

Finley High School



Assessment Policies and Procedures for Year 11/Preliminary 2021

*Teaching, learning and achieving in a
safe and caring community.*

Respectful, Responsible Learners

You MUST read this booklet!

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Assessment Policies and Procedures

1. General Information

This booklet is designed to outline the assessment policies and procedures implemented at Finley High School for the Year 11/Preliminary courses studied.

Other useful information can also be found at:

NESA educationstandards.nsw.edu.au/wps/portal/nesa/home

Students Online NSW studentsonline.bos.nsw.edu.au

HSC Online hsc.csu.edu.au

Universities Admissions Centre uac.edu.au

2. General Assessment Guidelines

Why do we have school-based assessment?

- So that all students have a clear picture at the end of the Year 11/Preliminary Course as to their achievements over the whole of the course.
- It enables schools to give credit to students for mastery of skills which have been difficult to examine in formal examinations.
- A student can be rewarded for achievements which, although evident to the class teacher, may not be adequately assessed in a single external examination.

Students are required to satisfactorily attempt all assessment tasks for each of their courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects.

What are Disability Provisions?

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do. Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells NESA which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

3. The School and Assessment

NESA issues a Syllabus for each course. Individual schools design an assessment policy based on the relevant information in each syllabus, such as the COMPONENTS, NUMBER and WEIGHTING of tasks.

Finley High School has developed an Assessment Policy to best help our students.

1. Assessment schedules for each course will be in the back of this booklet, this provides basic information.
2. At least 2 school weeks before an assessment task is due you will receive written notice of the task. This will be more detail than the assessment schedule. This is NOT the case for Yearly Examinations (if held for a course).
3. The students should only have a maximum of 2 tasks due in any week. Students doing extension courses, course by distance education or a few other exceptions may not follow this guideline.
4. There will be an **assessment free** period of two weeks before the Yearly Examinations (if held for a course).

It is the individual teacher's responsibility to maintain accurate and up-to-date records of marks awarded and outcomes met for each task. As a guideline teachers should also return assessment tasks within 2 school weeks of being handed in for marking.

4. Assessment and Students

How many assessment tasks am I required to do?

The number of tasks varies according to the course involved. The number of tasks in any two unit course is usually now 3 for Year 11 at Finley High School.

Do I have to complete all assessment tasks?

All students are expected to have had a satisfactory attempt at all assessment tasks. If you fail to do this you will receive an N-Warning letter. This letter indicates that the student is in danger of not passing the course.

Where a student fails to follow the course developed or endorsed by NESA; and fails to apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and fails to achieve some or all of the course outcomes, the Principal may certify that the course has not been studied satisfactorily.

How will I know that I have an Assessment Task? How much advance notice that an Assessment Task is due should I be given?

Students should be given at least two school weeks written notice of an assessment task, except for Yearly Examinations (if held for a course). This notification will tell students-

- what the task involves
- when the task is due for submission

- the value of the task (see documentation for an example)

The student will have to sign the Year 11/Preliminary Course monitoring sheet to indicate that they have received the task.

When do I have to submit assessment tasks?

On every assessment task the 'Due Date' will be indicated. Students should note that long term tasks (eg Visual Arts major work) will in most cases be divided up into various parts. Each part will have set dates for their submission.

All tasks that are not "in-class tasks" must be submitted by 8.50am on the due date to the appropriate teacher. The student will have to sign the Year 11/Preliminary Course monitoring sheet to indicate that they have submitted the task. If the teacher is not available the task should be handed to the relevant Head Teacher and the monitoring sheet signed as normal.

Can I get an extension on the due date of an Assessment Task?

In cases of illness, serious misadventure or some other extreme circumstance students can be granted extensions but they must make written application through the classroom teacher, who will discuss the issue with their Head Teacher and the Deputy Principal. Students should be aware that they may be required to provide a **medical certificate** or other written evidence to accompany such applications.

However, it is important that students understand that certain conditions apply to the applications for an extension.

