

Heathcote High School



Year 11 2021  
Preliminary  
Assessment Booklet

Excellence, opportunity and success for all our students.

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# Year 11 Preliminary HSC Assessment Policy

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All students proceeding to the HSC are required to have completed the NSW Education Standards Authority (NESA) mandatory **ALL MY OWN WORK** program. The program is designed to make the student aware of what constitutes malpractice when completing assessment tasks, examinations and general course work.

## What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. Assessment tasks are designed to measure performance against course outcomes through a range of tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

## What is the purpose of internal school-based assessment?

Assessment results are used to report on a student's progress and achievements. At the end of the Preliminary year, it signifies the successful completion of the Preliminary units required to commence the HSC course in each subject. At the end of the Preliminary year, Grades are submitted to NESA and adds to a RoSA (Record of School Achievement). A RoSA is awarded when a student formally leaves school.

## What is the school's responsibility?

The school is required to provide:

- An assessment task calendar – This outlines the components to be assessed in each course, when the assessment tasks are scheduled and the relative weighting (marks) attached to each assessment task.
- Assessment task written notification – This notification will outline a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at least TWO weeks before the due date of the task. In exceptional circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- A register will be maintained for all assessment tasks that acknowledge the receipt of the assessment written notification and submission of the completed assessment task.
- Assessment task feedback and record of progress - at the completion of each task, students will receive a mark and written feedback concerning areas for development.
- Information regarding student responsibilities in relation to 'Accident, Illness or Misadventure' and the appeals process.
- Official NESA non-completion of a course warning letter - Official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the Preliminary HSC course requirements.
- A one week assessment and excursion free period prior to the Yearly Examination period (with the exception of sport knockout teams)

### What are the students' responsibilities?

- Students must attend classes regularly and ensure their attendance does not impact learning.
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- If a student is absent on the day an assessment task notification is issued then it is their responsibility to contact the class teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the subject/course assessment.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified on the assessment calendar. Students must ensure any work completed using computer technology is backed up on a memory stick or emailed to their school account.

### Unfair advantage

Unfair advantage on the day of, or week prior, to an assessment task calendared due date.

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.

Breaches of this rule will mean the task will not be accepted from the student and a zero will be recorded as the mark.

### Technology Failure

If a student is presenting work produced via a computer, it is the responsibility of the student to ensure adequate backups have been made of the information. Technology failure, including printers, is not an acceptable excuse for failing to submit tasks on the due date.

### Exclusion from extra-curricular activities

A student will be excluded from attending all extra-curricular activities including knockout sporting teams if:

- they have an assessment task that has not been submitted or
- unresolved NESA warning letter or
- they have not responded to a Faculty Letter of Concern (ie, made the necessary improvements)

Once the task has been submitted, the NESA letter has been resolved or improvements have been made it will no longer prevent the student's attendance at extra-curricular activities.

A register will be maintained by the school and updated by the faculty Head Teacher when a NESA warning letter is sent or resolved.

The student will be ineligible to attend if their name is on the register on the last day nominated for payment of an excursion, activity or sporting event.

If the excursion/activity/sporting event does not have a specified payment date, the student will be excluded if the matter has not been resolved at least 2 days prior to the event.

## **Student absence**

The student must make a genuine attempt at all assessment tasks and exams. If a student knows in advance that they will be unable to complete an assessment task or exam on or by the due date, they **MUST**;

- firstly inform the Deputy Principal as soon as possible
- provide written explanation to the Deputy Principal

*Failure to follow these instructions will result in the awarding of zero marks for that task*

## **Non-completion of assessment tasks due to unapproved leave for vacation purposes**

From time to time parents request exemption from school for vacation purposes. Some of these occur during Exam and Assessment periods. This is of concern, particularly in the RoSA years - Year 10, Preliminary Year 11 and HSC Year 12.

Exemptions will not automatically be approved as per the following extracts from the Department of Education Attendance Policy:

**6.1. Principals can decline to accept an explanation for an absence and record the absence as 'unjustified'. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.**

**14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of vacation period is now counted as an absence for statistical purposes**

Should parents still decide to take their children out of school for vacation purposes, the leave is not 'approved' and students will **NOT** be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school and a zero mark will be recorded.

