
- c) Production of hard copy of draft work as each page is completed.

If this process is followed, any hardware or software malfunction can be legitimately supported by the production of the above draft work.

## **Transfers**

Students enrolling in the school during Year 11 will be graded on their performance whilst at this school but advice may be sought from their previous school.

## School Examination Rules

**NOTE:** “Students who do not comply with the NSW Education Standards Authority (NESA) examination rules for a course may have their paper cancelled for that course. This may render the student ineligible for the award of a Record of School Achievement and/or a Higher School Certificate.” *NESA ACE Manual*

- No mobile phones are allowed in the examination room of formally scheduled exams, e.g. half yearly or trial exams
- During the examination period, unless specified otherwise, students are required to be at school only when they are doing an examination. At other times students are expected to be undertaking private study at home. There is also the opportunity to use the school library for private study during the exam period. It is the responsibility of parents/carers to organise appropriate travel to and from school.
- All students must be seated at least five (5) minutes before the examination is due to commence.
- Student mobile phones are not to be in pockets or on a student’s person as they enter the Examination space. A student, once their phone is switched off, must hand their device to the exam convenor to be collected at the end of the exam.

**Any breach of this will be referred to the Head Teacher / Senior Executive.**

- Any article that could be considered an aid must not be taken to the examination tables, (e.g. books, notes, loose sheets of paper, mobile phones, ear buds/pods and smart watches etc). All materials are subject to confiscation.
- An attendance slip is to be completed for each examination session.
- Students must not bring their own writing paper. All necessary writing paper will be provided and is not to be removed from the examination room.
- Any special equipment required (e.g. set squares, calculators) must be provided by the student.
- There is to be no communication of any sort between students while inside the examination room. In particular, the borrowing of equipment or materials is prohibited.
- Students should ensure that they have more than one set of pens, pencils, etc and tissues. All supplies must be in a clear plastic bag (not your normal pencil case).
- All students are required to be as quiet as possible, both during and at the conclusion of their examination.
- When in the examination room, students must remove watches and place them in clear view on the examination table.
- No student will be permitted to leave the examination room early.
- Students should consult the timetable carefully. No allowance will be made where candidates fail to attend an examination because of an alleged misreading of the timetable. Note that times for the start and finish of examinations vary.
- If a student is unable to attend an examination due to illness, the school should be notified by telephone as soon as practicable. A doctor’s certificate (or independent documented evidence) is required to explain the absence. This certificate must be presented to the Deputy Principal or the relevant Head Teacher on the first occasion the student returns to school, even if this is during the examination period (see Appendix A).
- Any student who is absent from an examination must report to the relevant Head Teacher(s) immediately after the illness/misadventure to arrange alternative times for missed exams. Failure on the part of the student to arrange an alternative time immediately after the illness/misadventure will result in a zero for the examination for that student.
- Normal lessons recommence on the first school day after the final timetabled exam. All students must be in attendance. This is especially important so teachers may complete syllabus requirements.
- Students are to wear full school uniform during examinations.



**YEAR 11 ASSESSMENT SCHEDULE SEMESTER 1 2022**

	Term 1											Term 2									
Subject	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Ancient History																					
Biology																					
Business Studies																					
Community & Family Studies																					
Chemistry																					
Dance																					
Design & Technology																					
Drama																					
Earth & Environmental																					
Economics																					
English Ext.																					
English Advanced																					
English Standard																					
English Studies																					
Food Technology																					
Geography																					
Industrial Technology																					
Investigating Science																					
Legal Studies																					
Maths Advanced																					
Maths Ext. 1																					
Maths Standard 1 & 2																					
Modern History																					
Music 1																					
PDHPE																					
Photography, Video & Digital Imaging																					
Physics																					
SLR																					
Society & Culture																					
Visual Arts																					

**YEAR 11 ASSESSMENT SCHEDULE SEMESTER 2 2022**

	<b>Term 3</b>										<b>Term 4</b>										
Subject	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk 11
Ancient History																					
Biology																					
Business Studies																					
Community & Family Studies																					
Chemistry																					
Dance																					
Design & Technology																					
Drama																					
Earth & Environmental																					
Economics																					
English Ext.																					
English Advanced																					
English Standard																					
English Studies																					
Food Technology																					
Geography																					
Industrial Technology																					
Investigating Science																					
Legal Studies																					
Maths Advanced																					
Maths Ext. 1																					
Maths Standard 1 & 2																					
Modern History																					
Music 1																					
PDHPE																					
Photography, Video & Digital Imaging																					
Physics																					
Society & Culture																					
SLR																					
Visual Arts																					

