

# CECIL HILLS HIGH SCHOOL



## Assessment Policy Handbook

Preliminary HSC 2024 - 2025

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## **Year 11 Assessment Policy - Preliminary Course 2024**

### **What is an Assessment?**

- A series of tasks which students undertake so the school can compile a mark to forward to NESA (NSW Education Standards Authority). This mark is used in the calculation of the final mark in the HSC Course.
- It is a mark compiled by the school, which measures students' achievement relative to other students throughout each course studied.

### **Why have School Assessments?**

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination result.

### **What will be Assessed?**

- Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance, and the ability to evaluate thinking.

### **How will these Assessments be made?**

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedules):

- |                      |                              |                          |
|----------------------|------------------------------|--------------------------|
| • Oral / Aural Tests | • Practical Work             | • Assignments            |
| • Class Test         | • Fieldwork                  | • Research               |
| • Reports            | • Lectures and Presentations | • Practical Examinations |
| • Extended Response  | • Class Notes                | • Formal Examinations    |
| • Depth Studies      | • Portfolios                 |                          |

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

## Stage 6: School Assessment Policy

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### A. Schedule of Assessment Tasks:

- Tasks will occur frequently throughout the course, starting in Term 4, 2023, at the start of Year 12 courses.
- All students will be emailed an Assessment Schedule Handbook indicating the assessment week(s) for each HSC course. The assessment schedule will also be located on the Year 12 Google Classroom. Students may request a hard copy from the Deputy Principal. Students will confirm their understanding of the assessment policy handbook requirements through the submission of a google form by week 4, Term 4.
- Students may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

### B. Satisfactory Completion of Courses:

This will occur when the student has:

- Followed the course developed/endorsed by NESA.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved the course outcomes.

Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the student and parent/carer in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given in writing. Students whose **attendance** is poor may not satisfy course completion criteria. The principal is the final arbitrator on any matters that arise regarding the final HSC Assessments.

### C. Failure to complete an Assessment Task – Zero Mark:

- Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated. Late submission of assessment items **will receive zero** unless there are extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher. (See point D). A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student may be N-Determined and therefore not able to be awarded an HSC.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.

## Stage 6: HSC School Assessment Policy

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- Students who complete assessment tasks or study for assessment tasks during other classes on the due date are jeopardising their HSC and will be referred to the Deputy Principal for disciplinary action.
- Students found guilty of malpractice will receive a zero mark for that component of the task, or the entire task, as determined by the Faculty Head Teacher after a discussion with the Deputy Principal. (See point F)

### D. Absent for an Assessment Task:

- **If a student is absent for a task, they must** see their teacher or Head Teacher on the **first day they return** to school and hand in a completed **Misadventure Form (available at the back of this handbook)**. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate.
- A student must attend school and **all set classes for the full day of an assessment task**, unless there are very extenuating circumstances. A student who attends only for the task itself or just to submit the task is jeopardising their HSC. The student must submit a misadventure form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday will not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.
- If a pattern of non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- Copies of all completed misadventure forms must be given to the Faculty Head Teacher by the student. The Head Teacher will pass them onto the relevant Deputy Principal after informing the student of their determination and recording the decision on Sentral. The Deputy Principal will place the form in the student's file.

### E. Invalid or Unreliable Tasks:

- In the unlikely event that a task or components of a task, are deemed to be invalid or unreliable, the Senior Executive will determine whether the task will form part of the assessment for the course or if an additional component or alternative task will be issued.

### **F. Malpractice (e.g., cheating, copying) in Assessment Tasks:**

- Students have completed the mandatory HSC All My Own Work program. Students are reminded that all work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will receive a zero mark.
- Students should take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also receive a zero mark.
- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for that component of the task or the entire task, depending on the circumstance. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the Course.
- Students are encouraged to use technology as a tool for learning and research but are not to use it to gain an unfair advantage. Students are prohibited from using Artificial Intelligence (AI) programs (such as Chatbots) or any other automated means to complete or perform academic tasks unless otherwise directed by their teacher. The use of AI or other technology to assist in the completion of assignments must be disclosed and approved before submission. In the case of suspected plagiarism students will be required to provide evidence that all unacknowledged work is entirely their own.
- Students must, act responsibly with honesty and integrity when undertaking their own work and not falsify their academic work.

### **G. Use of Technology**


- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task or print the task off before the due date. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated.
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Google classroom is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers. The school uses a range of plagiarism detectors to guard against accidental or intentional malpractice.

## Stage 6: HSC School Assessment Policy

- Any assessment task which is plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.

### Appeals Process

- If students disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher. A Misadventure/ Appeal Form with evidence may be requested by the Head teacher before their decision is made. **(A copy of the Misadventure/Appeal form can be found at the back of this handbook)**
- If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Deputy Principal Panel for a final determination.



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**Student Illness or Misadventure Appeal**  
**Higher School Certificate / Preliminary Course**

- This form is to be completed by students wishing to lodge an appeal for an assessment task in either the Preliminary or HSC Course.
- Students should not assume that an Illness or Misadventure appeal will be upheld by the school. Students should endeavour to complete the task or sit for an examination on the prescribed date, wherever possible.
- If you are able to attend for the assessment task, but feel that your performance has been affected through illness or misadventure, you should inform your class teacher (or the person supervising the task) **prior to** the commencement of the task. For a hand-in task, tell the person who is collecting the task.
- If you are not able to attend school on the day the task is due for completion, you should phone the school office on 9822 1430 and ask the office staff to inform your teacher of your absence.
- This form is to be completed and returned to the Head Teacher on the first day that you return to school. In the case of illness appeals, your medical certificate must cover absences up to the day you return to school. Students should refer to the Assessment Policy contained in the relevant Assessment Schedule Booklet for further information regarding Illness or misadventure appeals.

Students Name	Year	Roll Class

Course Name(s)	Task Type (e.g written, practical, research assignment)	Due Date

**Student Statement**  
I consider that my performance on the above mentioned task(s) has been affected by illness or misadventure. I ask for the school to consider my appeal on the grounds described on this form. I declare that the information supplied on this form is true.  
Students Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Disability Provisions

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**NESA** (NSW Education Standards Authority) may provide disability provisions for students in the HSC examinations. Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results. It is not embarrassing to apply for or use provisions.

- Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.
- Students may need provisions for:
  - A. A permanent condition, such as diabetes or reading difficulty.
  - B. A temporary condition, such as a broken arm, or
  - C. An intermittent condition, such as back pain when sitting for long periods.
- Principals have the authority to decide on and to implement Disability Provisions for school-based assessment including tests.
- Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

Cecil Hills HS will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

### **Applying for Disability Provisions**

- If you wish to seek disability provisions, you must speak to your Deputy Principal / HT Welfare / Year Adviser / Learning Support Team.
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need.
- Evidence will be evaluated against NESA criteria and approved if the criteria is met.
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled. This decision is in line with NESA requirements for schools.