## **Accident, Illness or Misadventure**

If a student is unable to complete an assessment task or exam due to what is termed 'accident, illness or misadventure', on the due date they **MUST**;

- firstly inform the Deputy Principal within 24 hours of the assessment due date or exam date
- complete an 'Accident, Illness or Misadventure Form'. (Appendix B) and return to the Deputy Principal within 3 days
- if 'illness' a doctor's certificate must be provided to the Deputy Principal within 24 hours of the doctor's certificate expiring
- if applicable, an alternative time for the assessment task or exam must be negotiated with the Deputy Principal within the relevant assessment period

The Deputy Principal will decide if the explanation is satisfactory, and will negotiate an assessment solution.

*Failure to follow these instructions will result in the awarding of zero marks for that task*

### **Please note:**

Should the Deputy Principal decide that absence or failure to complete the task reasons are unsatisfactory, no mark will be recorded for that task. If a student disagrees with the decision they may appeal. (Appendix C) The appeal must be:

- in writing
- on the official appeals form
- returned to the Deputy Principal with 3 days of the date of issue

An Appeals Committee will be comprised of both Deputy Principals and the Principal. The decision of this committee is final.

## Examination dates and times

If a student arrives after the commencement of an examination, they will be admitted to the examination room. Students will not be given any extra time to complete the exam.

However, students will not be admitted to an examination within one hour of the completion of the exam time.

If a student misses an examination simply because they have misread the timetable, the Deputy Principal is to be contacted immediately. Illness/misadventure applications on these grounds will not be accepted. Under these circumstances the student will be given a mark of zero. However, with the exception of courses for which there is no assessment mark, the student may still be eligible to receive a result in that 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 the Board; 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 a NESA Warning Letter (Appendix A) will be issued. If the warning letters are not resolved the student will place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive and 'N' determination in a mandatory course are not eligible for the award for that course. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

## Malpractice

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

- Making a false claim, such as – copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as their own.
- Plagiarism – using material directly from books, journals or the internet without reference to the source or building on ideas of another person without reference to the source.
- Tasks/assessments submitted late, including – contriving false explanations to explain work not handed in by the due date.
- Possession of unauthorised notes.
- Use of an electronic device.
- Collusion with other students.
- Unacknowledged assistance –
  - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially and/or
  - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgment and/or
  - paying someone to write or prepare material.
- Offensive behaviour.
- Unauthorised access to an exam.
- Unauthorised alteration to a task or marks.
- Non-serious attempt – students are required to attempt a range of questions throughout an examination paper. Attempting multiple-choice questions is not sufficient. This includes the submission of frivolous or objectionable material which is also reported by supervisors of

marking in the HSC examination.

- Missing lessons to prepare for or to complete assessment tasks.
- Other, including – disrupting an assessment task or breaching the school’s code of conduct and examination conditions or procedures.

### **Consequence of Malpractice**

Any suspected malpractice by students will be referred to the school’s Assessment Review Panel (consisting of three members of the school’s executive). Proven malpractice may result in the awarding of zero marks for the task. Students may appeal the decision of the Assessment Review Panel to the Appeals Committee.

### **Can you appeal an assessment mark?**

Students may request their teacher to review the marks awarded for any task. Work will be reviewed if a request is made at the time that the work was returned to the student. Work will not be reviewed after a student has taken it from the classroom. If a student is dissatisfied with the outcome of this review they may appeal to the Head Teacher. In cases where the Head Teacher is the classroom teacher then appeals should be directed to the Deputy Principal.

### **Disability Provisions**

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, or you suffer personal or family situations that prevent you from a normal preparation for assessments, you must obtain a ‘Disability Provisions’ form from the Head Teacher Wellbeing early in Term 1. All students applying for disability provisions must inform the Deputy Principal. If this condition occurs later in the year, it must be registered with the Deputy Principal immediately.

### **Assessment in VET**

VET Courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both HSC qualifications and Australian Qualification Framework (AQF) accreditation.

Students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competency are assessed holistically as cluster tasks and students are assessed as either “competent” or “not yet competent” for individual units of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered on an ongoing basis as well as at specific assessment events. Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods.

The achievement of units of competency by students determines the final vocational qualification that a student will achieve. Students may choose to undertake the optional HSC exam for a VET course for Australian Tertiary Admission Rank (ATAR) purposes. Schools must determine a HSC examination estimate which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, students in VET courses must undertake preliminary yearly exams, and HSC trial exams to be used for this purpose.

