



# HEATHCOTE HIGH SCHOOL

Excellence, Opportunity & Success

---

## Year 11 2024 Preliminary Assessment Booklet

---

## Contents

---

Year 11 Preliminary HSC Assessment Policy.....	4
What is assessment? .....	4
What is the purpose of internal school-based assessment?.....	4
What is the school’s responsibility? .....	4
What are the students’ responsibilities?.....	5
Unfair advantage .....	5
Technology Failure.....	5
Exclusion from extra-curricular activities .....	5
Student absence .....	6
Non-completion of assessment tasks due to unapproved leave for vacation purposes .....	6
Illness or Misadventure .....	6
Examination dates and times .....	7
Course completion criteria .....	7
Malpractice .....	7
Consequence of Malpractice .....	8
Can you appeal an assessment mark?.....	8
Disability Provisions .....	8
Assessment in VET .....	8
Biology .....	10
Business Studies.....	11
Chemistry.....	12
Community and Family Studies .....	13
Construction VET .....	14
Earth & Environmental Science .....	15
Engineering Studies .....	16
English Advanced .....	17
English Extension .....	18
English Standard .....	19
English Studies .....	20
Food Technology.....	21
Geography .....	22
History: Ancient .....	23
History: Modern.....	24
Hospitality VET: Kitchen Operations.....	25
Industrial Technology – Timber Products and Furnishings & Graphics.....	26
Legal Studies .....	27
Marine Studies.....	28

Mathematics Advanced .....	29
Mathematics Extension 1 .....	30
Mathematics: Standard – leading to Pathways 1 and 2 .....	31
Music 1.....	32
Personal Development, Health and Physical Education.....	33
Physics.....	34
Sport Coaching VET.....	35
Sport Lifestyle and Recreation.....	36
Textiles & Design .....	37
Visual Arts .....	38
Vocational Education and Training.....	39
Appendix A – Example NESA Warning Letter .....	40
Appendix B – Example Illness or Misadventure Application .....	42
Appendix C – Example Student Appeal Form .....	44
Appendix D – Example Panel Decision Re: Student Appeal .....	45
Appendix E – Preliminary Assessment Planner .....	46
Appendix F – Weekly homework/study timetable.....	47
Appendix G – Homework study record .....	48

# Year 11 Preliminary HSC Assessment Policy

---

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 '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.

## Illness or Misadventure

If a student is unable to complete an assessment task or exam due to what is termed '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 '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:

- followed** the course developed or endorsed by the Board; and
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 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 an '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.

<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 10	Term 3 Week 1	Term 3 Weeks 8/9
	<b>Task type</b>	Skills Task	Depth Study	Yearly Examination
	<b>Outcomes</b>	BIO11/12-3, 5 & 7 BIO11-8	BIO11/12-1, 3, 5, 6 & 7 BIO11-11	BIO11/12-4, 5, 6 & 7 BIO11-8, 9, 10 & 11
	<b>Weighting</b>			
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>
<b>MY RESULT</b>				

## Business Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	<b>To be held</b>	Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 8/9
	<b>Task type</b>	Business Report & Stimulus-based skills	Business Case Study	Yearly Examination
	<b>Outcomes</b>	P1, P2, P3, P8, P9, P10	ALL	ALL except P7
	<b>Weighting</b>			
Knowledge and Understanding of Course Content	<b>40</b>	10	5	25
Stimulus-based Skills	<b>20</b>	15		5
Inquiry and Research	<b>20</b>		20	
Communication of Business Information, Ideas and Issues in Appropriate Forms	<b>20</b>	5	15	
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>MY RESULTS</b>				

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	Skills Task	Depth Study	Yearly Examination
	Outcomes	CH11/12-2, 3, 4, 5 & 6 CH11-8	CH11/12-1, 4, 5, 6 & 7 CH11-9	CH11/12-4, 5, 6 & 7 CH11- 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>
<b>MY RESULTS</b>				

## Community and Family Studies

<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 9	Term 2 Week 6	Term 3 Weeks 8/9
	<b>Task type</b>	Case Study Analysis Resource Management	(ALARM) Essay Response on Individuals and Groups	Yearly Examination
	<b>Outcomes</b>	P1.1, P1.2, P3.2, P5.1 and P6.1	P2.1, P2.3, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1 P4.2 and P6.2
	<b>Weighting</b>			
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>
<b>MY RESULTS</b>				