- Extensions **will not** be granted on the day an assessment is due. Applications must be made at least 24 hours prior to the due date of a task and must be in writing on the appropriate form that is available from this booklet or the Deputy Principal.
- Such extensions will not be given
 - over holiday periods
 - for set in-class tasks
 - for examinations

Students applying for an extension will need to complete the required paperwork (see documentation section).

What happens if I'm sick or suffer some misadventure on the day of an Assessment Task?

In the event that you are sick or suffer some misadventure on the day of an Assessment Task you must:

- contact your classroom teacher, the Head Teacher of the department or the Deputy Principal at the school.
- provide a written explanation of the circumstances surrounding your inability to attend. Students should note that they will most likely be required to produce a medical certificate.
- The Head Teacher may decide that:
 - You should attempt the Assessment Task on another date.

- You should attempt an alternative Assessment Task, or
- You should be given an estimate

Students applying for misadventure will need to complete the appropriate paperwork (see documentation section).

What if I do not submit a task?

The non-submission of a task by the due date, except in the case where a student has an extension/misadventure, will result in a student being awarded zero for that task. Students are reminded that all tasks that are not "in-class tasks" must be submitted by 8.50am on the due day to the appropriate teacher.

What happens if the computer I'm doing my assessment task on 'crashes'?

Students are encouraged to use word processors and desktop publishing where appropriate for an Assessment Task. However, it is the student's responsibility to ensure that they make a back up copy of all material. It is strongly recommended that they save all material to a USB as well as the hard drive and also have progressive 'hard copies' of their work on paper. Unless otherwise specified, all tasks should be presented as a hard copy and last minute printer failures will not be an acceptable reason for failing to hand in a task on time.

Failure to make back up copies may result in a student being awarded zero for a task if it is not submitted by the due date.

What happens if I disagree with a teacher's marking of a task?

A student may approach a teacher immediately upon the return of the task to discuss the mark which has been awarded. This does not guarantee the mark will be changed. The mark for an assessment task cannot be reviewed at a later stage.

5. Cheating and Consequences

All students must have completed the HSC: All My Own Work program before being enrolled into any Year 11/Preliminary course.

The program is designed to help senior students to follow the principles and practice of good scholarship. The content of the program covers 5 areas. These are:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

On the completion of the program the supervising teacher will certify the student if the results are adequate. If not the students will need to attempt the program again. Once certified the student and supervising teacher will sign off on the program. This indicates students understand the concepts in each of the 5 areas covered.

What if a student cheats or plagiarizes?

Any student who plagiarizes or cheats will receive a mark of zero for the assessment task. Plagiarism is "the act of copying without permission or acknowledgement" or "using the work of another person and presenting it as one's own" (www.student.mq.edu.au/plagiarism).

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero assessment allocated by writing a full account to the Principal, who will decide on the merits of the appeal.

6. Vocational Education & Training Courses (VET)

VET courses are competency based.

The statements of competency aim to convey

- Performance: what a person is required to do
- Conditions: under what conditions e.g. workplace
- Standards: level of achievement.

To be competent in VET a person is required to:

- Perform individual tasks (task skills)
- Manage a number of different tasks within the job (task management skills)
- Respond to irregularities and breakdowns in routine (contingency management skills)
- Deal with expectations and responsibilities of the work environment which includes working with other people (job/role environment skills)

As part of these courses students must undertake 70 hours of work placement.

Students may elect to undertake a HSC examination in these courses. To assist in preparation for this, students may undertake a number of assessment items as per the schedule.

Each Vocational Education & Training (VET) course has competencies and work placement hours attached to it.

Non completion of work placement hours and/or required competencies may cause a student to be recognised as having unsatisfactorily completed the course. If this occurs the students will receive an 'N' warning letter in the particular course. If the issue is not rectified the student may not receive the HSC for the course.

The VET courses at Finley High School have an optional HSC examination attached to them. Students planning on getting an ATAR must choose to sit the optional examination in one of their VET courses. Students **MUST** notify the NESA administrator if they wish to do the examination.

