

PARKES HIGH SCHOOL



YEAR 11 ASSESSMENT POLICY 2024

- Safe - Respectful - Responsible -

Parkes High School Mission Statement

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Parkes High School Year 11 ASSESSMENT GUIDELINES 2024

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Parkes High School

Year 11

Assessment Policy 2024

Introduction

This booklet details the assessment requirements for Preliminary Course students at Parkes High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Parkes High School.

LIST OF CONTACTS

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

| | |
|---------------------------|---------------------|
| Principal | Mrs S Carter |
| Deputy Principal | Mrs D Slack-Smith |
| Deputy Principal | Mrs C Coates |
| Deputy Principal | Mrs J Wickham |
| Year Advisor | Ms M Kempson (Rel.) |
| School Counsellors | Ms E Kelly |
| Careers Advisor | Mrs J Morrissey |

Head Teachers

| | |
|--|-------------------------------------|
| English | Ms H Back |
| Mathematics | Mr A Rogers (Acting.) |
| Science | Mr A Pigram |
| HSIE | Ms Bec James (Acting.) |
| PDHPE | Ms M Kempson & Ms J Welsh (Acting.) |
| Technical & Applied Studies | Mr C Kopp (Acting.) |
| Creative & Performing Arts | Mrs R Mills |
| Special Education | Mrs C Quigg |
| Head Teacher Wellbeing | Ms J Welsh |

Students are required to sign to acknowledge that they have received a copy of this booklet.

Parkes High School

Year 11

Assessment Policy 2024

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Year 11 Course, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11, and each has a weighting determined by the school within requirements provided by NESAs. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

Part 1: General Information

The Record of School Achievement (RoSA)

- The Record of School Achievement (RoSA) is the credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC);
- It is a cumulative credential which recognises all student academic achievements. The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 courses completed after that. If a student commences a course but leaves school before completing it, the RoSA will show evidence of enrolment;
- The RoSA will also show results of any VET or Life Skills courses which students complete in Year 10 and/or Year 11;
- The RoSA will be awarded to all eligible students when they leave school. Students are able to request a RoSA through their school when they talk to the Principal about leaving (at any time after completing Year 10);
- Life Skills students will receive their Profile of Student Achievement at the same time as they receive their RoSA;
- While there will be no external tests at the end of Year 10 or Year 11, schools will still need to provide grades for each course at the end of the year. (At the end of Year 10 and again at the end of Year 11);
- Students entering Year 11 in 2024 are eligible for the credential as long as they have completed Stage 5;
- Students who are planning to leave school will be able to sit optional online Literacy and Numeracy tests;
- Teachers will use the Common Grade Scale for Preliminary Courses for all Board Developed and Board Endorsed Courses to determine grades. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level, A to E (See Page 7 for the Common Grade Scale).

Eligibility Requirements for the 2025 Higher School Certificate

To be eligible for the award of the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and a HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English*;
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed courses); and
- at least four subjects.

*Satisfactory completion of *English Studies* will fulfil English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and seven HSC units from courses in Science.

Students are required to confirm their pattern of study and sign a **Confirmation of Entry** form.

Students must also meet the HSC minimum standard to receive the HSC. To show students have met this standard they need to:

- achieve Level 3 or 4 in the online reading test
- achieve Level 3 or 4 in the online writing test
- achieve Level 3 or 4 in the online numeracy test

NESA Course Requirements

To be eligible for entry into the Higher School Certificate in each course, the student must have satisfactorily completed the Year 11 Course. This occurs when, in the Principal's view, there is sufficient evidence that the student has:

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

Additional Requirements:

- all students in Years 11 and 12 in NSW government schools must complete the Life Ready course, in addition to the minimum number of units mentioned above;
- all students must complete "All My Own Work";
- students must complete tasks required for the assessment program of each course including practical, oral/aural or project works. Students who do not comply with the assessment requirements in any course will not be deemed as having completed the course at the end of Term 3 in Year 11;
- Year 11 Courses are of 30 weeks duration. All course work must be completed to gain the Year 11 Record of School Achievement. The Principal is required to certify satisfactory completion of each course at the end of Term 3 in Year 11;
- satisfactory completion of a Year 11 course or the equivalent is a prerequisite for entry into an HSC Course;
- the study of any prescribed HSC texts cannot commence before the beginning of the HSC course in Term 4;
- Year 11 course outcomes will be treated as assumed knowledge for HSC courses;
- Content Endorsed Courses (CECs) may be studied as either Year 11 or Year 12 courses. They do not count for an ATAR but do count towards HSC eligibility.

Students can best meet these requirements if they:

- attend all timetabled lessons and minimise absences from class for any reason;
- complete all activities set during class time;
- complete homework set by the teacher;
- regularly revise all work and implement a regular study timetable;
- complete past papers; and
- complete all assessment tasks to maximise their marks.

Awarding Grades

Schools are responsible for awarding a grade for each student who completes a Year 11 course (except Life Skills and VET courses) to represent their achievement. Teachers make professional, on-balance judgements about a student's performance in relation to the Common Grade Scale for Preliminary Courses. Teachers determine which grade description best matches the standards their students have demonstrated by the end of the course. Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with state-wide standards, teachers compare their student's work with work samples on the NESA website that are aligned to the A to E grade scale. The grade awarded is reported on the student's Record of School Achievement.

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- devise and administer assessment tasks that address the outcomes of the syllabus;
- observe and record assessment judgements (marks, comments and grades);
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;

- refer to the Common Grade Scale for Year 11 Courses to award a grade that most appropriately describes a student's achievement; and
- follow a process of moderation to ensure that grades awarded are consistent with published standards.