Students are also required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET Curriculum Framework course studied. Failure to complete this component will put student’s entire HSC credential in jeopardy.

# Biology

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 8/9
	Task type	Practical/Process Task	Depth Study	Yearly Examination
	Outcomes	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11-11	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
	Weighting			
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Business Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 2	Term 3 Week 4	Term 3 Weeks 8/9
	Task type	Business Report & Stimulus-based skills	Business Case Study	Yearly Examination
	Outcomes	P1, P2, P3, P8, P9, P10	ALL	ALL except P7
	Weighting			
Knowledge and understanding of course content	40	10	5	25
Stimulus-based skills	20	15		5
Inquiry and research	20		20	
Communication of business information, ideas and issues in appropriate forms	20	5	15	
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>


# Chemistry

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
	Task type	Practical/Process Task	Depth Study	Yearly Examination
	Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9,	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
	Weighting			
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Community and Family Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 6	Term 2 Week 5	Term 3 Weeks 8/9
	Task type	Case Study Analysis Resource Management	Essay Response on Individuals and Groups	Yearly Examination
	Outcomes	P1.1, P1.2, P4.2, P5.1 and P6.1	P1.1, P1.2, P2.1, P2.3, P4.2, P5.1 and P6.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.2 and P6.3
	Weighting			
Knowledge and understanding of course content	<b>40</b>	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	20	20	20
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

# Construction VET

<div>NSW GOVERNMENT</div> <div>ULTIMO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2021 - HSC 2022 QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.7)</div> <div>Education</div>							NESA course code 2 U X 2 YR - 26201 2021 HSC Exam: 26299 LMBR UI Code: CPC20211526201B
TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							240 Indicative Hours over 2 years 30% Preliminary Exam 35 hrs. Work placement
Term 1	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	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	
		Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment	E	M	20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
		Handle carpentry materials	E	E	20		
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication	C	E	10	Cluster D – Skills in Action Observations, portfolio and written test	
		Work effectively and sustainably in the construction industry	C	M	25		
7 HSC UOCs							35 hrs. Work placement 70% 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.
Terms 4/5	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	CPCCWF2001A	Handle wall and floor tiling materials	E	E	25	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
	CPCCWF2002A	Use wall and floor tiling tools and equipment	E	E	10		
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.	

# Earth and Environmental Science

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Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9
	Task type	Skills Task	Depth Study	Yearly Examination
	Outcomes	EES 11/12-3,4,5 & 6 EES11-8	EES11/12-1,2 & 3 EES11/12-6 & 7 EES11-8,9 & 10	EES11/12-4,5,6 & 7 EES11-8,9,10 & 11
	Weighting			
Skills in working scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Economics

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	In class short answers	Research Task Labour Markets	Yearly Examination
	Task type	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8/9
	Outcomes	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11
	Weighting			
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	10		10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20		10	10
<b>MARKS</b>		20	30	40

# Engineering Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 5	Term 3 Week 5	Term 3 Weeks 8/9
	Task type	Engineering Report	Engineering Report	Yearly Examination
	Outcomes	P1.1, P2.1, P3.1, P3.3, P4.2, P4.3, P5.1	P1.2, P2.2, P3.2, P4.1, P5.2, P6.1, P6.2	ALL
	Weighting			
Knowledge and understanding of engineering principles and development in technology	50	10	10	30
Skills in research, problem solving and communication related to engineering	30	10	15	5
Understanding the scope and role of engineering including management and problem solving	20	5	10	5
<b>MARKS</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

# English Advanced

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
	Task type	Common Module: Reading to Write  Imaginative text with reflection	Module 1: Narratives that Shape our World  Multimodal presentation on prescribed and related texts (SWAY)	Module 2: Critical Study of Literature Yearly Examination  Critical response
	Outcomes	EA11-1, EA11-3, EA11-5, EA11-9	EA11-2, EA11-4, EA11-5, EA11-6, EA11-7	EA11-1, EA11-3, EA11-5, EA11-8
	Weighting			
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

# English Extension

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 5	Term 2 Week 10	Term 3 Weeks 8/9 (Oral presentations during Yearly Examination period)
	Task type	Imaginative response	Comparative essay	Multimodal research project & presentation  Digital pitch
	Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5
	Weighting			
Knowledge and understanding of texts and why they are valued	50	15	15	20
Skills in complex analysis composition and investigation	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# English Standard

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
	Task type	Common Module: Reading to Write  Imaginative text with reflection	Module 1: Contemporary Possibilities  Multimodal presentation (SWAY)	Module 2: Close Study of Literature Yearly Examination  Critical response
	Outcomes	EN11-1, EN11-3, EN11-5, EA11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
	Weighting			
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

# English Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9
	Task type	Mandatory Module: Achieving through English  Preparing for the workplace	The Big Screen – English in Film Making  Pocket Film and Reflection Statement	On the Road – English and Experiences of Travel  Multimodal – Travel brochure and itinerary
	Outcomes	ES11-1, ES11-4, ES11-5, ES11-6	ES11-1, ES11-2, ES11-5, ES11-8	ES11-3, ES11-4, ES11-5, ES11-6, ES11-10
	Weighting			
Knowledge and understanding of course content	50	15	15	20
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communication ideas</li> <li>Using language accurately, appropriately and effectively</li> </ul>	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Food Technology

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Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 6	Term 2 Week 9	Term 3 Week 8/9
	Task type	Food Availability & Selection Written Task	Food Quality Experimental Task	Yearly Examination
	Outcomes	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1
	Weighting			
Knowledge and understanding of course content	<b>40</b>	10		30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	10	20	
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>


## History: Ancient

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 3	Term 2 Week 8	Term 3 Week 8/9
	Task type	Short answer & extended response	Historical Investigation	Yearly Examination
	Outcomes	AH11-1, AH11-5, AH11-6, AH11-9	AH11-2, AH11-3, AH11-8, AH11-10	All
	Weighting			
Knowledge and understanding of course content	<b>35</b>	5	10	20
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	<b>25</b>	10	5	10
Historical inquiry and research including mandatory historical investigation	<b>25</b>	10	10	5
Communication of historical understanding in appropriate forms	<b>15</b>	5	5	5
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## History: Modern

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 4	Term 2 Week 8	Term 3 Week 8/9
	Task type	Case Study 1: Source Study	Historical Investigation	Yearly Examination
	Outcomes	MH11-2, MH11-3, MH11-5, MH11-9	MH11-6, MH11-7, MH11-8, MH11-10	ALL
	Weighting			
Knowledge and understanding of course content	40	10	5	25
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	10	10	
Historical inquiry and research including mandatory historical investigation	20	10	5	5
Communication of historical understanding in appropriate forms	20		10	10
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Hospitality VET: Kitchen Operations

 <b>ULTIMO 90072</b> <b>HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> <b>QUALIFICATION: SIT20416 Certificate II in Kitchen Operations</b> <b>Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)</b>							<b>NESA course code</b> <b>2 U X 2 YR - 26511</b> <b>HSC Exam: 26587</b> <b>LMBR code</b> <b>SIT20416126511B</b>
TERM	Unit Code	Units of Competency	AOQ CORE/ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i></b>	240 Indicative Hours over 2 years
Term 1	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	30 % Prelim Yearly Exam
Term 2	SITXFSA002 BSBSUS201 SITHCCC002	Participate in safe food handling practices Participate in environmentally sustainable work practices Prepare and present simple dishes	E E E	S E E	15 10 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	35 hrs Work placement
Term 3	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.	
<b>5 HSC UOCs</b>							70 % Trial HSC Exam 35 hrs Work placement
Terms 4 - 6	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	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.
Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
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.	


# Industrial Technology – Timber Products and Furnishings & Graphics

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 4	Term 3 Week 5	Term 3 Week 8/9
	Task type	Industry Study	Minor Projects and Folio	Yearly Examination
	Outcomes	P1.1, P1.2, P2.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.2	ALL
	Weighting			
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40	5	25	10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating, and the safe use manufacturing processes and techniques in the production of projects.	60	5	25	30
<b>MARKS</b>	<b>100</b>	<b>10</b>	<b>50</b>	<b>40</b>

