

# East Hills Girls Technology High School



## YEAR 11 COURSE ASSESSMENT POLICIES & GUIDELINES

Information for Students, Parents and Teachers

**2022**

<b>Contents</b>	
Senior Assessment Policy and Procedures (Years 10 – 12)	3
Advice to Students and Parents Year 11 Course Assessment	10
What is Assessment?	10
How are Assessments Calculated?	10
Rules for Examinations	11
Attendance and General Information	11
What you Can and Can't Take Into An Examination	11
Useful Contacts	12
Form A	13
Form B	14
Form D	15
Assessment Timetable Summary	16
Course Assessment Schedules	
Ancient History	17
Biology	18
Business Studies	19
Chemistry	20
Community and Family Studies	21
Dance	22
Design and Technology	23
Earth and Environmental Science	24
Economics	25
Engineering Studies	26
English Advanced	27
English Extension 1	28
English Standard	29
English Studies	30
Exploring Early Childhood	31
Food Technology	32
Geography	33
Industrial Technology: Multimedia	34
Information Processes and Technology	35
Legal Studies	36
Mathematics Advanced	37
Mathematics Standard	38
Mathematics Extension 1	39
Modern History	40
Music 1	41
PDHPE	42
Photography, Video and Digital Imaging	43
Physics	44
Society and Culture	45
Visual Arts	46
Verbs and Their Meanings for Assessment Tasks	47
VET Courses	48
VET Course Assessment Schedules	50

# EAST HILLS GIRLS TECHNOLOGY HIGH SCHOOL



## SENIOR ASSESSMENT POLICY AND PROCEDURES (YEARS 10-12)

### School Assessment Philosophy Statement

#### **Our school**

East Hills Girls Technology High School is underpinned by a culture of high expectations where curiosity, creative inquiry, critical thinking and collaboration are at the heart of student success. East Hills Girls Technology HS students are future focused learners who are encouraged to extend their talents and push their boundaries. Students embrace their responsibility to actively and purposefully contribute to all aspects of their learning, working in partnership with teachers to take hold of opportunities presented in student centred learning environments that are rich in quality feedback and visible goal setting to support continual improvement.

#### **Our purpose**

Assessment aims to make learning a process of discovery and improvement, developing curious, creative, critical and collaborative lifelong learners. Authentic assessment strategies are explicit in what students are expected to know and do, and opportunities support the development of a growth mindset that cultivates the resilience and self-efficacy necessary to achieve tasks and meet personal challenges. Quality assessment builds students' capacity to acquire new knowledge and skills and understand new concepts. It utilises contemporaneous technologies, encouraging students to pursue innovative ways of thinking.

#### **Our practice**

Our rigorous assessment practices comply with Department of Education and NSW Education Standards Authority policies. A variety of assessment approaches and strategies enable students to best demonstrate their knowledge, skills and understanding. Assessment for, assessment as and assessment of learning enables teachers to gather evidence and make reliable judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally. Assessments are fair and flexible with embedded opportunities for growth. Quality feedback throughout assessment is essential and is provided in a variety of ways to support students' ongoing improvement and success. Assessment is inclusive of and accessible for all students. Teachers and students work together to develop a positive and reciprocal partnership of trust and support.

#### **Our goal**

Through quality teaching, learning and assessment practices, our students will make meaningful, real-world connections in daily learning experiences and will develop resilience through perseverance and commitment. We expect students to leave our school as empowered and motivated young people who value learning and who make positive contributions to our society.

**a) Advance Notice of Assessment Tasks**

Students will be given 2 weeks notice of any assessment task particularly for those which require preparation or home study.

**b) Submission of Assessment Tasks**

Students must be present and in class, the day before and the whole day that an assessment task is due. Students **must** hand in assessment tasks at the **beginning of the lesson** for the course in which the task is set. Failure to comply will result in it being considered a late submission and a mark of zero will be recorded. Students are required to submit tasks as stated on the task notification. Students must ensure the teacher signs in the task as evidence of submission.

**c) Absence on the Day of a Test or In-School Assessment Task**

It is the student's responsibility to see the Deputy Principal in Charge to arrange to complete a task missed, on the **first** day of returning from an absence. The task must be completed on the day of return OR the first available time during examination periods. A medical certificate or other suitable documentary evidence to provide a sound reason for the absence will be essential and must be submitted to the Deputy Principal in Charge on day of return to school (see Form A and the Documentation of Absences). An invalid reason for absence, or failure to see the Deputy Principal in Charge, will result in a zero mark being awarded for the task. Absence from in-school assessment tasks is only allowed for illness, bereavement or, in some cases, representing the school. Going on holidays is not an acceptable reason for absence from an in-school assessment task. If in doubt, ask the Deputy Principal in Charge well in advance of the examination period.

**d) Absence on the Day a Homework Assessment Task is Due**

It is the student's responsibility to see the Deputy Principal in Charge on the first day of returning from an absence in order to submit the task. A medical certificate or other suitable documentary evidence to provide a sound reason for the absence will be essential, (see Form A and the Documentation of Absences). An invalid reason for absence, or failure to see the teacher, will result in a zero mark being awarded for that task. Students going on prearranged work placements must either submit the task prior to work placement OR arrange to have it submitted on the due date. Work placement is not an acceptable reason for requesting an extension of time on a task.

**e) Documentation of Absences**

Where a student is absent from a task or unable to submit a task through illness or extenuating circumstances, adequate documentation must be provided **on the first day the student returns** to school. Absences due to illness must be supported by a valid Doctor's Certificate. Suitable documentation for other absences could include such evidence as Death or Funeral Notices or Court lists.

Absences to attend holidays, employment, medical, dental appointments or driving tests are not acceptable reasons to miss an assessment task. Please phone or email the Deputy Principal in Charge to notify the school that the student will be absent from the task. The Deputy Principal in Charge will determine whether a student will submit the task, sit for a substitute task or receive an estimate for the task.

Students on VET Work Placement must submit tasks before commencing work placement or submit tasks on the due date.

