



2018

**PRELIMINARY HSC
ASSESSMENT
PROCEDURES**

GHS | GALSTON
HIGH SCHOOL

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A. PURPOSE

The provision of a separate School Assessment in reporting Higher School Certificate results, from 2000, has a twofold purpose. It is intended to provide an indication of a student's attainment, which is based on:

- A wider range of syllabus objectives than is measured by the external examination.
- Measures and observations throughout the course rather than at a single external examination. Such an assessment allows due weight to be given to indications of student achievement which, although evident to the class room teacher, may not be adequately assessed by a single external examination.

WHAT THE ASSESSMENT IS

1. The assessment submitted by schools for a particular course will measure their students' achievements relative to each other by the end of the HSC course. They will be based on achievements measured throughout the course.
2. The use of achievement measures throughout the course will serve several purposes:
 - a) It enables consideration to be given to aspects of the course, the attainment of which can be demonstrated over time, e.g. practical skills.
 - b) It caters for activities such as fieldwork, which occur as integral and mandatory components of some course, but take place outside the classroom.
3. The assessment is to encompass a wide range of syllabus objectives, but will not assess attitudes.
4. The assessment will also include that content and those objectives currently measured by the external examination.
5. HSC assessment tasks will:
 - a) Help you learn, expand your knowledge and encourage you to challenge yourself.
 - b) Show how much you have learnt and where you need to improve.
 - c) Prove you have satisfactorily completed a course.
 - d) Contribute to your final HSC mark.

Assessments tasks allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external exams.

B. IMPLEMENTATION

The cumulative results gained by each student contribute to an overall or summative measure of achievement, i.e., the final assessment mark per student in each subject. In most subjects, formal assessment will commence during Term 4 in the previous calendar year and continue at least until the Trial Higher School Certificate. Attendance throughout will be necessary and compulsory. Faculty policies/procedures that follow at the end of this document show different measuring instruments used for making the assessment in the various subjects.

C. ASSESSMENTS ARE COMPULSORY

Students must do tasks worth more than 50% of the total possible marks for the course or they will not even be allowed to sit for that subject in the HSC course. Parents/caregivers will be notified if students appear in danger of not meeting this requirement. Of course, students must attempt all the assessment tasks in order to earn a good assessment mark and must also complete any other requirements for the course, e.g., to submit their major work, or, for courses that have practical or research components, to complete and write up their practical/research work.

Students studying an HSC course must make a genuine attempt to complete course requirements. They must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be attempted. The student must fulfil the course completion criteria and only when both of these conditions are met, the course is listed on the Record of Achievement. In addition, where students studying an HSC course that includes requisite examinations, they sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate that the course has not been satisfactorily completed. HSC courses that are not satisfactorily completed will not appear on the student's Record of Achievement.

If a candidate has been given zero marks because of non-attempts, or non-serious attempts, in assessment tasks totaling 50% of the full course mark, the Principal must certify that the course has not been studied satisfactorily.

Candidates sitting for a Higher School Certificate (and therefore attempting 10 or more units) who do not study a course satisfactorily will have neither assessment nor examination marks reported for that course.

The purpose of the assessment procedure is to measure the relative achievement of individual students over the duration of the assessment period. Thus it is essential that the assessment be the student's own individual effort, not that of others. Therefore with designated assessment tasks which are home assignments and research tasks, students will be required to sign a statement that the work is, in fact, his or her own, otherwise a mark of zero may be recorded for the assignment. Further, students who lend their work for such purposes are jeopardising the marks they have gained.

D. COMPLETION OF ASSESSMENT TASKS AT SCHOOL

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **no later than 2 days before the due date of the task**. They must use the **Application for Extension of Time form**. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend **ALL day** on days with scheduled assessment tasks.

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcome completion are of concern the student will be notified in writing with an 'N' warning notification that they are jeopardising their achievement of the HSC due to non-attendance in class and / or non completion of work missed due to absence.

Ongoing poor attendance at school, which results in non-completion of class work, which that course outcomes are not being met. This may result in the Principal expelling a student from the school, or the Principal may make a submission to the Director-General recommending the expulsion of a student from the school. The grounds for expulsion will be 'unsatisfactory participation in learning by a student of post-compulsory age e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESAs, Teaching and Educational Standards requirements for the award of Higher School Certificate'.

Student Malpractice

Malpractice, or cheating, is dishonest behaviour by a student which gives them an unfair advantage over others. Cheating in assessment tasks, whether it be HSC related or not, is a serious offence. Galston High School and the NSW Education Standards Authority (NESA) formerly known as the Board of Studies, Teaching and Educational Standards (BOSTES) take cheating very seriously and have strict rules in place to deal with such matters. As a school, we actively discourage any student engaging in dishonest behaviour resulting in an unfair advantage. Detected malpractice will lead to a student being awarded a **ZERO** mark, the loss of one or more courses towards the HSC and damage to the student's ability to apply for entry to TAFE or university courses.

Details of any student malpractice in assessment tasks must be reported to NESA where all information is recorded on the official Malpractice Register.

E. 'N' DETERMINATION WARNING

Teachers can recommend an 'N warning' when a student has failed to meet one or more of the following requirements:

- participation in the required learning experiences and assessment tasks
- satisfactory effort and achievement
- achieving the course outcomes
- satisfactory attendance record at school and in classes

Parents/care providers will be notified if the school has serious concerns about the progress of a student. Should a student fail to meet course requirements an **'N' Determination Warning Letter** is sent home outlining the issue and a new completion date by which the student must submit the outstanding work.

It is the responsibility of the student to redeem the incomplete work by a given date.

Failure to follow this procedure would result in the school notifying BOSTES of the student's inability to gain a Record of School Achievement result for that course.

It is hoped that by notifying parents/caregivers as soon as there is a concern about a student's progress the problem will be resolved quickly and the Record of School Achievement not place at risk.

Parents are also urged to contact the school if they are concerned about their child's progress.

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Monday, 6th February 2017

Ref: 000000

OFFICIAL WARNING - Non-completion of a Preliminary Course

Dear Charles & Isabelle Scott

I am writing to advise that Bon Scott is in danger of not meeting the Course Completion Criteria for the Preliminary course in Music.

The NSW Education Standards Authority (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 concerning Bon in Music.