# ENGLISH

**SUBJECT:** English Advanced

**Preliminary 2022** Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Common Module: Reading to Write Imaginative text with reflection	Module A: Narratives that Shape our World Multimodal presentation	Module B: Critical Study of Literature Critical response (Preliminary Course Exam)	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-7, EA11-8	
Components				Weighting
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total %	30%	40%	30%	100%

# ENGLISH

**SUBJECT:** English Extension

**Preliminary 2022** Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative response	Comparative Essay	Multimodal Task	
Timing	Term 2, Week 1	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Components				Weighting
Knowledge and Understanding of texts and why they are valued	15%	15%	20%	50%
Skills in complex analysis composition and investigation	15%	15%	20%	50%
Total %	30%	30%	40%	100%

# ENGLISH

**SUBJECT:** English Standard

**Preliminary 2022** Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Common Module: Reading to Write</b> Imaginative text with reflection	<b>Module A: Contemporary Possibilities</b> Multimodal presentation	<b>Module B: Close Study of Literature</b> Analytical response (Preliminary Course Exam)	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-2, EN11-3, EN11-6, EN11-8, EN11-9	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8	
Components				Weighting
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total %	30%	40%	30%	100%

# ENGLISH

**SUBJECT:** English Studies

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of task	<b>Multimodal presentation</b> Mandatory Module: Achieving though English	<b>In class test</b> Elective Module: Part of a Family	<b>Collection of classwork</b> All modules	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	ES11-2, ES11-3, ES11-5, ES11-6, ES11-7	ES11-1, ES11-2, ES11-4, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15%	15%	20%	<b>50%</b>
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# MATHEMATICS

**SUBJECT:** Mathematics Standard 1 & 2

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	School Test	Assignment/Research Task	End of Preliminary Exams	
Timing	Term 1 Week 10	Term 2 Weeks 6 –10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
<b>TOTAL</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# MATHEMATICS

**SUBJECT:** Mathematics Advanced

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	Assignment/Research Task	End of Preliminary Exams	
Timing	Term 1 Week 10	Term 2 Weeks 6 –10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
<b>TOTAL</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



# MATHEMATICS

**SUBJECT:** Mathematics Extension 1

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Assignment/Research Task	In Class Task	End of Preliminary Exams	
Timing	Term 1 Week 10	Term 2 Weeks 6 –10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
<b>TOTAL</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# SCIENCE

**SUBJECT:** Biology

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Depth Study	Final Exam	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes assessed	BIO11/12-6, BIO11/12-5, BIO11/12-7, BIO11-8, BIO11-9	BIO11/12-1, BIO11/12-2 BIO11/12-3 BIO11/12-4, BIO11/12-5	BIO11/12-1 to 11/12-7 BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				Weighting
Knowledge	10%	10%	20%	40%
Working Scientifically	20%	30%	10%	60%
Total	30%	40%	30%	100%

# SCIENCE

**SUBJECT:** Chemistry

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and Modelling Task	Depth Study	Final Exam	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting
Knowledge	10%	10%	20%	40%
Working Scientifically	10%	30%	20%	60%
Total	20%	40%	40%	100%

# SCIENCE

**SUBJECT:** Earth and Environmental Science

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Exam	Depth Study	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Weeks 9-10	
Outcomes assessed	EES11/12-4, EES11/12-5, EES11-8	EES11/12-1, EES11/12-2, EES11/12-3, EES11-11	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	
Components				Weighting
Skills in working scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# SCIENCE

**SUBJECT:** Investigating Science

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation Modules 1 & 2	Depth Study Research & Presentation Modules 2 & 3	Final Examination Modules 1 – 4	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
Outcomes assessed	INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-7 INS11-8, INS11-9	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6 INS11/12-7, INS11-8, INS11-9	INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7, INS11-8 INS11-9, INS11-10, INS11-11	
Components				Weighting
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and Understanding	10%	20%	10%	40%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# SCIENCE