On the first day of return to school, the student must bring a copy of Form A with the documentation to the Deputy Principal in Charge who will notify the Head Teacher. The student is advised to keep a copy of the letter and documentation. Doctor's Certificates which are not attached to a copy of Form A will not be considered nor will certificates not submitted on the day of return to school.

The Assessment Appeals Committee reserves the right to question the validity of all doctors' certificates submitted by students and may in some circumstances disallow a doctor's certificate as an excuse for absence due to sickness, lateness of tasks, requests for extensions and so forth. Invalid reasons for absence and/or failure to follow documentation of absences processes will result in a zero mark awarded for the task.

**f) Attendance**

Students must maintain a satisfactory pattern of attendance so they can progress and achieve course outcomes. The NSW Education Standards Authority (NESA) places the onus of proof of meeting course outcomes on the student. Where, in the Principal's judgement, their pattern of attendance suggests that they could **not** have met course requirements or achieved course outcomes, students will be required to prove to the satisfaction of the Principal that they have met the course outcomes and satisfied course requirements.

In circumstances where overall attendance is unsatisfactory, and the student is 17 years of age or over, the student will be required to demonstrate why they should be allowed to continue their enrolment at the school. If unsuccessful, no Record of School Achievement or Higher School Certificate or Result Notice will be issued.

**g) Prolonged Absences**

Prolonged absence during school terms should, if at all possible, be avoided. The Principal has the authority to approve or refuse absences. Prolonged absences cannot be approved and could lead to a student not meeting outcomes. No allowance is made by this school for assessment tasks missed while a student is on holidays. Absences through illness and/or injury may be allowed if, in the Principal's judgement, the absence is legitimate. In the case of prolonged or recurring illness or injury, a medical certificate will need to be supplied as evidence.

In many instances, school work may be undertaken while at home or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for determining that a student has met course requirements and achieved sufficient outcomes of the course. In cases of prolonged absence and where work is not possible during the period of absence, the Principal may judge that catching up is not possible and determine that attendance is unsatisfactory. As far as possible, warning of the consequences of such a prolonged absence will be given.

**h) Request for an Extension of Time for Assessment Tasks**

If there is a valid reason why a student is unable to hand in an assignment on time, prior arrangements (e.g. application for extension of time) must be made with the Deputy Principal in Charge **at least one week before** the task is due (see Form B). Where valid reason is given the parent/ carer and student will be notified of the new date for the task. Where insufficient time or an invalid reason is given, the parent/ carer and student will be notified and the task must be completed by the original specified date. If the task is not handed in on the due date a zero mark will be awarded for that task. In general, an extension will not be given for tasks which had many weeks' preparation time.

**i) Marking of Assessment Tasks**

It is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as final seven days after the task is returned. A complaint about marks is not grounds for a later appeal against an assessment rank.

## j) **Unsubmitted/Incomplete Assessment Items**

Students must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is genuine. It is emphasised that completion of tasks worth exactly 50 percent is not sufficient. Tasks worth in excess of 50 percent must be genuinely attempted. If this is not the case the Principal will be required to inform NESA and an N Determination may result in that course. Where a student is registered as having failed to complete one or more assessment tasks, parents/ carers will be notified by a warning notice.

**N.B.** Task components such as orals, work placement and practical work are compulsory in some courses. Non-completion of a compulsory task may result in non-completion of the course and an N warning.

## k) **ICT Failure**

ICT Device or printer failure or malfunction will not be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save the work regularly and back it up to both hard drive, USB and/or cloud storage and print work regularly. If a failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment required it to be submitted digitally, the last saved copy is to be submitted.

## l) **Invalid Tasks/Non-Discriminating Tasks**

Should a task not discriminate or be declared invalid due to administrative or other circumstances then an additional task may be scheduled. Students will be notified of the time of the new task but two weeks' notice is not required as students will already have done their preparation. The weight of the invalid/non-discriminating task will be reduced accordingly to allow for the additional task. In extreme cases, some invalid tasks will need to be discarded. This will be done at the Principal's discretion after consultation with the appropriate Head Teacher/Teacher and Deputy Principal.

## m) **Malpractice**

Malpractice is any attempt to gain an unfair advantage over other students.

**All assessment tasks must be the student's own original work.** Any task or examination submitted must be the original work of the student submitting the task. Any student found cheating in a task or examination will receive a mark of zero. No two students can submit identical tasks as each must submit their original interpretation of the task, even where a component of the task involved group work. Failure to comply with this will lead to the award of a zero mark. Where doubt exists, the student(s) concerned may be set a task to verify their knowledge, skills and/or understandings assessed in the task. Notice need not be given as the student will have already prepared for the original task.

Types of malpractice in assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task
- Late submission of a task.

### **Is the late submission of a task or a non-serious attempt considered malpractice?**

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness or misadventure. Submitted work may be classified as a non-serious attempt where it is frivolous or offensive.

Where the school applies a penalty for a frivolous or offensive response, the issue will be recorded on the Malpractice Register.

Any proven incidences of malpractice by a student in school-based assessment tasks during the HSC Course will have the malpractice recorded in the **NSW Education Standards Authority (NESA) Register of Malpractice in HSC Assessment Tasks**.

**Tasks must be completed by the student in the current assessment period in that course.**

A student may not hand in a task or part of a task completed for another assignment in this or previous years or work substantially prepared for another course. Students found to have committed this form of malpractice will be awarded a zero mark. In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice, a zero mark will be given for the task. The Head Teacher in consultation with the Class Teacher will establish that malpractice has occurred. Parents/carers will be advised in writing. If a student can produce conclusive evidence that malpractice could not have occurred, a written appeal may be lodged, with the Deputy Principal in Charge, within 7 days. An interview with the student will follow and a final decision will be made. If malpractice has occurred, no substitute task will be given.