# Construction VET



RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

Preliminary Year 2023 - HSC 2024

Syllabus Components		Task 1	Task 2	Task 3	Task 4	Preliminary Yearly Exam*
		Term1	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency					
CPCWHS1001	Prepare to Work Safely in the Construction Industry	X				
CPCCWHS2001	Apply WHS Requirements, Policies, and Procedures in the Construction Industry		X			
CPCCCM1011 CPCCOM1015	Undertake Basic Estimation and Costing Carry Out Measurements and Calculations			X		
CPCCOM2001 CPCCOM1013	Read and Interpret Plans and Specifications Plan and Organise Work				X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

\*The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	<b>To be held</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9
	<b>Task type</b>	Depth Study	Skills Task	Yearly Examination
	<b>Outcomes</b>	EES11/12-1, 3, 4, 5 & 7 EES11-8	EES11/12-2, 4, 5 & 6 EES11-8, 9, 10	EES11/12-4, 5, 6 & 7 EES11-8, 9, 10 & 11
	<b>Weighting</b>			
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>

## Engineering Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 3 Week 5	Term 3 Weeks 8/9
	Task type	Research Engineering Assignment	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>
<b>MY RESULTS</b>				



# English Advanced

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9
	Task type	Common Module: Reading to Write  Imaginative Text and Reflection Statement.	Module 1: Narratives that Shape our World  Multimodal Presentation	Module 2: Critical Study of Literature Yearly Examination  Critical Response
	Outcomes	EA11-3, EA11-5, EA11-9	EA11-2, EA11-4, EA11-6	EA11-1, EA11-7, 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>
<b>MY RESULTS</b>				

<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 2 Week 1	Term 2 Week 10	Term 3 Weeks 8/9 Examination period
	<b>Task type</b>	Imaginative Response and Reflection Statement	Comparative Essay	Multimodal Presentation and Independent Research Project
	<b>Outcomes</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5
	<b>Weighting</b>			
Knowledge and Understanding of Texts and Why They are Valued	<b>50</b>	15	15	20
Skills in Complex Analysis Composition and Investigation	<b>50</b>	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULTS</b>				

<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 10	Term 2 Week 10	Term 3 Weeks 8/9
	<b>Task type</b>	Common Module: Reading to Write  Imaginative Text and Reflection Statement.	Module 1: Contemporary Possibilities  Multimodal Presentation	Module 2: Close Study of Literature  Yearly Examination Critical Response
	<b>Outcomes</b>	EN11--3, EN11-6, EA11-9	EN11-2, EN11-4, EN11- 7	EN11-1, EN11-5, EN11-8
	<b>Weighting</b>			
Knowledge and Understanding of Course Content	<b>50</b>	15	20	15
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across all Modes	<b>50</b>	15	20	15
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>MY RESULTS</b>				

# English Studies

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
	Task type	Mandatory Module: Achieving through English – English in Education, Work and Community  Written Response	Module K The Big Screen – English in Film Making  Multimodal Presentation	Portfolio of Classwork and Reflection Statement
	Outcomes	ES11-1, ES11-3, ES11-5	ES11-2, ES11-6, ES11-9	ES11-4, ES11-7, ES11-8, 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>
<b>MY RESULTS</b>				

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	<b>To be held</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9
	<b>Task type</b>	Food Availability & Selection Written Task	Food Quality Experimental Task	Yearly Examination
	<b>Outcomes</b>	P1.1, P3.2, P5.1	P2.2, P4.1, P4.4	P1.2, P2.2, P3.1, P4.3, P5.1
	<b>Weighting</b>			
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>
<b>MY RESULTS</b>				

<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 9	Term 3 Week 4	Term 3 Week 8/9
	<b>Task type</b>	Skills/Stimulus Examination	Senior Geography Project	Yearly Examination
	<b>Outcomes</b>	GE 11-08, GE 11-09	11-02, 11-04, 11-05, 11- 07 & 11- 08	All
	<b>Weighting</b>			
Knowledge and Understanding of Course Content	<b>40</b>	15	5	20
Geographical Tools and Skills	<b>25</b>	10	5	10
Geographical Inquiry and Research, Including Field Work	<b>20</b>		20	
Communication of Geographical Information, Ideas and Issues in Appropriate Forms	<b>15</b>	5	5	5
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