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 outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) 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. It may also mean that the student is unable to proceed to the Higher School Certificate course if they have not satisfactorily completed the Preliminary Course. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Higher School Certificate.

To date, Bon has not satisfactorily met criteria (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 Bon to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

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

Yours sincerely

Mr Black Adder
Teacher Arts

Mr John Smith
Head Teacher Arts

To satisfy the course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by Bon.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2017	Complete this essay and hand in	23/08/2017

Please detach the following section and return to the school.

Requirements for the Satisfactory Completion of a Preliminary Course

Ref: 000000

- I have received the letter dated 06/02/17 indicating that Bon Scott in Year 3 is in danger of not having satisfactorily completed the course outcomes in Music.
- I am aware that this course may not appear on Bon's Record of Achievement.
- I am also aware that the 'N' determination may make Bon ineligible to proceed to the Higher Certificate course.
- I am also aware that the 'N' determination may make Bon ineligible for the award of the Higher School Certificate.

Parent/Caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____

F. GENERAL PROVISIONS

1. Submission of Work

All work to be included as part of the assessment profile must be submitted with the official **GHS Submission of Assessment Material cover sheet** attached. The form is to be completed and the acknowledgement slip at the bottom of the form is to be signed by the teacher and returned to the student. Any penalty incurred is to be noted on both the submission slip and the student return slip. Any problems associated with the submission of work are to be referred to the Registrar and, if necessary, to the Assessment Committee. **The current Registrar is Mrs Andrus.**

Unless notified explicitly in the official assessment task notice for that particular task, all assessments tasks must be submitted by 8.50am on the due date, in written hard copy or electronic form, (as stated on the instructions in the assessment task notification) regardless of whether a timetabled lesson for that subject has been set on that day. Assessment tasks must be **personally delivered into the possession of the relevant teacher** (or delegate) at this time – **not left at staffrooms or in classrooms or anywhere else.** Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/ Misadventure/ Application for Extension Appeal Process being accessed. It is important that students attend ALL DAY on days with scheduled assessment tasks. This includes arriving significantly late to school, effectively taking a morning off to prepare for a mid morning or afternoon assessment task. This will result in a zero mark for the task.

- 1.1. Written tasks are due by 8.50am on the due date unless an official absence has been obtained. Students must attend all lessons on the day the assessment is due.
- 1.2. Where a task requires an oral presentation, all students must be prepared to present the task on the due date, regardless of whether the oral presentations are completed in one lesson or a series of lessons.
- 1.3. A student cannot come on the day an Assessment task is due and claim that they cannot hand in, or complete, the task because:
 - the computer broke down
 - the printer won't work, or
 - other similar excuseand expect to be granted an extension.

The malfunction or unavailability of computing equipment cannot be used as a legitimate excuse for the late submission of work. To overcome possible problems, students are encouraged to:

- start assignments early;
- submission of draft copies to class teacher before the due date
- save their files to more than one source;
- make and keep printouts of their work during the process of completing the assignment as evidence of what they have completed;
- keep an up-to-date diary and/or log book (including problems experienced) as required by some subjects such as Design and Technology and Computing subjects;
- be prepared to use non-computing methods if all else fails.

2. Notice of Assessment Tasks

Classroom teachers will give students two weeks written notice of the timing and detail of assessment tasks. This is in addition to the Assessment Task Calendar issued at the beginning of the course by the Registrar.

3. Student Records

Accurate records will need to be maintained according to the subject's individual program for assessment. Each student should be aware of his/her progress, while privacy provisions are such that results for other students will not be published.

4. Reporting

Reporting on performance will be continuous. Formal reports will be issued by the School at the following intervals:

- Semester 1: Cumulative assessment tasks
- Semester 2: Cumulative assessment rank up to the time the report is written. This may or may not include all assessment tasks

G. THE APPEALS PROCESS

The Appeals Panel consists of the:

1. Assessment Registrar (Mrs Andrus)
2. Deputy Principal of the relevant year
3. Head Teacher of the KLA and / or Welfare / Administration.

The panel will consider the written information supplied by the appealing student and the Galston High School Assessment Policy.

The panel will make a prompt decision and explain the reasons for the decision to the appellant. The panel is concerned with the Assessment process and will not review the teacher's judgements of the worth of a particular task.

Situations which may arise regarding tasks

1. Absence on the day of notification of an assessment task

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school.

2. Late arrival on the day of an assessment task

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a ZERO being given for the task.

3. At-home tasks

Unless otherwise stated by the teacher, tasks completed at home will be due no later than 8.40am on the designated day. Late work will receive a ZERO unless there is a valid reason (the appeal process will need to be undertaken to be awarded marks)

4. Absence on the day of a hand-in assessment task

Use Explanation of Absence Form

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school. This should be accompanied by the completed Explanation of Absence from an Assessment Task form.

If the absence is due to a medical condition that prevented them from completing the task, they must fill in the **Explanation of Absence from an Assessment Task form** and support this with a medical certificate. If the student is able to complete the task during their absence, the assessment task is to be submitted on the first day of their return to school, with the form attached to the front of the task, to the relevant KLA Head Teacher.

A student who **misses an assessment task** for medical reasons must have a Medical Certificate as documentation. This is to be attached to the **Explanation of Absence from an Assessment Task form or Illness/Misadventure form**.

If the student is **not able** to complete the task, due to the nature of their illness, they must submit the **Explanation of Absence from and Assessment Task form** and appropriate documentation to the KLA Head Teacher on their first day back at school and make arrangements in relation to the completion of the task.

5. Requesting leave of absence on the day of an in-class assessment task

Use Explanation of Absence from an Assessment Task form

Should special circumstances arise where a student is aware they will be absent on the day of an assessment task, they should write to the relevant Head Teacher KLA requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.

6. Absence on the day of an in-class assessment task due to illness or other unforeseen circumstances - Use Explanation of Absence Form

A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must complete the Explanation of Absence from an Assessment Task form and submit this to the Head Teacher of the subject at the beginning of the first day of return to school.

In the case of a medical reason a student must have a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

On the day of return to school students should arrive ready to sit the task. If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a **ZERO**.

7. Illness/misadventure on the day of an assessment task

If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher prior to the task. Students may complete an Illness/Misadventure Appeal form and hand it to the KLA Head Teacher with the appropriate documentation. For medical reasons a student must have a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students

8. Work on assessment tasks in class time

Students are not permitted to miss class to complete assessment tasks and major works for other courses.

Situations which may arise regarding tasks

SITUATION	BACKGROUND	CONSEQUENCE	APPEAL PROCESS
Absence on the day of notification of an assessment task	If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school	Zero mark if student does not hand in task	No appeal – onus on student to find out what work they have missed
Late arrival on the day of an assessment task due to be handed in	School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.	Zero mark	Request an appeal via Assessment registrar using Illness/ Misadventure form – meet with Assessment Registrar – Refer Appendix 2
Absent with reason and student is still able to get the task to the teacher	If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school.	Zero mark if student does not hand in task	NA
Absent with reason and student is NOT able to get the task to the teacher	If the absence is due to a medical condition that prevented them from completing the task. The assessment task is to be submitted on the first day of their return to school.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Explanation of Absence from an Assessment Task to be submitted to class teacher or HT KLA. A student who misses an assessment task for medical reasons must have a Medical Certificate as documentation. Refer Appendix 3
Requesting leave of absence on the day of an in-class assessment task	Requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Use Explanation of Absence and or Request for an extension of time form. Discuss with HT KLA and / or Assessment registrar. Refer Appendix 4 and 3
Absence on the day of an in-class assessment task due to illness or other unforeseen circumstances	A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Use Explanation of Absence Form. In the case of a medical reason a student must have a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form and submitted to class teacher or HT KLA. Refer Appendix 2
On the day of return to school students should arrive ready to sit the assessment task	If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark.	If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a ZERO.	Request an appeal via Assessment registrar using Illness/ Misadventure form – meet with Assessment Registrar. Refer Appendix 2
Illness/misadventure on the day of an assessment task	If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher prior to the task.	If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a ZERO.	Illness/Misadventure Appeal form and hand it to the KLA Head Teacher with the appropriate documentation. For medical reasons a student must have a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students. Refer Appendix 2
Work on assessment tasks in class time	Students are not permitted to miss class to complete assessment tasks and major works for other courses.	Potential zero mark in other subject	Request an appeal via Assessment registrar using Illness/ Misadventure form – meet with Assessment Registrar. Refer Appendix 2

H. FORMAL EXAMINATION PROCESSES

Absence from formal examination tasks (Trial Examination)

- **Use Illness or Misadventure form**
A student who misses an exam for any reason must fill in an Illness or Misadventure form. This is to be accompanied by a Medical Certificate to cover the day/s missed. If the reason was not medical, an explanation supported by appropriate documentation must be provided.
- **Procedure for Rescheduling Formal Examinations**
 1. The student/parent must contact the school to inform them that the student will not be doing the exam. Miss Petrulis is the contact person.
 2. The student will contact Miss Petrulis on the first day they are well/ available with the appropriate documentation (**Illness or Misadventure form** and a **Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason)
 3. Miss Petrulis and Mrs Andrus will issue a rescheduled date and time based on the student's **next available free slot within their exam timetable**
- **Note:**
- Exams will be rescheduled post the advertised date unless special permission is sought by the student from the relevant KLA Head Teacher to undertake a rescheduled exam prior to the advertised date
- A student who knows they will be absent from an exam due to a sporting, family or other reason must see the Miss Petrulis **prior** to the examination period.
- An **Illness or Misadventure** form must be submitted at the time a rescheduled exam is requested.
- **No appeals will be considered after the results of an exam have been distributed to students.**
- **Failure to follow these procedures may result in a ZERO being awarded for the exam.**
- **Students who re-schedule an exam may sit an alternate paper.**

I. OTHER ISSUES ASSOCIATED WITH ASSESSMENT

1. Querying the result of an assessment task

If on the return of an assessment task, a student needs clarification of an assessment result it is their responsibility to discuss their concern with the subject teacher or KLA HT at the time the assessment task is returned. If the matter cannot be resolved it can be referred to the Assessment Registrar. A teacher's professional judgement cannot be questioned.

If a student doesn't raise any issues with their examination paper immediately after it has been returned there is no recourse for a student to do so at a later date.

2. Dishonesty/malpractice

Proven dishonesty/malpractice may result in a **ZERO** award for the assessment task. Honest and ethical practice is clearly outlined in the modules of work completed in the HSC: 'All My Own Work' program. These modules include aspects such as plagiarism, copying other student's work, giving other students your work, acknowledging sources, cheating and copyright.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a zero mark for the assessment task.

A breach of examination rules includes students who conceal notes on their person taken into an examination or any electronic devices as specified by NESA such as mobile phones and watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate the school will report matters to NESA for recording on the Malpractice Register.

3. Suspended students - Assessments

If a student is suspended when an assessment task is due you must:

- Not attend school for the duration of your suspension
- Submit out-of-school assessment tasks by either email, mail or by delivery to the Front Office (Reception desk)
- Miss your in-school assessment task for which you may be given an alternative task.
- It is the student's responsibility to arrange to sit the task upon their return to school.

4. All assessment tasks must be attempted

Except in exceptional circumstances (e.g. long-term illness) all assessment tasks must be attempted. A minimum of **fifty per cent (50%) of assessments must be completed** to be eligible for the HSC. If this is not done, the student will be expected to sit tasks (over the 50%) but will receive **ZERO** for the task. The only exception to the rule is when a student has notified the school of a long term illness via the appropriate form found in the assessment booklet or under exceptional circumstances. An Illness/ Misadventure form would be lodged in this situation. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned. However it is expected all students will complete **ALL** assessment tasks as it is important for skill development and feedback.

5. Do You Have To Do Non-Assessment Assignments/Tasks?

Yes! One of the conditions of completing a course satisfactorily is that the student must apply themselves **with diligence and sustained effort** to the set tasks and experiences provided in the course by the school" (NESA, Teaching and Educational Standards ACE Manual 11.4). Class work and assignment work may also be based on mandatory experiences for the course as described by the Syllabus for that course and as such, attendance at school and the completion of all set class work and homework must be completed satisfactorily.

6. DISABILITY PROVISIONS FOR ASSESSMENT TASKS

If a student is entitled to disability provisions for examination periods and assessment tasks, it is their responsibility to request these provisions for any in-class tasks prior to the set date of the task. Students must apply for approval of Disability Provisions via the HT Welfare where a form and appropriate medical documentation need to be provided. The School and NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. Reading the examination questions, and/or
2. Communicating his or her responses

It is the responsibility of the student to inform their teacher they wish to use their pre-approved Disability Provision **at least one week prior to the scheduled date of the task.**

J. PRESENTATION OF SCHOOL ASSESSMENT AND REVIEW PROCEDURES

The School will submit assessment marks for each student to NESA prior to the HSC Examination. The School will use these marks to determine an order of merit for students in each subject. After the final Higher School Certificate paper a card from NESA will be issued to each student detailing his/her position within the school group for each Board course presented. In line with NESA' policy, students will not be told their actual assessment mark as determined by the School, nor will the order of merit lists produced by the School for each course be published.

Students will be able to request a review of their assessment ranking if they consider:-

- a) Their position in the school group for any Board course is not consistent with their expectations, based on their performance compared with other students.
 - b) The weightings specified by the school in the assessment program for the course do not conform to the Board's requirements.
 - c) The procedures used by the School for determining the final assessment mark do not conform to the stated assessment program. In particular, weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
 - d) There have been computational or other clerical errors in the determination of the assessment mark.
- Such a review will not involve a reconsideration of a teacher's judgment of the worth of any individual assessment task such as a test, assignment or project.

Any review will be conducted before the end of November. The review will be carried out by the School Assessment Committee which will have the power to co-opt additional members where necessary. Following the review, all students receiving an assessment review will be provided with the school's decisions and the reason for that decision.

Any request for a review of assessment ranking should be made in writing to the Principal with reasons clearly stated. This must be done immediately after the receipt of the card after the final Higher School Certificate.

K. WHAT IS MALPRACTICE?

All work submitted must be the student's own original work. Students should familiarise themselves with the NESA website <http://educationstandards.nsw.edu.au> which is designed to assist students develop ethical practices when using information for their Higher School Certificate studies.

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large contribution from another person, such as a parent/caregiver, coach or subject expert, that is not acknowledged
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

The examples above are generally referred to as plagiarism.

Plagiarism refers to using the language, ideas or work of others and representing them as your own. This may be done unintentionally through poor referencing technique or it may be done intentionally.

Consequences of malpractice

The consequences of proven malpractice can be quite serious. Depending on the circumstances of the case, ZERO marks may be awarded for the task, the task may not be certified by the school when submitted to NESA for external marking or the student may be deemed ineligible for the award of the HSC in that course.

Students have the responsibility to:

- familiarise themselves and comply with the assessment policies of the School and NESA complete all set tasks
- understand what malpractice is and avoid all acts which could be considered as malpractice
- seek assistance from appropriate sources when additional skills or information are required
- notify a teacher if a group member is not contributing fairly to the development of group work
- ensure that all sources of information are appropriately acknowledged
- follow up any issues with individual tasks at the time they are marked and returned

What is plagiarism?

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it will jeopardise your HSC exam results.

NOTE: It is important to have support from teachers, parents/caregivers and friends when you are working on your assessments, but you must not let them do your work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.

NAME:

COURSE:

TEACHER:

CLASS:

ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER:

FACULTY:

DUE DATE:

/ /

GRADE:

ANNUAL WEIGHTING:

COMMENTS:

I declare the material submitted is all my own work.

Student Signature

GALSTON HIGH SCHOOL SUBMISSION OF ASSESSMENT MATERIAL

NAME:

COURSE:

TEACHER:

CLASS:

ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER:

FACULTY:

DUE DATE:

/ /

I have received the above mentioned assessment task/ material.

Teacher Signature

NAME: _____

COURSE: _____

TEACHER: _____

CLASS: _____

ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER: _____

FACULTY: _____

DUE DATE: / /

	Student Name	Notice Received (Date/Student Signature)	Task Submitted (Date/Student Signature)	Task Returned (Date/Student Signature)
1				
2				
3				
4				
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Appendix 2



Year 10 RoSA / Preliminary / HSC Assessment Task

Explanation of absence from an assessment task

Absent on the day of an assessment task



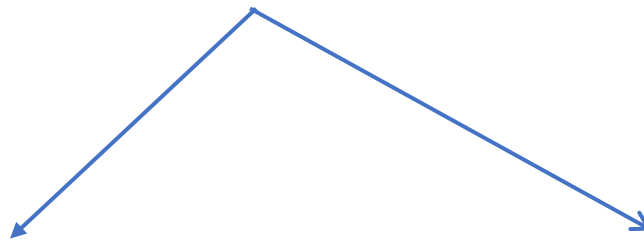
Completion of form needed to explain absence from an assessment task.
You have evidence of circumstances that have impacted upon your final



Form submitted to class teacher with associated evidence upon immediate return to school



All applications reviewed within a 24-hour period. The student and class teacher will be informed of the outcome request.



Successful Application

1. Determination that student is not penalised and mark allocated.
OR
2. Student completes task on return date or has a new date allocated for the task
OR
3. Estimate given based on evidence (to be finalised at the end of the course based on performance across the course)

Unsuccessful Application

1. Student is informed that they have received a zero (0) mark and an 'N' warning for the assessment task if it is not submitted by the due date
2. Students referred to Assessment Registrar for advice of appeal if task not handed in on the due date.
3. KLA Head Teacher completes data record entry onto Sentral.

Student Name: **Year:** 10/11/12 **Task Due Date:**

Subject: **Class Teacher:**

Assessment task Description:
.....

Explanation for absence from task:

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

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe)

Student Signature: **Date:**

Parent/Care Provider Signature: **Date:**

Panel Recommendation:

Panel consists of Principal, Deputy Principal, Assessment Registrar and Faculty Head Teacher

- Upheld Declined

Panel Comments:

.....
.....

Assessment Registrar Signature: **Date:**

HSC Deputy Principal Signature: **Date:**

Student Signature: **Date:**

Sentral Entry - Data Record:

- Entry Number: Paper work uploaded: Yes / No

Appendix 3



Year 10 RoSA / Preliminary / HSC Assessment Task Illness or Misadventure Appeal Form

You believe you have evidence of circumstances that have impacted upon your final assessment task result. You have evidence of circumstances that have impacted upon your final assessment task result.

See Mrs Andrus for advice on the appeal and discuss procedures associated with the appeals.

Submit appeal form to Mrs Andrus **within one week** of the students having the task returned to them

All applications reviewed within a 24-hour period. The student and KLA Head Teacher will be informed of the outcome request.

Successful Application

1. Determination that student is not penalised and mark allocated.
OR
2. Student mark re-evaluated and recorded in faculty mark book
OR
3. Student completes task on return date or has a new date allocated for the task
OR
4. Estimate given based on evidence (to be finalised at the end of the course based on performance across the course)

Unsuccessful Application

1. Student is informed that they have received a zero (0) mark for the assessment task
2. The task must be submitted to demonstrate they have achieved the course outcomes.

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Year 10/Preliminary/HSC Assessment Task Illness or Misadventure Appeal Form

This form is to be submitted to Mrs Andrus within one week of the students having the task returned to them.

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the **Assessment Registrar (Mrs Andrus)**.

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student

Student Name: **Year:** 10/11/12 **Task Due Date:**
Subject: **Class Teacher:**
Assessment task Description:

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task (to be completed by the student):

.....

.....

.....

.....

.....

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Assessment task feedback form
- Assessment task marking criteria form
- Other (please describe)

Was the task completed? Yes No

Did you notify the KLA HT and / Assessment Registrar that you were submitting an
Illness/Misadventure prior to or during the task? Yes No

If yes, then who?

Student Signature: Date:

Parent/Care Provider Signature: Date:

Panel Recommendation:

Panel consists of Principal, Deputy Principal, Assessment Registrar, and Faculty Head Teacher

- Upheld
- Declined

Panel Comments

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

Assessment Registrar signature: Date:

KLA Head Teacher signature: Date:

HSC Deputy Principal signature: Date:

Student Signature: Date:

Sentral Entry - Data Record:

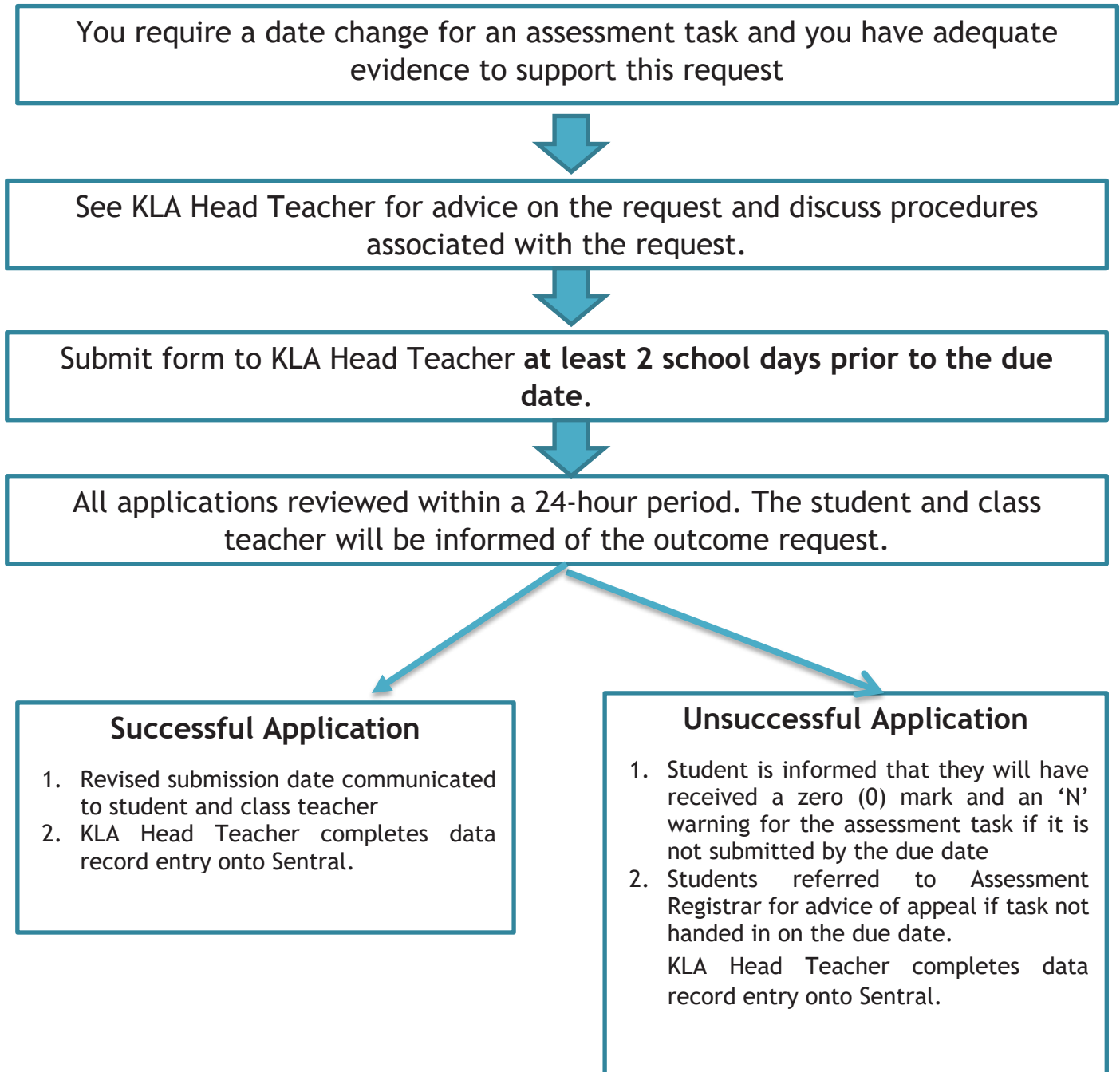
- Entry Number:.....
- Paper work uploaded: Yes / No

Appendix 4



Year 10 RoSA / Preliminary / HSC Assessment Task

Request for an extension of time / alternate date to complete task.



This form is to be submitted to the KLA Head Teacher at least two (2) school days prior to the due date

Student Name: **Year: 10/11/ 12 Task Due Date:**

Subject: **Class Teacher:**

Assessment task Description:

Reason for Application (please tick):

- Absent on the day assessment task will be due, as a result of illness (medical documentation required)
- Absent on the day assessment task will be due, as a result of exceptional circumstances
- Other school commitment on the day of an assessment task
- Other

Detail needs to be provided in relation to the request for an extnesion of time (to be completed by the student):

.....

.....

.....

.....

.....

Attach appropriate documentation (please tick and complete relevant information)

- Evidence of work completed on task so far (soft or hard copy) Statutory Declaration
- Medical Certificate
- Supporting Letter from parent / care provider
- Other (please describe)

Student Signature:

Date:

Parent/Care Provider Signature:

Date:

KLA Head Teacher Recommendation:

- Upheld -
- New date for assessment task to be submitted / completed

KLA Head Teacher comments - (if applicable)

.....

.....

.....

.....

- Declined

KLA Head Teacher comments

.....

.....

.....

.....

Student Signature:

Date:

KLA Head Teacher Signature:

Date:

Sentral Entry - Data Record:

- Entry Number:
- Paper work uploaded: Yes / No

SUBJECT ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

AGRICULTURE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TYPE		Practical Assessment with Research	Farm Case Study (Report)	Formal Examination
OUTCOMES ASSESSED		P1.1, P1.2, P2.1, P4.1	P2.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10 2018	TERM 3 WEEK 1 2018	TERM 3 WEEK 9 OR 10 2018
Knowledge and understanding of course content	40%	5%	5%	30%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	20%	10%
Skills in effective research, experimentation and communication	20%	10%	10%	
TOTAL	100%	25%	35%	40%

ANCIENT HISTORY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TYPE		Source Analysis	Historical Investigation	Yearly Examination
OUTCOMES ASSESSED		AH11-1, AH11-3, AH11-5, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 10 2018	TERM 2 WEEK 8 2018	TERM 3 WEEK 9/10 2018
Knowledge and understanding of course content	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 of historical understanding in appropriate forms	20%		10%	10%
TOTAL	100%	30%	30%	40%

BIOLOGY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Practical Investigation	Depth Study	Yearly Exam
OUTCOMES ASSESSED		BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-4, BIO11-5, BIO11-6, BIO11- 7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 7 2018	TERM 3 WEEK 6 2018	TERM 3 WEEK 9/10 2018
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

BUSINESS STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Nature of Business Report - Research a business	Research and in-class extended response - Business Management	Final Preliminary Examination
OUTCOMES ASSESSED		P1, P2, P7, P6, P9	P4, P5, P8, P9, P10	P3, P6, P8, P9, P10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 9 2018	TERM 2 WEEK 10 2018	TERM 3 WEEK 9/10 2018
Knowledge and Understanding of the content	40%	10%	10%	20%
Stimulus Based Skills	20%		5%	15%
Inquiry and Research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	10%	5%	5%
TOTAL	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Essay / Oral Presentation Individuals & Groups	Case Study - Families and Communities	Yearly Examination
OUTCOMES ASSESSED		P2.1, P2.3, P4.2	P2.4, P3.1, P4.1, P6.1	P1.1, P1.2, P3.2, P6.1, P6.2
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 2 WEEK 7 2018	TERM 3 WEEK 4 2018	TERM 3 WEEK 9/10 2018
Resource Management	20%			20%
Individuals & Groups	40%	30%		10%
Families & Communities	40%		30%	10%
TOTAL	100%	30%	30%	40%

CHEMISTRY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Practical Investigation	Depth Study	Yearly Examination
OUTCOMES ASSESSED		CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 WEEK 10 2018	TERM 3 WEEK 9/10 2018
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

DRAMA		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Group Devised Performance	Stanislavski and Duologue	Director's Portfolio
OUTCOMES ASSESSED		P1.1, P1.2, P1.6, P1.7, P2.1, P2.3, P2.4, P2.5, P2.6	P3.1, P3.2, P2.6,, P1.2, P1.5, P3.3	P2.4, P3.1, P3.2, P2.6, P1.5, P1.2
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 9 2018	TERM 2 WEEK 9 2018	TERM 3 WEEK 8 2018
Improvisation, Play building and acting	30%	20%	10%	
Elements of Production	40%	10%		30%
Theatrical Traditions and Performance Styles	30%		20%	10%
TOTAL	100%	30%	30%	40%

EARTH & ENVIRONMENTAL SCIENCE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Report	Depth Study	Yearly Examination
OUTCOMES ASSESSED		EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8	EES11/12-3, EES11/12-4, EES11/12- 5, EES11/12-7, EES11-9	EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11-8, EES11-9, EES11-10, EES11-11
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 9 2018	TERM 2 WEEK 9 2018	TERM 3 WEEK 9/10 2018
Skills in Working Scientifically	60%	20%	25%	15%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	35%	35%

ECONOMICS		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Research: Comparing similarities and differences in economies	Research and Skills: Markets and Labour Markets	Yearly Examination
OUTCOMES ASSESSED		P1, P2, P4, P7, P9, P10, P12	P1, P2, P3, P5, P6, P8, P10, P11, P12	P1, P2, P3, P5, P6, P7, P8, P9, P11
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 10 2018	TERM 2 WEEK 10 2018	TERM 3 WEEK 9-10 2018
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of economic information, ideas and issues	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%

ENGINEERING STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Engineering Fundamentals analysis (Espresso Machine)	Engineering Solution and Report (Bio medical)	Yearly Examination
OUTCOMES ASSESSED		P1.2, P2.1, P3.2, P6.1, P6.2	P1.2, P2.1, P2.2, P5.1, P5.2, P6.1, P6.2, P3.1, P3.2	P1.1, P1.2, P2.1, P3.1, P4.2, P3.3, P4.3
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 7 2018	TERM 3 WEEK 6 2018	TERM 3 WEEK 9/10 2018
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20%	20%	
TOTAL	100%	30%	30%	40%

ENGLISH ADVANCED		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Imaginative text with reflection	Critical Response	Multi-modal presentation
OUTCOMES ASSESSED		1, 4, 5, 9	3, 5, 6, 7	2, 4, 7, 8
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 WEEK 8 2018	TERM 3 WEEK 8 2018
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH STANDARD		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Imaginative text with reflection	Multi-modal presentation	Critical Response
OUTCOMES ASSESSED		1, 4, 5, 9	2, 4, 7, 8	3, 5, 6, 7
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 WEEK 8 2018	TERM 3 WEEK 8 2018
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH EALD		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Imaginative text with annotations	Critical response (with listening)	Multi-modal presentation
OUTCOMES ASSESSED		1A, 3, 4, 5, 6	2, 3, 4, 7, 8	1A, 1B, 2 5, 9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 WEEK 8 2018	TERM 3 WEEK 8 2018
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH EXTENSION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Critical response	Imaginative Composition	Multi-modal presentation
OUTCOMES ASSESSED		1, 2, 3, 5	2, 3, 6	1, 2, 3, 4, 5
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 9 2018	TERM 2 WEEK 9 2018	TERM 2 WEEK 9 2018
Knowledge and understanding of texts and why they are valued	50%	15%	15%	20%
Skills in complex analysis, composition and investigation	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Multi-modal presentation	Written Exam	Portfolio
OUTCOMES ASSESSED		1, 2, 5, 8	1, 2, 3, 4	4, 6, 7, 9, 10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 WEEK 8 2018	TERM 3 WEEK 8 2018
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

INDUSTRIAL TECHNOLOGY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Document Box & Folio	Preliminary Project (Bedside table & Folio)	Yearly Examination
OUTCOMES ASSESSED		P1.2, P2.1,		
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 11 WEEK 1 2018	TERM 3 WEEK 6 2018	TERM 3 WEEK 9/10 2018
Knowledge and understanding of course content	40%			40%
Knowledge and skills in the management, communication and production of products	60%	30%	30%	
TOTAL	100%	30%	30%	40%

INVESTIGATING SCIENCE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Depth Study	Model	Yearly Examination
OUTCOMES ASSESSED		INS11/12-1, INS11/12-2, INS11/12-3 INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9	INS11/12-4, INS11/12-6, INS11/12-7, INS11-10	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11- 10, INS11-11
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 9 2018	TERM 2 WEEK 9 2018	TERM 3 WEEK 9/10 2018
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

LEGAL STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		The Legal System: Research Task	Law Reform and webquest and in-class essay	Final Preliminary Examination
OUTCOMES ASSESSED		P1,P2, P3, P8, P9	P4, P5, P7, P8, P9, P10	P1, P2, P4, P5, P6, P7, P9, P10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 3 WEEK 2 2018	TERM 3 WEEK 9-10 2018
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information and ideas in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%

ADVANCED MATHEMATICS		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Topic Test	Project	End of Course Examination
OUTCOMES ASSESSED		P2, P3, P4, P5	P2, P3, P4, P5	P1, P2, P3, P4, P5, P6, P7, P8
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 7 2018	TERM 2 WEEK 5 2018	TERM 3 WEEK 9/10 2018
Concepts, skills and techniques	50%	15%	15%	20%
Reasoning and communication	50%	15%	15%	20%

MATHEMATICS EXTENSION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Topics Test	Project	End of Course Examination
OUTCOMES ASSESSED		PE2 - PE3, PE6	PE2 - PE3, PE6	PE1 - PE6
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 WEEK 7 2018	TERM 3 WEEK 9/10 2018
Concepts, skills and techniques	50%	15%	15%	20%
Reasoning and communication	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MATHEMATICS STANDARD 2		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Topics Test	Project	End of Course Examination
OUTCOMES ASSESSED		MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8, MS11-9, MS11-10	MS11-1, MS11-10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 7 2018	TERM 2 WEEK 5 2018	TERM 2 WEEK 9/10 2018
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MODERN HISTORY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Source Based In-class Test Romanov's	Historical Investigation Essay	Yearly Examination
OUTCOMES ASSESSED		MH11-1, MH11-2, MH11-3, MH11-5, M11-6	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 10 2018	TERM 3 WEEK 2 2018	TERM 3 WEEK 8/9 2018
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%		10%	10%
TOTAL	100%	25%	35%	40%

MUSIC		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Composition Portfolio and Musicological Research Topic 1 Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic	Performance and Viva Voce Topics 2 and 3 Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances	Aural Skills Responses to four aural excerpts using a range of concepts
OUTCOMES ASSESSED		P2, P3, P6, P7, P8	P1, P4, P5, P6	P4, P5, P7, P8
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 10 2018	TERM 2 WEEK 9 2018	TERM 3 WEEK 9/10 2018
Performance	25%		25%	
Composition	25%	25%		
Musicology	25%	10%	15%	
Aural Core	25%			25%
TOTAL	100%	35%	40%	25%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Better Health for Individuals Research Task	Body in Motion In Class Task	Yearly Examination
OUTCOMES ASSESSED		P2, P3, P4, P15, P16	P7, P8, P9, P16, P17	P10, P12, P16
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 11 2018	TERM 3 WEEK 1 2018	TERM 3 WEEK 9/10 2018
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

PHYSICS		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Practical Investigation	Depth Study	Yearly Examination
OUTCOMES ASSESSED		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, 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
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 2 WEEK 5 2018	TERM 3 WEEK 6 2018	TERM 3 WEEK 9/10 2018
Skills in Working Scientifically	60%	20%	30%	10%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	40%	30%

SOCIETY AND CULTURE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Social and Cultural World Research Report	Application of Research Methodologies Mini PIP	Final Examination
OUTCOMES ASSESSED		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 3 WEEK 5 2018	TERM 3 WEEK 8/9 2018
Knowledge and understanding of course content	50%	10%	15%	25%
Application and Evaluation of Social and Cultural Research Methods	30%	10%	15%	5%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
TOTAL	100%	30%	35%	35%

SOFTWARE, DESIGN & DEVELOPMENT		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Case Study	Algorithm Design and Programming Project	Preliminary Examination
OUTCOMES ASSESSED		P1.3, P2.1, P2.2, P4.1 & P4.2	P1.1, P1.2, P1.3, P3.1, P4.1, P4.2, P4.3, P5.1, P5.1, P6.1, P6.2 & P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.3, P5.1, P6.1 & P6.3
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 3 WEEK 5 2018	TERM 3 WEEK 9/10 2018
Knowledge and understanding of course content	50%	15%	15%	20%
Knowledge and skills in the design and development of software solutions	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

SPORT, LIFESTYLE AND RECREATION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Games & Sports Application 1 Research Task + Practical	Athletics In class Task + Practical	Yearly Examination
OUTCOMES ASSESSED		3.1, 4.1, 4.4, 5.2	1.1, 1.3, 2.5, 5.5	1.2, 2.1, 3.6, 4.5
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 8 2018	TERM 2 Practical - Athletics carnival date In class task WEEK 2 2018	TERM 3 WEEK 9/10 2018
Knowledge and understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

VISUAL ARTS		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
PRELIMINARY 2018 ASSESSMENT TASKS		Practical Examination: Body of Work Development	Examination	Body of Work Development
OUTCOMES ASSESSED		P1, P3, P6, P8, P9, P10	P1, P2, P3, P4, P6	P7, P8, P9, P10, P1, P2, P3, P4, P5, P6
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 10 2018	TERM 2 WEEK 10 2018	TERM 3 WEEK 9/10 2018
Art Making	50%	15%	15%	20%
Art Criticism and Art History	50%	20%		30%
TOTAL	100%	35%	15%	50%

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical task to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

2. Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g., Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the ATAR.