7. School Based Apprenticeships and Traineeships

A School Based Apprenticeship or Traineeship combines paid work, training and school; and as well as an industry recognised national qualification you will gain credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR.

School based apprentices and school based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12.

While at school, the school based apprentice must complete the specified number of days of paid employment as a first year apprentice. School based apprentices must complete the formal training component by the end of Term 3 before the HSC to ensure the student receives appropriate credit for the HSC. They must complete the minimum number of days of paid employment by 31 December of the HSC year to progress into the next stage of their apprenticeship.

A school based trainee will be enrolled in the relevant qualification at a Certificate II or Certificate III level. They must complete a minimum of 100 days of paid employment, or as specified in the relevant Vocational Training Order. They must also complete their formal training component by the end of Term 3 before the HSC, to ensure the student receives appropriate credit for the HSC.

All school based apprentices must study HSC VET courses that match the training provided to first year full-time apprentices. These HSC VET courses will generally contribute a minimum of 4 units of HSC credit out of the 22 units required for the HSC (generally 2 units in Year 11 and 2 units in Year 12).

The formal training undertaken by a school based trainee will also contribute a minimum of 4 units of credit required for the HSC. A list of competencies will be submitted by the school to NESAs.

School Based Apprenticeships and Traineeships can be cancelled at any time by the mutual consent of the parties.

If a student fails to follow any of the identified criteria listed above they could be placing their HSC in jeopardy.

8. 'Non Assessment' Work

Do I have to complete "non-assessment" tasks?

Non-assessment tasks are very important in the context of the whole course, practice for assessment tasks and Year 11/Preliminary Examination preparation. Students should understand that non-assessment tasks assist in the development of skills and are an opportunity to experiment and learn by mistakes. Therefore students are expected to complete all set in class tasks and all set homework.

The same applies to practice Examinations. The major purpose of such exams is to prepare students for the Year 11/Preliminary Yearly Examination (if held) at the end of Year 11. As such, students must make a serious attempt at all parts of all examinations whether they are assessable components or not.

The award of the HSC may be withheld on the grounds of non-completion or non serious attempt at non-assessment tasks, as it will be considered that they have not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

9. Appeals and Reviews

If a student feels that an aspect of an assessment needs to be reviewed or they need to set an appeal in motion. The process is as follows:

Talk to your teacher/ Head Teacher

In the first instance, students who feel they have suffered some detriment as a result of incorrect procedures or misadventure should seek assistance from their relevant teacher or Head Teacher.

Appeal to Head Teacher

Appropriate paperwork (see documentation section) needs to be completed due to failure to submit a specific Year 11/Preliminary Course Assessment Task on time or absence from an Assessment Task due to illness or misadventure. This appeal is to be handed to the relevant teacher and then the Head Teacher on the first available day after the incident. In consultation, the teacher and Head Teacher will decide if the appeal is upheld. They will let the student know as soon as possible.

Appeal to Principal

A student who wishes to appeal against a decision made by the Head Teacher should write an appeal on the appropriate form and hand it to the Principal within three school days of being notified of the Head Teachers decision (see documentation section).

Is there any aspect of my Preliminary assessment which I may have reviewed?

An assessment review will relate only to a student's rank sent into NESA by the school. After the final Year 11/Preliminary Yearly Examination/Assessment students can see their rank in each course on Students Online. If the student thinks the placement in any course is not correct, the student needs to talk to the teacher immediately. After talking to the teacher, if the student is still not satisfied they can apply to the Principal for an official review. This must be completed by the date specified by NESA. If you are still not satisfied you can advise the Principal you would like an appeal sent to NESA.

What factors are considered in a review?

The only factors considered are that:

- the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in the subject guides;
- The procedures used by the school for determining the final assessment mark conform with its stated assessment program. In particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
- The assessment mark contains no clerical or computational errors.

10. Documents Used In Assessment Procedures

Listed in this section are documents that are used in all aspects of the Assessment Procedures.