Teachers will interpret the Common Grade Scale for Year 11 Courses in terms of achievement that can be demonstrated within the bounds of the syllabus at the end of the year 11. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

Common Grade Scale for Year 11 Courses

The Common Grade Scale shown below should be used to report student achievement in Year 11 in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

| | |
|----------|--|
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas. |

Vocational Education and Training (VET) Courses

Students do not receive a grade for VET courses. VET courses deliver units of competency that are drawn from Industry Training Packages. A student's performance is judged as being either competent or not yet competent against a prescribed standard.

Life Skills

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR you must satisfactorily complete at least 10 units of HSC Courses. These courses must include:

- Ten units of Board Developed Courses
- Two units of English
- Three board developed courses of two units or greater
- Four subject areas

A candidate's ATAR is calculated from the aggregate of scaled marks in 10 units of HSC courses comprising your:

- best 2 units of English
- best 8 units from your remaining units

N Awards

Students studying a Year 11 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their progress. An N Determination Warning Letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If a student does not subsequently meet course requirements as detailed in the N Award Warning Letter(s), then an N Award may be given for the course by the Principal. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Award Warning Letters.

Students undertaking a Stage 6 Life Skills course can be issued with N Awards.

Until a student receives results in 12 Preliminary units and 10 Higher School Certificate units, he/she will not be eligible for the award of the Higher School Certificate.

The issuing of a second N Determination Warning Letter in any course at Parkes High School will result in the student being placed in the Reconnect Program to address outstanding class work and/or assessment tasks.

Unsatisfactory Participation in Learning

If a student of Post Compulsory Age has a documented pattern of unsatisfactory participation in learning at Parkes High School the Principal may consider expulsion under 4.4.1.1 of STUDENT BEHAVIOUR PROCEDURES KINDERGARTEN TO YEAR 12: *“for students over 17 years of age expelled for unsatisfactory participation in learning If a principal and Director, Educational Leadership have decided to expel a student over 17 years of age on the grounds of unsatisfactory participation in learning, it is the student’s and parents’ or carers’ responsibility to find a suitable alternative placement. While the principal has no further obligation to arrange an alternative educational placement, they can advise on possible options.”*

Part 2: Parkes High School Assessment Policy and Procedures

This formal assessment program has been prepared in accordance with each NESAsyllabus and course specific assessment and reporting materials which specify the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

Fairness

The underlying belief in each of these school requirements is fairness to all candidates within the group. Our policy aligns with NESAs’s guidelines for Assessment.

Student Organisation

It is a student’s responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

Assessment Program

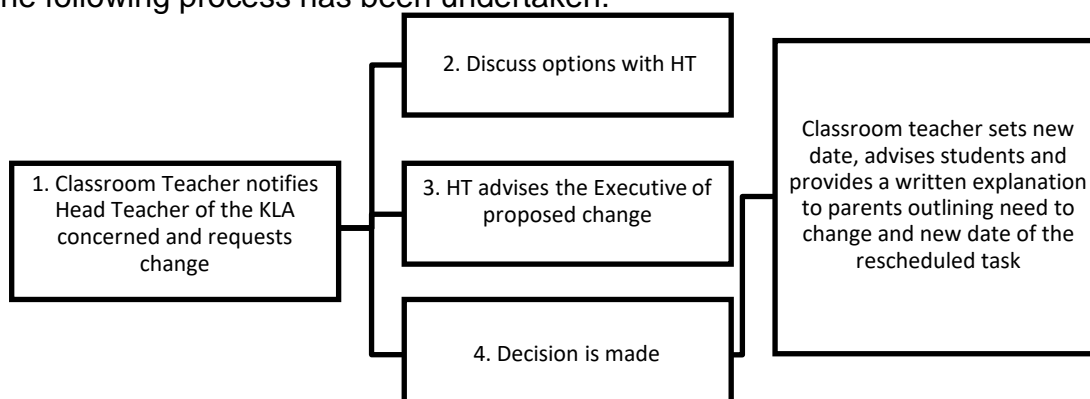
The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The mark value of each task in relation to the total number of assessment marks for the course; and
- An indication of when each assessment task will take place.

It is expected that all students will complete all assessment tasks.

Assessment Schedules

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks’ written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing after the following process has been undertaken:



The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. An assessment free block of time has been included immediately prior to the End of Year Examination period. This is to ensure that the workload for all students is manageable across the year and to provide every possible opportunity for students to achieve the best results possible.

All Year 11 formal school-based assessment programs are to reflect the following requirements:

- Three assessment tasks;
- The minimum weighting for an individual task is 20%;
- The maximum weighting for an individual task is 40%; and
- Only one task may be a formal written examination.

Additional subject specific requirements will apply to some courses. These have been incorporated into all Parkes High School Assessment schedules.

Adjustments for students with special education needs

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and 12. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

Formal Assessment Notification

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
 - Task number;
 - Task weighting;
 - Timing;
 - Outcomes assessed;
 - Description of the nature of the task;
 - Assessment criteria; and
 - Where appropriate, detailed marking guidelines should be provided at the time of the written notification.
 - Feedback to be provided

The task number, weighting, timing and outcomes must reflect the assessment schedule for a course. The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

Notice of Due Dates

Students will be given a minimum of two weeks' notice in writing for each Preliminary Course Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teachers and stored in the Preliminary Course Monitoring Folder.

Students will be given as much notice as possible. **It is the responsibility of students who are absent from class to obtain copies of assessment tasks.** Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure Form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

How to submit Assessment Tasks

All tasks not done in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. A Submission of Task Register must be signed by the teacher and student. **Do not leave the task on a teacher's desk.**

Examinations and tests will be collected by the teacher supervising the examination or test.

