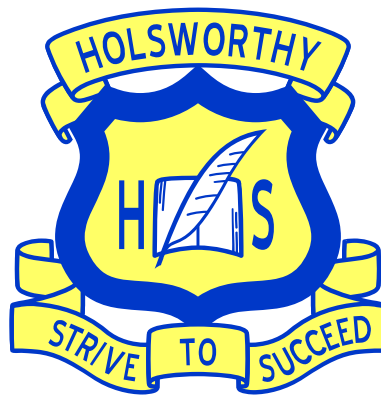


HOLSWORTHY HIGH SCHOOL



2020

YEAR 11 ASSESSMENT POLICY BOOKLET

STUDENT'S NAME: _____

HSC PRELIMINARY COURSES YEAR 11 ASSESSMENT POLICY

RATIONALE

Students only progress to a Year 12 Course after satisfactorily completing the Preliminary Course that is studied in Year 11.

The Year 11 preliminary courses are designed to ensure that students have the skills, qualifications and basic information necessary to progress into the Year 12 courses.

It is the school's responsibility to determine whether each student has **satisfactorily studied** each course they have undertaken and whether they have had a **satisfactory record of attendance** and application for the actual credential.

RECORD OF SCHOOL ACHIEVEMENT (ROSA):

The ROSA will show a grade from "A" to "E" for each course studied in Year 11 (as with Year 10).

Grades will be standards - referenced to represent the following levels of achievement:

| Grade | General Performance Descriptors |
|----------|---|
| A | A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C | A grade indicating satisfactory achievement in the course. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | A grade indicating basic achievement in the course. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |
| N | Where "N" appears in place of an A to E grade it indicates that the student has failed to meet one or more of the General Performance Descriptors. |

THE ASSESSMENT PROCESS

- Students will be assessed between Week 3 of Term One and the end of Term 3.
- Each student will receive an Assessment Policy Handbook outlining their obligations in each course (emailed to your portal address).

- Students will be given feedback on their assessment tasks and a cumulative ranking will be provided on their end of year reports.
- Teachers will keep marks in a central faculty record.
- Teachers and Head Teachers will counsel students who are at risk of not satisfactorily completing the Preliminary Course and notify their parents/guardians in time to rectify the problem.
- Tasks will not be issued or have their due date during the 2 weeks immediately prior to a major exam period.

ASSESSMENT TASKS PROCEDURES

- Students will be given at least **2 weeks notice** of any assessment task. Students will be asked to sign a “record of issue/collection of task” form stating the date and time of day the task is due. It will also be an acknowledgment that students will abide by the guidelines set out in the assessment booklets.
- Assessment tasks must be submitted on the due date. A zero mark will be awarded for work submitted late, unless a **doctor’s certificate** or exceptional circumstances deemed acceptable by the Principal are supplied (in writing).
- It is the student’s responsibility to see his or her teacher as soon as practicable on the morning of his or her return to school following a missed task to arrange to complete the task. The Head Teacher of the course will decide what sort of task will need to be submitted. e.g. an alternative task or the original task.
- The Principal, in rare circumstances, may authorise an **estimate** to be given for a missed task.
- A **zero mark** may also be awarded for an assessment task as a result of **cheating**, a **non-serious attempt**, plagiarism or **malpractice** in examinations.
- Students who undertake **compulsory work placement** or work experience should not be disadvantaged. If the student has sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is the student’s responsibility to notify their Teacher and Head Teacher once they are aware that they will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the “record of issue/collection” form.
- Students playing **knockout sport** will be required to notify their Teacher and Head Teacher of the clash of dates. Permission for attendance by the student at the knockout game will be at the discretion of the Head Teacher. Students may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, arranging for it to be handed in to their teacher on the required day.
- If students choose to prepare and produce work with the use of **computer technology** it is their responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated technology malfunction, even theft, without evidence of “work in progress”, is not a reason for late submission.
- Students who believe a task has been incorrectly marked should discuss the matter with the Teacher concerned. Dissent about a mark which a Teacher has determined is **NOT** grounds for appeal.
- Students who believe they have been unfairly treated in being awarded a **zero** mark for an assessment task may seek clarification from the Head Teacher of the course. If the student still feels he/she has been unfairly treated they may **appeal** (see below).

YEARS 10 TO 12 ASSESSMENT FLOWCHART

Assessment task issue

- Tasks will include detailed marking criteria
- Teacher should provide work samples from previous students where appropriate
- Where possible, the assessment will begin in class, and class time allocated to work on the task
- Learning Support and the Learning Centre will have a copy of the task
- A minimum of TWO weeks notice should be given for all assessment tasks
- Tasks should not be issued within TWO weeks of exams

NOTE: N-Warnings can be issued for Course work - this is for incompleteness of work

Assessment task submission

- Submit on the due date and time. Electronic Submission by 4.00pm on that day.

Incompletion of assessment task or course work

- Zero mark awarded unless doctors certificate presented
- Student should be given the opportunity to complete the task – N-Warning will only be issued if student does not complete the task or if adequate amount of classwork is not complete
- Teachers will attempt to make parent contact before issuing N warnings for course work.

Issue 1st Warning Letter

- Letter will be sent home with a copy of assessment task/ requirement
- Copy of the letter and assessment task to the student
- Record of the N-Award will be saved on SENTRAL
- Teacher to contact parent

Student resolves the task

Student does not resolve the task within two weeks of 1st Warning Letter

Issue 2nd Warning Letter

- Letter will be sent home with a copy of assessment task/ requirement
- Copy of the second letter and assessment task to the student
- Record of N-Award will be saved on SENTRAL
- Head Teacher to contact parent

Student resolves the task

Student does not resolve the task within two weeks of 2nd Warning Letter

NESA Coordinator

WHAT IS MALPRACTICE

1. Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals, CDs or the Internet without reference
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another's work and presenting it as one's own
 - submitting work to which another person, a parent, coach or expert has contributed substantially
 - using words, ideas, designs or workmanship of others in practical and performance tasks
 - paying someone to write or prepare material
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice.
2. Issues of malpractice will be investigated by the Head Teacher of the respective course, and reported in writing to the Assessment Review Panel with accompanied documentation. The assessment committee will:
 - Advise the student(s) in writing of the lodgment of the issue
 - Provide the student(s) with an opportunity to respond to the issue
 - Plan a course of action and communicate this to the student, the student's parents and the Head Teacher.
3. If the malpractice is proven, the Assessment Review Panel will consider a zero for that task. In some circumstances, the panel may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students.
4. In cases of proven malpractice, the Principal will impose a penalty after consultation with the Class Teacher, Head Teacher and Assessment Review Panel.

ASSESSMENT REQUIREMENTS

Students need to be familiar with the assessment requirements for each course they take in each subject. Not every piece of work completed will be part of the assessment. Some work is set to practice skills so that the students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. Students will fail a course if they do not make a satisfactory attempt to complete all assessable tasks.

COMPLETION OF NON-ASSESSABLE TASKS

There is a requirement that students must complete a course of study "Satisfactorily". This means that the Principal must be satisfied the student has completed each of the courses he/she has undertaken.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student's attendance has made it impossible for course outcomes to be achieved. The NSW Education Standards Authority suggests that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

a) failure to complete experiences specified in the syllabus eg. fieldwork, oral presentations, assignments, practical work, participation in class;

b) non-serious or trivial preparation for exams.

Students are required to be diligent. Failure to complete tasks means that they are not diligent.

UNSATISFACTORY COMPLETION OF COURSE

Students who fail to satisfy minimum requirements will be awarded an 'N' Determination. This means they have **failed the course** and it will not count toward the HSC. (Students must complete at least 12 preliminary units). This means that the student has to repeat a preliminary course the following year and is unlikely to complete the HSC in two years.

What are "N" Warning Letters written for?

1. **Failure to submit assessable tasks.** Assessable tasks are those in the assessment booklet.
2. **Lack of Diligence.** Diligence will be when a student has failed to complete a significant amount of non-assessable work such as classwork, homework, practical work and other learning tasks the teacher has assigned.
3. **Not completing the prescribed course.** This is most obvious when the student has poor attendance and misses a large amount of lessons. When student's absences exceed 15% they may be considered as not adequately completing the course.

REVIEW OF ASSESSMENTS (APPEALS)

A. Individual Assessment Task

A student may request recognition for a task that he/she has failed to submit, has submitted late, has been affected by misadventure or for which he/she has been accused of malpractice.

The student must **first see the Head Teacher of the subject concerned** and seek a resolution to his/her request. The Head Teacher may award a zero mark, allow the task to be completed, set an alternate task, or give an estimate mark.