# Disability Provisions

- Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled. This decision is in line with NESA requirements for schools.
- Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

The screenshot shows the NESA website interface. At the top, there is a dark blue header with the NSW Government logo and the Education Standards Authority name. A search bar is located in the top right corner. Below the header, a navigation bar contains links for 'KINDERGARTEN - YEAR 10', 'YEAR 11 - YEAR 12' (which is highlighted), 'TEACHER ACCREDITATION', 'REGULATION', 'ABOUT', and 'LOG IN'. The main content area is titled 'HSC' and 'DISABILITY PROVISIONS'. On the left, there is a sidebar with a list of links: 'About', 'Subject selection', 'Key dates and exam timetables', 'Student guide', 'Rules and processes', 'HSC: All My Own Work', 'Disability provisions' (which is highlighted), 'Applying for provisions', 'Needing provisions', 'Use of provisions', and 'Statistics and reports'. The main content area contains text explaining that disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. It also mentions that the provisions granted are solely determined by how the student's exam performance is affected. A callout box on the right side of the page provides a link to download and print the 'HSC disability provisions guide' (PDF 588KB) and lists the topics it covers: 'what you can apply for' and 'key messages'.

## Higher School Certificate (HSC) Minimum Standards

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All NSW students who complete the HSC in 2020 and beyond are required to demonstrate a minimum standard in literacy and numeracy. The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is assessed through a 45-minute online tests across three domains:

- An adaptive, multiple choice **reading** test
- An adaptive, multiple choice **numeracy** test
- A test for **writing** based on a written or visual prompt

To show they meet the standard, students need to:

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

From Year 10 onwards students get up to four times per year to sit each minimum standard reading, writing or numeracy test. At least 30 calendar days are required before re-attempting a test in the same domain. There are several support options within the school to assist students in achieving the minimum standard. Students must meet the HSC minimum standard in reading, writing and numeracy only once.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work, and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser.

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

Additional Information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/skill-level-required>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>

## Referencing Policy – Bibliographies

Assessments which require a Bibliography must include a list of all resources you have used in your research. Bibliographies could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).

**Need help?** Type ([sydneytafe.libguides.com/biblio](http://sydneytafe.libguides.com/biblio)) into your browser. This will take you straight to Sydney Tafe Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school library staff for assistance. The Library Moodle page also has referencing help as well.

Your bibliography should then be put into alphabetical order.

Examples of Bibliography Types:

### Books

Authors Surname, Initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

### Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	<a href="http://www.worldbank.org/en/country/china">http://www.worldbank.org/en/country/china</a>

The World Bank 2015, *Country at a Glance- China*, viewed 20<sup>th</sup> February 2015

### Newspaper Article

Author Surname, Initial	Year of Publication	Title of Article	Newspaper Name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

### YouTube Video

- Title (if part of an ongoing series, list the episode title first, then the series name)
- Year of recording
- Format
- Publisher/distributor
- Place of recording
- Date of recording (if applicable)

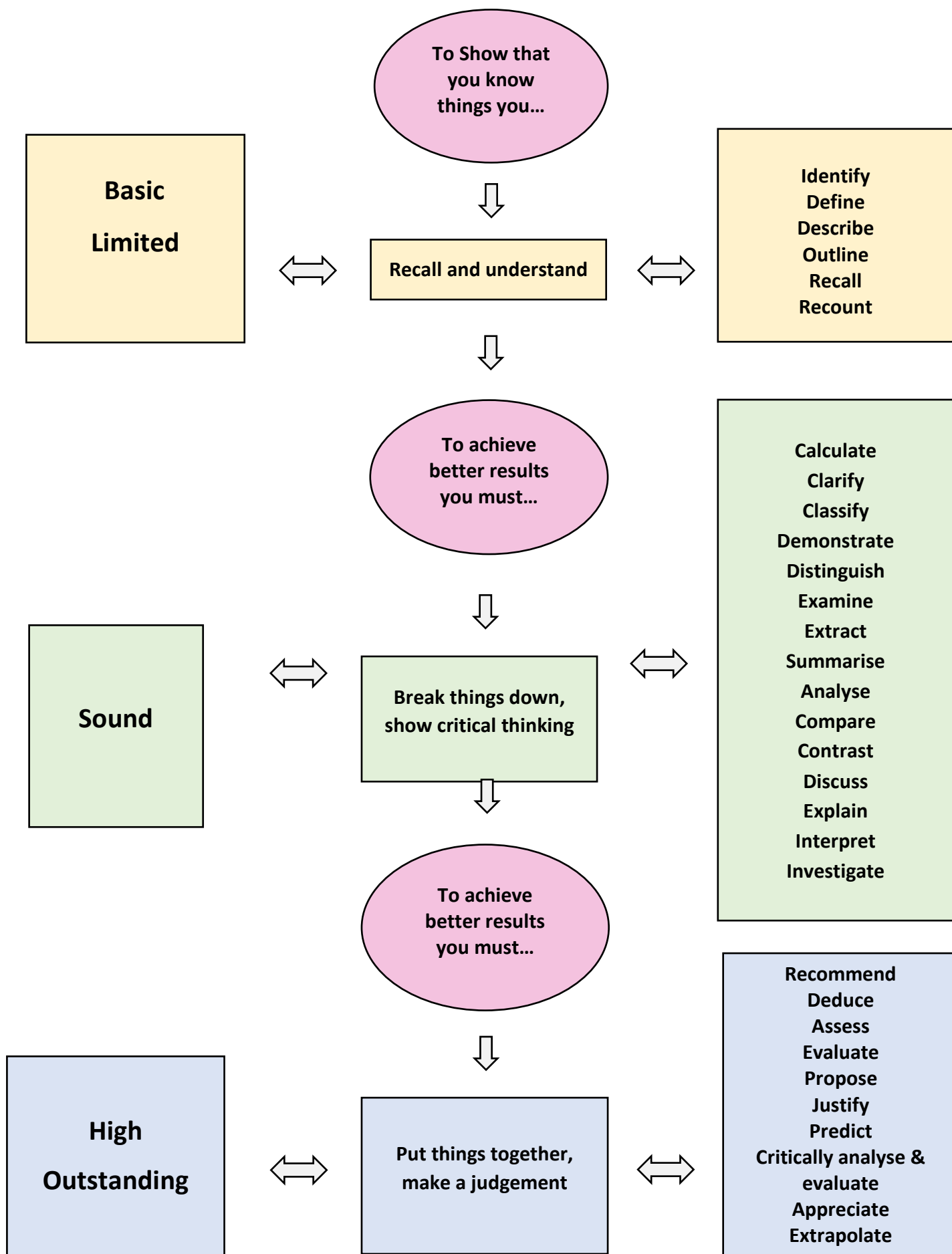
Fashion tales – Melbourne 2009, video, Channel 9 News  
Melbourne, 12 March, viewed 3 September 2011,  
<http://www.youtube.com/watch?v=sLWfRzgo4&NR=1>