Penalty for Late Work

Students are expected to submit assessment tasks by the due date.

In fairness to students who hand in assessment tasks on time, **students who fail to complete or submit a Preliminary task prior to 3.20 on or before the due date will automatically receive a mark of ZERO.**

What to do if you know you will be absent when an assessment task is due

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete an **Illness and Misadventure form.**

Attendance on the Day a Task is Due

Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

If proof of illness or leave is not approved, then the student will be awarded a **zero** mark for the task.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

Illness/Misadventure

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);

Misadventure – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student is unable to complete a task on or by the due date they may apply for consideration under the illness/misadventure provisions. **It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness or unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after approval from the Principal).

Valid Reason

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (copy of a doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days. **It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.** The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

Technology and Assessment Tasks

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
 - Check the compatibility of your home software with the school's technology
 - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
 - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

Procedures for the administration of tasks where more than one class is undertaking a subject

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency and fairness;
- The task should be completed on the same day/period to protect the integrity of the task;
- Tasks are marked consistently. It is strongly suggested that all tasks are marked collaboratively or by one teacher;

Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration of the task.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- Negotiation with all students affected;
- Implement an alternate task supplied for the whole or part of the original task;
- Mark adjustment to discount the invalid part of the test; or
- Other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved.

Marking of Assessment Tasks

Students will receive information on the quality of each task submitted and their individual progress.

- There will be written comments on the school reports issued at the mid-point of the course and following the End of Course Examinations
- Individual students can enquire about their performance in assessment tasks.

Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account the possible effects of domestic situations or illness.

Documenting and Storing Student Marks

Marks for individual assessment tasks, and records of competency, will be recorded by the teacher responsible for marking the task. The marks will be stored electronically in Sentral Markbooks and a printed copy will be added to Preliminary Course Monitoring Folders (after the completion of each task). All marks need to be available so that the computations determining the final assessment mark can be checked in the case of a school review of assessments.

Malpractice

All students must comply with the NESAs program *All My Own Work*. In 2024, students will not be deemed to have met the requirements for the Higher School Certificate unless they have satisfactorily completed this program.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Preliminary Course. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

In the case of suspected malpractice students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given and it will impact on their overall final assessment mark and rank. Proven malpractice must be detailed in the relevant Preliminary Course Monitoring Folder.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for all or part of the assessment task;
- an N Warning letter issued; or
- the student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

Non-Completion of a Task

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a zero mark will be recorded for that task. A student must complete and submit a task even if it is to receive a zero mark.

Zero Marks Awarded

A student will be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason;
- has been involved in extensive malpractice.

Parents will be advised in writing.

Notification to Parents

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see relevant form which is contained in this booklet). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.

Enquiries

Students should direct any enquiries about assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

School Reports

School reports will be issued at the mid-point of the course and after the End of Course Examinations.

Procedures for providing assessment marks and grades for students who transfer into the school after the commencement of the Preliminary Course

Students from another school in NSW

Students who transfer to Parkes High School in Term 3 of Year 11 will have their grade decided and submitted to NESA by their previous school.

In the case of VET curriculum framework courses, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from a RTO must have assessed such competencies.

Students who transfer to Parkes High School before the period of formal assessment commences will be assessed with all other candidates.

Students who enrol at Parkes High School after the Preliminary assessment program has commenced and before the end of Term 2 of Year 11, will have an assessment mark determined at the completion of the course based on the performance of the student in all formal assessment tasks completed in common with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible, then a student's final mark and rank order may be achieved by:

- providing the student with an alternative task that measure the same outcomes;
- providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Grades will be awarded by Parkes High School by following the same process as is used to award grades to all other students. (See earlier section).

Students will also need to meet the course completion requirements and:

- provide evidence of work already completed in the course;
- complete missed work, while concurrently completing required work to ensure all outcomes and course content have been covered.

Students from interstate or overseas

Where the principal determines that a Year 11 student arriving from overseas or interstate could meet the requirements for satisfactory completion of Stage 6 Preliminary courses, the student should be entered for the Preliminary Courses via Schools Online and a grade determined as above.

Procedures to monitor the provisional entry of students into HSC Courses

The Principal may allow a student who has received an 'N' determination in a Preliminary course, to proceed to an HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. The Principal will be required to confirm at the time of HSC entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC course is valid. The school will document all details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC courses.

Procedures for dealing with the assessment of accelerants and accumulants

Accelerants should complete all assessment tasks, or their equivalent, as students completing requirements in the normal time frame. However, there may need to be some flexibility in the order and timing of assessment tasks.

Students who repeat a course are only assessed on their new attempt at that course. If they are permitted to re-commence studies after the start of Year 11 for their repeat year, the assessment record is determined as for transferring students as outlined above.

Examination and Assessment Task Rules and Procedures

In many subjects the End of Course examinations form part of the assessment program.

No other assessment tasks will be due in the week leading up to the End of Course examination period.

Students must follow the day-to-day rules of the school including no talking during exams or assessment tasks, no communication with other students once they enter the Hall or room, remaining in their allocated seat and not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

Students must not:

- take a mobile phone into the examination or assessment room;
- take any electronic device into the examination room unless approved by NESA;
- speak to any person other than a supervisor during an examination or assessment task;
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- attend an examination or assessment task under the influence of alcohol or illegal drugs;
- take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- smoke/vape in the examination room or assessment task;
- eat in the examination room or assessment task except as approved by the presiding officer;
- take any examination booklets, whether used or not, from the examination room.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

Students will be given a copy of the Examination Rules and Procedures with the timetable for the Examinations.

