

# CECIL HILLS HIGH SCHOOL



## Assessment Policy Handbook

Preliminary HSC 2022

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## **Year 11 Assessment Policy Preliminary Course 2022**

### **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    |

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 1, 2022, at the start of Year 11 courses.
- All students will be given an Assessment Schedule Handbook indicating the assessment week(s) for each Preliminary course.
- 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.

Students must satisfactorily complete the Preliminary component of a course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the parent 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 very 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 continue onto Year 12.

## Stage 6: School Assessment Policy

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- 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.
- 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 E)

### 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 the handbook, or through Moodle)**. 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 may 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.

## Stage 6: School Assessment Policy

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### **E. 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.
- Turnitin (see Point F)

### **F. 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.
- Moodle is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers. Students may also be asked to use Microsoft Teams and Google Classroom.
- Turnitin is a program integrated into our Moodle site which analyses student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identifies areas where students need to be writing information in their own words, leading to increased subject content knowledge, and writing skills. Any written component of student's assessment should be submitted through Turnitin by the due date and time specified on the assessment notification.
- Any assessment tasks which are plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in a disciplinary action.



## Stage 6: School Assessment Policy

### G. 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.

	<b>Cecil Hills High School</b>	
	Principal Mark Sutton 50 Spencer Rd, Cecil Hills NSW 2171 www.cecilhillshigh.nsw.edu.au	Tel (02) 9822 1430 Fax (02) 9822 1436 <a href="mailto:Cecilhills-h.school@det.nsw.edu.au">Cecilhills-h.school@det.nsw.edu.au</a>
<b><u>Student Illness or Misadventure Appeal</u></b> <b><u>Higher School Certificate / Preliminary Course</u></b>		
<ul style="list-style-type: none"><li>• This form is to be completed by students wishing to lodge an appeal for an assessment task in either the Preliminary or HSC Course.</li><li>• 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.</li><li>• 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) <i>prior to</i> the commencement of the task. For a hand-in task, tell the person who is collecting the task.</li><li>• <b>If you are not able to attend school</b> 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.</li><li>• <b>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.</b> Students should refer to the Assessment Policy contained in the relevant Assessment Schedule Booklet for further information regarding Illness or isadventure appeals.</li></ul>		
<b>Students Name</b>	<b>Year</b>	<b>Roll Class</b>
<b>Course Name(s)</b>	<b>Task Type</b> (e.g written, practical, research assignment)	<b>Due Date</b>
<b>Student Statement</b> 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 students 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:
  1. A permanent condition, such as diabetes or reading difficulty.
  2. A temporary condition, such as a broken arm, or
  3. 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 left is the NSW Government logo and the Education Standards Authority name. A search bar is on the top right. A navigation menu below the header includes 'KINDERGARTEN – YEAR 10', 'YEAR 11 – YEAR 12' (which is highlighted), 'TEACHER ACCREDITATION', 'REGULATION', 'ABOUT', and 'LOG IN'. The main content area has a breadcrumb trail: 'NESA home > Year 11 – Year 12 > HSC > Disability provisions'. On the left is a 'HSC' sidebar menu with options like 'About', 'Subject selection', 'Key dates and exam timetables', 'Student guide', 'Rules and processes', 'HSC: All My Own Work', 'Disability provisions' (highlighted), 'Applying for provisions', 'Needing provisions', 'Use of provisions', and 'Statistics and reports'. The main heading is 'DISABILITY PROVISIONS'. Below it are 'Print', 'Download', and 'Share' buttons. The text explains 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 notes that provisions are solely determined by how the student's exam performance is affected. It states that it is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. It also mentions that schools are responsible for determining and approving adjustments for all school-based assessment tasks, while NESA determines disability provisions for the Higher School. A green callout box on the right titled 'HSC disability provisions guide' provides a link to download and print the guide for teachers and parents (PDF 588KB) and lists that the guide 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

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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