As with all HSC courses, NESAs (BOS) procedures apply to all VET Courses. (Refer to school BOS procedures)

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESAs separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded.

No Assessment mark for VET Courses is required by NESAs. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3. Work placement

Work-placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace
- Holistic unit (Hospitality)-12 SERVICE PERIODS

Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired on the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies.

A student may apply to use their paid part-time work to satisfy some or all of the mandatory work placement hours, by following the recognition and prior learning guidelines

4. Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to School Assessment Booklet.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.

School Name: Galston High School
 COURSE: Preliminary Construction

Student Competency Assessment Schedule
 2018

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Yearly Examination
		Safety	Organise to Communicate	Reading Plans and Calculating	
		Week: 3 Term: 1, 2018	Week: 10 Term: 2, 2018	Week: 7 Term: 3, 2018	
Code	Unit of Competency				
CPCCWHS1001	Prepare to work safely in the construction industry	X			
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X			
CPCCCA2002B	Use carpentry tools and equipment	X			
CPCCCM1012A	Work effectively and sustainably in the construction industry	X			
CPCCCM1013A	Plan and organise work		X		
CPCCCM1014A	Conduct workplace communication		X		
CPCCCM2001A	Read and interpret plans and specifications			X	
CPCCCM1015A	Carry out measurements and calculations			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

Week: Term:

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

Assessment Events for Certificate II Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	Yearly Examination
		Week: 9 Term: 1, 2018	Week: 10 Term: 2, 2018	Week: 7 Term: 3, 2018	Week: 9-10 Term: 3, 2018
Code	Unit of Competency				
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

Half Yearly Examination 2016

Week:

Term:

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

PRELIMINARY 2018 ASSESSMENT TASKS

Note - some senior courses require Depth Studies. For these tasks students will need to undertake ongoing investigation/activities over a period of time. Teachers will advise relevant class of draft submission due dates to ensure monitoring of student diligence and effort.

WK	TERM 1 - 2018	TERM 2 - 2018	TERM 3 - 2018
1			<ul style="list-style-type: none"> PDHPE - In class task Agriculture - Case Study
2		<ul style="list-style-type: none"> SLR-Inclass task and practical 	<ul style="list-style-type: none"> Legal Studies - in class essay Modern History - Essay
3	<ul style="list-style-type: none"> VET Construction-Cluster A 	CROSSROADS	
4			<ul style="list-style-type: none"> CAFS-CASE STUDY
5		<ul style="list-style-type: none"> Mathematics Advanced-project Mathematics Standard 2 - project Physics-Practical Physics-Depth Study 	<ul style="list-style-type: none"> Society and Culture-Mini PIP SDD - Project
6		<ul style="list-style-type: none"> Biology - Report and literacy review 	<ul style="list-style-type: none"> Engineering Studies-Report Industrial Technology-Folio prac Physics-Depth Study
7	<ul style="list-style-type: none"> Biology - Prac and data analysis Engineering Studies-Report Mathematics Advanced-exam Mathematics Standard 2 - exam 	<ul style="list-style-type: none"> CAFS-Essay/Oral Mathematics Ext-Project 	<p style="text-align: center;">Excursion Free (unless approved at exec meeting)</p> <ul style="list-style-type: none"> VET Construction-cluster C VET Hospitality-cluster C
8	<ul style="list-style-type: none"> Chemistry-Practical English Advanced-Reflection task English EALD-written task English Standard-Reflection task English Studies-Multimodal presentation Legal Studies-Research Mathematics Ext-Examination SLR-Research and Prac Society and Culture-Research report SDD-Case Study 	<ul style="list-style-type: none"> Ancient History - Investigation English Advanced-Critical Response English EALD-written and listening task English Standard-Multi-modal presentation English Studies-exam 	<p style="text-align: center;">Assessment and excursion free (unless approved at exec meeting)</p> <ul style="list-style-type: none"> Drama - Directors portfolio English Advanced-Multi modal presentation English EALD-written task-Multi-modal presentation English Extension-Multi-modal presentation English Standard-Critical response English Studies-portfolio
9	<ul style="list-style-type: none"> Bus Studies-Research Drama-group performance Earth and Env Science-Report English Extension-written task Investigating Science-Depth Study VET Hospitality - Cluster A 	<ul style="list-style-type: none"> Drama - research and duologue Earth and Env Science-Depth Study English Extension-imaginative composition Investigating Science-Model Music 1-Performance and Viva Voce 	<p>Yearly Examinations in later part of the week (Theory exams only)</p>
10	<ul style="list-style-type: none"> Agriculture - Practical with research Ancient History-Source Analysis Economics-research Modern History-In class exam Music 1-Portfolio and Research Visual Arts-case study/body of work 	<ul style="list-style-type: none"> Bus Studies-in class task Chemistry - Depth Study Economics-research VET Construction - Cluster B VET Hospitality - Cluster B Visual Arts - Exam 	<p style="text-align: center;">Yearly Examinations - Theory exams</p> <ul style="list-style-type: none"> Agriculture Ancient History Biology Business Studies CAFS Chemistry Earth and Env Science Economics Engineering Studies Industrial Technology Investigating Science Legal Studies Mathematics Advanced Mathematics Extension Mathematics Standard 2 Modern History Music 1 PDHPE Physics SDD SLR Society & Culture Visual Arts
11	<ul style="list-style-type: none"> Industrial Technology-Folio prac PDHPE-Research task 	HOLIDAYS	HOLIDAYS