Procedures for reviewing the policy

The policy is reviewed annually to ensure:

- the continued implementation of procedures which satisfy the requirements of the Preliminary Course; and
- it meets NESA requirements including the prescribed areas of study, electives and texts and current assessment requirements, components and weightings.

The review includes:

- Assessment Policy
- Preliminary and HSC Monitoring Folders
- Assessment Schedules

2024 Term 1 Parkes High School Calendar

| Week | Date | Assessment Tasks this week |
|------|------------------|---|
| 1A | 29 January 2024 | |
| 2B | 5 February 2024 | |
| 3A | 12 February 2024 | |
| 4B | 19 February 2024 | |
| 5A | 26 February 2024 | |
| 6B | 4 March 2024 | |
| 7A | 11 March 2024 | Line 4: Modern History, Exploring Early Childhood |
| 8B | 18 March 2024 | Line 3: Numeracy, Mathematics Standard, Mathematics Advanced |
| 9A | 25 March 2024 | Line 5: Business Studies, Industrial Technology, Music, Photography, Video and Digital Imaging Line 6: English Studies, English Advanced |
| 10B | 1 April 2024 | Line 2: Chemistry, Agriculture, CAFS, Visual Arts Line 4: PDHPE |
| 11B | 8 April 2024 | Line 1: Biology, Work Studies, English Standard SLR |

2024 Term 2 Parkes High School Calendar

| Week | Date | Assessment Tasks this week |
|------|---------------|--|
| 1A | 29 April 2024 | |
| 2B | 6 May 2024 | |
| 3A | 13 May 2024 | |
| 4B | 20 May 2024 | |
| 5A | 27 May 2024 | Line 2: Chemistry |
| 6B | 3 June 2024 | |
| 7A | 10 June 2024 | Line 5: Industrial Technology, Photography, Video and Digital Imaging SLR |
| 8B | 17 June 2024 | Line 2: Agriculture, CAFS, Visual Arts Line 4: Modern History, Exploring Early Childhood |
| 9A | 24 June 2024 | Line 1: Biology, Work Studies, PDHPE Line 3: Numeracy, Mathematics Standard, Mathematics Advanced |
| 10B | 1 July 2024 | Line 5: Business Studies, Music Line 6: English Studies, English Standard, English Advanced |

2024 Term 3 Parkes High School Calendar

| Week | Date | Assessment Tasks this week |
|------|-------------------|--|
| 1A | 22 July 2024 | |
| 2B | 29 July 2024 | |
| 3A | 5 August 2024 | |
| 4B | 12 August 2024 | Line 1: Work Studies, Line 5: Photography, Video and Digital Imaging |
| 5A | 19 August 2024 | Line 4: Exploring Early Childhood |
| 6B | 26 August 2024 | Line 3: Numeracy Line 5: Industrial Technology Line 6: English Studies |
| 7A | 2 September 2024 | ASSESSMENT FREE FORTNIGHT |
| 8B | 9 September 2024 | |
| 9A | 16 September 2024 | EXAMINATION PERIOD Line 1: Biology, PDHPE Line 2: Chemistry, CAFS, Visual Arts, SLR, Agriculture Line 3: Mathematics Standard, Mathematics Advanced Line 4: Modern History, PDHPE, SLR Line 5: Business Studies, Music Line 6: English Standard, English Advanced |
| 10B | 23 September 2024 | |



Parkes High School Illness/Misadventure Form for school based Assessments, including Examinations

Name: _____ Date: _____

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

| | | |
|---|----------------------------------|--|
| <input type="checkbox"/> Year 10 | <input type="checkbox"/> Year 11 | <input type="checkbox"/> Higher School Certificate |
| Assessment Task: | | Teacher: |
| Scheduled date: | | |
| Outline of Reason/s for misadventure/illness: | | |
| Request and date for proposed completion (if applicable) | | |
| Extension with Penalty <input type="checkbox"/> | | |
| Extension without Penalty <input type="checkbox"/> | | |

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

| <u>Recommendation and Decision</u> | |
|--|-------------------------------------|
| <input type="checkbox"/> Extension granted – new date _____ | |
| <input type="checkbox"/> Penalty applied | <input type="checkbox"/> No penalty |
| Signatures: _____ | |
| Head Teacher | Class Teacher |
| Principal's Signature: _____ | |
| Head Teacher Informs student of Decision Date _____ | |
| Signatures: _____ | |
| Head Teacher | Student |
| Photocopy given to student | |



Parkes High School

Assessment Mark/Grade Appeal Form

Name: _____ Date: _____

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal, then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: _____

Task Number: _____ Task Description: _____

Details of your appeal:

Supporting documentation (list the documents that you are attaching to this appeal).

Office Use Only

Outcome of Appeal

Declined /
Upheld

| |
|----------|
| Reasons: |
| |
| |
| |

Name: _____ Signed: _____

Date: _____

ALL ASSESSMENT SCHEDULES LISTED FEATURE COURSE COMPONENTS TO BE ASSESSED, WEIGHTINGS AND THE TASKS USED TO ASSESS THE COMPONENTS.

NUMBERS ARE USED FOR OUTCOMES BEING ASSESSED AND WHEN STUDENTS RECEIVE THEIR WRITTEN ASSESSMENT TASKS THE OUTCOMES WILL BE DETAILED BY ALL FACULTIES.