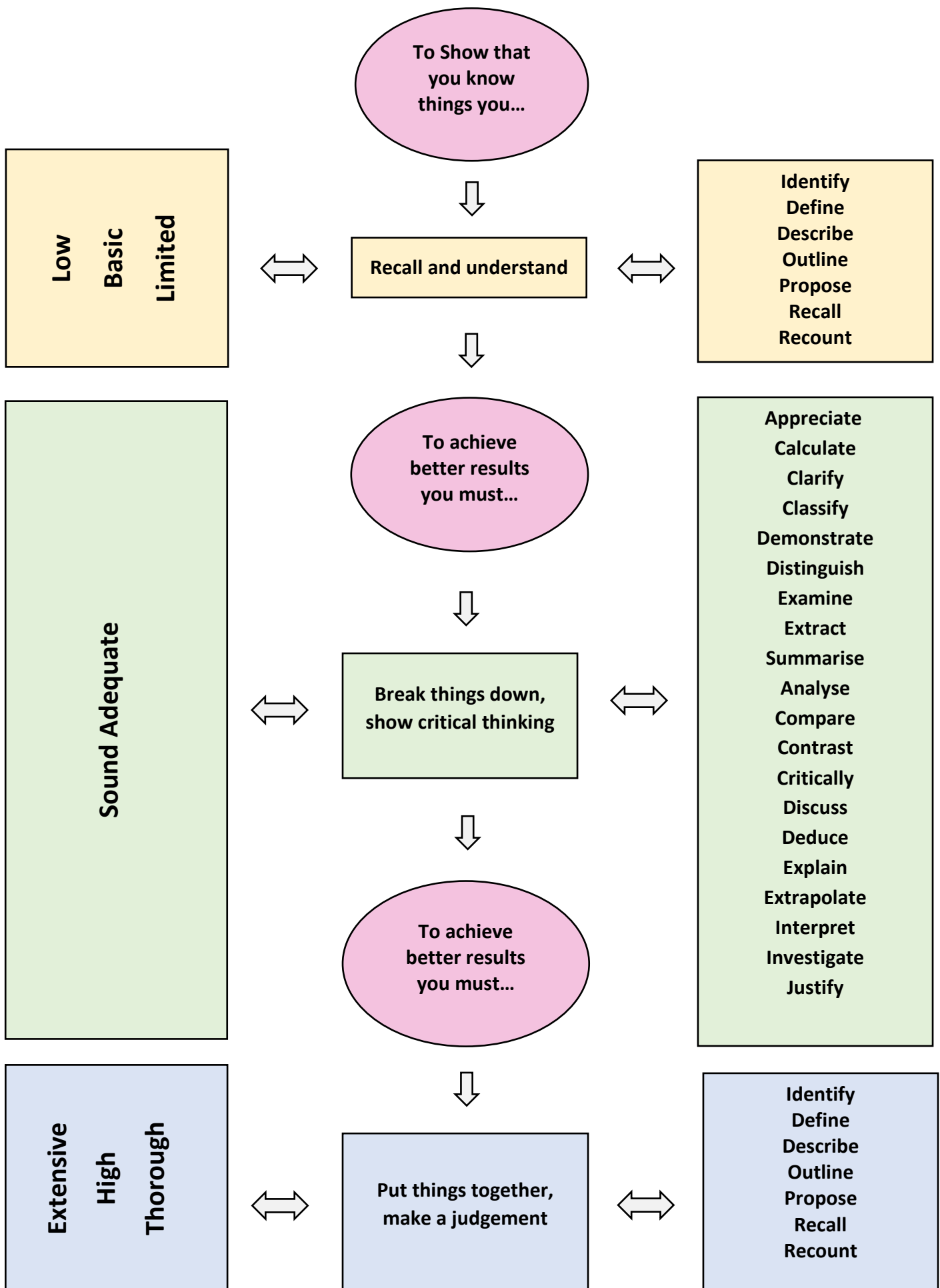
- Title (if part of an ongoing series, list the episode title first, then the series name)
- Year of recording
- Format
- Publisher/distributor
- Place of recording
- Date of recording (if applicable)

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



## 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, plagiarized, 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.

**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. The student is given a copy of the Warning Letter (Point 3), from their supervising DP, notifying him/her of the Tuesday afternoon SIP.

- 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 pre-suspension.

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., Ext.	<ul style="list-style-type: none"> <li>Students may leave the school and go home</li> </ul>
	Access to the canteen during study lessons.	<ul style="list-style-type: none"> <li>Only within the last 5 minutes of a study period before recess/lunch</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)
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 are dismissed 5mins before recess/lunch to access the canteen. Staff continue supervising students until the bell at the canteen.
7. 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:
  - 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.
  - 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. 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.