**n) Plagiarism**

Plagiarism is a form of intellectual theft. It is the taking of another person's intellectual property, their ideas, writing, music etc. and using them without acknowledging where they came from. To avoid plagiarism students must ensure that they read and summarise work from reference material and then write it entirely in their own words. They must also correctly reference all sources of information, including websites visited, when submitting their work. Copying sentences from other sources and changing a few words or sentences is still classified as plagiarism. Plagiarism for all or part of a task will result in a mark of zero for the whole task. The task will need to be redone to meet course outcomes but the mark will not be changed. All students must complete the 'All My Own Work' program from NESA prior to the beginning of Year 11. No allowance will be made for Year 11 or 12 students who claim they did not realise that they have plagiarised, if the school determines they have plagiarised work.

**o) Mobile Phones and Data Storage Devices**

No student may take a mobile phone or any item capable of storing or transmitting information into an examination or assessment task. Having one in the room will automatically be taken as malpractice and a mark of zero awarded. Phones which must be brought to school may be left at the front of the examination room or gym during large examinations, with names attached.

**p) Appeals, Complaints and Grievances**

Any complaint about any issue should be made in the first place to the Class Teacher. Further appeals may be made to the Head Teacher of the appropriate faculty, and then to the Deputy Principal in Charge. Students have a right to appeal if they do not believe the assessment of competencies, work placement or assessments have been carried out fairly and equitably. Appeals cannot be made directly to the Deputy Principal in Charge without having discussed the issue with to the Class Teacher and/or Head Teacher first. Appeals are made regarding process but cannot be made about a mark/result. Appeals must be made within three days of the date of the task for a problem arising with a task, or within three days of the return of tasks if the problem is related to marking or feedback processes.

## YEAR 10

### **Sport**

Sport is a mandatory component of the NSW Record of School Achievement. Students must attend 85% of timetabled Sport lessons.

### **Recognition of Prior Learning**

Where a student can demonstrate they have significant learning which satisfies course requirements, they may apply for recognition of prior learning. This may result in their accelerating or undertaking extension work in a course.

### **Mandatory Individual Student Research Project (Practical)**

The Science syllabus states that every student must submit an individual Student Research Project in Stage 5. This project must be a practical demonstrating the student's ability to perform a fair test. At this school, students are expected to complete it by Week 8, Term 1, Year 10 and the marks will contribute towards their ROSA assessment. Any student who arrives at this school after Term 1, Year 10 will need to arrange a suitable timeline for completion with the Head Teacher, Science. For the marks to be included in the ROSA assessment this Project must be completed before Term 3 for all new students.

## YEAR 11

### **Notification of Assessment Rank**

The school will inform students of their current assessment rank at the completion of each assessment task.

### **Mandatory Life Ready Course**

The Department of Education requires that all students in state schools must satisfactorily complete the 25 hours of the mandatory Life Ready Course. A mixture of timetabled classes and seminar days will present this course. Attendance at these is **compulsory** and those absent will be required to catch up on the hours missed.

### **Recognition of Prior Learning**

Where a student can demonstrate they have significant learning, which satisfies course requirements, they may apply for recognition of prior learning. This may result in their accelerating or undertaking extension work in a course. Paid employment in areas related to vocational education courses may be organised as prior learnings. As a result of which a student may be exempted from some work placement hours or these may be undertaken at their place of employment. Any student who would like to discuss recognition of prior learning should see their class teacher, the Careers Advisor or the relevant Deputy Principal.

### **Work Placement**

A mandatory Work Placement component for each VET course of 70 hours is to be completed over 2 years. Students must complete 35 hours of work placement in the Preliminary year. Attendance at work placement is not an acceptable reason to miss an assessment task. Students must arrange to submit hand-in tasks on time and complete in-class tasks on their day of return to school. It is their responsibility to organise this before they go to work placement. No students should leave or miss work placement for an assessment task.

### **Requirements for VET courses (Years 11 and 12)**

Competency based assessments in the classroom and at events are on an ongoing basis. Students will be assessed according to whether they are competent or not yet competent. Re-assessment can take place up to two additional times after the first attempt through repeat or alternate tasks. The teacher will determine the type of task to be undertaken and the timeframe during which students may make re-attempts. The timeframe will be determined with consideration to timetabling and programming constraints. Students who are not competent by their third attempt or who do not complete the three attempts during the allocated timeframe will be deemed 'Not Competent' at that competency.



## YEAR 12

### **Submission of HSC Major Projects**

Students **must** hand in major projects before 9.00am on the date notified for submission of the project. If an alternate time has been set, they must be in class for all scheduled lessons on the day of submission.

### **Trial HSC Examinations**

Rules for examinations are notified prior to the examination period. It is the expectation that every student sits all Trial HSC examinations, for the purposes of fair, accurate and reliable assessment and/or estimate marks that must be provided to NESA. If a student is unable to attend or perform an examination, the examination will be rescheduled by the Deputy Principal in Charge.

Estimates will not be given if a student fails to perform or sit a rescheduled examination. Adjustments will be made to enable the student to complete the Trial HSC Examination.

If a student falls ill during an examination, they must immediately inform the examination supervisor that they are unwell.

### **Review of Final Assessment Rank**

If the position assigned by the school and indicated by the final assessment rank differs significantly from a student's perception of what their rank should be, the student may seek an assessment review in that course. A request for an assessment review must be lodged with the Principal within four working days of receiving notification of the ranking. The school will complete their review and notify the student of the outcome. In conducting the review of Assessments, schools do not review the marking of individual tasks. The school must establish whether:

- the weightings used are those specified by NESA in the course guides
- the marks awarded are consistent with the School's Assessment policy
- any computational or clerical errors occurred.

When completed, schools are required to provide NESA with a schedule of reviews indicating the outcome. A student who is dissatisfied with the school's review procedures may appeal to NESA to pursue the appeal. Students must notify the Principal and must have the documentation sent into NESA. Spare copies of the Forms are available from the Deputy Principal in Charge.

### **Notification of Assessment Rank**

The school will inform students of their current assessment rank at the completion of each assessment task. Students will receive their final assessment ranking on their Year 12 Yearly Report.

## Advice to Students and Parents – Year 11 Course Assessments

### What is Assessment?

Assessment is a mark (e.g. out of 50 for 1 unit, 100 for 2 units, etc.) which measures the achievements of each student doing the same course at this school.