## History: Ancient

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8/9
	Task type	Historical Investigation	Short Answer & Extended Response	Yearly Examination
	Outcomes	AH11-2, AH11-3, AH11-8, AH11-10	AH11-1, AH11-5, AH11-6, AH11-9	All
	Weighting			
Knowledge and Understanding of Course Content	35	10	5	20
Source-based Skills: Analysis, Synthesis and Evaluation of Historical Information from a Variety of Sources	25	5	10	10
Historical Inquiry and Research Including Mandatory Historical Investigation	25	10	10	5
Communication of Historical Understanding in Appropriate Forms	15	5	5	5
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULTS</b>				

## History: Modern

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 9	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>
<b>MY RESULTS</b>				



# Hospitality VET: Kitchen Operations



RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality Cohort 2023 – 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

Preliminary Year 2023 - HSC 2024

Syllabus Components		Task 1	Preliminary Yearly Exam*
		Term 2	Term 3
Code	Unit of Competency		
SITXFSA005	Use Hygienic Practices for Food Safety	x	
SITXWHS005	Participate in Safe Work Practices	x	
SITXFSA006	Participate in Safe Food Handling Practices	x	
SITHCCC025	Prepare and Present Sandwiches	x	
SITXCOM007	Show Social and Cultural Sensitivity	x	
SITXCCS011	Interact with Customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality**.

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

## Industrial Technology – Timber Products and Furnishings & Graphics

<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 2 Week 4	Term 3 Week 5	Term 3 Week 8/9
	<b>Task type</b>	Industry Study	Minor Projects and Folio	Yearly Examination
	<b>Outcomes</b>	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
	<b>Weighting</b>			
Knowledge and Understanding of the Organisation and Management of, and Manufacturing Processes and Techniques Used by the Focus Area.	<b>40</b>	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.	<b>60</b>	5	25	30
<b>MARKS</b>	<b>100</b>	<b>10</b>	<b>50</b>	<b>40</b>
<b>MY RESULTS</b>				

<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 3 Week 5	Term 3 Week 8/9
	<b>Task type</b>	In-class Topic Test	Research and in Class	Yearly Examination
	<b>Outcomes</b>	P1, P2, P4, P5, P9	P5, P6, P7, P8, P9, P10	ALL
	<b>Weighting</b>			
Knowledge and Understanding	<b>60</b>	15	15	30
Research	<b>20</b>	10	10	
Communication	<b>20</b>	5	5	10
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULTS</b>				

# Marine Studies

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

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	<b>To be held</b>	Term 2 Week 4	Term 3 Week 2	Term 3 Week 8/9
	<b>Task type</b>	Test	Investigation	Yearly Examination
	<b>Outcomes</b>	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9		
	<b>Weighting</b>	<b>TASK WEIGHTING</b>		
Understanding, Fluency and Communication	<b>50</b>	15	15	20
Problem-Solving, Reasoning and Justification	<b>50</b>	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULTS</b>				

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

## Mathematics Extension 1

<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 2 Week 3	Term 3 Week 2	Term 3 Week 8/9
	<b>Task type</b>	Test	Investigation	Yearly Examination
	<b>Outcomes</b>	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7		
	<b>Weighting</b>			
Understanding, Fluency and Communication	<b>50</b>	20	10	20
Problem-Solving, Reasoning and Justification	<b>50</b>	20	10	20
<b>MARKS</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>
<b>MY RESULTS</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

<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 2 Week 4	Term 3 Week 2	Term 3 Week 8/9
	<b>Task type</b>	Test	Investigation	Yearly Examination
	<b>Outcomes</b>	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10		
	<b>Weighting</b>			
Understanding, Fluency and Communication	<b>50</b>	15	15	20
Problem Solving, Reasoning and Justification	<b>50</b>	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULTS</b>				