10. Any concerns or questions are directed to:

**Yr 12** - Deputy Principal: Mr Michael Lane

Senior Coordinator: Mr Matt Evans

**Yr 11** - Deputy Principal: Mr Joel Howard

Senior Coordinator: Mr Gianni Alfonsi

### 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 handbooks, question and answer handbooks 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 handbooks. If you write an answer in the wrong handbook, tell the supervisor, and write a note on the front and back of both handbooks stating that an answer has been written in the wrong handbook. 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 NESAs 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.

### **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
- After the examination until all students have left

You must always follow the supervisors' instructions.

## Information from NESAs regarding Examinations

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C. You must behave in a polite and courteous manner towards the supervisors and other students

**D. You must NOT:**

- Take a mobile phone or programmable watch or device, including smart watches, into the examination room.
- Take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs.
- 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 NESAs, e.g., for diabetic students.
- Take any writing booklets, whether used or not, from the examination room.

E. 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 NESAs. The penalty may be cancellation of the course concerned, or of all courses, and consequently you may be ineligible for a Higher School Certificate.

F. 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 NESAs 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.

G. 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. NESAs 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>

The screenshot shows the NESA website interface. At the top, there is the NSW Government logo and the Education Standards Authority name. A search bar is located in the top right corner. Below the header, there is a navigation menu with options: KINDERGARTEN – YEAR 10, YEAR 11 – YEAR 12 (highlighted), TEACHER ACCREDITATION, REGULATION, ABOUT, and LOG IN. The main content area displays the breadcrumb path: NESA home > Year 11 – Year 12 > HSC > Rules and processes > Rules and procedures guide. The page title is 'HSC RULES AND PROCEDURES GUIDE'. On the left, there is a sidebar menu with categories like About, Subject selection, Key dates and exam timetables, Student guide, Rules and processes (expanded to show Rules and Procedures Guide), Breaking HSC rules, Exam equipment list, Exam audio files, Approved calculators, and Practical and performance exams. In the center, there are buttons for Print, Download, and Share. To the right of these buttons is a list of links: NSW Students Online, Senior study options, Before you start your HSC, Early in Year 12, Terms 2 and 3, Term 4, Results, and Copyright and privacy. A green callout box on the right side of the page says 'Download a PDF version of this guide' and provides information: 'Students completing their HSC in 2021 can download the 2021 Rules and Procedures Guide (PDF; 25 pages, 3.85MB)'.

## Year 11 Assessment Schedule 2022

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<b>Term 1</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Photography, Video and Digital Imaging
Week 6	Ancient History
Week 7	Engineering Studies, PDHPE, Sport, Lifestyle and Recreation
Week 8	Chemistry, Exploring Early Childhood, Geography, IPT, Mathematics (Advanced, Standard), Physics
Week 9	Biology, Business Studies, Drama, Economics, English Studies, Industrial Technology, Marine Studies, Mathematics (Extension 1), Modern History
Week 10	Community and Family Studies, English (Advanced, Extension 1, Standard), Legal Studies, Music, Society and Culture
<b>Term 2</b>	
Week 1	Design and Technology
Week 2	Food Technology, Earth and Environmental Studies, Photography, Video and Digital Imaging, Visual Arts
Week 3	
Week 4	
Week 5	Ancient History, Engineering Studies
Week 6	Mathematics (Extension 1)
Week 7	Exploring Early Childhood, Legal Studies, Sport, Lifestyle and Recreation
Week 8	Biology, Chemistry, Physics, Society and Culture, Visual Arts
Week 9	Geography, Marine Studies, Mathematics (Advanced, Standard), Modern History, Music, PDHPE
Week 10	Community and Family Studies, Drama, Economics, English (Advanced, Ext 1, Standard), English Studies
<b>Term 3</b>	
Week 1	Sport, Lifestyle and Recreation (Ongoing)
Week 2	Business Studies, Food Technology, Earth and Environmental Studies
Week 3	
Week 4	
Week 5	
Week 6	Photography, Video and Digital Imaging
Week 7	Design and Technology, Exploring Early Childhood, Industrial Technology, IPT
Week 8	English Studies
<b>Week 9</b>	<b>Final Examinations</b>
<b>Week 10</b>	

# English Standard

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

# English Advanced

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

# English Extension 1

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<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Type</b>	<b>Imaginative Response</b>	<b>Comparative Essay</b>	<b>Multimodal Presentation Research Project</b>	
<b>Timing</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	
<b>Outcomes Assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of texts and why they are valued	15	15	20	<b>50</b>
Skills in complex analysis, composition, and investigation	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# English Studies