It will be reported on the Higher School Certificate as a mark out of 100 or out of 50 separate from the examination mark.

It will be used at the school to give a ranking (position) in each course.

To satisfactorily complete a course and receive an assessment in any course, students must complete assessment tasks **worth more than 50% of the total assessment.**

### How are Assessments Calculated?

- a) Assessment components are set for each course by the NSW Education Standards Authority (NESA).
- b) The school conducts a number of assessment tasks to test these components.
- c) The mark for each task forms part of the total assessment mark. Each task has a weighting, which shows how much it contributes to the total mark.
- d) Components, tasks and weightings are different for different courses. Assessment details for each course are provided later in this book.
- e) The school is permitted to tell students their assessment rank, not their assessment mark.

# RULES FOR EXAMINATIONS

## Attendance and General information

1. Students are responsible for reading their examination timetables correctly.
2. Students must wear full school uniform to all school examinations.
3. Students must arrive at the examination room 15 minutes before the scheduled start of the examination.
4. Normally, no allowance will be made for students who arrive late for an examination.
5. Students must line up in alphabetical order by course outside the examination venue, even when there is more than one class in the course.
6. Students must sit in alphabetical order within each course in the examination room.
7. Students must have their student ID.
8. Once inside the examination room, no student may speak, except to a supervisor after the student raises her hand and the supervisor approaches the student.
9. No student is to communicate with any other student in any way during the examination. This includes verbal communication, written communication and gestures.
10. The teacher who is in charge of starting the examination will mark the roll.
11. Students must remain in the examination room for the whole of the examination time.
12. Students must leave the examination room silently and with due regard to students who are continuing in the examination room.
13. Any student absent from an examination must notify the relevant Deputy Principal by telephone or fax on the day of the task and arrange a substitute task. On the day of return to school, the student must follow the procedures for sitting the task as outlined in the assessment booklet.
14. Any student using a computer during an examination is responsible for saving and submitting the work. If the examination is to be marked from a hard copy of the student's response, the student must print her response. No allowance will be made when work is not saved correctly.
15. Students receiving Disability Provisions will be given the opportunity to decline these provisions prior to examination periods. Not all task types allow for the provision of disability adjustments. Students should check provision guidelines with their Deputy Principal.

## What you can and cannot take into an examination

1. Students are responsible for ensuring that they have all the necessary equipment for an examination. No equipment may be borrowed during the examination. Students may take in a bottle of plain water in a clear bottle if they wish. No other types of drinks will be allowed.
2. Only NSW Education Standards Authority (NESA) approved calculators may be taken into the examination room.
3. Students' may not take mobile phones or other electronic devices to their examination table. All devices should be left switched off in their bag or placed into the phone collection box at the front of the examination room.
4. Students may not take bags of any type into any examination room. This includes handbags and large pencil cases. Wallets may be placed under the student's chair. Pencils etc. are to be in a clear plastic bag.
5. Students may not take paper or written material into or out of, an examination room.
6. Students must place their photo identification card on the top right-hand corner of their examination desk before the examination commences.
7. Students are responsible for ensuring that all sections of their examination papers are **stapled** together in the correct order and submitted to the supervising teacher before leaving the examination room. No allowance will be made if a section of a student's response is missing from collected papers.
8. The school accepts no responsibility for valuables brought to school.
9. Any student not following the above rules, a zero mark will be awarded.

## USEFUL CONTACTS

The following people are available to be contacted at the school on 9773 9160.

Principal	Mrs J Hardwick
Deputy Principals	Mrs K Rytmeister Ms Z Hammoud
Careers Adviser	Ms Downey
Head Teacher Student Support	Ms S Simonsen
Head Teacher English	Mr M Garbutt
Head Teacher Creative and Performing Arts	Mr F Necic
Head Teacher Information Technology	Mr S Sharma
Head Teacher Mathematics	Ms D Duval
Head Teacher Personal Development, Health & Physical Education	Ms A Harriman
Head Teacher Science	Mrs H Hammond
Head Teacher Human Society and its Environment (HSIE)	Mr J Short
Head Teacher Technology and Applied Studies (TAS) Head Teacher Language Other Than English (LOTE) Vocational Education and Training (VET) Coordinator	Ms K Hook
School phone	9773 9160
School fax	9792 3853
Email	<a href="mailto:easthillsg-h.school@det.nsw.edu.au">easthillsg-h.school@det.nsw.edu.au</a>
NSW Education Standards Authority (NESA)	9367 8111 <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/home">http://educationstandards.nsw.edu.au/wps/portal/nesa/home</a>

# East Hills Girls Technology High School



**Principal:** J. Hardwick

**Phone:** 9773 9160 **Fax:** 9792 3853

**Address:** Lucas Road Panania 2213 PO Box 249 Panania 2213

## FORM A

### Declaration of student absence on day of compulsory test/exercise/ task is due

Complete the following details. If you were sick you must attach a Doctor's Certificate.

<b>Name</b>	
<b>Year</b>	
<b>Course</b>	
<b>Task</b>	
<b>Date of task</b>	

If you do not have a Doctor's certificate complete the additional information below and attach any supporting documents.

<b>Reason for absence</b>	
---------------------------	--

Parent signature: \_\_\_\_\_

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

**Note:**

This must be submitted to the Deputy Principal in charge, by the student on their first day's attendance after absence.

Students should always have a copy of this form. Spare copies are available from the office.

**Deputy Principal's decision:**

**Approved**

**Not approved**

Recommendation for action for Head Teacher

---

---

---

Deputy Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# East Hills Girls Technology High School



**Principal:** J. Hardwick

**Phone:** 9773 9160 **Fax:** 9792 3853

**Address:** Lucas Road Panania 2213 PO Box 249 Panania 2213

## FORM B

### Application for an extension of time

<b>Name</b>	
<b>Year</b>	
<b>Course</b>	
<b>Task</b>	
<b>Date due</b>	
<b>Date requested</b>	

Please provide reason(s) for the requested extension of time.

---

---

---

---

---

Documentary evidence (e.g. doctor's certificate, funeral notice etc. should be attached)

<b>Student signature</b>	
<b>Parent signature</b>	
<b>Date</b>	

**Note:**

This must be submitted to the Deputy Principal in charge, by the student on their first day's attendance after absence.

Students should always have a copy of this form. Spare copies are available from the office.

**Deputy Principal's decision:**

**Approved**

**Not approved**

Deputy Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# East Hills Girls Technology High School



**Principal:** J. Hardwick

**Phone:** 9773 9160 **Fax:** 9792 3853

**Address:** Lucas Road Panania 2213 PO Box 249 Panania 2213

## FORM D

### Application for Appeal

Appeals about assessment task procedures must be submitted within 3 days of the task notification. If the appeal concerns the marking of a task, the appeal must be submitted within 3 days of the return of the marked task.

<b>Name</b>	
<b>Year</b>	
<b>Course</b>	
<b>Task</b>	
<b>Date due</b>	
<b>Task weight</b>	

EHGTHS Assessment Policy states that the student must have consulted the Head Teacher and Class Teacher before submitting this appeal to the relevant Deputy Principal.

#### Reason(s) for appeal:

--

<b>Student signature</b>	
<b>Date</b>	
<b>Parent signature</b>	
<b>Date</b>	

Submitted to Deputy Principal

<b>Signature</b>	<b>Date</b>
------------------	-------------

## ASSESSMENT TIMETABLE SUMMARY

Term 1	Tasks Scheduled	Term 2	Tasks Scheduled	Term 3	Tasks Scheduled
Week 1		Week 1	Visual Arts	Week 1	Society and Culture
Week 2		Week 2	Economics	Week 2	Maths Extension 1
Week 3		Week 3		Week 3	
Week 4		Week 4	Ancient History	Week 4	Economics Geography
Week 5		Week 5		Week 5	Information Processes and Technology
Week 6	Earth and Environmental Science Modern History	Week 6		Week 6	Visual Arts
Week 7	Physics	Week 7	Community and Family Studies Music Physics Earth and Environment Science	Week 7	
Week 8	Business Studies Chemistry Maths Advanced Maths Standard Maths Extension 1 Music Society and Culture	Week 8	Ancient History Business Studies Engineering Studies Food Technology Legal Studies Maths Advanced Music	Week 8 and Week 9	Yearly Exams Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Dance, Design and Technology, Earth and Environmental Science, Economics, Engineering Studies, English Standard, English Studies, English Advanced, English Extension 1, Exploring Early Childhood, Food Technology, Information Processes and Technology, Geography, Industrial Technology Multimedia, Legal Studies, Maths Advanced, Maths Standard, Maths Extension 1, Modern History, Music, PDHPE, Photography and Digital Media, Physics, Society and Culture, Visual Arts
Week 9	Biology Community and Family Studies Design and Technology Engineering Studies English Extension 1 Exploring Early Childhood Geography Industrial Technology Multimedia	Week 9	Biology Design and Technology English Extension 1 Exploring Early Childhood Industrial Technology Multimedia Maths Standard Modern History PDHPE Photography and Digital Media		
Week 10	English Standard English Studies Food Technology Information Processes and Technology Legal Studies Photography, Video and Digital Media	Week 10	Dance English Advanced English Standard English Studies Chemistry	Week 10	
Week 11	Dance English Advanced PDHPE	Week 11		Week 11	



## COURSE ASSESSMENT SCHEDULES

### ANCIENT HISTORY

		Task 1	Task 2	Task 3
	Task Type	Historical Investigation	Source Study	Yearly Examination
	Week	T2 W4	T2 W8	T3 W8-9
Components	Outcomes Weighting %	AH11-6 AH11-7 AH11-9 AH11-10	AH11-5 AH11-6 AH11-7 AH118, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10
Knowledge and understanding	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	10	
Historical inquiry and research	20	10	10	
Communication	20	5	5	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## BIOLOGY

		Task 1	Task 2	Task 3
	Task Type	Depth Study (10 hours) & Writing skills	Practical & data analysis & writing skills	Final Course Examination
	Week	T1 W9	T2 W9	T3 W8-9
Components	Outcomes Weighting %	BIO 11/12-1 BIO 11/12-2 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8, 9	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11-8, 9,	BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11
Skills in Working Scientifically	60	20	20	20
Knowledge & Understanding	40	10	10	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## BUSINESS STUDIES

		Task 1	Task 2	Task 3
	Task Type	Nature of Business Task	Business Management Task	Yearly Examination
	Week	T1 W8	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	P1, P2, P6, P7, P8	P2, P4, P5, P8, P9	P1, P3, P4, P6, P7, P8, P9, P10
Knowledge and understanding the 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
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# CHEMISTRY

		Task 1	Task 2	Task 3
	Task Type	Depth Study experimental design, calculations & writing skills	Practical portfolio Reactive Chemistry & writing skills	Final Course Examination
	Week	T1 W8	T2 W10	T3 W8-9
Components	Outcomes Weighting %	CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-5 CH 11-8, 9	CH 11/12-3 CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 11-9, 10	CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 11-8 CH 11-9 CH 11-10 CH 11-11
Skills in Working Scientifically	60	20	20	20
Knowledge & Understanding	40	10	10	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## COMMUNITY AND FAMILY STUDIES

		Task 1	Task 2	Task 3
	Task Type	Resource Management Task	Leadership Research & Oral Presentation	Yearly Examination
	Week	T1 W9	T2 W7	T3 W8-9
Components	Outcomes Weighting %	P 1.1 2.1 3.2 4.1 7.4	P 2.3 4.2 7.2	P 1.2 2.2 2.4 3.1 5.1 6.1 6.2 7.1 7.3
Knowledge and understanding of how the following impact on wellbeing: Resource management Positive relationships Range of societal factors Nature of groups, families and communities	40	10	5	25
Skills in: Applying management processes to meet the needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing	25	5	10	10
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35	15	15	5
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## DANCE

		Task 1	Task 2	Task 3
	Task Type	Presentation of Dance Performance Part A: Performance of technique exercises, including interview, process diary and safe dance practice research)	In class formal examination Written Core Appreciation Exam	Presentation of Solo Composition Demonstration performance of Core Composition. Including interview, process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent
	Week	T1 W11	T2 W10	T3 W8 - 9
<b>Components</b>	Outcomes / Weighting %	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 P.4.1, P4.3, P4.5	P1.1, P1.2, P1.3, P2.4, P2.5, P2.6	P1.2 P3.1, P3.2, P3.3, P3.4, P3.6, P4.4
Performance	40	40		
Composition	30			30
Appreciation	30		30	
<b>TOTAL MARKS</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

## DESIGN AND TECHNOLOGY

		Task 1	Task 2	Task 3
	Task Type	Design Project 1	Design Project 2	Yearly Examination
	Week	T1 W9	T2 W9	T3 W8-9
Components	Outcomes/ Weighting %	P3.1, P4.1, P4.2, P4.3	P5.1, P5.2, P5.3, P6.2	P.1, P2.1, P2.2, P6.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects.	60	25	25	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## EARTH AND ENVIRONMENTAL SCIENCE

		Task 1	Task 2	Task 3
	Task Type	Investigation Logbook and Module 1 Problem Solving	Depth Study (6 hours) Field Study	Final Course Examination
	Week	T1 W6	T2 W7	T3 W8-9
Components	Outcomes/ Weighting %	EES11/12-2 EES 11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-11	EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10 EES11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## ECONOMICS

		Task 1	Task 2	Task 3
	Task Type	Economics Skills Task	Government and The Economy Task	Final Course Examination
	Week	T2 W2	T3 W4	T3 W8-9
Components	Outcomes/ Weighting %	P1, P3, P4, P8, P10, P11	P1, P2, P5, P6, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11
Knowledge and understanding of course content	40	5	10	25
Stimulus Based Skills	20	10		10
Inquiry and research	20	5	15	
Communication of economic information, ideas and issues in appropriate forms	20	5	10	5
<b>TOTAL MARKS</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

## ENGINEERING STUDIES

		Task 1	Task 2	Task 3
	Task Type	Interview Task and Report	Leadership Research & Speech	Yearly Examination
	Week	T1 W9	T2 W8	T3 W8-9
	Task	Engineering Analysis Household Appliance	Engineering Report Braking Systems	Yearly Exam
Components	Outcomes Weighting %	P 1.1 1.2 3.1 3.2 3.3 4.2 5.1 6.2	P 2.1 3.2 4.1 4.2 5.2 6.1 6.2	P 1.1, 1.2, 2.2 3.1, 3.3, 4.3, 6.2
Knowledge and understanding of course content	60	20	20	20
Knowledge and skills in research, problem solving and communication related to engineering practice	40	15	15	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## ENGLISH ADVANCED

		Task 1	Task 2	Task 3
	Task Type	Imaginative text with reflection Reading to Write Hand in task	Multimodal presentation Narratives That Shape Our World	Yearly Examination Critical Study
	Week	T1 W11	T2 W10	T3 W8-9
Component	Outcomes Weighting%	EA11-1, EA11-4, EA11-9	EA11-2, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-5, 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
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## ENGLISH EXTENSION 1

		Task 1	Task 2	Task 3
	Task Type	Multimodal Presentation Speaking / Representing	Extended Imaginative response Reading / Writing	Yearly Examination Writing
	Week	T1 W 9	T2 W9	T3 W8-9
Component	Outcomes Weighting%	EE11-1, EE11-4, EE11-6	EE11-1, 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 investigation	50	20	15	15
<b>TOTAL MARKS</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

## ENGLISH STANDARD

		Task 1	Task 2	Task 3
	Task Type	Imaginative text with reflection Reading to Write	Multimodal Presentation Contemporary Possibilities	Yearly Examination Close Study of Literature
	Week	T1 W10	T2 W10	T3 W8-9
Component	Outcomes Weighting%	EN11-1EN11-4, EN11-5, EN11-9	EN11-2, EN11-6, EN11-7	EN11-1, EN11-3, EN11-5, EN11-8
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
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## ENGLISH STUDIES

		Task 1	Task 2	Task 3
	Task Type	Speaking / Writing Mandatory Module: Achieving through English	Representing / Listening Elective Module: On the Road	Yearly Exam Elective Module: Part of the Family
	Week	T1 W10	T2 W10	T3 W8-9
Component	Outcomes Weighting%	ES11-1, ES11-3, ES11-5, ES11-6, ES11-10	ES11-2, ES11-4, ES11-7, ES11-9	ES11-2, ES11- 6, ES11-8,
Knowledge and understanding of course content	50	15	15	20
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50	20	10	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>

## EXPLORING EARLY CHILDHOOD

		Task 1	Task 2	Task 3
	Task Type	Conception, Pregnancy and Childbirth Educational Animation	Child Growth and Development – Toy and Presentation	Yearly Examination
	Week	T1 W9	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	P1.1, 1.5, 5.1, 6.2, 4.1	P2.4, 5.1, 6.1, 6.2, 1.4, 2.1	P1.1, 1.2, 1.3, 2.3, 3.1, 5.1, 6.2
Knowledge and Understanding	50	10	20	20
Skills	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

## FOOD TECHNOLOGY

		Task 1	Task 2	Task 3
	Task Type	Food availability and selection Experimentation and Preparation	Food quality Preparation and report	Yearly Examination
	Week	T1 W10	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.3	P1.1, P1.2, P2.1, P3.1, P2.2, P5.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	30		20	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	20	10	
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>



## GEOGRAPHY

		Task 1	Task 2	Task 3
	Task Type	Topic Test	Senior Geography Project	Yearly Examination
	Week	T1 W9	T3 W4	T3 W8-9
Components	Outcomes / Weighting %	P1, P2, P3, P8, P11	P3, P4, P5, P6, P9, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12
Knowledge and understanding of course content	40	10	5	25
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20		20	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

## INDUSTRIAL TECHNOLOGY: MULTIMEDIA

		Task 1	Task 2	Task 3
	Task Type	Industry Study	3D Animation Task	Yearly Examination
	Week	T1 W9	T2 W9	T3 W8-9
Components	Outcome /Weighting %	P2.1-P6.2	P2.1-P6.2	P2.1-P7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the focus area	40	10	10	20
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60	20	20	20
<b>TOTAL MARK</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## INFORMATION PROCESSES AND TECHNOLOGY

		Task 1	Task 2	Task 3
	Task Type	Project	Project	Yearly Examination
	Week	T1 W 10	T3 W5	T3 W8-9
Components	Outcomes/Weighting %	P1.1-2,2.1-2,3.1	P1.1,2.1-2,3.1,5.1,6.1-2	P5.1,6.1-2,7.1-2
Intro to information skills & Systems	20	20		
Tools for information processing	50		20	30
Developing information systems	30		20	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

## LEGAL STUDIES

		Task 1	Task 2	Task 3
	Task Type	Oral Task	Essay	Yearly Examination
	Week	T1 W10	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	P1, P6, P7, P8, P9	P4, P5, P7, P9	P1,P2,P3,P5,P6,P7,P9
Knowledge and understanding of course content	40		10	30
Analysis and evaluation	20	10		10
Inquiry and research	20	10	10	
Communication of legal information, issues and ideas in appropriate forms	20	10	10	
<b>TOTAL MARK</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MATHEMATICS ADVANCED

		Task 1	Task 2	Task 3
	Task Type	Assessment	Assessment	Yearly Examination (Formal)
	Week	T1 W8	T2 W8	T3 W8-9
Components	Outcomes / Weighting %	MA 11-1 MA 11-2 MA 11-8 MA 11-9	MA 11-1 MA 11-2 MA 11-3 MA 11-4 MA 11-8 MA 11-9	MA 11-1 To MA 11-9
Concepts, skills and techniques	50	15	15	20
Reasoning and Communication	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MATHEMATICS STANDARD

		Task 1	Task 2	Task 3
	Task Type	Assessment	Assessment	Yearly Examination (Formal)
	Week	T1 W8	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5 to MS-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5 TO MS-10	MS11-1, MS11-2, MS11-3, MS11-4 MS11-5 to MS-10
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MATHEMATICS EXTENSION 1

		Task 1	Task 2	Task 3
	Task Type	Assessment Question bank	Assessment (Investigation)	Yearly Examination (Formal)
	Week	T1 W8	T3 W2	T3 W8-9
Components	Outcomes / Weighting %	MA 11-1, ME 11-1 MA 11-2, ME 11-2 MA 11-8, ME 11-6 MA 11-10	MA 11-1, ME 11-2 MA 11-5, ME 11-6 MA 11-7, ME 11-9 MA 11-10	MA 11-1 To MA 11-10 ME 11-1 To ME 11-7
Concepts, skills and techniques	50	15	15	20
Reasoning and Communication	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## MODERN HISTORY

		Task 1	Task 2	Task 3
	Task Type	Source Study	Historical Investigation	Yearly Examination
	Week	T1 W6	T2 W9	T3 W8-9
Component	Outcomes / Weighting %	MH11.6, MH11.7, MH11.9, MH11.10	MH11.3, MH11.4, MH11.6, MH11.7, MH11.8, MH11.9	MH11.1, MH11.2, MH11.3, MH11.4, MH11.5, MH11.6, MH11.7, MH11.8, MH11.9, MH11.10
Knowledge and understanding of course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20		10	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20		10	10
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



# MUSIC 1

		Task 1	Task 2	Task 3
	Task Type	Musicology Viva Voce Topic Area 1	Performance Topic Area 2	Yearly Examination & Composition Topic Area 1, 2 or 3
	Week	T1 W8	T2 W7/8	T3 W8-9
Components	Outcomes / Weighting %	P1, P3	P1, P4, P6	P1, P2, P6, P7, P8
Performance	25		25	
Composition	25			25
Musicology	25	25		
Aural	25			25
<b>TOTAL MARK</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>50</b>

## PDHPE

		Task 1	Task 2	Task 3
	Task Type	Health Promotion Strategy Research Task	Research and Practical Lab Task	Yearly Examination
	Week	T1 W11	T2 W9	T3 W8-9
Components	Outcomes /Weighting %	P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P6, P12, P15
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research, analysis and communicating	60	20	20	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

		Task 1	Task 2	Task 3
	Task Type	Part A: Major Project 1 Part B: Critical Case Study	Major Project 2	Part A: Major Project 3 Part B: Year Examination
	Week	T1 W10	T2 W9	T3 W8-9
Components	Outcomes / Weighting %	M2,3,4,6 CH1,3,5	M1,2,3,4,5,6	M2,3,5 CH1,2,3,4,5
Making	70	20	30	20
Critical and Historical Studies	30	10		20
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# PHYSICS

		Task 1	Task 2	Task 3
	Task Type	Practical & experimental design & calculations and writing skills	Depth Study (10 hours) on waves including calculations & writing skills	Final Course Examination
	Week	T1 W7	T2 W7	T3 W8-9
Components	Outcomes Weighting %	PH 11/12-2 PH 11/12-4 PH 11/12-5 PH 11/12-6 PH 11-8 PH 11-9	PH 11/12-1 PH 11/12-3 PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 11-10 PH 11-11	PH 11/12-4 PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 11-8 PH 11-9 PH 11-10 PH 11-11
Skills in Working Scientifically	60	20	20	20
Knowledge & Understanding	40	10	10	20
TOTAL	100	30	30	40

## SOCIETY AND CULTURE

		Task 1	Task 2	Task 3
	Task	The Social and Cultural World	Mini PIP	Yearly Examination
	Week	T1 W8	T3 W1	T3 W8-9
Components	Outcomes	P1, P3, P6, P9, P10	P1, P3, P5, P6, P7, P8	P1-6
Knowledge	50	15	10	25
Research Methods	30	10	20	
Communication	20	5	10	5
<b>TOTAL MARKS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

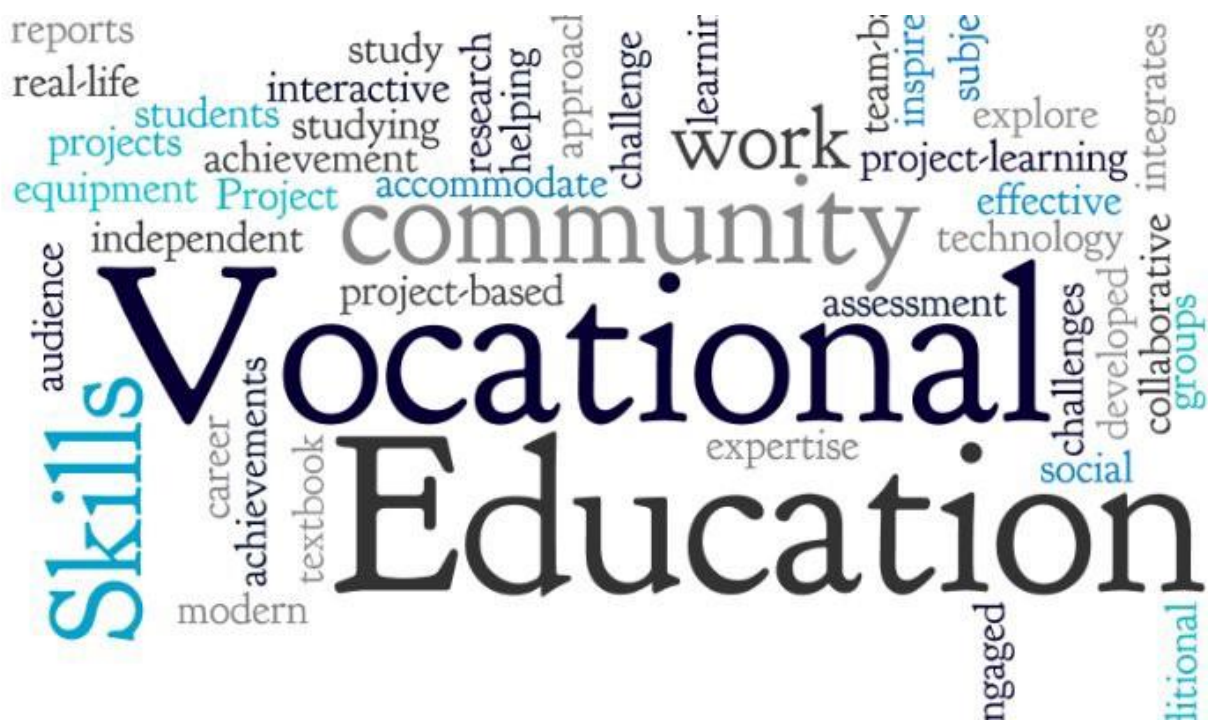
## VISUAL ARTS

		Task 1	Task 2	Task 3
	Task Type	Body of Work and Case Study No.1  Artist as Genius   The Inventor, The Innovator, The Imitator.  Artmaking Forms: 2D (drawing, painting, collage, printmaking)  Content Area Focus: Conceptual Framework	Body of Work and Case Study No.2  Capturing and Casting Identities   The Self and The 'Other'.  Artmaking Forms: 4D (cyanotype, photography, digital media, animation)  Content Area Focus: Frames	Body of Work and Yearly Examination* No.3  On The Table   Issues up for discussion and debate.  Artmaking Forms: Self-directed Body of Work (2D, 3D and/or 4D)  Content Area Focus: Practice
	Week	T2 W1	T3 W6	T3 W8/9
Components	Outcomes / Weighting %	P2, P3, P4, P5, P6, P8	P1, P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P8, P9, P10
Artmaking	50	20	15	15
Art Criticism and Art History	50	15	15	20
<b>TOTAL MARKS</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

## VERBS AND THEIR MEANINGS FOR ASSESSMENT TASKS

<b>Account:</b>	state reasons for, report on, give an account of, narrate a series of events or transactions
<b>Analyse:</b>	identify components and the relationship between them <b>and/or</b> draw out and relate implications
<b>Apply:</b>	use, utilise, employ in a particular situation
<b>Appreciate:</b>	make a judgement of the value of
<b>Assess:</b>	make a judgment of value, quality, outcomes, results or size
<b>Calculate:</b>	ascertain/determine from given facts, figures or information
<b>Clarify:</b>	make clear or plain
<b>Classify:</b>	arrange or include in classes/categories
<b>Compare:</b>	show how things are similar or different
<b>Construct:</b>	make, build, put together items or arguments
<b>Contrast:</b>	show how things are different or opposite
<b>Critically (analyse/ evaluate):</b>	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
<b>Deduce:</b>	draw conclusions
<b>Define:</b>	state meaning and identify essential qualities
<b>Demonstrate:</b>	show by example
<b>Describe:</b>	provide characteristics and features
<b>Discuss:</b>	identify issues and provide points for and/or against
<b>Distinguish:</b>	recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate:</b>	make a judgment based on criteria; determine the value of
<b>Examine:</b>	inquire into
<b>Explain:</b>	relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract:</b>	choose relevant and/or appropriate details
<b>Extrapolate:</b>	infer from what is known
<b>Identify:</b>	recognise and name
<b>Interpret:</b>	draw meaning from
<b>Investigate:</b>	plan, inquire into and draw conclusions about
<b>Justify:</b>	support an argument or conclusion
<b>Outline:</b>	sketch in general terms; indicate the main features of
<b>Predict:</b>	suggest what might happen based on available information
<b>Propose:</b>	put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall:</b>	present remembered ideas, facts or experiences
<b>Recommend:</b>	provide reasons in favour
<b>Recount:</b>	retell a series of events
<b>Summarise:</b>	express concisely the relevant details
<b>Synthesise:</b>	putting together various elements to make a whole

## VET COURSES





## VET COURSE ASSESSMENT SCHEDULES

### Preliminary 2022 – HSC 2023

#### Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

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

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b>  Scenario, written task, case study, observation of practical work	35 hrs Work placement  30% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b>  Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	
<b>6 HSC UOCs</b>							35 hrs Work placement 70% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b> *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	