- ***"Frontsheet" for Year 11/Preliminary Assessment Tasks (example only)***
Used to advise students of a task given to each student indicating - date of task, date of issue, task to be completed, weighting, what is required and relevant details.
- ***Application for an extension.***
This form must be copied, completed and handed in at least 24 hours before the due date. They are also available from the Deputy Principal.
- ***Illness/Misadventure Form***
This form must be copied, completed and handed in to the Deputy Principal 24hrs after the due date for the assessment task.
- ***'N' Warning notification***
A letter will be sent to parents to advise them that their child has not completed an Assessment Task or failed to submit the Assessment Task prior to 8:50am on the due date. It will outline what is required and the date to be completed by.

A similar letter will be sent to parent/s of a student who fails to make a serious attempt at Assessment Tasks or the Yearly Examination (if held). If the requirements outlined on the 'N' Warning letter are not completed by the advised due date it will jeopardise the student achieving the HSC.

- ***Application for an appeal***
This form is to be completed if a student feels that they have grounds to appeal the mark given on an assessment task.



Finley High School
Assessment Task Cover Sheet

Subject:				Year:	
Syllabus Component:					
Teacher:					
Date Due:	Term:	Week:	Day:	Week:	Date Issued:
Weighting:				Task Number:	
Marker:					
Syllabus Outcomes Assessed:					
Task:					
Marking Criteria: You will be awarded marks according to the following criteria:					
<i>Failure to satisfactorily complete this task by the due date will see you receive a zero. The task will still have to be completed to meet the outcomes.</i>					



Application Form For an Extension for Preliminary & HSC Assessment

Name: _____

Task: _____

Due Date: _____

Extension Days Required: _____

Reason for Extension Application:

New Due Date: _____

Signed (Student): _____

Signed (Class Teacher): _____

Signed (Head Teacher): _____

Signed (Principal): _____

Approved

Not Approved

You **must** advise your classroom teacher if successful in your application for extension
before the due date.

This slip **must** be attached to your task when you submit it.



**Application Form
For an Appeal for
Preliminary & HSC Assessment
(Non-completion/late submission of assessment)**

Please complete, sign and return to the appropriate teacher

Name: _____

Task: _____

Original Due Date: _____

Reason for non-completion of assessment task:

Signed (Student): _____

Signed (Class Teacher): _____

Signed (Head Teacher): _____

Signed (Parent/ guardian) _____

Signed (Principal): _____ **Approved** **Not Approved**

This slip **must** be attached to your task when you submit it.



Finely High School
PRELIMINARY/ HIGHER SCHOOL CERTIFICATE
ILLNESS/MISADVENTURE APPEAL FORM

If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

OR

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

YOU SHOULD COMPLETE THIS FORM

Please consult the Finley High School Preliminary/HSC Assessment Policy before completing the form.

Name: Roll Class:

Home Address:

Telephone No:

Subject: Date of Assessment Task:

Class Teacher: Head Teacher:

Type of Appeal: *(please circle)* ILLNESS MISADVENTURE

Details: *(see over for instructions)*

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

Student's signature: Parent's signature:

Date: Date:

Please hand this completed form to the Deputy Principal

✂ -----

Receipt of Illness/Misadventure Form Acknowledgement

Student:

Subject:

Your appeal was received on:

Signed:

Instructions: For the circumstances of your appeal to be accurately assessed, the following information is required:

In case of illness:

- the date of onset of illness;
- an indication of the duration of the condition.

In case of misadventure:

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

NB: Please attach supporting documentation

FOR SCHOOL USE ONLY:

Comments by Teacher / Head Teacher:

DECISION:

- Appeal Upheld Appeal Declined

Comment:

Signed: _____ Date: _____

NOTIFICATION:

- Head Teacher informed Date: _____
- Student informed Date: _____



Respectful
Responsible
Learners

FINLEY HIGH SCHOOL

Principal: Mr J Ward B.HSc. Grad.Dip.SecEd
Deputy Principal: Mrs P Jackson B.Com.Grad.Dip.Ed

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Wednesday, 1 April 2019

Mr & Mrs Sample
8 FINLEY STREET
FINLEY NSW 2713

Dear Mr & Mrs Sample,

Re: Official Warning - Non-Completion of a Higher School Certificate Course

I am writing to advise that your child, JOHN SAMPLE, is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course Personal Development, Health and Physical Education.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st official warning** we have issued concerning Personal Development, Health and Physical Education.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **Followed** the course developed or endorsed by NESA; and
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year Twelve, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, John has not satisfactorily met part a, b and c of the Course Completion Criteria.