**SUBJECT:** Physics

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Exam	Depth Study	Final Examination	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-6, PH11-9	PH11/12-1, PH11/12-2 PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	PH11/12-4, PH11/12-6 PH11/12-7, PH11-8 PH11-9, PH11-10, PH11-11	
Components				Weighting
Skills in working scientifically	25%	20%	15%	60%
Knowledge and understanding	5%	15%	20%	40%
Total	30%	35%	35%	100%

# HSIE

**SUBJECT:** Ancient History

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of the Task	In Class Essay with Cheat Sheet Case Study	Historical Investigation Source Analysis	Preliminary Exam	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9	
Outcomes Assessed	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-9	
Components				Weighting
Knowledge and understanding of course content	5%		35%	40%
Inquiry and research	25%	15%		40%
Source analysis		15%	5%	20%
Total	30%	30%	40%	100%

# HSIE

**SUBJECT:** Business Studies

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Business Report	Small Business Plan	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1, P2, P3, P4, P6, P9	P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10%	5%	25%	40%
Stimulus-Based Skills	10%		10%	20%
Inquiry & Research	5%	15%		20%
Communication of Business Ideas, Information & Issues in Appropriate Forms	5%	10%	5%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



# HSIE

**SUBJECT:** Economics

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Economies: their Similarities and Differences Research Task	Research and in-class response	Preliminary Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1, P4, P9, P10, P12	P2, P5, P6, P8, P9, P10, P12	P1, P2, P3, P5, P6, P7, P8, P10, P11,	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills		5%	15%	20%
Inquiry and research	10%	10%		20%
Communication of economic information, ideas and issues in appropriate forms	10%	5%	5%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# HSIE

## SUBJECT:

Geography

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Biophysical Interactions (Objective short answers)	Senior Geography Project (Research Report)	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 9-10	
Outcomes assessed	P1, P2, P3, P10, P12	P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P8, P9, P10, P11, P12	
Components				Weighting
Knowledge and understanding of course content	15%	20%	10%	<b>45%</b>
Geographical Skills			10%	<b>10%</b>
Inquiry & Research	15%	15%		<b>30%</b>
Communication of geographical understanding in appropriate forms		5%	10%	<b>15%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# HSIE

**SUBJECT:** Legal Studies

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and In-Class Task  Topic: CORE	Focus Groups  Topic: Law Reform in Action	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1, P2, P3, P4, P5, P8, P9, P10	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Analysis and evaluation	5%	5%	10%	20%
Inquiry and research	10%	10%		20%
Communication of legal information, issues and ideas in appropriate form	5%	5%	10%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# HSIE

SUBJECT: Modern History

Preliminary 2022 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis Extended Response	Historical Investigation Research Task/Presentation	Preliminary Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	
Outcomes assessed	MH11-3, MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-3, MH11-4, MH11-5, MH11-8, MH11-9	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9	
Components				Weighting
Knowledge and understanding of course content	15%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	5%	10%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Total	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# HSIE

**SUBJECT:** Society & Culture

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Extended Response  Topic: The Social & Cultural World	Primary Research Investigation  Topic: Personal and Social Identity	Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9-10	
Outcomes assessed	P1, P3, P5, P6, P9, P10	P2, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	15%	5%	30%	50%
Application and evaluation of social and cultural research methodologies	5%	20%	5%	30%
Communication of information, ideas and issues in appropriate forms	10%	5%	5%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

**SUBJECT:** 2 Unit PDHPE

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Core 1 Determinants of Health Writing Task	Core 2 Physical Fitness Practical Workshop and Video submission	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes assessed	P2, P3, P4, P6,	P7, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Components				Weighting
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in critical thinking, research, analysis and communicating	20%	20%	20%	60%
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

**SUBJECT:** Dance

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Core Performance	Core Appreciation	Core Composition	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P4.1, P4.2, P4.3, P4.4, P4.5	
Components				Weighting
Performance	35%			35%
Appreciation		30%		30%
Composition			35%	35%
<b>Total</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