# Legal Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 8	Term 3 Week 5	Term 3 Week 8/9
	Task type	In-class topic test	Research and in class	Yearly Examination
	Outcomes	P1, P2, P4, P5, P9	P5, P6, P7, P8, P9, P10	ALL
	Weighting			
Knowledge and understanding	60	15	15	30
Research	20	10	10	
Communication	20	5	5	10
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Manufacturing and Engineering VET

 <b>ULTIMO 90072</b> <b>MANUFACTURING &amp; ENGINEERING – INTRODUCTION BOARD ENDORSED COURSE ASSESSMENT SCHEDULE</b> <i>Preliminary Year 2021 - HSC 2022</i> <b>QUALIFICATION: MEM10119 Certificate I in Engineering AND Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways</b> <b>Training Package: MEM Manufacturing and Engineering (version 2) AND MEM05 Metal and Engineering (version 11.1)</b>							<b>NESA course code</b> <b>2 U X 2 YR - 59732</b> <b>LMBR UI code:</b> <b>MEM10119159732</b>
TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC Indicative	Points	Assessment Task Cluster & Method of Assessment	HSC requirements
Term 1-2	5 PRELIMINARY UOCs towards MEM10119 Certificate I in Engineering						240 Indicative Hours over 2 years
	MEM13015	Work safely and effectively in manufacturing and engineering	C	40	2	<b>Cluster A: Welcome to the industry</b> Written questioning, direct observation of practical work, product production	
	MEM16006 MEM11011	Organise and communicate information Undertake manual handling	E E	15 5	2 2		
Term 3	MEM18001 MEM18002	Use hand tools Use power tools/hand held operations	E E	20 20	2 2	<b>Cluster B: Right tool, right job</b> Written questioning, direct observation of practical work, practical project/drill bit sharpening	Complete a minimum of 35 hrs mandatory work placement
Term 4-5	3 HSC UOCs towards MEM10119 Certificate I in Engineering PLUS 5 HSC UOCs Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways						
	MEM12024 MEM16008 MEM07032	Perform computations Interact with computer technology Use workshop machines for basic operations	E E E	20 10 20	3 2 2	<b>Cluster C: Engineering in practice</b> Written questioning/computations, product based method – materials cutting list, graph and CAD, direct observation of practical work	
	MEMPE006A MEMPE001A MEMPE004A	Undertake a basic engineering project Use engineering workshop machines Develop a career plan for the engineering and manufacturing industry	C E-A C	30 20 5	- - -	<b>Cluster D: Can we build it</b> Written questioning, direct observation of practical work, project production, portfolio of evidence including career plan	
Term 7	MEMPE002A MEMPE004A	Use electric welding machines Use fabrication equipment	E-A E-A	20 20	- -	Cluster E: Sparks and noise Written questioning, direct observation of practical work, project	School may choose to insert examination weighting/s
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total	245	17	This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course	

# Mathematics Advanced

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 4	Term 3 Week 2	Term 3 Week 8/9
	Task type	Test	Investigation	Yearly Examination
	Outcomes	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9		
	Weighting	TASK WEIGHTING		
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

\* In addition, students are expected to complete all class work and assignments to the standard required by their teacher.

# Mathematics Extension 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 3	Term 3 Week 2	Term 3 Week 8/9
	Task type	Test	Investigation	Yearly Examination
	Outcomes	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7		
	Weighting			
Understanding, fluency and communication	50	20	10	20
Problem-solving, reasoning and justification	50	20	10	20
<b>MARKS</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

\* In addition, students are expected to complete all class work and assignments to the standard required by their teacher.

## Mathematics: Standard – leading to Pathways 1 and 2

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 4	Term 3 Week 2	Term 3 Week 8/9
	Task type	Test	Investigation	Yearly Examination
	Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10		
	Weighting			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

\* In addition, students are expected to complete all class work and assignments to the standard required by their teacher.

# Music 1

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6-7
	Task type	a) Music and the Related Arts Viva Voce presentation on a chosen subheading of the topic. b) Performance piece 1	a) Composition assignment b) Performance piece 2	a) Yearly Aural Exam b) Final Performance assessment
	Outcomes	P2, P4, P6, P7, P10	P3, P4, P5, P6, P7, P8, P10	P1, P3, P5, P7, P9, P10, P11
	Weighting			
Performance	25	5	5	15
Musicology	25	25		
Composition	25		25	
Aural Analysis	25	5		20
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

## Music 2

<b>Syllabus Components</b>	<b>Tasks</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>To be held</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8
	<b>Task type</b>	Musicology and Aural Skills Task	Presentation of performance with background research.	Submission of composition portfolio and aural analysis.
	<b>Outcomes</b>	P2, P5, P6, P7	P3, P4, P5, P6, P7, P8, P9	P2, P3, P4, P5, P7
	<b>Weighting</b>			
Performance	<b>25</b>		25	
Musicology	<b>25</b>	15	10	
Composition	<b>25</b>			25
Aural	<b>25</b>	10		15
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

# Marine Studies

SYLLABUS COMPONENTS		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 6	Term 3 Week 8/9
		Practical Task	Research Task	Yearly Examination
	OUTCOMES	1.1, 2.2, 4.2, 5.1, 5.2, 5.3, 5.4	1.2, 2.1, 2.3, 4.1, 4.2	Various
	SYLLABUS WEIGHTING	TASK WEIGHTING		
Marine Safety and First Aid (Core Module 1)	10	10		
The Marine Environment (Core Module 2)	5			5
Life in the Sea (Core Module 3)	5			5
Humans in Water (Core Module 4)	5			5
Marine and Maritime Employment (Core Module 5)	10		10	
First Aid Certificate & Resuscitation Certificate (Optional Module 1,2)	10			10
Marine Resource Management (Optional Module 12)	20		20	
Dangerous Marine Creatures (Optional Module 3)	10			10
Skin Diving and Dive Science (Optional Module 16)	25	20		5
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Personal Development, Health and Physical Education

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
	Task type	Research assignment: Better Health for Individuals	Lab report: The Body in Motion	Yearly Examination
	Outcomes	P2, P3, P4P6, P12	P7, P8, P9, P10, P11, P16	P1, P2, P3,P4, P5, P6 P7, P8, P9, P10, P11, P17
	Weighting			
Knowledge and understanding of: <ul style="list-style-type: none"> <li>Factors that affect health</li> <li>The way the body moves</li> </ul>	50	20	20	10
Skills in: <ul style="list-style-type: none"> <li>Influencing personal and community health</li> <li>Taking action to improve participation and</li> <li>performance in physical activity</li> </ul>	25	5	10	10
Skills in critical thinking, research and analysis	25	10	5	10
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Photography, Video and Digital Imaging

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Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 3 Week 5	Term 3 Week 8/9
	Task type	Submission of Body of Work and VAPD – record of the development of research based practice	Submission of Body of Work and VAPD – record of the development of research based practice	Yearly examination
	Outcomes	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4
	Weighting			
Art making	70	35	35	
Art Criticism and Art History	30			30
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

# Physics

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 6	Term 3 Week 1	Term 3 Weeks 8/9
	Task type	Skills Task	Depth Study	Yearly Examination
	Outcomes	PH11/12-2,4,5 & 6 PH11-8	PH11/12-1,2,3,4,5,6 & 7 PH11-8,9 & 10	PH11/12-4,5,6,7 & 8 PH11-9,10 & 11
	Weighting			
Skills in Working Scientifically	<b>60</b>	20	20	20
Knowledge and Understanding	<b>40</b>	10	10	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

Students are also expected to complete classwork as prescribed by the teacher.

## Sport Lifestyle and Recreation

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 8	Term 3 Week 4	Term 3 Week 8/9
	Task type	First Aid and Sports Injuries	Recreational walk and report  Module 11	Yearly Examination  Module 11
	Outcomes	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.1, 1.3, 1.4, 2.3, 2.5, 3.6, 4.1, 4.2, 4.4, 4.5
	Weighting			
Knowledge and understanding	50	15	15	20
Skills	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Visual Arts

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 5	Term 3 Week 6	Term 3 Weeks 8/9
	Task type	Urban Technology Submission of Body of Work and VAPD – record of the development of research based practice VAPD to include annotated artwork(s) to account for historical changes in the representation of the body throughout time	Nature and Other Living Things Submission of Body of Work and VAPD – record of the development of research based practice	Yearly Examination Art Criticism and Art History Written Examination
	Outcomes	P1, P2, P3, P4, P7, P10	P1, P3, P4, P5, P6	P8, P9, P10
	Weighting			
Art Making	50	25	25	
Art Criticism and Art History	50	10		40
MARKS	100	35	25	40

## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

# Appendix A – NESAWarning Letter



HEATHCOTE HIGH SCHOOL

NSW Education Standards Authority WARNING LETTER



Date \_\_\_\_\_

Dear [Parent/Guardian]

## OFFICIAL WARNING

### NON COMPLETION OF PRELIMINARY HSC COURSE

I am writing to advise that your son/daughter \_\_\_\_\_ student name is in danger of not meeting the Course Completion Criteria for the Preliminary course \_\_\_\_\_ course name.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (eg 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning \_\_\_\_\_ course name.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course 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 the Board; 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 a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

To date \_\_\_\_\_ student name has not satisfactorily met a, b, c of the Course Completion Criteria.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ student name to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with \_\_\_\_\_ student name and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher

\_\_\_\_\_  
Deputy Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by student name

Task Name(s) / Course Requirement(s) / Course Outcome(s)	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)

Please detach this section and return to the school.

✂.....

Requirements for the satisfactory completion of a Preliminary Course.

I have received the letter dated \_\_\_\_\_ indicating that student name is in danger of not having satisfactorily completed course name.

I am aware that this course may not appear on his/her Record of School Achievement.

I am aware that the determination of non-completion of course requirements may make him/her ineligible to proceed to the Higher School Certificate course.

I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix B – Accident, Illness or Misadventure Application



HEATHCOTE HIGH SCHOOL  
Wilson Parade, Heathcote  
Ph: 9520 9488 Fax: 9520 8609

## **ACCIDENT, ILLNESS OR MISADVENTURE APPLICATION**

**Step 1:** Read the relevant section of your assessment booklet and obtain a medical certificate or other documentation

**Step 2:** Complete the information below and attach documentation

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

Date Due: \_\_\_\_\_

State which one you are applying for: Illness, Accident or Misadventure \_\_\_\_\_

### **Please Note:**

Rescheduled tasks will be used to guide the estimate given for missed tasks. The estimate will be determined at the conclusion of the RoSA/Preliminary/HSC Year. Raw scores for rescheduled tasks may not be used.

Reason for your application: \_\_\_\_\_

Medical Certificate from:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**or** other verification \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Signed Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 3:** See the Deputy Principal to discuss your application

Deputy Principal approval: YES / NO (circle one)

Reason: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 4:** See the relevant Head Teacher and your class teacher

Action: \_\_\_\_\_

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

Class Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 5:** Return completed form to Deputy Principal within 3 days of date of issue

# Appendix C – Student Appeal Form



**HEATHCOTE HIGH SCHOOL**  
Wilson Parade, Heathcote  
Ph: 9520 9488 Fax: 9520 8609

## STUDENT APPEAL FORM

*Place a tick alongside the appropriate appeal:*

\_\_\_\_ Appeal against declined accident, illness or misadventure application

\_\_\_\_ Appeal against a zero mark

Complete the information below and return to the Deputy Principal within 3 days of receiving this form.

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Assessment Task Description: \_\_\_\_\_

Date Due: \_\_\_\_\_

In the space provided below, state the grounds on which you are appealing against a zero mark/declined illness, accident or misadventure application.

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Date of issue: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_

# Appendix D – Panel Decision Re: Student Appeal

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**HEATHCOTE HIGH SCHOOL**  
Wilson Parade, Heathcote  
Ph: 9520 9488 Fax: 9520 8609

## PANEL DECISION RE: STUDENT APPEAL

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Assessment Task Description: \_\_\_\_\_

Date Due: \_\_\_\_\_

Panel's decision (tick one outcome):

Apply a zero mark

☐

No penalty applied

☐

Other penalty applied (eg reduction in marks/percentage). Please state:

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

Reasons for the panel's decision:

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

Panel Members:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix E – Preliminary Assessment Planner

Week	Term 1	Week	Term 2	Week	Term 3
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
8		8		8	
9		9		9	
10		10		10	

## Appendix F – Weekly homework/study timetable

Things to include: school, meals, sport, employment, family commitments, leisure

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							

## Appendix G – Homework study record

SUBJECT	½ h	1h	1½ h	2h	2½ h	3h	3½ h	4h	4½ h	5h	5½ h	6h	6½ h	7h	7 ½h	8h	8 ½h	9h	9 ½h	10h
ENGLISH																				