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

Please discuss this matter with John and contact the school if further information or clarification is needed.

Yours sincerely

Head Teacher

Principal

Date: ___/___/_____

Date: ___/___/_____

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by John.

Task Name(s)/Course Requirement(s) /Course Outcome(s)	Percentage weighting (if applicable)	Original Due Date (if applicable)	Action Required By Student	Revised date to be completed by

Please detach this section and return to school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

- I have received the letter dated Wednesday, 1 April 2019 indicating that John is in danger of not having satisfactorily completed Personal Development, Health and Physical Education.
- I am aware that this course may not appear on John’s Higher School Certificate Record of Achievement.
- I am also aware that the ‘N’ determination may make John ineligible for the award of the Higher School Certificate.

Parent/Guardian’s signature: _____ Date: ___/___/_____

Student’s signature: _____ Date: ___/___/_____

11. Assessment Schedule 2021

Year 11 Agriculture 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Farm case study	Animal and Plant Production study	Yearly Examination	
Timing	Term 2 Week 4	Term 3 Week 4	Term 3 Week 9	
Outcomes assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Component	Weighting %			Total%
Knowledge and understanding of course content	10%	10%	20%	40
Knowledge, understanding and skills required to manage agricultural production systems	20%	10%	10%	40
Skills in effective research, experimentation and communication		15%	5%	20
Total %	30	35	35	100

Year 11 Biology 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of Task	Practical Examination	Depth Study: Research and Experimental Work	Yearly Examination	
Timing	Term 1 Week 8	Term 3 Week 2	Term 3 Week 9	
Outcomes assessed	BIO 11-2, BIO 11-3, BIO 11-5, BIO 11-6, BIO 11-7	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-8	ALL	
Component	Weighting %			Total%
Skills in working scientifically	25%	20%	15%	60%
Knowledge and understanding of course content	0%	20%	20%	40%
Total %	25	40	35	100

Year 11 Business Studies 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Case Study – Nature of Business	Business Plan	Yearly Examination	
Timing	Term 1 Week 9	Term 3 Week 6	Term 3 Week 9	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Component	Weighting %			Total%
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry & research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100

Year 11 Chemistry 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Task	Depth study report	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-15	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-15	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-12 CH11/12-13 CH11/12-14	
Component	Weighting %			Total%
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	40	30	100

Year 11 Community and Family Studies 2 Unit 2021

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Resource Management	Families and Communities	Yearly Examination	
Timing	Term 1 Week 9	Term 3 Week 3	Term 3 Week 9	
Outcomes assessed	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1	All outcomes taught	
Component	Weighting %			Total%
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Year 11 English Advanced 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write Multimodal presentation	Narratives that Shape our World Imaginative text with reflection	Yearly Examination Critical Response	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	EA11-3, EA11-5, EN 11-6, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-8, ENA11-9	
Component	Weighting %			Total%
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Year 11 English Standard 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write Imaginative text with reflection	Contemporary Possibilities Multimodal Presentation	Yearly Examination Critical Response	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component	Weighting %			Total%
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Year 11 English Studies 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Written report on community engagement Mandatory Module: Achieving through English	Multimodal presentation Elective Module C: On the Road – English and the experience of travel	Folio of work from all modules	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	ES11-1, ES11-3, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Component	Weighting %			Total%
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Year 11 English Extension 1 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Imaginative Response	Multimodal Presentation Independent Related Project	Yearly Examination Extended Responses	
Timing	Term 1 Week TBC	Term 2 TBC	Term 3 Week 9	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Component	Weighting %			Total%
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Year 11 Industrial Technology - Metal and Engineering Technologies 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Machinery Skills	Project and Folio	Yearly Examination	
Timing	Term 2 Week 1	Term 3 Week 6	Term 3 Week 9	
Outcomes assessed	P1.2, P2.1, P3.1, P4.1, P4.3, P5.1, P5.2, P6.1	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P3.1, P3.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	
Component	Weighting %			Total%
Knowledge and understanding of course content	5 %	10%	25%	40
Knowledge and skills in the design, management, communication and production of projects	25%	30%	5 %	60
Total %	30	40	30	100