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

# Music 1

<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 10	Term 2 Week 9	Term 3 Week 8
	<b>Task type</b>	Topic 1 Viva Voce, Including Full and Complete Aural Analysis of a Single Focus Piece.	Topic 2 Composition and Portfolio Including a Conceptual Analysis of this Composition.	Topic 3 Performance of 2 Pieces, 1 Small Ensemble and 1 Solo Performance and Aural Analysis Test.
	<b>Outcomes</b>	P2, P4, P6, P7, P10	P3, P4, P5, P6, P7, P8, P10	P1, P3, P5, P7, P9, P10, P11
	<b>Weighting</b>			
Performance	<b>25</b>			25
Musicology	<b>25</b>	25		
Composition	<b>25</b>		25	
Aural Analysis	<b>25</b>	10	5	10
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>
<b>MY RESULTS</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 Task: Better Health for Individuals	In Class Written Task: Body in Motion	Yearly Examination
	Outcomes	P2, P3, P4	P7, P8, P10	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>	<b>50</b>	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>	<b>25</b>	5	10	10
Skills in Critical Thinking, Research and Analysis	<b>25</b>	10	5	10
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>
<b>MY RESULTS</b>				

# Physics

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 1 Week 7	Term 3 Week 1	Term 3 Week 8/9
	Task type	Skills Task	Depth Study	Yearly Examination
	Outcomes	PH11/12-4,5 & 6 PH11-8	PH11/12-1,2,3,4,5 & 7 PH11-10	PH11/12-4,5,6,& 7 PH11-8,9,10 & 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>
<b>MY RESULTS</b>				

# Sport Coaching VET



**Qualification: SIS30521 Certificate III in Sport Coaching**

**Cohort 2023 2024 Training Package SIS Sport, Fitness and Recreation (version 5)**

**Preliminary Year 2023 – HSC 2024**

Syllabus Components		Task 1	Task 2	Task 3	
		Term 1 08/03/2024	Term: 2 Week: 1	Term:3 Week: 1	Term:3 Week: 8/9
		First Aid Mandatory Course Requirement	Tournament Time	The Community Coach	Yearly Examination
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X	X		
SISXIND006	Conduct sport, fitness or recreation events		X		
SISSSCO002	Work in a community coaching role			X	
SISSSCO005	Continuously improve coaching skills and knowledge			X	
HLTAID011	Provide First Aid Delivered by an external RTO – Credit transfer outcome on Schools Online	X Credit Transfer (outsourced)			

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

## 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	<b>50</b>	15	15	20
Skills	<b>50</b>	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>MY RESULTS</b>				

## Textiles & Design

<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 2 Week 2	Term 3 Week 6	Term 3 Weeks 8/9
	<b>Task type</b>	Preliminary Textile Project 1 and Folios	Preliminary Textile Project 2 and Folio	Yearly Examination
	<b>Outcomes</b>	P1.1, P2.1, P2.2 and P2.3	P1.2, P2.1, P2.2, P2.3, P3.1, P3.2 and P4.1	P1.1, P1.2, P3.1, P3.2, P4.1, P5.1, P5.2 and P6.1
	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	10	10	40
Skills and knowledge in the design, manufacture and management of textiles projects	<b>50</b>	10	30	
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

## Visual Arts

Syllabus Components	Tasks	Task 1	Task 2	Task 3
	To be held	Term 2 Week 1	Term 3 Week 6	Term 3 Weeks 8/9
	Task type	Practical Task 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	Practical Task 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
<b>MARKS</b>	<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>
<b>MY RESULTS</b>				

## 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 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.



Date \_\_\_\_\_

Dear [Parent/Guardian]

**OFFICIAL WARNING  
NON COMPLETION OF PRELIMINARY HSC COURSE**

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

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 \_\_\_\_\_.

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 \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_

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 \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_.

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 – Example Illness or Misadventure Application

---

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

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

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

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

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

Reason for variation (Illness/Misadventure)

\_\_\_\_\_

\_\_\_\_\_

Medical Certificate from:

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

**or** Details of other documentation \_\_\_\_\_

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)

Details: \_\_\_\_\_

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

**Step 4: See the relevant Head Teacher and your class teacher (Complete as required for each assessment to be rescheduled)**

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

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

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

\_\_\_\_\_

\_\_\_\_\_

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

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

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

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

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

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

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

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

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

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

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

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

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

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

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

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

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

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

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

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

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

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



## Student Appeal Form

Tick applicable appeal:

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

\_\_\_ Appeal against a zero mark

Date of Issue: \_\_\_\_\_

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 or misadventure application.

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

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



## 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

2024					
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	
11					

## 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																					