If the student is not satisfied with this resolution, he/she may make an appeal to the Assessment Review Panel. This panel will be comprised of the relevant Year Adviser (executive officer), the Head Teacher of the subject the appeal is concerned with, and another Head Teacher appointed by the Principal.

Grounds for appeal are:

- exceptional circumstances outside the control of the student
- inconsistency in the application of the school's assessment policy and procedures

The student must submit a **written submission** to their Year Adviser **within one week** of being notified of the Head Teacher's decision. Students should use "*Request for Consideration*" form (In this document).

A Review Panel will be convened within two weeks of receiving the written appeal, and the student invited to interview. The student may bring a support person with them to the interview.

The student will receive written notification of the decision of the Review Panel.

SUBJECT ASSESSMENT SCHEDULE

The schedule which starts on page 10 contains the following information for each subject.

- The total number of Assessment Tasks in Terms 1, 2, 3.
- The types of tasks which will be undertaken.
- The value of each task.
- The approximate date of the task. (exact dates will be given by the Class Teacher)
Students will be given at least 2 weeks notice of the date of an assessment task.

A Year Planner is provided on the last page of this booklet. Write the anticipated dates for all your assessment tasks on this planner.

STUDENTS, PARENTS AND TEACHERS MAY SEEK FURTHER INFORMATION ABOUT ASSESSMENT BY CONTACTING THE FACULTY HEAD TEACHER OR NESA CO-ORDINATOR.

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

ANCIENT HISTORY

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|------------------|-------------------------------|--------------------------|-------------------|
| | | Term 1, Week 8 | Term 2 Week 5 | Term 3, Week 9/10 |
| | | Source analysis/essay | Historical Investigation | Yearly Exam |
| | | Investigating Ancient History | Tutankhamun's Tomb | All Topics |
| Knowledge and understanding of content | 40% | 10% | 10% | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 10% | 5% | 5% |
| Historical inquiry and research | 20% | 10% | 10% | |
| Communication of historical understanding in appropriate forms | 20% | 5% | 5% | 10% |
| TOTAL | 100% | 35% | 30% | 35% |

BIOLOGY

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|------------------|--------------------|----------------------------|-------------------|
| | | Term 1, Week 9 | Term 2, Week 3 | Term 3, Week 9/10 |
| | | Depth Study | Practical Report | Yearly Exam |
| | | Ecosystem Dynamics | Cells as the basis of life | All Topics |
| Knowledge and understanding | 40% | 10% | 10% | 20% |
| Skills in Working Scientifically | 60% | 20% | 20% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

BUSINESS STUDIES

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|---------------------------|---------------------|-------------------|
| | | Term 1, Week 7 | Term 2, Week 7 | Term 3, Week 9/10 |
| | | Case Study: In class task | Small Business Plan | Yearly Exam |
| | | Nature of Business | Business Planning | All Topics |
| 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% |
| TOTAL | 100% | 30% | 30% | 40% |

CHEMISTRY

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|------------------------------------|--|-------------------|
| | | Term 1, Week 9 | Term 2, Week 3 | Term 3, Week 9/10 |
| | | Depth Study | Practical Report | Yearly Exam |
| | | Properties and Structure of Matter | Introduction to Quantitative Chemistry | All Topics |
| Knowledge and understanding | 40% | 10% | 10% | 20% |
| Skills in Working Scientifically | 60% | 20% | 20% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

COMMUNITY AND FAMILY STUDIES

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|---------------------|------------------------|-------------------|
| | | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 9/10 |
| | | Presentation | Report | Yearly Exam |
| | | Resource management | Individuals and Groups | All Topics |
| Knowledge and understanding of factors impacting wellbeing | 40% | 15% | 10% | 15% |
| Source based skills, applying management processes. | 25% | 5% | 10% | 10% |
| Critical thinking, research and analysis | 35% | 10% | 10% | 15% |
| TOTAL | 100% | 30% | 30% | 40% |

DIGITAL IMAGING AND PHOTOGRAPHIC MEDIA

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|-------------|----------------------------------|-------------------------------|------------------------------|
| | | Term 1, Week 7 | Term 2, Week 7 | Term 3, Week 6 |
| | | Joiner Collage Critical Study | Portfolio Critical Review | Portfolio Critical Review |
| | | David Hockney | Developing a point of view | Genres |
| Portfolio/ Making | 70% | 20% | 20% | 30% |
| Critical and Historical Studies | 30% | 10% | 10% | 10% |
| TOTAL | 100% | 30% | 30% | 40% |

ENGLISH ADVANCED

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|-------------------------------------|---|---------------------------|
| | | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 7/8 |
| | | Reading to Write: Common Module | Module A: Narratives that Shape our World | Module B: Yearly exam |
| | | Imaginative text with reflection | Multimodal presentation | Critical response Exam |
| 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% |
| TOTAL | 100% | 30% | 40% | 30% |

ENGLISH EXTENSION

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|----------------------------------|---------------------|-------------------|
| | | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 7/8 |
| | | Imaginative response | Multimodal TED Talk | Comparative essay |
| | | Module: Texts, Culture and Value | | |
| Knowledge and Understanding of texts and why they are valued | 50% | 15% | 20% | 15% |
| Skills in complex analysis composition and investigation | 50% | 15% | 20% | 15% |
| TOTAL | 100% | 30% | 40% | 30% |

ENGLISH STANDARD

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|-------------------------------------|---|--|
| | | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 7/8 |
| | | Reading to Write: Common Module | Module A: Contemporary Possibilities | Module B: Close Study Of Literature |
| | | Imaginative text with reflection | Interactive ICT presentation multimodal presentation | Yearly Examination |
| 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% |
| TOTAL | 100% | 30% | 40% | 30% |

ENGLISH STUDIES

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|-------------|---|----------------------------|----------------------------|
| | | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 8/9 |
| | | Mandatory Module: Achieving through English | Elective Module 1 | Collection of classwork |
| | | Written task | Multimodal presentation | All modules |
| Knowledge and understanding of course content | 50% | 15% | 15% | 20% |
| Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively | 50% | 15% | 15% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

GEOGRAPHY

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|--------------------------|-------------------------|-------------------|
| | | Term 1, Week 8 | Term 2, Week 6 | Term 3, Week 9/10 |
| | | Field Work / report | Senior Geography Report | Yearly Exam |
| | | Biophysical Interactions | All Topics | All Topics |
| Knowledge and understanding of content | 40% | 10% | 5% | 25% |
| Geographical tools and skills | 20% | 5% | 5% | 10% |
| Geographical inquiry and research, including fieldwork | 20% | 10% | 10% | |
| Communication of geographical information, ideas and issues in appropriate forms | 20% | 5% | 10% | 5% |
| TOTAL | 100% | 30% | 30% | 40% |

INDUSTRIAL TECHNOLOGY TIMBER

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|-------------|--|---------------------------------|-------------------------|
| | | Term 1, Week 9 | Term 3, Week 8 | Term 3, Week 9/10 |
| | | Industry Study | Project | Yearly Exam |
| | | Timber Products and Furniture Industry | Small Cabinet and Project Folio | Sections A, B, C, and D |
| Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area | 40% | 20% | | 20% |
| Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects | 60% | | 60% | |
| TOTAL | 100% | 20% | 60% | 20% |

LEGAL STUDIES

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|------------------|-----------------------|----------------------------|-------------------|
| | | Term 1, Week 7 | Term 2, Week 7 | Term 3, Week 9/10 |
| | | Research Task /report | Case Study | Yearly Exam |
| | | The Legal System | The Individual and the Law | All Topics |
| Knowledge and understanding of content | 40% | 20% | 10% | 10% |
| Analysis and evaluation | 20% | | 10% | 10% |
| Inquiry and research | 20% | 10% | 10% | |
| Communication of legal information, ideas and issues in appropriate forms | 20% | | 10% | 10% |
| TOTAL | 100% | 30% | 40% | 30% |

MATHEMATICS STANDARD 2

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|---|-------------------------------|---------------------------|
| | | Term 1, Week 8 | Term 2, Week 5 | Term 3, Week 9/10 |
| | | Guided Assessment - In-Class Test | Assignment / Investigation | Yearly Exam |
| | | Formulas and Equations, Earning money and Taxation, Data | Managing a Home | All Preliminary Topics |
| Understanding, Fluency and Communicating | 50% | 20% | 10% | 20% |
| Problem Solving, Reasoning and Justification | 50% | 10% | 20% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

MATHEMATICS STANDARD 1

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|---------------------------------------|------------------------------------|---------------------------|
| | | Term 1, Week 8 | Term 2, Week 5 | Term 3, Week 9/10 |
| | | Guided Assessment - In-Class Test | Assignment / Investigation | Yearly Exam |
| | | Algebra, Earning money, Paying Tax | Healthy figures, Taking chances | All Preliminary Topics |
| Understanding, Fluency and Communicating | 50% | 20% | 10% | 20% |
| Problem Solving, Reasoning and Justification | 50% | 10% | 20% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

MATHEMATICS ADVANCED

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|---|---|---------------------------|
| | | Term 1, Week 6 | Term 2, Week 8 | Term 3, Week 9/10 |
| | | Guided assessment- In class test | Assignment / Investigation | Yearly Exam |
| | | Algebraic techniques, Equations and inequalities | Functions, Introduction to calculus | All Preliminary Topics |
| Understanding, Fluency and Communicating | 50% | 10% | 15% | 25% |
| Problem Solving, Reasoning and Justification | 50% | 10% | 25% | 15% |
| TOTAL | 100% | 20% | 40% | 40% |

MATHEMATICS EXTENSION 1

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|---|---|---------------------------|
| | | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 9/10 |
| | | Guided assessment - In-Class Test | Extended modelling and problem- solving task | Yearly Exam |
| | | Polynomials and inverse functions, Permutations and combinations | Equations and inequalities, Further functions | All Preliminary Topics |
| Understanding, Fluency and Communicating | 50% | 20% | 10% | 20% |
| Problem Solving, Reasoning and Justification | 50% | 10% | 20% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

MODERN HISTORY

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|-------------|---------------------------------|-----------------------------|-------------------|
| | | Term 1, Week 7 | Term 2, Week 10 | Term 3, Week 9/10 |
| | | Source analysis / essay | Historical Investigation | Yearly Exam |
| | | Investigating Modern History | The Holocaust | All Topics |
| Knowledge and understanding of course content | 40% | 20% | | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 5% | 5% | 10% |
| Historical inquiry and research | 20% | | 15% | 5% |
| Communication of historical understanding in appropriate forms | 20% | 5% | 10% | 5% |
| TOTAL | 100% | 30% | 30% | 40% |

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|----------------|-------------------------------|-------------------|
| | | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 9/10 |
| | | Assessment | Assessment | Yearly Exam |
| | | Body In Motion | Better Health For Individuals | All Topics |
| Knowledge and understanding of •Factors that affect health •The way the body moves | 60% | 20% | 20% | 20% |
| Skills in: •Influencing personal and community health •Taking action to improve participation and performance in physical activity | 20% | 5% | 5% | 10% |
| Skills in critical thinking, research and analysis | 20% | 5% | 5% | 10% |
| TOTAL | 100% | 30% | 30% | 40% |

PHYSICS

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|---|-------------|----------------|--------------------------|-------------------|
| | | Term 2, Week 1 | Term 2, Week 8 | Term 3, Week 9/10 |
| | | Depth Study | Practical Report | Yearly Exam |
| | | Dynamics | Waves and Thermodynamics | All Topics |
| Knowledge and understanding | 40% | 10% | 10% | 20% |
| Skills in Working Scientifically | 60% | 20% | 20% | 20% |
| TOTAL | 100% | 30% | 30% | 40% |

SOCIETY and CULTURE

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--|------------------|-------------------------------|------------------------------|-------------------|
| | | Term 1, Week 9 | Term 2, Week 10 | Term 3, Week 9/10 |
| | | Cross cultural comparison | Mini PIP | Yearly Exam |
| | | The Social and Cultural World | Personal and Social Identity | All Topics |
| Knowledge and understanding of course content | 50% | 10% | 20% | 20% |
| Application and evaluation of social and cultural research methods | 30% | 10% | 10% | 10% |
| Communication of information, ideas and issues in appropriate forms | 20% | 10% | | 10% |
| TOTAL | 100% | 30% | 30% | 40% |

SPORTS LIFESTYLE AND RECREATION

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|-------------------------------------|-------------|--------------------|---------------------|-------------------|
| | | Term 1, week 9 | Term 2, week 3 | Term 3, week 9/10 |
| | | Lifestyle Analysis | Programming | Yearly |
| | | Healthy Lifestyle | Resistance Training | |
| Knowledge and understanding | 45% | 10 | 15 | 20 |
| Skills in practical learning | 55% | 15 | 20 | 20 |
| TOTAL | 100% | 25% | 35% | 40% |

VISUAL ARTS

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|--------------------------------------|------------------|-----------------------------------|-------------------------------|-------------------------------|
| | | Term 2, Week 1 | Term 3, Week 7 | Term 3, Week 9/10 |
| | | Submission of VAPD and BOW | Submission of VAPD and BOW | Yearly Exam |
| | | Exploratory BOW & documented VAPD | Resolved BOW & annotated VAPD | Art Criticism and Art History |
| Art Making | 50% | 30% | 20% | |
| Art Criticism and Art History | 50% | | 10% | 40% |
| TOTAL | 100% | 30% | 30% | 40% |

Vocational Education and Training (VET) Courses

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.

VET Curriculum Frameworks

Vocational Education and Training (VET) forms a significant component of the curriculum at Holsworthy High School. We currently offer five VET courses, also referred to as Industry Curriculum Frameworks (ICF). They are:

- CPC20211 Certificate II in Construction Pathways
- SIT20416 Certificate II in Kitchen Operations
- SIT20316 Certificate II in Hospitality
- Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology.
- BSB20115 Certificate II in Business

Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.

NSW Educational Standards Authority (NESA) requirements

Students undertaking a VET course must meet the requirements of NESA for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or statement of attainment.

NESA has **mandated 70 hours work placement (35 hours per 120 hours of delivery)** as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The examination mark from one Industry Curriculum Framework, VET course, may be included in the calculation of a student's ATAR (Australian Tertiary Admission Rank). All VET examinations are 2 hours in duration.



Education

ULTIMO 90072
CONSTRUCTION ASSESSMENT SCHEDULE
Preliminary Year 2020 - HSC 2021

QUALIFICATION: CPC20211 Certificate II in Construction Pathways
 Training Package: CPC08 Construction, Plumbing and Services v 9.4

NESA course code
 2 U X 2 YR
 26201
LMBR UI Code:
 11CPC20211426201B

| TERM | Unit Code | Units Of Competency | AGF CORE/ ELECTIVE | HSC STATUS | HSC INDICATIVE Hrs. | Assessment Task Cluster & Method of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
|--|-----------------------------|--|--------------------------|-------------|---------------------------|---|---|
| | 5 PRELIMINARY UOCs | | | | | | |
| Term 1 | CPCCWHS1001 | Prepare to work safely in the construction industry | C | M | 10 | Cluster A – SafeWork NSW WHS Induction Written Test | 240 Indicative Hours over 2 years |
| Term 1/2 | CPCCCM1013A CPCCOHS2001A | Plan and organise work Apply OHS requirements, policies and procedures in the construction industry | C C | M M | 10 15 | Cluster B - Small project, Oil Stone Case or Concrete Float Practical , Teacher observations and written test. | 30% Preliminary Yearly Exam |
| Term 2/3 | CPCCCA2002B CPCCCA2011A | Use carpentry tools and equipment Handle carpentry materials | E E | M E | 20 20 | Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test. | 35 hrs. Work placement |
| | 9 HSC UOCs | | | | | | |
| Terms 4/5 | CPCCCA2003A | Erect and dismantle formwork for footings and slabs on ground | E | E | 25 | Cluster D - School Project – Concreting Practical, Teacher observations and written test. | 35 hrs. Work placement |
| | CPCCCM2006B | Apply basic levelling procedures | E | E | 15 | | |
| | 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 | CPCCBL2001A | Handle and prepare bricklaying and blocklaying materials | E | E | 20 | Cluster E – Bricklaying (subject to teacher qual) Practical, teacher observation and written test | 70% Trial HSC Exam |
| | CPCCBL2002A | Use bricklaying and blocklaying tools and equipment | E | E | 10 | | The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams. |
| Work placement | CPCCCM1014A CPCCCM1012A | Conduct workplace communication Work effectively and sustainably in the construction industry | C C | E M | 10 25 | Cluster F - WPL Journal Teacher observations and Written test, Third party evidence | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | | Total hours | 240 | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |



Education

ULTIMO 90072
HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE
Preliminary Year 2020 - HSC 2019
 QUALIFICATION: SIT20316 Certificate II in Hospitality
 Training Package: SIT Tourism, Travel and Hospitality V1.1

NESA Course Code
 2 U X 2 YR
 26511
LMBR UI Code
 11SIT20316126511B

| 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% |
|--|--|--|--------------------------|---------------|---------------------------|---|---|
| 9 PRELIMINARY UOCs | | | | | | Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i> | 240 Indicative Hours over 2 years |
| Term 1 | SITXFSA001 | Use hygienic practices for food safety | E | M | 10 | Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work | 35 hrs Work placement 30% Preliminary Yearly Exam |
| | SITXWHS001 SITHCCC003 | Participate in safe work practices Prepare and present sandwiches | C E | M E | 15 10 | | |
| Term 2 & 3 | SITXFSA002 | Participate in safe food handling practices | E | E | 15 | Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work | |
| | SITHCCC002 BSBSUS201 | Prepare and present simple dishes Participate in environmentally sustainable work practices | E E | E E | 20 15 | | |
| Term 3 | SITHFAB004 | Prepare and serve non-alcoholic beverages | E | S | 15 | Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work | |
| | SITXCOM002 SITXCOM001 | Show social and cultural sensitivity Source and present information | C E | E E | 10 10 | | |
| 6 HSC UOCs | | | | | | | 35 hrs Work placement |
| Term 4 – 6 | SITXCCS003 | Interact with customers | C | S | 15 | Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence | 70% HSC Trial Exam |
| | SITHFAB005 SITHFAB007 SITHIND003 | Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively | E E C | S S E | 15 40 20 | | |
| Term 7 | BSBWOR203 SITHIND002 | Work effectively with others Source and use information on the hospitality industry | C C | M M | 15 20 | Cluster E: Working in the Hospitality Industry Written questioning, student reflection | The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams. |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | Total Hours 245 | | | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |



Education

ULTIMO 90072
INFORMATION and DIGITAL TECHNOLOGY ASSESSMENT SCHEDULE
Preliminary Year 2020 - HSC 2021

QUALIFICATION: Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology
 Training Package: ICT Information and Communications Technology V3.1

NESA course code
 2 U X 2 YR
 27301
LMBR Course Code
 11ICT30115127301B

| TERM | Unit Code | Units Of Competency | AQF CORE / ELECTIVE | HSC STATUS | HSC INDICATIVE Hrs. | Assessment Task Cluster & Methods of Assessment | HSC requirements - Exam estimate mark & weighting to total 100% |
|---|---------------------------|---|---------------------------|---------------|---------------------------|---|---|
| Term 1 | 6 PRELIMINARY UOCs | | | | | | 240 Indicative Hours over 2 years |
| | BSBWHS304 | Participate effectively in WHS communication and consultation processes | C | M | 20 | Cluster A: Working Safely with others Research, report and presentation | |
| | BSBSUS401 | Implement and monitor environmentally sustainable work practices | C | E | 25 | | |
| Term 2 | ICTICT302 | Install and optimise operating system software | C | M | 20 | Cluster B: Systems & Software Scenario, Observation, portfolio of evidence | 30% Preliminary Yearly Exam |
| | ICTSAS301 | Run standard diagnostic tests | C | M | 10 | | |
| Term 3 | ICTICT202 | Work and communicate effectively in an ICT environment | C | M | 25 | Cluster C: Operate Software packages effectively Oral questioning, Written | |
| | ICTICT203 | Operate application software packages (finalise assessment) | E | S | 20 | | |
| Term 4 & Term 5 | 5 HSC UOCs | | | | | | 70% Trial HSC Exam 35 hrs. Work placement |
| | ICTICT308 | Use advanced features of computer applications (embedded) | E | S | 30 | Cluster D :Computer Applications Written , portfolio of evidence | |
| Term 5 | ICTWEB303 | Produce digital images for the web | E | E | 20 | Cluster E: Working on the Web Observation and questioning OR | The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams. |
| | ICTWEB301 | Create a simple mark-up language document | E | E | 25 | | |
| Term 6 | ICTWEB302 | Build simple websites using commercial programs | E | S | 30 | Cluster F: Web Technologies Observation and Oral report | |
| Term 7 | ICTWEB201 | Use social media tools for collaboration and engagement | E | E | 15 | Cluster G: Using Social Media Written report | |
| <i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i> | | | Total hours 240 | | | <i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i> | |

2020 YEAR PLANNER

| Week | Term 1 | Term 2 | Term 3 |
|-------------|---------------|----------------------------------|---------------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | Yearly Exams – Thursday Friday |
| 10 | | | Yearly Exams |
| 11 | | 10 Week Term – No Week 11 | 10 Week Term – No Week 11 |