Year 11 Industrial Technology – Timber Products and Furniture Technologies 2 Unit 2021

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Workshop Skills and Project	Project and Folio	Yearly Examination	
Timing	Term 2 Week 1	Term 3 Week 6	Term 3 Week 9	
Outcomes assessed	P1.2, P2.1, P3.1, P4.1, P4.3, P5.1,P5.2, P6.1	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P3.1, P3.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	
Component	Weighting %			Total%
Knowledge and understanding of course content	5 %	10%	25%	40
Knowledge and skills in the design, management, communication and production of projects	25%	30%	5 %	60
Total %	30	40	30	100

Year 11 Legal Studies 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Legal System: Court Report	Law in Practice: Contemporary Issues Presentation	Yearly Examination	
Timing	Term 2 Week 4	Term 3 Week 3	Term 3 Week 9	
Outcomes assessed	P1, P2, P3, P4, P6, P8	P1, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Component	Weighting %			Total%
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	10	5	20
Inquiry and Research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	30	35	35	100

Year 11 Mathematics Standard 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	In-class Open Book Test Formulae and Equations, Earning and Managing Money A1, F1.2	Units of Energy Investigation Perimeter, Area and Volume, Units of Measurement M1.1, M1.2, M1.3	Yearly Examination Topics All	All
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
Outcomes assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1 to MS11-10	
Component	Weighting %			Total%
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Advanced 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	In-class Open Book Test Functions F1	Investigation Task Trigonometric Functions T1, T2	Yearly Examination All Topics All	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA 11-9	MA11-1, MA11-3, MA11-4 MA11-8, MA11-9	MA11-1 to MA11-9	
Component	Weighting %			Total%
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	35	25	40	100

Year 11 Mathematics Extension 1 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	In Class Test Polynomials, Graphical Relationships, Inequalities F1.1, F1.2, F2	Investigation Inverse Functions and Inverse Trigonometric Functions F1.3, T1	Yearly Examination Topics	All
Timing	Term 1 TBC	Term 2 TBC	Term 3 Week 9	
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2 ME11-3, ME11-6 ME11-7	ME11-1, ME11-2 ME11-3, ME11-4 ME11-5, ME11-6 ME11-7	
Component	Weighting %			Total%
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	25	35	40	100

Year 11 Modern History 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Shaping of the Modern World: Source Analysis	Historical Investigation: Research and Essay	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	MH11-2 MH11-4 MH11-6 MH11-7 MH11-9 MH11-10	MH11-2 MH11-5 MH11-8	MH11-1 MH11-3 MH11-5 MH11-6	
Component	Weighting %			Total%
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research	5	10	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	35	30	35	100

Year 11 PDHPE 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Body in Motion	Better Health for Individuals	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 4	Term 3 Week 9	
Outcomes assessed	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16	All outcomes taught	
Component	Weighting %			Total%
Knowledge and understanding of course content	10	10	20	40%
Skills in critical thinking, research, analysis and communicating	20	20	20	60%
Total %	30	30	40	100

Year 11 Physics 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Investigation Kinematics	Depth Study Research and Presentation Waves and Thermodynamics	Yearly Examination	
Timing	Term 1 Week 9	Term 3 Week 1	Term 3 Week 9	
Outcomes assessed	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Component	Weighting %			Total%
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