Task Number	Task 1	Task 2	Task 3	
<b>Task Type</b>	<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	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Weeks 9-10</b>	<b>Term 3 Week 8</b>	
<b>Outcomes Assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20	15	15	<b>50</b>
Skills in comprehending texts, communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Ancient History

Task Number	Task 1	Task 2	Task 3	
Task Type	Source Analysis	Historical Investigation	Final Examination	
Timing	Term 1 Week 6	Term 2 Week 5	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, AH11-6, 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	Research Project/Fieldwork	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	BIO11/12-1, BIO 11/12-2 BIO11/12-4, BIO11/12-9	BIO11/12-1 TO BIO 11-9	BIO11/12-1 TO BIO11/12-7 BIO11-8 TO BIO11-11	
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>				



# Business Studies

Task Number	Task 1	Task 2	Task 3	
Task Type	Research and Extended Response	Business Research Task	Final Examination	
Timing	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 9-10	
Outcomes Assessed	P2, P6, P7, P8	P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	0	10	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas, and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</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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<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Type</b>	<b>Value Survey</b>	<b>Sydney Odyssey Excursion Week 6</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	P1, P4.1, P4.2	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# 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, 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	20
<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 Weeks 9-10	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	<b>40</b>
Performing	20	10	0	<b>30</b>
Critically Studying	5	10	15	<b>30</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>
<b>Course Fee: \$50.00</b>				

# Earth and Environmental Science

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<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Type</b>	<b>Secondary Sourced Investigation</b>	<b>Depth Study</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	EES11-3, EES11-5, EES11-7, EES11-8, EES11-9	EES11-1, EES11-2, EES11-3, EES11-6, EES11-7, EES11-11	EES11-4, EES11-5, EES11-7, EES11-8, EES11-9, EES11-10	
<b>Components</b>				<b>Weighting %</b>
Skills in working scientifically	15	30	15	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

# Economics

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<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Type</b>	<b>Research and Report</b>	<b>Extended Response</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	P1, P4, P5, P9	P2, P3, P8, P10, P12	P6, P7, P8, P11	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	0	5	15	<b>20</b>
Inquiry and research	10	10	0	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</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>				



# Exploring Early Childhood

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Task Number	Task 1	Task 2	Task 3	
Task Type	Research Task	Case Study	Portfolio	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
Outcomes Assessed	1.1, 2.1, 6.2	1.2, 1.4, 2.2, 2.4	1.3, 6.1	
Components				Weighting %
Knowledge and understanding	15	15	20	50
Skills	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>
<b>Course Fee: \$50.00</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 2 Week 2	Term 3 Week 2	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	P1.1 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>Course Fee: \$80.00</b>				

# Geography

Task Number	Task 1	Task 2	Task 3	
Task Type	Research and in class Response	Senior Geography Project	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	0	5	15	20
Geographical inquiry and research, including fieldwork	5	15	0	20
Communication of geographical information, ideas, and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Industrial Technology

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Task Number	Task 1	Task 2	Task 3	
Task Type	Theory and Practical	Theory and Practical, Industry Study	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes Assessed	P3.1, P3.2, P3.3, P5.1, P5.2	P1.2, P2.1, P4.1, P6.1, P7.1, P7.2	P1.2, P2.1, P1.3, P4.3, P6	
Components				Weighting %
Knowledge and understanding of course content	10	15	15	40
Knowledge and skills in the management, communication, and production of projects	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>
<b>Course Fee: Multimedia \$40.00, Timber Products \$85.00</b>				

# Information Processes and Technology

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Task Number	Task 1	Task 2	Task 3	
Task Type	Theory Test	Project	Final Examination	
Timing	Term 1 Week 8	Term 3 Week 7	Term 3 Weeks 9-10	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P3.1	P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P3.1, P4.1, P6.1, P6.2	
Components				Weighting %
Knowledge and understanding of course content	30	5	25	60
Knowledge and skills in the design and development of Information Systems	0	30	10	40
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>
<b>Course Fee: \$30.00</b>				

# Legal Studies

Task Number	Task 1	Task 2	Task 3	
Task Type	Research and Extended Response	Research and Oral Presentation	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	10	10	20	40
Analysis and evaluation	10	0	10	20
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>35</b>	<b>25</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				