#### Tips:

- A bibliography should appear on a separate page at the end of your work
- List in alphabetical order

## Key Words and Levels of Thinking Skills

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## Key Word Definitions

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<b>Account</b>	Account for: 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; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement 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 (analyse/evaluate)
<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 judgement 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 may 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

# Senior Students' Unsatisfactory Participation in Learning

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## Rationale:

A Senior Student at Cecil Hills High School is expected to apply sustained effort and diligence in all experiences always offered by the school so that course outcomes are met.

To accomplish this, students are expected to complete set tasks and assessments to a satisfactory standard.

It is encouraged that students seek assistance from their teacher to complete all tasks and should difficulties arise seek clarification prior to the work's due date.

Any work submitted must be your own unless the task requires a group effort.

## Procedure:

When a student is not meeting course requirements due to class work and/or assessment tasks, the following **6 step process** will follow:

1. Students **Classwork/Assessment Task** is deemed **unsatisfactory** by the classroom teacher. E.g., Incomplete, not submitted, plagiarised, non-serious attempt etc.



2. Misadventure Form – Declined or not submitted.



3. Teacher writes and sends home Preliminary (Yr 11) or HSC (Yr 12) **N Warning Letter**. This letter states the work the student needs to complete to satisfy course requirements. The teacher and HT will support the student to complete the task.

NOTE: **At least 2 Warning Letters** in a subject may result in a **N-Determination** for that course. In Year 12 this may mean not receiving a HSC.



4. The student is placed on a **Senior Improvement Program (SIP)** by the **Deputy Principal**.

When:	Every Tuesday (Until work is complete)
Where:	Senior Improvement Program - Library
Time:	12.10pm – 2:10pm
Supervising Teacher:	Senior Coordinator

(Continued on Next Page)

## Senior Students' Unsatisfactory Participation in Learning

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### 5.

- A copy of the Warning Letter is emailed to the student and parent.
- The original Warning Letter will be sent home via mail (NESA Requirement)

#### **The student is required to:**

- Let parents know about the SIP, which includes having the SIP notice signed and given to a senior coordinator at the time of the SIP.
- Come to SIP **prepared** to complete the set work, on the following Tuesday, or as indicated on the SIP notice.
- Continue attending every Tuesday until the work is complete and deemed satisfactory by the Classroom Teacher / Head Teacher.



### 6. What if...?

Student completes the work before the SIP?

- Student needs to submit work to the teacher and provide sufficient time to check and notify Deputy Principal or Senior Coordinator if satisfactory (Friday at the latest).

Student Fails to attend SIP?

- Senior Coordinator calls parent that afternoon to notify parent, or
- Student is placed on alternative after school detention, or
- Failure to complete alternative detention may result in a formal caution.

Student absent from school?

- As Per (2)

Student continually re-offends /doesn't complete Warning Letter requirements?

- a. Deputy Principal interviews student and notifies parent (Phone).
  - Strategies offered and expulsion process discussed.
  - Formal warning of Expulsion given (Letter 1)
- b. Deputy Principal interviews student and parent.
  - Alternatives to school discussed.
  - 7-day letter of Expulsion given (Letter 2)
- c. Principal Interviews student and parent
  - Student given alternatives /contract / Expelled (Letter 3)

## Senior Students Support

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The school provides support, advice, and strategies for our senior students. This is to assist all students to successfully complete both the Preliminary and HSC courses by:

- Establishing a Senior school culture based on academic success.
- Providing Senior students with a smooth transition to post-school world.
- Recognising and respecting Senior students as young adults and leaders of the school.
- Providing ongoing progress monitoring to students and parents.
- Recognising and celebrating achievement in a structured adult way.
- Creating a welfare and discipline system for Seniors that is distinct from the junior school.
- Identifying students experiencing difficulties with Senior school and assisting them in seeking solutions.

**The Senior Rights and Responsibilities (R & R)** are a code of conduct outlining the student's rights and his/her responsibilities to ensure a learning environment that supports diligence and sustained effort.

Students may be required to attend an interview with the Deputy Principal if they display:

- A documented pattern of non-satisfactory completion\*,
- Non serious attempts to meet course objectives\*, or
- Non-compliance with NSW Education Standards Authority (NESA) requirements for the award of a Higher School Certificate\*.

\* as per 8.4.1 in DET Suspension and Expulsion of School Students Procedures.

This may result in:

- Loss of senior privileges and/or
- Referral to support services (Careers, Counsellors, etc)
- Suspension/expulsion from school (serious breaches)



# Senior Students' Rights and Responsibilities Agreement



## Cecil Hills High School

*"We Believe in Success"*



### Senior Students' Rights and Responsibilities Agreement

\_\_\_\_\_ a Senior Student enrolled at Cecil Hills High School understand that my purpose for being at school is to achieve personal success.

Being a senior means enjoying the following Rights while accepting the following Responsibilities

Rights	Responsibilities
To learn in a safe environment	<ul style="list-style-type: none"><li>To act safely and encourage others to do so</li><li>To respect the property of others and of the school</li></ul>
To be treated fairly and with respect	<ul style="list-style-type: none"><li>To treat others fairly and with respect</li></ul>
To be recognised and valued as an individual	<ul style="list-style-type: none"><li>To value and respect each other's differences</li></ul>
To learn in an enjoyable environment	<ul style="list-style-type: none"><li>To come to school prepared and ready to learn</li><li>To help others to learn</li><li>To approach work in a positive way</li></ul>
To learn in a clean and healthy environment	<ul style="list-style-type: none"><li>To keep our school clean and help others to keep it clean</li><li>To keep our school a smoke free zone</li></ul>
To have privileges which are not extended to junior students	<ul style="list-style-type: none"><li>To use senior privileges maturely and in keeping with the school's rules</li><li>To act as positive role model for younger students</li></ul>
To be treated as a mature young adult	<ul style="list-style-type: none"><li>To conduct myself as a mature young adult</li><li>To treat staff with the respect due to professional adults</li></ul>
To achieve success and fulfil my academic potential	<ul style="list-style-type: none"><li>To complete all classwork, homework, and assessment tasks to the best of my ability</li><li>To make a sustained and genuine effort in all set tasks and experiences in each course, provided by the school</li></ul>
To expect that our school has an excellent reputation in our community	<ul style="list-style-type: none"><li>To speak positively about our school and be proud of it</li><li>To wear the senior uniform everyday</li><li>To follow the school's rules</li><li>To behave in a way that enhances our school's excellent reputation</li><li>To contribute and maintain a positive sense of school spirit</li></ul>

# Senior Study Privileges and Procedures Agreement

## Senior Students Privileges and Procedures Agreement

Cecil Hills High school will treat its Senior Students as mature and responsible individuals. This means that attitudes which reflect this status will be adopted by staff. At the discretion of the school, senior students will enjoy the following privileges providing the procedures are followed.

Year	Privilege	Procedure
Year 11 & Year 12	A distinctive Senior uniform	<ul style="list-style-type: none"><li>As per school rules</li></ul>
	Teacher supported study periods.	Report to the <b>Library</b> : <ul style="list-style-type: none"><li>Yr 12 – during periods 1,2 or 3 if the student drops a subject / does TAFE</li><li>Yr 11 - TAFE students only</li><li>Students may see other teachers during this time after making arrangements (signed teacher note) and then reporting to their study teacher during their study period with this note. E.g., Art, Wood</li></ul>
	Library, <ul style="list-style-type: none"><li>Senior research space</li><li>Access to computers &amp; resources during study periods</li></ul>	<ul style="list-style-type: none"><li>As per library rules</li></ul>
	Early finish on Tuesday, exceptions may apply e.g., Extension or SIP	<ul style="list-style-type: none"><li>Students may leave the school and go home</li><li>If W/L's outstanding students must go to SIP</li></ul>
	Senior Connect	<ul style="list-style-type: none"><li>Students to engage in private study</li></ul>
Year 12 Only & Year 11 Tafe	The ability to sign out early when no timetabled lesson for period 4.	<ul style="list-style-type: none"><li>A <b>parent letter</b> confirming days <i>leaving early</i> will be issued, signed &amp; returned via the Deputy Principal.</li><li>Students with no timetabled period 4 may sign out and go home or indicate where they are in the school (e.g., library, art room 1, etc), at the front office</li></ul>

The school will provide every support to assist its senior students in reaching their potential. Our aim is to make their time at Cecil Hills High School a positive, enjoyable, and beneficial experience while helping them to achieve personal success.

I accept the above agreement and understand the rights, responsibilities and privileges associated with being a Senior Student at Cecil Hills High School.

Student Signature: \_\_\_\_\_ Senior Coordinator & Date:

Parent Signature: \_\_\_\_\_

# Senior Study Period Expectations

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Senior students have the privilege of a study period when no lesson exists on their timetable. This occurs when a Yr 12 student drops a subject or for Yr 11/12 TAFE students. Study periods will be in the library with a support teacher.

## **Study Periods have the following Expectations:**

1. Normal library rules apply of noise level and procedures. i.e., No food.
2. Students must be engaged in schoolwork. That is, private or small group study.
3. Students may see subject teachers providing they have made a prior arrangement and have a note from the teacher. This needs to be shown to the study period teacher at the beginning of the study period. (e.g., Wood/Art projects).
4. **No phones at all** (Off and out of site always)
5. Students may use their device (i.e., laptop/iPad) to play music or research via earphones. However, if students are off task e.g., watching movies, playing games etc staff will take the student's headphones and/or device for the lesson (staff to record this on Sentral) and the student is expected to do other schoolwork. If this becomes a continual problem staff need to speak to the relevant Deputy Principal for further support and action.
6. Students can access the Careers Adviser or Counsellor during this time after obtaining permission from their study teacher. students are not using their time according to point 2. above:  
**Step 1** - Normal teacher intervention – move the student (e.g., on their own), ask them to take out alternate work, sit with you, negotiate to move the student to a junior class in F-Block, detention, call home etc.  
**Step 2** - Continual disobedience - speak to the relevant Deputy Principal for further support and action.
7. If students are not using their time according to point 2. above:  
**Step 1** - Normal teacher intervention – move the student (e.g. on their own), ask them to take out alternate work, sit with you, negotiate to move the student to a junior class in F-Block, detention, call home etc.  
**Step 2** - Continual disobedience - speak to the relevant Deputy Principal for further support and action.
8. If students need a computer:  
**Step 1** - Use the computers in the library if available.  
**Step 2** - Loan a computer through the library, student must have their library card.
9. Any concerns or questions are directed to:  
Year 12 Deputy Principal: Mrs Christine Lord      Yr 11 Deputy Principal: Miss Adia Sahid  
**Senior Coordinators:**  
Year 12 - Mr Matthew Evans  
Year 11 - Miss Noor Naim and Mr Callum Wilcox

### Equipment for the Examinations

A. You may only take equipment listed below into the examination room:

- Black pens
- Pencils, erasers, and a sharpener (use pencils where specifically directed)
- A ruler marked in millimetres and centimetres
- Highlighter pens
- A clear bottle of water
- A non-programmable watch, which you must take off, place in clear view on your desk and not touch during the exam. Programmable watches, including smartwatches, will not be allowed in the examination room.

B. All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.

C. It is your responsibility to be aware of, and provide, the equipment you can bring for each examination. If you are allowed a scientific calculator, check that it is on the approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.

You are not allowed to borrow equipment during examinations.

D. You must **NOT** bring any of the following into the examination room:

- A mobile phone or smartwatch
- Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g., iPads, etc), music players or electronic dictionaries.
- Paper or any printed or written material (including your examination timetable)
- Dictionaries, except where permitted in Language examinations.
- Correction fluid or correction tape.

E. You are expected to provide specific equipment (such as a calculator) for specific examinations. The list of equipment for specific HSC examinations is available on Students Online. Where equipment is listed for an examination, it means that there may be questions that require the use of this equipment. If an item is listed as optional, it means that there will not be questions for which the item is essential, but you may bring and use if you wish.

### Examination Room Procedures

- A. You must sit at the desk showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.
- B. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.
- C. Reading time for examination papers is as follows:
  - 10 minutes of reading time for Paper 1 of the examination in all 2-unit English courses
  - 10 minutes of reading time for all written modern Languages examinations for Beginners, Continuers, Heritage, Background Speakers and Extension courses
  - 5 minutes of reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult, but not annotate, your dictionary during reading time.

D. **You must:**

- Read the instructions on the examination paper, as well as all questions, carefully. Presiding officers and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- Write your examination centre number and student number on all writing booklets, question and answer booklets and answer sheets, unless that information is pre-filled.
- Write clearly, preferably with black pen. Pencil may be used only where specifically directed.
- Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
- Stop writing immediately when told to do so by the supervisor.
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.

## Information from NESA regarding Examinations

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- Complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before you leave the examination desk.

### E. **You must NOT:**

- Begin writing until instructed to do so by the presiding officer or supervisor.
- Write your name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other student.
- Leave the examination room during the examination, except in an emergency. If you must leave and want to return and resume the examination, you must be supervised while you are absent from the examination room.
- Leave (finish) the examination until one hour after the start of the examination. Note that some schools do not allow any student to leave the examination early.
- Leave (finish) the examination during the last 15 minutes of the examination.
- Remove an examination paper from the examination room. If you want to see an examination paper after the examination is over, you will need to speak to your teacher.

### **Conduct during the Examinations**

- A. You must follow the day-to-day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate.

Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.

- B. The presiding officer and supervisors oversee students:
- When assembling before an examination, during the examination and after the examination until all students have left. You must always follow the supervisors' instructions and behave in a polite and courteous manner.
  - All students must attend TAFE during the examination period. If their examination conflicts with TAFE they must attend the exam as a priority and notify the TAFE provider accordingly.

### C. **You must NOT:**

- Take a mobile phone or programmable watch or device, including smart watches or air pods into the examination room.
- Take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA.
- Speak to any person other than a supervisor during an examination.
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
- Attend an examination while under the influence of alcohol or illegal drugs.
- Take into the examination room, or refer to during the examination, any books or notes, this handbook, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable.
- Eat in the examination room, except as approved by NESA, e.g., for diabetic students.
- Take any writing booklets, whether used or not, from the examination room.

D. If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to NESA. The penalty may be cancellation of the course concerned, or of all courses, and consequently you may be ineligible for a Higher School Certificate.

E. If you do not make a serious attempt at an examination, you will not receive a result in that course. Cancellation of a course will make you ineligible for the award of the Higher School Certificate if this reduces your completed courses to less than 10 units. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the attention of NESA examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

F. Actions that may be illegal may be reported to the police.

### **Illness Misadventure Applications for Examinations**

- A. If illness or misadventure prevents you from attending an examination, or affected your performance in the examination, it is your right and responsibility to lodge an illness/misadventure application. You must inform the school or presiding officer prior to the exam commencing.
- B. Application forms and an Information Guide for Students are available from the presiding officer or your principal. These documents provide further details of application procedures. It is important that you follow the instructions provided.
- C. You must retain the acknowledgement slip from the illness/misadventure application form signed by the presiding officer or principal.
- D. The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. It does not cover:
  - Difficulties in preparation or loss of preparation time.
  - Alleged deficiencies in teaching.
  - Loss of study time or facilities prior to the formal study vacation.
  - Misreading of the timetable.
  - Misreading of examination instructions.
  - Failure to enter for the examination in the correct course.
  - 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.
  - Courses that are undertaken as a self-tuition student.
  - Attendance at a sporting or cultural event.
- E. It is important that you attend the examinations where possible, even in the case of illness/misadventure. NESA will not uphold an illness/misadventure application if the reason for your absence is not considered to be sufficiently serious. You should consult your principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your application, indicating why you were unable to attend the examination.




## Information from NESA regarding Examinations

- F. If your application is upheld, you will be awarded the higher of your examination mark and a mark derived from your assessment mark or unaffected components of your examination.
- G. You must lodge any illness/misadventure application for HSC written examinations with NESA shortly after the examination in question. Application for practical examinations, performances or submitted works must be lodged within one week of the date of the examination, performance, or submission.
- H. Late applications will be considered only in exceptional circumstances. You will be notified of the results of your application on the same day as the release of your examination results.

Further information can be found on the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

**NSW Education Standards Authority**

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**HSC**

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## Year 11 Assessment Schedule 2024

Term 1		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6	Ancient History, Modern History	
Week 7	Engineering	
Week 8	Chemistry, Food Technology, Geography, Industrial Technology, Mathematics Advanced, PDHPE, Physics	
Week 9	Biology, Business Studies, Economics, English Studies, Mathematics Extension 1, Music, Visual Arts	
Week 10	Community and Family Studies, Drama, English Advanced, English Standard, English Extension 1, Legal Studies, Mathematics Standard, Society and Culture, Sport, Lifestyle and Recreation	
Term 2		
Week 1	Design and Technology	
Week 2	Investigating Science	
Week 3		
Week 4		
Week 5	Engineering	
Week 6	Ancient History, Food Technology, Mathematics Extension 1	
Week 7	Design and Technology, Legal Studies, Visual Arts	
Week 8	Business Studies, Chemistry, Physics, Society and Culture	
Week 9	Community and Family Studies, English Studies, Investigating Science, Mathematics Advanced, Mathematics Standard, Modern History, Music, PDHPE, Sport, Lifestyle and Recreation	
Week 10	Drama, Economics, English Advanced, English Extension 1, English Standard	
Term 3		
Week 1		
Week 2	Biology, Geography	
Week 3		
Week 4		
Week 5		
Week 6	Industrial Technology	
Week 7	Sport, Lifestyle and Recreation	
Week 8		
Week 9	Drama English Studies & Music (Week 9 or 10)	Final Examinations Weeks 9-10
Week 10	English Extension 1	

# English Advanced

Task Number	Task 1	Task 2	Task 3	
Task Type	<b>Writing Portfolio</b>  Ready to Write Journal 20% Portfolio 20%	<b>Narratives that Shape our World</b>  (Multimodal Presentation)	<b>Final Examination</b>  Short answers and critical response	
Timing	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 10</b>	<b>Term 3</b> <b>Weeks 9-10</b>	
Outcomes Assessed	EE11-1, EA11-3, EA11-4, EA11-5, EA11-9	EE11-1, EA11-2, EA11-4, EA11-7, EA11-9	EE11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas, appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# English Standard

Task Number	Task 1	Task 2	Task 3	
Task Type	Writing Portfolio  Ready to Write Journal 20% Portfolio 20%	Interactive ICT Presentation  (Multimodal Presentation) Contemporary Possibilities	Final Examination  Short answers and critical response	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes Assessed	EN11-1, EN11-3, EA11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas, appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

# English Studies

Task Number	Task 1	Task 2	Task 3	
Task Type	<b>Mandatory Module</b>  Achieving through English: English and the Worlds of Education, Careers and Communities.  Letter of Application and Resume	<b>Elective Module C</b>  On the Road: English and the Experience of Travel  Present Travel Itinerary with multimodal response	<b>Classwork Portfolio</b>  All Modules  Variety of texts in relation to each module	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Weeks 9-10</b>	<b>Term 3 Week 8</b>	
Outcomes Assessed	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9	ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-8, ES11-9	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts communication of ideas, appropriate to audience, purpose and context across all modes	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# English Extension 1

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Task Number	Task 1	Task 2	Task 3	
Task Type	Imaginative Response and Reflection	Critical Response with Related Text	Trial HSC Examination	
Timing	Term 1 Week 5	Term 2 Week 5	Term 2 Weeks 3-4	
Outcomes Assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting %
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Ancient History

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Task Number	Task 1	Task 2	Task 3	
Task Type	Source Analysis	Historical Investigation	Final Examination	
Timing	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes Assessed	AH11-4, AH11-6, AH11-7, AH11-9	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-56 AH11-7, AH11-9	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15	0	20
Communication of historical understanding in appropriate forms	5	5	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Biology

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Task Number	Task 1	Task 2	Task 3	
Task Type	Depth Study	Skills Task	Final Examination	
Timing	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 9-10	
Outcomes Assessed	BIO11-1 TO BIO11-7 BIO11-11	BIO11-1 TO BIO11-8	BIO11-1 TO BIO11-7 BIO11-8 TO BIO11-11	
Components				Weighting %
Skills in working scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100
Edrolo Course Fee: \$25.00				



# Business Studies

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Task Number	Task 1	Task 2	Task 3	
Task Type	Topic Test	Business Research Task	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P3, P6, P8	P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	5	10	10	25
Inquiry and research	0	10	0	10
Communication of business information, ideas and issues in appropriate forms	5	10	10	25
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				

# Chemistry

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Task Number	Task 1	Task 2	Task 3	
Task Type	Depth Study	Secondary Sourced Investigation	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7, and CH11-8 to CH11-11	
Components				Weighting %
Skills in working scientifically	10	30	20	60
Knowledge and understanding	20	0	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				

# Community and Family Studies

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Task Number	Task 1	Task 2	Task 3	
Task Type	Value Survey	Sydney Odyssey Excursion (Week 6)	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P4.1, P4.2	P2.1, P2.3, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.3, P2.4, P3.2, P4.2, P5.1, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

# Design and Technology

Task Number	Task 1	Task 2	Task 3	
Task Type	Practical Project, Folio And Case Study	Practical Project, Folio	Final Examination	
Timing	Term 2 Week 1	Term 3 Week 7	Term 3 Weeks 9-10	
Outcomes Assessed	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1 P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1 P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.3, P5.2, P6.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the designing, managing, producing and evaluating design projects	25	25	10	60
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<b>Fees: \$85.00 (Includes \$20.00 Portfolio)</b>				

# Drama

Task Number	Task 1	Task 2	Task 3	
Task Type	Performance and Essay	Play Building and Logbook	Individual Project	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Outcomes Assessed	P1.3, P1.4, P1.6, P2.4, P3.1, P3.2, P3.3	P1.1, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.4, P2.5, P2.6	P1.1, P1.2, P1.5, P1.6, P2.3, P2.4, P2.6	
Components				Weighting %
Making	10	10	20	40
Performing	20	10	0	30
Critically Studying	5	10	15	30
Aural	0	10	15	25
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>
<b>Edrolo Course Fee: \$50.00</b>				

# Economics

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Task Number	Task 1	Task 2	Task 3	
Task Type	Topic Test	Research and Report Task	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P2, P4, P7, P10	P3, P7, P8, P9, P10, P12	P3, P5, P6, P8, P10, P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	5	0	15	20
Inquiry and research	0	20	0	20
Communication of economic information, ideas and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# Engineering

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Task Number	Task 1	Task 2	Task 3	
Task Type	Research Task	Engineering Report	Final Examination	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 9-10	
Outcomes Assessed	P1.1, P1.2, P2.1, P4.1	P2.1, P3.1, P3.2, P3.3, P3.4, P5.1, P6.1	P1.2, P2.1, P2.2, P3.1, P3.3, P4.2, P4.3, P6.2	
Components				Weighting %
Knowledge and understanding of course content	10	15	35	60
Knowledge and skills in research, problem solving, and communication related to engineering practice	15	20	5	40
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>
<b>Course Fee: \$35.00</b>				

# Food Technology

Task Number	Task 1	Task 2	Task 3	
Task Type	Research and Preparation Project	Investigation and Experimentation Task	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes Assessed	P1.1, P1.2, P4.1, P4.2	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1,	P1.2, P1.2, P2.2, P4.2 P4.4, P5.1	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	15	0	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15	0	30
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<b>Fees: \$220.00</b>				



# Geography

Task Number	Task 1	Task 2	Task 3	
Task Type	Research Task	Geographical Investigation	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 2	Term 3 Weeks 9-10	
Outcomes Assessed	GE-11-01, GE-11-02, GE-11-05, GE-11-07, GE-11-09	GE-11-03, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-08, GE-11-09	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	5	10	20
Geographical inquiry and research, including fieldwork	5	15	0	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Industrial Technology

Task Number	Task 1	Task 2	Task 3	
Task Type	Industry Identity Project	Mini Project	Final Examination	
Timing	Term 1 Week 8	Term 3 Week 6	Term 3 Weeks 9-10	
Outcomes Assessed	P1.2, P2.2, P3.1, P3.2, P3.3 P4.1, P5.1, P7.2	P1.1, P2.1, P4.1, P4.2, 4.3 P6.1, P6.2, P7.1	P1.1, P1.2, P2.1, P1.3, 4.3 P6.1, P7.1, P7.2	
Components				Weighting %
Knowledge and understanding of course content	10	15	15	40
Knowledge and skills in the design, management, communication and production or major project	25	25	10	60
<b>Total %</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100</b>
<b>Fees: Timber - \$120.00 Graphics - \$50.00</b>				

# Investigating Science

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Task Number	Task 1	Task 2	Task 3	
Task Type	Depth Study	Secondary Sourced Investigation	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7, and CH11-8 to CH11-11	
Components				Weighting %
Skills in working scientifically	10	30	20	60
Knowledge and understanding	20	0	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				

# Legal Studies

Task Number	Task 1	Task 2	Task 3	
Task Type	Research and Extended Response	Research and Report	Final Examination	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P4, P5, P6, P7, P8, P9	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	10	20	35
Analysis and evaluation	10	5	10	25
Inquiry and research	10	10	0	20
Communication of legal information, ideas, and issues in appropriate forms	5	5	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				

# Mathematics Advanced

Task Number	Task 1	Task 2	Task 3	
Task Type	In Class Test Algebraic Techniques Numbers and Surds	Assignment Functions and Relations	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	MA11-1	MA11-1, MA11-2, MA11-4 MA11-8, MA11-9	MA11-1, MA11-2, MA11-3 MA11-5, MA11-6, MA11-8 MA11-9	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem Solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100
Edrolo Course Fee: \$25.00				
*Individual topics in each assessment task are subject to change before the notification is issued.				

# Mathematics Standard

Task Number	Task 1	Task 2	Task 3	
Task Type	<b>Assignment</b>  Financial Mathematics Measurement	<b>In Class Test</b>  Algebra Linear Graphs Statistics	<b>Final Examination</b>	
Timing	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Weeks 9-10</b>	
Outcomes Assessed	MS11-3, MS11-4, MS11-5	MS11-1, MS11-2, MS11-9	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weighting %
Understanding, fluency, and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				
*Individual topics in each assessment task are subject to change before the notification is issued.				

# Mathematics Extension 1

Task Number	Task 1	Task 2	Task 3	
Task Type	In Class test  Functions Polynomials	Assignment  Permutations and Combinations	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-5	ME11-1, ME11-2, ME11-3 ME11-4, ME11-6, ME11-7	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem Solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100
Edrolo Course Fee: \$12.50				
*Individual topics in each assessment task are subject to change before the notification is issued.				

# Modern History

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Task Number	Task 1	Task 2	Task 3	
Task Type	Historical Report	Historical Investigation	Final Examination	
Timing	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	MH11-7, MH11-9, MH11-10	MH11-4, MH11-5, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-6, MH11-9	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	5	15	0	20
Communication of historical understanding in appropriate forms	10	5	5	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# Music

Task Number	Task 1	Task 2	Task 3	
Task Type	Performance and Musicology	Composition and Aural Skills	Final Examination (Performance and Aural Examination)	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P2, P4, P5, P6	P2, P3, P4, P5, P7, P8	P1, P4, P5, P6, P9, P10	
Components				Weighting %
Performance	10	0	15	25
Composition	0	25	0	25
Musicology	25	0	0	25
Aural	0	10	15	25
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<b>Edrolo Course Fee: \$65.00</b>				

# Personal Development, Health and Physical Education

Task Number	Task 1	Task 2	Task 3	
Task Type	Research Task – Case Study (Core 1)	In class Task - Analysis (Core 2)	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	P2, P3, P4, P16	P7, P8, P9, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P12, P15, P16, P17	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Physics

Task Number	Task 1	Task 2	Task 3	
Task Type	Practical Examination	Depth Study	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components				Weighting %
Skills in working scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				

# Society and Culture

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Task Number	Task 1	Task 2	Task 3	
Task Type	Research and Vodcast	Research and Report	Final Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P3, P6, P7, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P6, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information and issues in appropriate forms	10	5	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Sport, Lifestyle and Recreation

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Task Number	Task 1	Task 2	Task 3	
Task Type	Video Analysis and Practical  Games and Sports 1 & 11	Resistance Training Program and Practical  Resistance Training	Coaching Sessions And Practical  Sports Coaching and Training	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
Outcomes Assessed	1.1, 3.1, 4.4	1.1, 2.2, 3.2, 4.4	1.1, 1.3, 4.2, 4.4, 4.5	
Components				Weighting %
Knowledge and understating of course content	15	15	10	40
Skills outcomes and content	15	15	30	60
Total %	30	30	40	100

# Visual Arts

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Task Number	Task 1	Task 2	Task 3	
Task Type	Artwork, VAPD and Essay	Body of Work	Final Examination	
Timing	Term 1 Week 9	Term 3 Week 7	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P4, P7, P10	P2, P3, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30	0	50
Art Criticism and Art History	20	0	30	50
Total %	40	30	30	100
Course Fee: \$150.00				

## Vocational Education and Training (VET) Courses

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**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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited 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) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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 are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination.

## Vocational Education and Training (VET) Courses

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Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

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 and the course is suitable for their individual needs, knowledge and skills.

### Students Reviews/Appeals

Students have access to an appeal process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way, and
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET Supervisor (DP), the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.



## Vocational Education and Training (VET) Courses

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The panel will consider the reasons for the appeal and will make one of two decisions based on the evidence a student has submitted:

- The assessment did not follow the school policy and procedures relating to competency-based assessment. In this instance the student will be allowed to resubmit her evidence or be given an opportunity to be reassessed, or
- The assessment did follow the school policy and procedures relating to competency-based assessment. In this instance the determination will stand, and the student will not be allowed to resubmit or be given another opportunity for reassessment.

The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The RVEC will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to ASQA.



Education

Business Services

Qualification: BSB30120 Certificate III in Business Cohort 2024 - 2025

Training Package BSB Business Services Training Package

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Cecil Hills High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Let's get tech savvy		Task 2 Organising business safety		Task 3 Working in industry		EXAM (Optional)	
Code		Unit of Competency		Term 1		Term 2		Term 3	
<a href="#">BSBTEC201</a>		Use business software applications		x					
<a href="#">BSBTEC202</a>		Use digital technologies to communicate in the work environment		x					
<a href="#">BSBWHS311</a>		Assist with maintaining workplace safety				x			
<a href="#">BSBINS302</a>		Organise workplace information				x			
<a href="#">BSBXCM301</a>		Engage in workplace communication						x	
<a href="#">BSBOPS201</a>		Work effectively in business environments						x	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

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

**Course Fee: \$20.00**



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Cohort 2024 – 2025 Training Package CPC Construction, Plumbing and Services Training Package

School Name: Cecil Hills High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)	
			Term 1	Term 2	Term 3	Term 3	Week 9 or 10	
Code	Unit of Competency	HSC Examinable Unit						
CPCWHS1001	Prepare to work safely in the construction industry		X					
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X		X				
CPCCCM1011	Undertake basic estimation and costing				X			
CPCCOM1015	Carry out measurements and calculations	X			X			
CPCCOM2001	Read and interpret plans and specifications	X				X		
CPCCOM1013	Plan and organise work	X				X		

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

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

**Course Fee: \$160 (Includes White Card)**



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Cecil Hills High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please		Optional EXAM
Code	Unit of Competency	Term 2	Term 3		Week 9 or 10 Term 3
SITXFSA005	Use hygienic practices for food safety	X			
SITXWHS005	Participate in safe work practices	X			
SITXFSA006	Participate in safe food handling practices	X			
SITHCCC025	Prepare and present sandwiches	X			
SITXCCS011	Interact with customers		X		
SITXCOM007	Show social and cultural sensitivity		X		