Year 11 Visual Arts 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Visual Arts Process Diary - Documenting Practice	Extended Written Response	Major Artworks Presentation	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4	
Outcomes assessed	P1, P2, P9	P7, P8, P10	P3, P4, P5, P6	
Component	Weighting %			Total%
Art Criticism and Art History	15	35		50
Art Making	15		35	50
Total %	30	35	35	100

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 will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not 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 an outcome record of units of competency. 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 achieved'. You will also receive a report from the school each semester indicating competency achievement.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESAS) 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 the RTO RPL Form with the evidence relevant to each unit of competency for which RPL is being sought. The RPL Form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

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

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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 Certificate or 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.
- you will complete a workplace journal of your placement.

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 examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 Term 2 and week 10 Term 3 (TBC)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Year 11 Half Yearly Week 5 Term 2 2020 & Yearly Week 6 Term 3 2020 HSC Trial Exam -Week 6 Term 3 2021

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, <small>task-out</small>	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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Cluster 1 Getting Along

BSBWOR203 Work effectively with others				Y			Y
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Cluster 2 Safe and hygienic food preparation

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			Y
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			Y

Cluster 3 Safe and sustainable work practices

BSBSUS201 Participate in environmentally sustainable work practices	Y		Y	Y			
SITXWHS001 Participate in safe work practices	Y		Y	Y			Y

Cluster 4 Preparing quality simple dishes

SITHCCC002 Prepare and present simple dishes	Y	Y		Y			
SITXINV002 Maintain the quality of perishable items	Y	Y		Y			

Cluster 5 Producing menu Items – new assessment requirement

SITHCCC005 Prepare dishes using basic methods of cookery	Y			Y		Y	Y Portfolio
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Cluster 6 Cleaning the kitchen

SITHKOP001 Clean kitchen premises and equipment	Y	Y		Y			Y
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Cluster 7 Preparing appetisers and salads - new assessment requirement

SITHCCC006 Prepare appetisers and salads	Y			Y		Y	Portfolio
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Cluster 8 Sandwich preparation

SITHCCC003 Prepare and present sandwiches	Y	Y		Y			
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Cluster 9 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
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Cluster 10 Use cookery skills effectively - new assessment requirement

SITHCCC011 Use cookery skills effectively (holistic)	Y	Y				Y	Portfolio
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HSC Assessment Advice for 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 will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not 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 NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. 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 achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of units of competency will lead to a Certificate at AQF level I, II or III or a Statement of Attainment 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) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘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 Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for 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 examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 10 Term 3 2021 & throughout term 4 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Year 11 Week 9 Term 3 2021 HSC Trial Exam – Week 6 Term 3

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in work health and safety processes	X	X	X	Mandator
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandator
Cluster 2	AHCWRK209	Participate in environmentally sustainable work practices	X	X	X	Mandator
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandator
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandator
Cluster 4	AHCPMG201	Treat weeds	X	X	X	

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 15 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5 (includes Livestock stream) **Select cluster 5 or cluster 6 and**

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	

delete the cluster not delivered

Cluster 7 Tractors and machinery

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 9 Fencing

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 11 Prepare livestock for competition

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 11	AHCLSK316	Prepare Livestock for Competition	X	X	X

Cluster 12 Clean machinery

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 12	AHC BIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC21216 Certificate II in Rural Operations. The Statement of Attainment towards AHC21216 Certificate II in Rural Operations will only be the possible AQF outcome if at least one UoC has been achieved.