# Marine Studies

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Task Number	Task 1	Task 2	Task 3	
Task Type	Practical and Fieldwork Report	Secondary Sourced Investigation	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	1.1, 1.3, 1.5, 3.3, 3.4, 5.1, 5.2, 5.3	1.1, 1.3, 2.1, 2.3, 3.1	1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 5.3, 5.4	
Components				Weighting %
Skills in work scientifically	25	30	5	60
Knowledge and understanding	10	5	25	40
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# Mathematics Advanced

Task Number	Task 1	Task 2	Task 3	
<b>Task Type</b>	<b>In Class Test</b> Algebraic Techniques Number and Surds Functions and Graphs	<b>Assignment</b> Functions and Relations	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	MA-11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA-11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA1-8, MA11-9	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency, and communication	15	15	20	<b>50</b>
Problem Solving, reasoning and justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Edrolo Course Fee: \$25.00</b>				



# Mathematics Extension 1

Task Number	Task 1	Task 2	Task 3	
Task Type	In Class Test  Functions Polynomials	Assignment  Functions	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes Assessed	ME11-1, ME11-12, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Course Fee: \$12.50</b>				

# Mathematics Standard

Task Number	Task 1	Task 2	Task 3	
Task Type	In Class Test Algebra Financial Mathematics	Assignment Measurement	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	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>				

# Modern History

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<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Type</b>	<b>Historical Report</b>	<b>Historical Investigation</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	5	10	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	5	15	0	<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20</b>
<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 10	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>Course Fee: \$60.00</b>				

# Personal Development, Health and Physical Education

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Task Number	Task 1	Task 2	Task 3	
Task Type	Research Task	Analysis	Final Examination	
Timing	Term 1 Week 7	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>
<b>Edrolo Course Fee: \$25.00</b>				

# Photography, Video, and Digital Imaging

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Task Number	Task 1	Task 2	Task 3	
Task Type	Wet Photography	Digital Photography	Film	
Timing	Term 1 Week 5	Term 2 Week 2	Term 3 Week 6	
Outcomes Assessed	M1, M4, M6	M1, M3, M5, CH2, CH3	M1, M3, M5, CH1, CH3, CH4, CH5	
Components				Weighting %
Photographic and digital artmaking	20	25	25	70
Critical and historical investigations	0	15	15	30
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>
<b>Course Fee: \$50.00</b>				

# Physics

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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	20	0	20	40
<b>Total %</b>	<b>40</b>	<b>20</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, P8, P9, P10	P1, P2, P3, P5, P7, P8, P10	P1, P2, P3, P4, P5, 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, ideas, 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	
<b>Task Type</b>	<b>Video Analysis and Practical (ongoing)</b> Games and Sports 1 & 11	<b>Resistance Training Program and Practical (ongoing)</b> Resistance Training	<b>GWS Coaching Sessions</b> Sports Coaching and Training	
<b>Timing</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 7</b>	<b>Term 3 (ongoing)</b>	
<b>Outcomes Assessed</b>	1.1, 2.1, 3.1, 4.4	1.1, 2.2, 3.2, 4.4	1.1, 1.3, 4.2, 4.4, 4.5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills outcomes and content	15	15	30	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# 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 2 Week 2	Term 3 Week 8	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P4, P7, P10	P2, P3, P5, P6, P8	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30	0	50
Art Criticism and Art History	15	10	25	50
<b>Total %</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100</b>
<b>Course Fee: \$120.00</b>				

### **Student 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.

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.

# VET – Business Services

 <b>ULTIMO 90072</b> <b>BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> Preliminary Year 2021 - HSC 2022 QUALIFICATION: BSB20115 Certificate II in Business Training Package: BSB Business Services (version 6.1)							<b>NESA Course Code:</b> 2 U X 2 YR - 26101 <b>2021 HSC Exam: 26199</b> <b>LMBR UI Code: 11</b> BSB20115226101B
TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 yrs  35 hrs Work placement  40% Preliminary Exam  35 hrs Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E E	M E E	15 10 15	<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self-assessment	
<b>7 HSC UOCs</b>							
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence	
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		
<b>Course Fee: \$20.00</b>							


\* NB advice provided is based on existing NESA course information, however qualification BSB30120 Certificate III in Business will be delivered, subject to NESA approval.