ENGLISH PRELIMINARY ASSESSMENT GUIDELINES 2024

English Studies

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|---|---|--|
| | | Written report on community engagement Mandatory Module: Achieving through English | Multimodal Presentation Elective Module: Part of a Family | Collection of classwork All modules |
| | | DUE: Term 1, Week 9 | DUE: Term 2, Week 10 | DUE: Term 3, Week 6 |
| | | Outcomes ES11-1, ES11-2, ES11-3, ES11-5 | Outcomes ES11-6, ES11-8, ES11-9 | Outcomes ES11-4, ES11-7, ES11-10 |
| Knowledge and understanding of course content | 50% | 15% | 15% | 20% |
| Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively | 50% | 15% | 15% | 20% |
| Total | 100% | 30% | 30% | 40% |

English Studies Preliminary Course

Outcomes A student:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

English Standard

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--|--------------------|--|---|-------------------------------------|
| | | Imaginative text with reflection Reading to Write | Multimodal Presentation Contemporary Possibilities | Yearly Examination |
| | | DUE: Term 1, Week 11 | DUE: Term 2, Week 10 | DUE: As per examination schedule |
| | | Outcomes EN11-5, EN11-8, EN11-9 | Outcomes EN11-1, EN11-2, EN11-6 | Outcomes EN11-3, EN11-4, EN11-7 |
| 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 Standard Preliminary Course Outcomes

A Student:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Advanced

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--|--------------------|--|--|-------------------------------------|
| | | Reading to Write Imaginative text with reflection | Narratives that Shape our World Multimodal presentation | Yearly Examination |
| | | DUE: Term 1, Week 9 | DUE: Term 2, Week 10 | DUE: As per examination schedule |
| | | Outcomes EA11-1, EA11-3, EA11-9 | Outcomes EA11-2, EA11-5, EA11-6 | Outcomes EA11-4, EA11-7, EA11-8 |
| 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 Advanced Preliminary Course Outcomes

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts, considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Extension

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|---|------------------------------------|-------------------------------------|
| | | Independent Related Project: Multimodal Task | Imaginative Response | Yearly Examination |
| | | DUE: Term 1, Week 9 | DUE: Term 2, Week 9 | DUE: As per examination schedule |
| | | Outcomes EE11-1, EE11-4, EE11-6 | Outcomes EE11-2, EE11-3, EE11-5 | Outcomes EE11-2, EE11-3, EE11-5 |
| Knowledge and understanding of texts and why they are valued | 50% | 20% | 15% | 15% |
| Skills in complex analysis, composition and independent investigation | 50% | 20% | 15% | 15% |
| Total | 100% | 40% | 30% | 30% |

English Extension Preliminary Course Outcomes

A student:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluation their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

MATHEMATICS PRELIMINARY ASSESSMENT GUIDELINES 2024

Numeracy

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|-----------------------------|--------------------|---|---|--|
| | | Assignment | Investigation | Assignment |
| | | DUE: Term 1, Week 8 | DUE: Term 2, Week 9 | DUE: Term 3, Week 5 |
| | | Outcomes N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2 | Outcomes N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1, N6-3.2 | Outcomes N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2 |
| Knowledge and Understanding | 50% | 15% | 15% | 20% |
| Skills | 50% | 15% | 15% | 20% |
| Total | 100% | 30% | 30% | 40% |

Outcomes - Numeracy

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3.1 chooses and uses appropriate technology to access, organize and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Mathematics Standard

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--------------------|--------------------|---------------|---------------|-------------|
| | | In class task | Investigation | Examination |

| | | DUE: Term 1, Week 8 | DUE: Term 2, Week 9 | DUE: As per examination schedule |
|--|-------------|--|---|--|
| | | Outcomes MS11-1, MS11-2, MS11-6, MS11-9, MS11-10 | Outcomes MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10 | Outcomes MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 |
| Understanding, Fluency and Communication | 50% | 15% | 15% | 20% |
| Problem Solving, Reasoning and Justification | 50% | 15% | 15% | 20% |
| Total | 100% | 30% | 30% | 40% |

Mathematics Standard Preliminary Course Outcomes

A Student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11-2 represents information in symbolic, graphical and tabular form.
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units.
- MS11-4 performs calculations in relation to two-dimensional figures.
- MS11-5 models relevant financial situations based on simple mathematical models.
- MS11-6 makes predictions about everyday situations based on simple mathematical models.
- MS11-7 develops and carries out simple statistical processes to answer questions posed.
- MS11-8 solves probability problems involving multistage events.
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts.
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

Mathematics Advanced

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|-----------------------|-----------------------|---------------|---------------|-------------|
| | | In-class task | Investigation | Examination |
| | | | | |

| | | DUE: Term 1, Week 8 | DUE: Term 2, Week 9 | DUE: As per examination schedule |
|--|-------------|---|---|--|
| | | Outcomes MA11-1, MA11-2, MA11-8, MA11-9 | Outcomes MA11-1, MA11-2, MA11-8, MA11-9 | Outcomes MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 |
| Understanding, fluency and communication | 50% | 20% | 10% | 20% |
| Problem-solving, reasoning and justification | 50% | 15% | 15% | 20% |
| Total | 100% | 35% | 25% | 40% |

Mathematics Advanced Preliminary Course Outcomes

A Student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems.
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions.
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.
- MA11-9 provides reasoning to support conclusions which are appropriate to the context.

SCIENCE PRELIMINARY ASSESSMENT GUIDELINES 2024

Biology

| SYLLABUS COMPONENTS | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|---|---|---|
| | | Practical Investigation | Depth Study | Yearly Examination |
| | | DUE: Term 1, Week 11 | DUE: Term 2, Week 9 | DUE: As per examination schedule |
| | | BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8 | BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-9 | BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11 |
| Skills in working scientifically | 60% | 25 | 30 | 5 |
| Knowledge and understanding of course content | 40% | 10 | 10 | 20 |
| Total | 100% | 35 | 40 | 25 |

Biology Outcomes Preliminary Course Outcomes

A Student:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Chemistry

| SYLLABUS COMPONENTS | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---------------------|--------------------|----------------|-------------|--------------------|
| | | Practical Task | Depth Study | Yearly Examination |

| | | DUE: Term 1, Week 10 | DUE: Term 3, Week 5 | DUE: As per examination schedule |
|---|-------------|--|--|---|
| | | Outcomes CHE11-3, CHE11-4, CHE11-5, CHE11-7, CHE11-8, | Outcomes CHE11-1, CHE11-2, CHE11-6, CHE11-7, CHE11-10 | Outcomes CHE11-1, CHE11-2, CHE11-4, CHE11-5 CHE11-6, CHE11-7, CHE11-8, CHE11-9, CHE11-10, CHE11-11 |
| Skills in working scientifically | 60% | 20% | 25% | 15% |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Total | 100% | 30% | 35% | 35% |

Chemistry Preliminary Course Outcomes

A Student:

| | |
|----------|---|
| CHE11-1 | develops and evaluates questions and hypotheses for scientific investigation |
| CHE11-2 | designs and evaluates investigations in order to obtain primary and secondary data and information |
| CHE11-3 | conducts investigations to collect valid and reliable primary and secondary data and information |
| CHE11-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| CHE11-5 | analyses and evaluates primary and secondary data and information |
| CHE11-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| CHE11-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| CHE11-8 | explores the properties and trends in the physical, structural and chemical aspects of matter |
| CHE11-9 | describes, applies and quantitatively analyses the mole concept and stoichiometric relationships |
| CHE11-10 | explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions |
| CHE11-11 | analyses the energy considerations in the driving force for chemical reactions |

HUMAN SOCIETY AND ITS ENVIRONMENT PRELIMINARY ASSESSMENT GUIDELINES 2024

Modern History

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|--|--|---------------------------------------|
| | | Source Analysis | Historical Investigation | Yearly Exam |
| | | Part I- Investigating Modern History | Part II- Historical Investigation | All Topics |
| | | DUE: Term 1, Week 7 | DUE: Term 1, Week 8 | DUE: As per exam schedule |
| | | Outcomes MH11-1, 2, 3, 4, 5, 6, 7 & 10 | Outcomes MH11-1, 2, 3, 4, 5, 6, 7, 8 & 9 | Outcomes MH11-1, 2, 3, 4, 5 & 9 |
| Knowledge and understanding of course content | 40% | 15% | 5% | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 5% | 10% | 5% |
| Historical inquiry and research | 20% | 10% | 10% | |
| Communication of historical understanding in appropriate forms | 20% | 5% | 10% | 5% |
| Total | 100% | 35% | 35% | 30% |

Modern History Preliminary Course Outcomes

A Student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Business Studies

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--|--------------------|------------------------------|----------------------------|------------------------------|
| | | Media File & Business Report | Business Plan | Yearly Examination |
| | | DUE: Term 1, Week 9 | DUE: Term 2, Week 10 | DUE: As per exam schedule |
| | | Outcomes: P1, P4 – P7 | Outcomes: P2, P3, P8, P9 | Outcomes: P4, P6, P9, P10 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Stimulus-based skills | 20% | 5% | 5% | 10% |
| Inquiry and research | 20% | 10% | 10% | |
| Communication of business information, ideas and issues in appropriate forms | 20% | 5% | 5% | 10% |
| Total | 100% | 30% | 30% | 40% |

Business Studies Preliminary Course Outcomes

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Work Studies

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|-----------------------------|--------------------|--|--|--|
| | | Portfolio My Working Life | Portfolio In the Workplace and Workplace Communications | Log Books Experiencing Work |
| | | DUE: Term 1, Week 11 | DUE: Term 2, Week 9 | DUE: Term 3, Week 4 |
| | | Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9 | Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9 | Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Knowledge and understanding | 30% | 10% | 10% | 10% |
| Skills | 70% | 20% | 20% | 30% |
| Total | 100% | 30% | 30% | 40% |

Work Studies Course Outcomes

A student:

- 1 Investigates a range of work environments
- 2 Examines different types of work and skills for employment
- 3 Analyses employment options and strategies for career management
- 4 Assesses pathways for further education, training and life planning
- 5 Communicates and use technology effectively
- 6 Applies self-management and teamwork skills
- 7 Utilises strategies to plan, organize and solve problems
- 8 Assesses influences on people's working lives
- 9 Evaluates personal and social influences on individuals and groups

CREATIVE AND PERFORMING ARTS PRELIMINARY ASSESSMENT GUIDELINES 2024

Music 1

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--------------------|--------------------|----------------------------------|----------------------------|---|
| | | Composition and Related Analysis | Musicology | Performance and Aural Examination |
| | | DUE: Term 1, Week 9 | DUE: Term 2, Week 10 | DUE: As per examination schedule |
| | | Outcomes P3, P4, P5, P6, P8 | Outcomes P4, P6, P8 | Outcomes P1, P2, P4, P5, P6, P7, P9, P10, P11 |
| Performance | 25% | | | 25% |
| Composition | 25% | 25% | | |
| Musicology | 25% | 10% | 15% | |
| Aural | 25% | | 10% | 15% |
| Total | 100% | 35% | 25% | 40% |

Music 1 Preliminary Course Outcomes

A Student:

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Visual Arts

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|-------------------------------|--------------------|---|---|------------------------------|
| | | BOW & VAPD Critical/Historical Investigation Frames | BOW & VAPD Critical/Historical Investigation Conceptual Framework | Yearly Examination |
| | | DUE: Term 1, Week 10 | DUE: Term 3, Week 8 | DUE: As per exam schedule |
| | | Outcomes P1, P3, P4, P6, P7, P9, P10 | Outcomes P1, P2, P3, P4, P5, P6, P7, P8, P10 | Outcomes P7, P8, P9, P10 |
| Art criticism and art history | 50% | 10% | 10% | 30% |
| Artmaking | 50% | 20% | 30% | |
| Total | 100% | 30% | 40% | 30% |

Visual Arts Preliminary Course Outcomes

A Student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Photography, Video & Digital Imaging. CEC

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|---|---|---|
| | | Mandatory Module: WHS Module DI1: Introduction to Photography | Module DI2: Developing a Point of View | Module DI3: Traditions Conventions, Styles and Genres |
| | | DUE: Term 1, Week 9 | DUE: Term 2, Week 7 | DUE: Term 3, Week 4 |
| | | Outcomes M4, M5, M6 CH4 | Outcomes M2, M3, M5 CH1, CH3, CH4 | Outcomes M1, M2, M4 CH2, CH5 |
| Making | 70% | 20% | 25% | 25% |
| Critical and Historical Interpretations | 50% | 5% | 15% | 10% |
| Total | 100% | 25% | 40% | 35% |

Photography, Video & Digital Imaging CEC Preliminary Course Outcomes

A Student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION PRELIMINARY ASSESSMENT GUIDELINES 2024

PDHPE

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|---------------------------------------|------------------------------------|-------------------------------------|
| | | Core 1- Better Health for Individuals | Core 2- The Body in Motion | Preliminary Examination |
| | | DUE: Term 1, Week 10 | DUE: Term 2, Week 9 | DUE: As per examination schedule |
| | | Outcomes: P2, P3, P4, P5, P6, P15 | Outcomes: P7, P8, P10, P16, P17 | Outcomes: P1 - P12, P14 – P17 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Skills in critical thinking, research, analysis and communicating | 60% | 20% | 20% | 20% |
| Total | 100% | 30% | 30% | 40% |

PDHPE Preliminary Course Outcomes

A Student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs

- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity
- P17 analyses factors influencing movement and patterns of participation

Sport, Lifestyle and Recreation

| Syllabus | Syllabus | Task 1 | Task 2 | Task 3 |
|----------|----------|--------|--------|--------|
|----------|----------|--------|--------|--------|

| Component | Weighting | Sports Administration | Games and Sports Applications | Yearly Examination |
|--|-------------|---|--------------------------------|--|
| | | DUE: Term 1, Week 11 | DUE: Term 2, Week 7 | DUE: As per examination schedule |
| | | Outcomes 1.1, 1.3, 1.6, 3.2, 4.2, 4.5 | Outcomes 1.1, 2.1, 3.1,3.2, | Outcomes 1.3, 2.3, 3.2,3.3,4.4 |
| Knowledge and understanding of course content | 50% | 15% | 15% | 20% |
| Skills in critical thinking, research analysis and communicating | 50% | 15% | 15% | 20% |
| Total | 100% | 30% | 30% | 40% |

Sport, Lifestyle and Recreation Preliminary Course Outcomes

A Student:

- P1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- P1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- P1.3 Demonstrates ways to enhance safety in physical activity
- P1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- P1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- P1.6 Describes administrative procedures that support successful performance outcomes
- P2.1 Explains the principles of skill development and training
- P2.2 Analyses the fitness requirements of specific activities
- P2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- P2.4 Describes how societal influences impact on the nature of sport in Australia
- P2.5 Describes the relationship between anatomy, physiology and performance
- P3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- P3.2 Designs programs that respond to performance needs
- P3.3 Measures and evaluates physical performance capacity
- P3.4 Composes, performs and appraises movement

- P3.5 Analyses personal health practices
- P3.6 Assesses and responds appropriately to emergency care situations
- P3.7 Analyses the impact of professionalism in sport
- P4.1 Plans strategies to achieve performance goal
- P4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- P4.3 Makes strategic plans to overcome the barriers to personal and community health
- P4.4 Demonstrates competence and confidence in movement contexts
- P4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- P5.1 Accepts responsibility for personal and community health
- P5.2 Willingly participates in regular physical activity
- P5.3 Values the importance of an active lifestyle
- P5.4 Values the features of a quality performance
- P5.5 Strives to achieve quality in personal performance

Community and Family Studies

| | | | | |
|-----------------|-----------------|---------------|---------------|---------------|
| Syllabus | Syllabus | Task 1 | Task 2 | Task 3 |
|-----------------|-----------------|---------------|---------------|---------------|

| Component | Weighting | Resource management | Leadership and Case study | Yearly Examination |
|--|-------------|---|---|--|
| | | DUE: Term 1, Week 10 | DUE: Term 2, Week 8 | DUE: As per examination schedule |
| | | Outcomes P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1 | Outcomes P2.2, P2.4, P3.1, P3.2, P4.2, P6.1 | Outcomes P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P6.2, P7.1, P7.2, P7.3 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Skills in critical thinking, research methodology, analysing and communicating | 60% | 15% | 25% | 20% |
| Total | 100% | 25% | 35% | 40% |

Community and Family Studies Preliminary Course Outcomes

A Student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relations and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations

TECHNOLOGICAL AND APPLIED STUDIES PRELIMINARY ASSESSMENT GUIDELINES 2024

Agriculture

| Syllabus Component | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--|--------------------|------------------------------|------------------------------|---|
| | | Systems Research | Plant Trial Experiment | Yearly Examination |
| | | DUE: Term 1, Week10 | DUE: Term 2, Week 8 | DUE: As per examination schedule |
| | | Outcomes P1.1, P1.2, P2.3 | Outcomes P2.1, P4.1, P5.1 | Outcomes P1.1, P1.2, P2.1, P2.2, P2.3, P3.1 |
| Knowledge and understanding of course content | 40% | 15% | 15% | 10% |
| Knowledge, understanding and skills required to manage agricultural production systems | 40% | 15% | 10% | 15% |
| Skills in effective research, experimentation and communication | 20% | 5% | 10% | 5% |
| Total | 100% | 35% | 35% | 30% |

Preliminary Outcomes – Agriculture

A student:

P1.1 describes the complex, dynamics and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies innovation in producing and marketing agricultural products

Exploring Early Childhood

| Syllabus | Syllabus | Task 1 | Task 2 | Task 3 |
|----------|----------|--------|--------|--------|
|----------|----------|--------|--------|--------|

| Component | Weighting | Research Task | Real Care Baby | Play and Toy Development Task |
|---|-------------|---------------------------|---------------------------|--------------------------------|
| | | DUE: Term 1, Week 7 | DUE: Term 2, Week 8 | DUE: Term 3, Week 5 |
| | | Outcomes 1.1, 2.1, 5.1 | Outcomes 1.3, 1.4, 2.4 | Outcomes 1.3, 1.4, 4.1, 5.1 |
| Knowledge and understanding of course content | 50% | 20% | 15% | 15% |
| Skills | 50% | 10% | 20% | 20% |
| Total | 100% | 30% | 35% | 35% |

Exploring Early Childhood- Preliminary Course Outcomes

A student:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool and the early school years.
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children.
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of the decision making process
- 6.2 critically examines all issues including beliefs and values that may influence interactions with other

Industrial Technology

| Syllabus | Syllabus | Task 1 | Task 2 | Task 3 |
|----------|----------|--------|--------|--------|
|----------|----------|--------|--------|--------|

| Component | Weighting | Industry Case Study | Project planning and Communication | Preliminary Project |
|--|-------------|---|---------------------------------------|---|
| | | Term 1, Week 9 | Term 2, Week 7 | Term 3, Week 6 |
| | | Outcomes P1.1, P1.2, P6.1, P6.2, P7.1, P7.2 | Outcomes P3.1, P3.2, P3.3, P4.3 | Outcomes P2.1, P2.2, P4.1, P4.2, P5.1, P5.2 |
| Knowledge and understanding of course content | 40% | 15% | 15% | 10% |
| Knowledge and skills in the management, communication and production of projects | 60% | 15% | 15% | 30% |
| Total | 100% | 30% | 30% | 40% |

Industrial Technology –Preliminary Course Outcomes

A Student:

- P1.1 describes the organization and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio, or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.



Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: PARKES HIGH SCHOOL

Assessment Schedule Year 11 - 2024

| Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) | | Task 1 White Card | Task 2 Work safe, stay safe | Task 3 Working it out | Task 4 Project planning |
|--|---|----------------------|--------------------------------|--------------------------|----------------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Term 1 | Term 1 | Term 2 | 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 | Undertake basic estimation and costing | | | X | |
| CPCCOM1015 | Carry out measurements and calculations | | | X | |
| CPCCOM2001 | Read and interpret plans and specifications | | | | X |
| CPCCOM1013 | Plan and organise work | | | | X |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: PARKES HIGH SCHOOL

Assessment Schedule Year 12 - 2025

| Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Task 5 Option 5.1, 5.2 or 5.3 | Task 6 Tools and equipment | Task 7 Group project | HSC TRIAL EXAM |
|---|--|-------------------------------------|----------------------------------|-------------------------|----------------|
| Code | Unit of Competency | Term 4 | Term 1 | Term 3 | Term 3 |
| CPCWF2002 | Use wall and floor tiling tools and equipment | X | | | |
| CPCCM2013 | Undertake basic installation of wall tiles | | | | |
| CPCCA2002 | Use carpentry tools and equipment | | X | | |
| CPCCM2005 | Use construction tools and equipment | | X | | |
| CPCCA2011 | Handle carpentry materials | | X | | |
| CPCCVE1011 | Undertake a basic construction project | | | X | |
| CPCCOM1012 | Work effectively and sustainability in the construction industry | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Parkes High School

Assessment Schedule Year 11 - 2024

| Assessment Tasks for SIT20322 Certificate II in Hospitality | | Task 1 Safety in the kitchen | Task 2 Service please |
|--|---|---------------------------------|--------------------------|
| <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | 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 | |
| SITXCCS011 | Interact with customers | | X |
| SITXCOM007 | Show social and cultural sensitivity | | X |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Parkes High School

Assessment Schedule Year 12 - 2025

| Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Task 3 The hospitality industry | Task 4 Beverage making 101 | Task 5 Working 9 to 5 | HSC TRIAL EXAM |
|--|--|------------------------------------|-------------------------------|--------------------------|-------------------|
| Code | Unit of Competency | Term 4 2024 | Term 1 2025 | Term 3 2025 | Week 5/6 Term3 |
| SITHIND006 | Source and use information on the hospitality industry | X | | | |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | X | | |
| SITHFAB025 | Prepare and serve espresso coffee | | X | | |
| SITHFAB027 | Serve food and beverages | | X | | |
| BSBTWK201 | Work effectively with others | | | X | |
| SITHIND007 | Use hospitality skills effectively | | | X | |

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