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

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

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

**Course Fee: \$ 230.00 (Includes \$10.00 Uniform)**



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Cecil Hills High School

Assessment Schedule Year 11 - 2024

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		<b>Task 1 Safety in the kitchen</b>		<b>Task 2 Service please</b>		<b>EXAM (Optional)</b>	
						Week 9 or 10	
		Term 2		Term 3		Term 3	
<b>Code</b>	<b>Unit of Competency</b>						
SITXFSA005	Use hygienic practices for food safety		X				
SITXWHS005	Participate in safe work practices		X				
SITXFSA006	Participate in safe food handling practices		X				
SITHCCC025	Prepare and present sandwiches		X				
SITXCOM007	Show social and cultural sensitivity				X		
SITXCCS011	Interact with customers				X		

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

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

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

**Course Fee: \$ 220.00 for Food    Tool Kit Hire: \$25.00    Uniform: \$85.00 (PLEASE NOTE LEATHER SHOES MUST BE WORN)**



Education

Skills for Work and Vocational Pathways Assessment Schedule  
Qualification: SOA Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways  
Cohort 2024 2024 Training Package FSK Foundation Skills (version 2)

School Name: Cecil Hills High School

Assessment Events for			Method 1	Method 2	Method 3	Method 4
Statement of Attainment towards FSK20119 Certificate II in Skills and Vocational Pathways			Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g., quizzes, interviews
Tern	Code	Unit of Competency				
1	FSKNUM014	Calculate with whole numbers and familiar fractions, decimals, and percentages for work		X		X
1	FSKRDG009	Read and respond to routine standard operating procedures	X			X
1	FSKDIG003	Use digital technology for non-routine workplace tasks				
2	FSKLRG010	Use routine strategies for career planning	X			X
2	FSKOCM007	Interact effectively with others at work	X			X
2	BSBWHS211	Contribute to health and safety of self and others	X			X
2	BSBOPS203	Deliver a service to customers	X			X
3	FSKOCM004	Use oral communication skills to participate in workplace meetings	X			X
3	FNSFLT211	Develop and use personal budgets	X			X
3	FNSFLT212	Develop and use a savings plan	X			X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards FSK20119 Certificate II in Skills and Vocational Pathways

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'. A course mark is not allocated.



# Cecil Hills High School

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CRICOS: NSW Department of Education – Schools  
CRICOS Provider: 00588M

## Student Illness or Misadventure Appeal

### Higher School Certificate / Preliminary Course

- This form is to be completed by students wishing to lodge an appeal for an assessment task in either the Preliminary or HSC Course.
- Students should not assume that an Illness or Misadventure appeal will be upheld by the school. Students should endeavour to complete the task or sit for an examination on the prescribed date, wherever possible.
- If you are able to attend for the assessment task but feel that your performance has been affected through illness or misadventure, you should inform your class teacher (or the person supervising the task) **prior to** the commencement of the task. For a hand-in task, tell the person who is collecting the task.
- **If you are not able to attend school** on the day the task is due for completion, you should phone the school office on 9822 1430 and ask the office staff to inform your teacher of your absence.
- **This form is to be completed and returned to the Head Teacher on the first day that you return to school. In the case of illness appeals, your medical certificate must cover absences up to the day you return to school.** Students should refer to the Assessment Policy contained in the relevant Assessment Schedule Handbook for further information regarding Illness or Misadventure appeals.

Students Name	Year	Roll Class

Course Name(s)	Task Type (e.g., written, practical, research assignment)	Due Date

### Student Statement

I consider that my performance on the above-mentioned task(s) has been affected by illness or misadventure. I ask for the school to consider my appeal on the grounds described on this form. I declare that the information supplied on this form is true.

Students Signature: \_\_\_\_\_

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

Parent / Guardian Signature: \_\_\_\_\_

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

## **Instructions:**

- 1. Complete Section A**
- 2. Complete Section B1 (Illness)  
or Section B2 (Misadventure/Appeal).**  
(Note: For Illness appeals, remember to attach your medical certificate.)
- 3. Make sure the front page is completed and signed.**
- 4. Hand the form to the Head Teacher.**

### **Section A: MUST be completed by the student.**

<b>Course Name(s)</b>	<b>Name of Class Teacher(s)</b>

Date when I informed my Teacher/Head Teacher/ School Office of this appeal:	
Name of person I informed:	
Describe how illness or unforeseen misadventure affected your performance in this task, or prevented you from attending for this task;	



**Section B1: Illness – To be completed by a Medical Practitioner.**

Dates and times of Consultations related to the illness		
Please describe how the student's condition/illness could affect their performance in examinations, or impact upon their ability to complete School Assessments:		
<b>Medical Certificate attached:</b>	Yes: <input type="checkbox"/>	
Name of Doctor or other health professional providing this information:		
Address:		Phone:
Signed:		Date:

**Section B2: Misadventure / Appeal - To be completed by the student**

Date of Misadventure event:		
Description of Misadventure/Appeal:		
Name of an independent person who can verify details of Misadventure:		Contact Phone Number:
Signature of independent person:		Date:

**Section C: For Written/Practical Tasks - to be completed by the person supervising the task.****For hand-in tasks, or if task not attempted, leave blank.**

Name:		Position:	
Student informed me of illness / misadventure prior to task commencing		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Describe your observations of distress or disadvantage suffered by the student.			
Signature:		Date:	

**Section D1: To be completed by the Head Teacher.**

Completed form received by: (Head Teacher)	
Date and time received:	
Head Teachers recommendation:	Upheld <input type="checkbox"/> Declined <input type="checkbox"/>
Head Teachers comments:	
Entered on Sentral by Head Teacher:	Yes <input type="checkbox"/> Incident No:
Head Teacher Signature:	Date:
Student informed of outcome of appeal by Head Teacher:	Yes <input type="checkbox"/> Date:

Head Teacher to give completed form to relevant Deputy Principal for filing.

**Section D2: To be completed by the Deputy Principal (panel) where an appeal against the Head Teacher determination has been requested by the student.**

Completed form received by: (Deputy Principal)		
Date and time received:		
Deputy Principal Panel's Decision:	Upheld <input type="checkbox"/> Declined <input type="checkbox"/>	
Panel comments:		
Entered on Sentral by Deputy Principal:	Yes <input type="checkbox"/> Incident No:	
Panel Signatures:		Date:
Student informed of outcome of appeal by Deputy Principal:	Yes <input type="checkbox"/> Date:	