**SUBJECT:** Sport Lifestyle & Recreation

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Fitness: Research and Responding	Resistance Training Practical Application	First Aid and Sport Injuries Examination	
Timing	Term 1 Week 10	Term 2 Weeks 9-10	Term 3 Weeks 9-10	
Outcomes assessed	P1.2, P1.3, P2.2, P2.5, P3.2, P3.3, P4.1, P4.4	P1.2, P1.3, P2.1, P2.2, P2.5, P3.2, P3.3, P4.4	P1.3, P2.5, P3.6, P4.2, P4.4, P4.5	
Components				Weighting
Module: Fitness	35%			35%
Module: Resistance Training		35%		35%
Module: First Aid			30%	30%
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>



## CREATIVE & PERFORMING ARTS

**SUBJECT:** Drama

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Scripted Performance Style Scenes & Extended Response	Playbuilt Group Performance	Preliminary Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Topic	Theatrical Traditions & Performance Styles (Verbatim/Non-Nat)	Improvisation, Playbuilding & Acting (GP)	Elements of Production (Ruby Moon)	
Outcomes assessed	P.1.3, P1.4, P1.5, P2.2 P2.4, P3.1	P1.1, P1.2, P1.6, P2.1, P2.3	P3.1, P3.2, P3.3,	
Components				Weighting
Making	20%	20%		40%
Performing	10%	20%		30%
Critically Studying	10%		20%	30%
<b>Total</b>	40%	40%	20%	100

## CREATIVE & PERFORMING ARTS

**SUBJECT:** Music 1

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Part a)</b> Performance of one piece representing the topic of Popular Music <b>Part b)</b> 500 word musicology analysis on chosen song	Part a) Composition of one work representing the topic of 'Music for Radio. Film. Television and Multimedia' Part b) Musicology reflection portfolio	Preliminary Aural Exam on topic 'Technology and its influence on Music'	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	P1, P2, P4, P9	P3, P5, P7, P8	P6, P10, P11	
Components				Weighting
Performance	25%			25%
Composition		25%		25%
Musicology	10%	15%		25%
Aural			25%	25%
<b>Total</b>	35%	40%	25%	100%

## CREATIVE & PERFORMING ARTS

**SUBJECT:** Photography, Video and Digital Imaging

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portraiture Task + Artist Statement	Photographic Portfolio + Photo Journal	The Arranged Image + Artist Statement	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Outcomes Assessed	M3, M6, CH1, CH4	M2, M5, CH3, CH5	M1, M4, CH2	
<b>Components</b>				
Making	20%	25%	25%	70%
Critical and Historical Studies	10%	10%	10%	30%
<b>Total</b>	30%	35%	35%	100%

## CREATIVE & PERFORMING ARTS

**SUBJECT**

Visual Arts

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Art through the Ages: The Timeline Task Part A- Research and Presentation Part B- Artwork	Self-Designed, Self-Initiated Collection of Works & VAPD	Preliminary Examination	
Timing	Term 1, Week 10	Term 3, Week 8	Term 3, Weeks 9 & 10	
Outcomes assessed	P3, P4, P10	P1, P2, P5, P6	P7, P8, P9	
Components				Weighting
Art History and Criticism	25%		25%	50%
Artmaking VAPD	10%	40%		50%
<b>Total</b>	35%	40%	25%	100%

## TAS – HOME ECONOMICS

**SUBJECT:** Community & Family Studies

**Preliminary 2022 Internal Assessment Program**

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Interview Design, conduct and analyse interview	Case Study Leadership	Yearly examination	
Timing	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2	
Components				Weighting
Knowledge and understanding of course content	10%	10%	15%	35%
Skills in critical thinking, research methodology, analysing and communicating	20%	25%	20%	65%
<b>Total</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## TAS – HOME ECONOMICS

**SUBJECT:** Food Technology

**Preliminary 2022** Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Food Availability and Selection Research	Functional Food Property Investigation	Yearly Exam	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P3.2, P4.1	P3.1, P3.2, P5.1	P1.1 – P 5.1	
Components				Weighting
Knowledge and understanding of course content		10%	30%	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	20%	10%		30%
<b>TOTAL</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



Education

ULTIMO 90072

HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations  
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code  
2 U X 2 YR - 26511  
HSC Exam: 26587  
LMBR code  
(11 OR 12)  
SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	240 Indicative Hours over 2 years
	SITXFSA002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes	E E	S E	15 10	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	40% Preliminary Exam
Term 2	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	35 hrs. Work placement
	5 HSC UOCs						
	SITHCCC005 SITHCCC006 SITHCCC011 SITHFAB005	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively Prepare & Serve Espresso Coffee	C E C E	S E E E	40 25 20 15	<b>Cluster D: Quality Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>Cluster C: Café Culture</b>	35 hrs. Work placement
Term 3	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working Effectively with Others</b> Written task and reflection	60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



**Education**

ULTIMO 90072

**CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**

**Preliminary Year 2022 - HSC 2023**

QUALIFICATION: CPC20211 Certificate II in Construction Pathways  
Training Package: CPC08 Construction, Plumbing and Services (version 9.5)

**NESA course code**  
2 U X 2 YR - 26201  
**2021 HSC Exam:**  
**26299**  
**LMBR UI Code:**  
**(11 OR 12)**  
CPC20211426201B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	40% Preliminary Exam
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
Terms 4/5	7 HSC UOCs						35 hrs. Work placement  60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCJN2001A CPCCJN2002A	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster F – Joinery Practical, Teacher observations and written test.	
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
Terms 6/7	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	Cluster F – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		235- 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



## TAS – INDUSTRIAL ARTS

**SUBJECT:** Design & Technology

**Preliminary 2022** Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Assessment Task 1: Digital Design Project - Illustrator/SketchUp	Assessment Task 2: Minor Design Project – Mixed Material Lamp	Assessment Task 3: Examination	
Timing	Term 1, Week 10	Term 3, Week 6	Term 3, Week 9	
Outcomes assessed	P4.1, P4.2, P5.1, P5.2, P6.2	P3.1, P4.3, P5.1, P5.3, P6.2	P1.1, P2.1, P2.2, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	5%	5%	30%	40%
Knowledge and skills in the design, management, communication and production of a major project	20%	30%	10%	60%
<b>Total</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

## TAS – INDUSTRIAL ARTS

**SUBJECT:** Industrial Technology

**Preliminary 2022** Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study	Preliminary Project	Yearly Examination / Practical Component	
Timing	Term 1, Week 8	Term 3, Week 2	Term 3, Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	60%
<b>Total</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

## APPENDIX A

**X** Attach any supporting evidence here with a staple or a pin

### THE JANNALI HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's name: ..... Year: ..... Roll class: .....

Parent's name: ..... Daytime contact phone no: .....

Exam or assessment task affected: .....

..... Due date of task: ..... / ..... / .....

Subject: ..... Class teacher's name: .....

Type of claim: (please tick ✓) ☐ Illness ☐ Misadventure

Describe your reasons for submitting this claim (describe the illness or misadventure).  
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

.....  
.....  
.....

State what outcome you hope to achieve by submitting this claim:

.....  
.....

#### **INSTRUCTIONS:** (please read the following instructions carefully)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred (it may also be submitted before the task is due).
- Failure to comply with these instructions may result in a zero assessment being recorded.

#### **ON YOUR FIRST DAY BACK TO SCHOOL**

Day and date claim received by Head Teacher: M T W T F ..... / ..... / .....

**Outcome:** Has the application been approved? YES NO (circle one)

**Action:** 'When, where and how will the task be completed'

.....  
.....

Head Teacher's name: ..... Signature: .....

**Return completed form to the Deputy Principal within 2 days of date of issue**



**APPENDIX No. B**

**X** Attach any supporting evidence here with a staple or a pin

THE JANNALI HIGH SCHOOL  
ASSESSMENT TASK APPEAL FORM

Student Name: ..... Year: .....

Subject: ..... Due Date: .....

Assessment Task Description:

.....

Reason for Appeal:

.....

Student Signature: ..... Date: .....

Panel's decision (tick one outcome):

☐ Apply a zero mark

☐ No penalty applied

**Other penalty applied** (e.g. reduction in marks/percentage). Please state:

.....

.....

.....

**Reasons for the panel's decision:**

.....

.....

.....

Panel members:

Name: ..... Signature: .....

Name: ..... Signature: .....

Name: ..... Signature: .....

Date: .....