Content Endorsed Courses

(These courses cannot be used in the calculation of an ATAR)

Year 11 Sport, Lifestyle & Recreation 2 Unit 2021				
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Ongoing Practical Assessment	Ongoing Practical Assessment	Yearly Examination	
Timing	Ongoing	Ongoing	Term 3 Week 9	
Outcomes assessed	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	All Outcomes Taught	
Component	Weighting %			Total%
Practical Units Semester 1	35			35
Practical Units Semester 2		35		35
Theoretical Units			30	30
Total %	35	35	30	100

12. Glossary of Key Words (NESA)

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

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known

Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion)
Recall	Present remembered ideas. Facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

13. Personal Assessment Calendar

Week	Term 1	Term 2	Term 3
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

14. A Summary for Students and Staff

- These procedures apply to Years Eleven and Twelve.
- **Students should be given at least two school weeks advance notice of an Assessment Task, in writing, except for yearly exams. They will need to sign to indicate that they have received the assessment.**

This notification will tell students:

- What the task is and details of how it is to be submitted eg typed, poster, folder
 - Date of issue of the task.
 - When the task is due for submission – date and time.
 - The value of the task.
 - What the task is assessing – outcomes.
 - Marking scale for the task.
- **All assessment task dates are to be checked for clashes, then entered, onto the Millennium calendar.** This will help prevent tasks being interrupted and prevent students having too many tasks at any time.
 - There will be an assessment free period of two weeks before the Year 11 Yearly and Year 12 Twelve Trial exam.
 - **“In-class tasks” are done in the normal period of the subject and all other tasks must be submitted by 8:50am (before roll call) on the due date to the appropriate teacher.** The student will sign again to indicate they have submitted the assessment. If the teacher is not available the task should be handed to the relevant Head Teacher or Deputy Principal.
 - **Extensions will only be given in cases of illness, misadventure or other extreme circumstances.** Students must make written application for such extensions through the Deputy Principal at least 24 hours in advance.
 - **In the event that a student is sick or suffers some misadventure on the day of an Assessment Task they must:**
 - Contact their teacher or the Deputy Principal at the school.
 - Provide a written explanation of the circumstances surrounding their inability to attend. Students should note that they may be required to produce a medical certificate.
 - **The non-submission of a task by the due date, except in the case where a student has an extension, will result in a student being awarded zero for that task.** Students are reminded that all tasks that are not “in-class tasks” must be submitted by 8:50am on the due date to the appropriate teacher.
 - **In the event that a student disagrees with a mark allocated by a teacher the student may approach the teacher immediately upon the return of the task to discuss the mark which has been awarded.** This does not guarantee the mark will be changed. The mark for an assessment task cannot be reviewed at a later stage. They may discuss this with the Head Teacher or Deputy Principal.

- **Students must make a serious attempt at Assessment Tasks which contribute in excess of 50% of the marks available for that course.** In the event that a student does not complete an Assessment Task by the due date staff are required to issue the student and parents with a “Non-Completion of Task” letter (available from Head Teachers). A copy of this notification will be kept by the class teacher in their Senior Folder.
- **All students must make a serious attempt to complete all set class work and set homework.**
- **All students must make a serious attempt at all sections of all internal examinations in all subjects.**
- **Failure to satisfy the requirements of the assessment procedures** may result in a student being declared not to have satisfied requirements for the award of the ROSA or HSC.
- **In the event where staff have concerns about a student’s application to non-assessment work or internal exams they must advise the Head Teacher and Deputy Principal**
Students must be given written notification that they are not satisfying requirements and must be given an opportunity to ‘redeem’ the situation.
- **Tasks should be marked promptly and feedback given to the students.** This should be completed in the shortest time possible. Within 2 weeks is a rough guideline.
- **Care should be taken when using common assessment tasks.** Where possible they should be completed at the same time so as to not disadvantage students. If tasks are used each year then great care needs to be made that the students do not have access to them. e.g. older brothers or sisters, friends, etc.
- **Upon completion of marking of a class Assessment Task, staff are required to keep student marks for that task both in their own mark books and enter them into the Millennium mark book.** The students sign again to indicate they have received the marked assessment back from their teacher.
- **When assessment tasks are issued staff should keep a record of the students who have not received the notification.** A copy of the task should be emailed to the student, or issued by the teacher as soon as the student returns to school. **A copy of all assessment tasks is to be placed in the subject Senior Folder.**
- Any student or staff member needing assistance with any aspect of the Assessment Procedures can speak either directly to their Head Teacher or contact the Deputy Principal or Principal at any time.