# VET – Construction


 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 - HSC 2023</b> QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.7)						<b>NESA course code</b> 2 U X 2 YR - 26201 <b>2021 HSC Exam:</b> 26299 <b>LMBR UI Code: 11</b> <b>CPC20211526201B</b>	
TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	40% Preliminary Exam  35 hrs. Work placement
	Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
Terms 4/5	<b>7 HSC UOCs</b>						35 hrs. Work placement  60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
CPCCCM2001A	Read and interpret plans and specifications	C	M	20			
Terms 6/7	CPCCCWF2001A CPCCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test	
	NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

**Course Fee: \$160.00 + \$99.00 for White Card**


# VET – Food and Beverage

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 - HSC 2023</b> QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)						<b>NESA Course Code</b> <b>2 U X 2 YR – 26511</b> <b>2021 HSC Exam: 26589</b> <b>LMBR UI Code: 11 8273</b> <b>SIT20316126511B</b>	
Term	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	35 hrs Work placement  40% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work	
<b>6 HSC UOCs</b>							35 hrs Work placement 60% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		
<b>Course Fee: \$185.00 for Food</b>							

# VET – Kitchen Operations

		<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 - HSC 2023</b>					<b>NESA course code</b> <b>2 U X 2 YR - 26511</b> <b>HSC Exam: 26587</b> <b>LMBR code 11 8273</b> <b>SIT20416126511B</b>
QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							
TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>							Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>  240 Indicative Hours over 2 years  40% Prelim Yearly Exam  35 hrs Work placement  60% Trial HSC Exam 35 hrs Work placement  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	
Term 2	SITXFSA002 BSBSUS201	Participate in safe food handling practices Participate in environmentally sustainable work practices	E E	S E	15 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	
Term 3	SITHCCC002	Prepare and present simple dishes	E	E	20	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5		
<b>5 HSC UOCs</b>							
Terms 4 - 6	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods.	
Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 240		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		
<b>Course Fee: \$185.00 for Food &amp; \$85.00 for Uniform</b>							

# VET – Skills for Work

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>120hr SKILLS FOR WORK AND VOCATIONAL PATHWAYS ASSESSMENT SCHEDULE</b> <b>Preliminary 2022</b> QUALIFICATION: Statement of Attainment towards FSK20113 Certificate II Skills for Work and Vocational Pathways Training Package: FSK Foundation Skills (version 1.1)							<b>NESA course code</b> <b>65244</b> <b>2U x 1 YR 120hrs 11 8273</b> <b>FSK20113565244B</b>
TERM	Unit Code	Units Of Competency	AGF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE HRS	Assessment Task Cluster & Method of Assessment	Mandatory HSC Requirements
<b>11 Units of Competency (Preliminary or HSC)</b>							
<b>Terms 1 - 2</b>	FSKLRG09	Use strategies to respond to routine workplace problems	C	C	10	<b>Cluster A – Getting Ready for Work or Further Study</b> Written questioning, direct observation of practical skills, role play, scenarios, portfolio of evidence	120 Indicative Hours delivered over 1 year  <b>In School Work Experience –</b> Operating our School Vending Machine Business  NO formal exams or tasks but must satisfy core & elective course competencies and submit satisfactory Assessment Task Clusters A & C <b>DUE: T3W10</b>
	FSKLRG11	Use routine strategies for work-related learning	C	C	10		
	FSKRDG09	Read and respond to routine standard operating procedures	E	E	10		
	FSKRDG10	Read and respond to routine workplace information	C	C	10		
	FSKWTG09	Write routine workplace texts	C	C	10		
	FSKOCM04	Use oral communication skills to participate in workplace meeting	E	E	5		
	FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	C	C	10		
	FSKNUM15	Estimate, measure and calculate with routine metric measurements for work.	C	C	10		
<b>Term 3</b>	FSKDIG03	Use digital technology for routine workplace tasks	C	C	10	<b>Cluster C – Prepare for the future</b> Written or oral questioning including scenarios, direct observation of practical skills, portfolio of evidence	
	FNSFLT202	Develop and use a savings plan	E-Voc	E	15		
	SIRXCEG001	Engage the customer	E-Voc	E	20		
					<b>Total</b>	<b>120</b>	





# Cecil Hills High School

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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 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.**

Course Name(s)	Name of Class Teacher(s)

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: