



# Kellyville High School

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**Learning** | **Excellence** | **Integrity**

## Year 11 (Preliminary) Assessment Booklet

2020

Name: \_\_\_\_\_

**Principal:** Mrs J Barnier

**Deputy Principals:** Mrs J Roberti      Mr D Wanstall  
*Years 7, 9, 11*      *Years 8, 10, 12*

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**This Assessment Booklet is also available on the school's website.**

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# Welcome to Year 11

## Preliminary Course

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### Introduction

This assessment book is provided to each Year 11 student to:

- assist in understanding the place of assessment in their credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are referred for other details to the booklet '*Studying for the NSW Higher School Certificate*' and to the NSW Education Standards Authority (NESA) website:

<http://educationstandards.nsw.edu.au/>

It is **our** responsibility to provide you with these guidelines and explain them to you.  
It is **your** responsibility to read and ensure that you understand them.

Mrs J Barnier  
**Principal**

## A. NESA Requirements

The NESA site will allow you to access full copies of each syllabus and lists of prescribed texts and specifications for each course. In order for you to qualify for the Year 11/Preliminary course, the Principal must certify to NESA that you have:

1. satisfactorily completed a pattern of courses which meets the Board's requirements
2. completed the requirements for each course, including any necessary practical, or project work, or work placements
3. completed tasks designed by the school for the internal assessment program in each Year 11 course
4. sat for, and made a genuine attempt at, the required examinations.

### ***Pattern of Study***

The Preliminary course **must include 12 units** of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)

The Preliminary course must be satisfactorily completed to be eligible to commence the HSC component.

### ***N Determinations***

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to the Board against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from the Board in that course. Until you receive results in 12 Preliminary units you will not be eligible for the award of a Preliminary Certificate and to progress to the HSC Course.

Two or more N-Award warning letters in any one subject **regardless of whether the work has been caught up or not** can lead to an N-Award determination by the Principal. Do not let this be you!

## B. School Assessment Policy

The award of the Preliminary Certificate involves a combination of internal examinations, and other school-based assessment in all subject areas. In most Board Developed Preliminary Courses, school-based assessment counts for 100% of your overall mark. Your Record of School Achievement from the NSW Education Standards Authority will state that you have completed satisfactorily the Preliminary Course. (*VET and Life Skills courses have different requirements.*)

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your Preliminary course mark.

The assessment requirements for each Board Developed Course are set out in each syllabus. Syllabuses and other Board publications including past examination papers, specimen papers and 'Notes from the Marking Centre' can be found on the NESA website: <http://educationstandards.nsw.edu.au/>

At the end of the Preliminary Certificate examinations, you can obtain your rank order in each course you have studied based on the school assessment program. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgements of the teachers in marking your work.

### **Rights and Responsibilities**

*The school is responsible for providing:*

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

*As a student, you are responsible for:*

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination in a course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- in the case of VET students, ensure you are properly equipped and dressed.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at Kellyville High School.

## A. SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; *and*
- b) **applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; *and*
- c) **achieved** some or all of the course outcomes

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal.

If at any time it appears that a student is at risk of receiving an 'N' determination - this is a non-successful completion of course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Year Adviser, Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an N-Award determination will be interviewed, if possible, and a note sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the N-Award determination process or post compulsory school options may be recommended.

## B. DUE DATES

**All** take home tasks are to be handed in at a common time. Tasks can be handed in before that time. **The set time is BEFORE PERIOD ONE on the due date, regardless of the student timetable for the day. It is the responsibility of the student to know where to submit the task and they must sign a register.**

## C. ATTENDANCE

On the day of a task it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present, a completed **Stage 6 'Illness and Misadventure' form** with a medical certificate, or other appropriate documentation will be required. The attending doctor must complete the form to communicate how the illness prevented or interrupted preparation for and/or attendance at the submission time. *Illness and Misadventure forms can be copied from this book, the school website or the Deputy Principal.*

The Head Teacher Administration will monitor students who are absent, who are late or absent the day before a task is due. A pattern such as this may suggest the student is using sick days to advantage themselves in completing a task, and could be an example of malpractice.

## D. LATE SUBMISSION OF ASSESSMENT TASK

The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10)** school days before it is due.

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark**. The task **MUST** still be submitted to fulfil course criteria.

Some students have made a practice of not attending the day before a task or arriving for the task during the day. This is considered malpractice and it will be monitored and penalties applied.

- If you receive a ZERO, you may lodge a request for *Review of Assessment* to the Deputy Principal within 48 hours of Illness/Misadventure outcome notification. Forms are available from the Deputy Principal. The responsibility for this rests with the student.
- An extension of time for the submission of an assessment task will **only** be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL** and would require the submission of a completed **Stage 6 'Illness and Misadventure' form**.

If you fail to submit assessment tasks amounting to 50% or more of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of Preliminary Certificate as your Record of School Achievement.

#### **E. EXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In cases where a student has been genuinely sick, has had an accident or any other misadventure on the due date of an Assessment Task, a Doctor's Certificate must be included with the submission of the **Stage 6 'Illness and Misadventure' form** to the Deputy Principal **WITHIN TWO DAYS** of the student's return to school. In such cases a similar task may be set as negotiated with the HEAD TEACHER.
- In rare cases, such as an extended illness which may affect preparation for a task, an estimate may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form with supporting documentation and negotiated with the HEAD TEACHER.
- Absences that extend over a holiday period will incur an estimate.

#### **F. UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

In all cases and for all students, any unexplained absence from an assessment task will result in a ZERO MARK being awarded for that task. The task **MUST** still be submitted to fulfil course criteria.

#### **G. REVIEW OF ASSESSMENTS**

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the **Deputy Principal**, who will consult with the Head Teacher and Year Adviser. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **Principal**. The School will review the mark/grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Adviser

Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school.

#### **H. BLUE COVER SHEET**

All tasks must be submitted with the school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

#### **I. FEEDBACK FROM STAFF TO STUDENTS ON ASSESSMENT TASKS**

Students may receive generalised non-specific feedback on draft copies of assessment tasks. Teachers may provide the same feedback to the whole class as appropriate to prevent an unfair advantage.

**SAMPLE: ASSESSMENT TASK COVER SHEET**



**COURSE & SUBJECT**

**TASK:**

This section gives you the details of the task and the due date

**DATE DUE:**

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

**IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:**

This section tells you how the task will be assessed

**OUTCOMES TO BE ASSESSED:**

Outcomes from the syllabus related to the task are listed here

*The completed task is to be handed in with this cover sheet*

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **DATE SUBMITTED:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY**

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from any source in this task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**RECEIPT**  
(Retained by Student)

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____ / ____ / ____	DATE SUBMITTED	____ / ____ / ____
RECEIVED BY	_____	SIGNED	_____

## C. Academic Integrity Policy

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your receiving ZERO marks and may jeopardise your Preliminary Certificate and HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person e.g parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

All students are required to complete and be signed off on the online course "All My Own Work" before proceeding with Preliminary Certificate course. Malpractice during a school exam or for an Assessment Task could result in an 'N' Determination for that subject. The Head Teacher, in consultation with the class teacher, will establish that malpractice has occurred. Parents / Carers will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

## D. Disability Provisions

The NSW Education Standards Authority makes provision for students who are suffering either a permanent or temporary disability or medical condition to apply for special exam provisions in the HSC year (eg additional time, separate supervision or even a reader and/or writer). Extensive medical evidence is required for such provisions.

In Year 7 – 11 the Principal, on advice from the Learning Support Team, provides for suitable disability provisions. **It must be clear that school adjustments DO NOT automatically mean that a student will receive Disability Provisions from the NESA for their HSC examinations.**

Disability provision forms can be obtained from your Year Adviser, Head Teacher Welfare or Deputy Principal and must be returned to the Learning and Support teacher, Mrs Graham, for consideration by the Learning Support Team at the next meeting .



## E. Procedures for Illness/Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness/misadventure, have a responsibility to submit a medical certificate or other appropriate documentation **WITHIN TWO DAYS of their return to school**. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

The student will be required to collect a **Stage 6 'Illness and Misadventure' form** from the Deputy Principal. This form must be completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the appeals process to progress.

If the appeal is approved, the options may include an estimated mark, rescheduling of the task or other arrangements negotiated on an individual basis. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. **It is the responsibility of the student to organise this with the Deputy Principal, who will inform the Head Teacher of the subject, and the Examinations Officer.**

## F. Appeals

*All questions about marks or grades must be resolved at the time a task is handed back.*

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance, not covered by the rules above. This request for review must be submitted in writing to the Deputy Principal, who will consult with the Head Teacher and Year Adviser. Documentary evidence is required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **School Principal**. Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school. The School will review the mark/grade you have been given and advise you of the result of the review.

If your appeal is upheld, you will receive either the mark you actually gained on the task, or a predicted mark, on the judgement of the teacher and Head Teacher. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

The Principal will notify the NSW Education Standards Authority (NESA) of any student who has not met NESA requirements and therefore may be ineligible for a ROSA on the grounds of unsatisfactory attendance or application. The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to the students/parents.

## N-Award Flowchart

This process is to be followed for each course for the ROSA, Preliminary or Higher School Certificate. This flowchart is designed to assist students and teachers to understand the process.

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ Parental contact may be appropriate before a 1 <sup>st</sup> N-award letter: <ul style="list-style-type: none"> <li>letter of concern</li> <li>or</li> <li>phone call</li> </ul> ⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/ textbook work</li> <li>or</li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (Wk 5 &amp; 8 of term)</li> </ul>

*or*

**1<sup>st</sup> Event**

Assessment Task not completed on time	⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>accepting work submitted late</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (Wk 5 &amp; 8 of term)</li> </ul>
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*or*

Non serious attempt	⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> <li>or</li> <li>providing alternative task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (Wk 5 &amp; 8 of term)</li> </ul>
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**Continual consultation to occur between Teacher and Head Teacher**



**2<sup>nd</sup>  
Event**

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work <i>or</i></li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 8 of term)</li> </ul>

or

Task not completed on time	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 8 of term)</li> </ul>
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or

Non serious attempt	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task <i>or</i></li> <li>providing alternative task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 8 of term)</li> </ul>
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or

1 <sup>st</sup> N-Award letter not actioned	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/tasks/classwork/textbook work</li> <li>issuing final date for submission of task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 8 of term)</li> </ul>
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**Referral/consultation with Deputy Principal to initiate joint monitoring process.**

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>providing alternative tasks</li> </ul>

or

**3<sup>rd</sup> or subsequent Event**

Task not completed on time	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> </ul>
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or

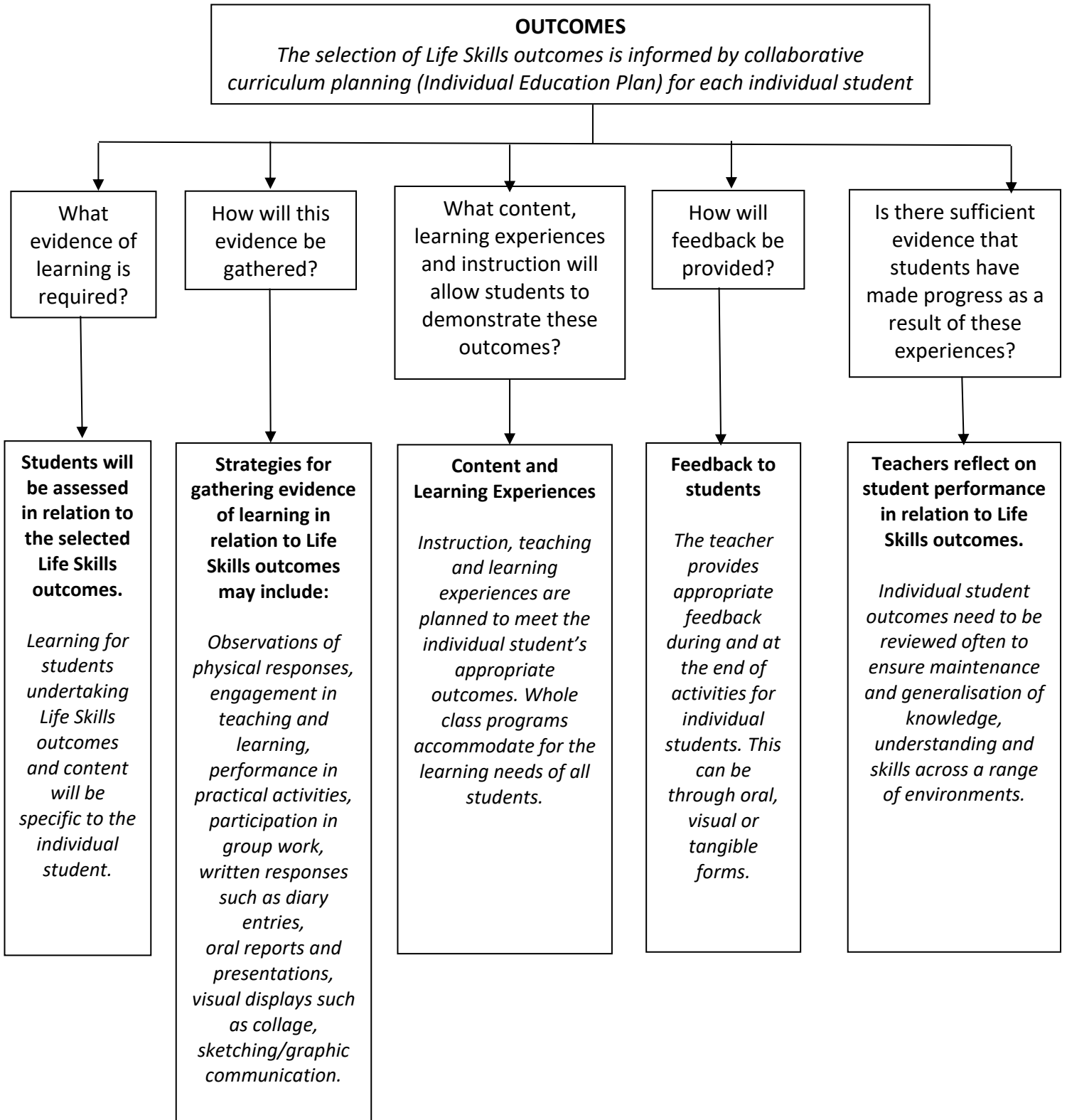
Non serious attempt	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task <i>or</i> providing alternative task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> </ul>
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or

Previous N-Award letter(s) not actioned	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/tasks/classwork/textbook work</li> <li>issuing final date for submission of task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussion requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> </ul>
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**Parent Interview**



## LEARNING GUIDE: A GLOSSARY OF KEY WORDS

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

<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

## Assessment Schedules

The assessment schedules included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get you the best results. It is recommended that you go through your schedules and draw up a calendar in your diary, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

***Dates may change due to unforeseen circumstances.***

***In this instance, as much notice as possible will be given of the new date.***

The Assessment Policy rules about lateness will be applied to all of these tasks.

**Following the compulsory English selection of courses, other courses follow in alphabetical order.**

**Notes:**

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	<b>Reading to Write</b> Imaginative text with reflection	Knowledge and understanding 15% Skills in responding 15%	EA11-3, EA11-5, EA11-9	30	T1, W9
2	<b>Narratives that Shape our World</b> Multimodal Presentation	Knowledge and understanding 20% Skills in responding 20%	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7, EA11-9	40	T2, W8
3	<b>Yearly Exam</b> Critical Response	Knowledge and understanding 15% Skills in responding 15%	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	30	T3, W7/8

**A student:**

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	<b>Language, Texts and Context</b> Point of view writing task	Knowledge and understanding 15% Skills in responding 15%	EAL11-1B, EAF11-3, EAL11-4, EAL11-7	30	T1, W9
2	<b>Close Study of Text</b> Multimodal Presentation (including listening)	Knowledge and understanding 20% Skills in responding 20%	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	40	T2, W8
3	<b>Yearly Exam</b>	Knowledge and understanding 15% Skills in responding 15%	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	30	T3, W7/8

A student:

EAL11-1A	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
EAL11-4	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	investigates and explains the relationships between texts
EAL11-7	understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Written Response	Knowledge and understanding 15% Skills in responding 15%	EE1-2, EE11-3, EE1-6	30	T2, W2
2	Individual Multimodal Presentation	Knowledge and understanding 20% Skills in responding 20%	EE11-1, EE1-2, EE11-3, EE11-4, EE11-5	40	T3, W1
3	Yearly Exam	Knowledge and understanding 15% Skills in responding 15%	EE11-1, EE1-2, EE11-3, EE11-5	30	T3, W7/8

**A student:**

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	<b>Reading to Write</b> Imaginative text with reflection	Knowledge and understanding 15% Skills in responding 15%	EN11-3, EN11-5, EN11-9	30	T1, W9
2	<b>Contemporary Possibilities</b> Multimodal Presentation	Knowledge and understanding 20% Skills in responding 20%	EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	40	T2, W8
3	<b>Yearly Exam</b>	Knowledge and understanding 15% Skills in responding 15%	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	30	T3, W7/8

**A student:**

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	<b>Mandatory Module: Achieving through English</b> Written report on community engagement	Knowledge and understanding 15% Skills in responding 15%	ES11-1, ES11-4, ES11-5, ES11-6	30	T1, W9
2	<b>Elective Module</b> Multimodal Presentation	Knowledge and understanding 20% Skills in responding 20%	ES11-2, ES11-6, ES11-7, ES11-8	30	T2, W8
3	<b>All modules</b> Collection of classwork	Knowledge and understanding 15% Skills in responding 15%	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	40	T3, W5

**A student:**

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Historical Investigation Essay	Investigating Ancient History	11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10	30	T1, W7
2	Historical Analysis (Formative and Summative)	Investigating Ancient History: Case Study B	11.3, 11.4, 11.6, 11.7, 11.8, 11.9, 11.10	30	T2, W7
3	Yearly Exam	Investigating Ancient History: Case Study A Ancient Societies A and B	11.1, 11.2, 11.3, 11.5, 11.6, 11.9	40	T3 Exam period

**A student:**

Knowledge and Understanding

- AH11-1 Describes the nature of continuity and change in the ancient world
- AH11-2 Proposes ideas about the varying causes and effects of events and developments
- AH11-3 Analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 Accounts for the different perspectives of individuals and groups
- AH11-5 Examines the significance of historical features, people, places, events and developments of the ancient world

Skills:

- AH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 Discusses and evaluates differing interpretations and representations of the past
- AH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured form
- AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Open Ended Investigation	Module 1: Cells as the Basis of Life	BIO11-1, BIO11-2, BIO11-3, BIO11-4 BIO11-5, BIO11-6, BIO11-7, BIO11-8	30	T1, W10
2	Depth Study: Natural Selection	Module 3: Biological Diversity	BIO11-1, BIO11-2, BIO11-3, BIO11-4 BIO11-5, BIO11-6, BIO11-7, BIO11-10	30	T2, W10
3	Yearly Examination	Modules 1 – 4	BIO11-5, BIO11-6, BIO11-8, BIO11-9 BIO11-10, BIO11-11	40	T3, W7/8

**A student:**

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Research Task	Nature of Business	P1, P2, P6, P7,P8, P9	30	T1, W8/9
2	In class Task	Business Management	P1, P3, P4, P5, P8, P9, P10	30	T2, W7/8
3	Yearly Exam	All topics	P1, P2, P3, P4, P5, P8, P9, P10	40	T3 Exam period

**A student:**

- P1 Discusses the nature of business, its role in society and types of business structure
- P2 Explains the internal and external influences on businesses
- P3 Describes the factors contributing to the success or failure of small to medium enterprises
- P4 Assesses the processes and interdependence of key business functions
- P5 Examines the application of management theories and strategies
- P6 Analyses the responsibilities of business to internal and external stakeholders
- P7 Plans and conducts investigations into contemporary business issues
- P8 Evaluates information for actual and hypothetical business situations
- P9 Communicates business information and issues in appropriate formats
- P10 Applies mathematical concepts appropriately in business situations

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Open Ended Investigation	Law of Conservation and Mass	CH11/12 -2-5, CH11/12-7	25	T1, W8
2	Depth Study	Rates of Reaction	CH11/12 – 1-7, CH11 10-11	35	T3, W2
3	Yearly Examination	Modules 1 – 4	CH11/12 – 6-7, CH11 – 8-11	40	T3, W7/8

**A student:**

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions



Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Case Study	Resource Management	P1.1, P1.2, P4.2, P5.1, P6.1	30	T1, W9
2	Leadership Analysis	Individuals & Groups	P2.1, P2.3, P4.1, P4.2	30	T2, W9
3	Yearly Examination	Resource Management; Individuals & Groups; Families & Communities	P2.2, P2.4, P3.1, P6.2	40	T3, W7/8

**A student:**

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	<b>Absurdism</b> Group performance of Non-Realist Drama Scenes	Playbuilding; acting in a specific style (making 15%, performing 10%) <i>Performances assessed T1, W7/8</i>	P1.1, P1.7, P1.8, P3.4	25	T1, W8/9
2	<b>Preliminary Individual Project</b> a. Individual Project Submission b. Record of creative processes (logbook)	a. Individual Project (making 15%, performing 10%) b. Written record of process (critical analysis 15%)	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.8, P2.2, P2.3, P2.4, P2.5, P2.6, P3.3	40	T2, W8/9
3	<b>Yearly Examination</b> a. Practical - Group devised Performance of devised Commedia Del Arte Scenes b. Written Essays on Elements of Production and Commedia Del Arte	a. Group Performance (making 10%, performing 10%) <i>Performances assessed T3, W5</i> b. Written exam (critical analysis 15%)	a. P1.3, P1.6, P2.4 b. P2.1, P2.2, P3.1, P3.2	35	T3, W5 T3, W6/7

**A student:**

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical & design elements & performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Graphing & Data Skills	Introduction to Economics	P1, P2, P3, P4, P8, P10, P12	30	T1, W10
2	Research	Labour Markets	P1, P2, P3, , P7, P8, P9, P10, P11, P12	30	T2, W8
3	Yearly Exam	All Topics	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	40	T3 Exam period

**A student:**

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Food Quality Experiment and Preparation	Knowledge and Skills	P2.2, P3.2, P4.1, P4.2, P4.4	30	T2, W4
2	Nutrition Investigation	Knowledge and Understanding	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	30	T3, W4
3	Yearly Examination	Knowledge and Understanding	P1.1, P1.2, P2.1, P2.2	40	T3, W7/8

**A student:**

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	In class Test	Biophysical Interactions	P1, P2, P3, P6, P7, P8, P9, P10, P12	25	T1, W10
2	Senior Geography Project (Formative and Summative)	Student Choice	P7, P8, P9, P10, P11, P12	35	This Task is submitted in sections - TBA Final Report T2, W7
3	Yearly Exam	All Topics	P2, P3, P4, P5, P6, P8, P9, P10, P12	40	T3 Exam period

**A student:**

- P1 Differentiates between spatial and ecological dimensions in the study of geography
- P2 Describes the interactions between the four components which define the biophysical environment
- P3 Explains how a specific environment functions in terms of biophysical factors
- P4 Analyses changing demographic patterns and processes
- P5 Examines the geographical nature of global challenges confronting humanity
- P6 Identifies the vocational relevance of a geographical perspective
- P7 Formulates a plan for active geographical inquiry
- P8 Selects, organises and analyses relevant geographical information from a variety of sources
- P9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 Applies mathematical ideas and techniques to analyse geographical data
- P11 Applies geographical understanding and methods ethically and effectively to a research project
- P12 Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

**\*\* Assessment advice received from Macquarie Park RTO 90222\*\***

<b>Assessment Events for Certificate II Hospitality SIT20316</b>		<i>Cluster A</i>	<i>Cluster B</i>	<i>Cluster C</i>	
		<b>Getting ready for work</b>	<b>Practical Café Skills</b>	<b>Working relationships</b>	<b>Yearly Examination</b>
		<i>Competencies will be assessed throughout the course.</i>			T3, W7/8
<b>Code</b>	<b>Unit of Competency</b>				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements. The exam events will be used for school and / or NESA reporting requirements.**

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

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Design Task	Design, Management and Communication	P2.1, P3.1, P3.2, P4.1, P4.3, P5.2	30	T2, W3
2	Industry Study	Design, Management and Communication	P1.1, P1.2, P5.1, P6.1, P6.2, P7.1, P7.2	30	T2, W10
3	Yearly Examination	Knowledge, Communication and Application	P1.1, P1.2, P2.1, P4.3, P7.1, P7.2	40	T3, W7/8

**A student:**

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Topic Test	Legal system	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	30	T1, W9
2	Research & writing task	Individual and the Law	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	30	T2, W9
3	Yearly Exam	All Topics	P1, P2, P3, P4, P5, P6, P7, P9, P10	40	T3 Exam period

**A student:**

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues



Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Class Test	Algebraic techniques (F1.1), Introduction to functions (F1.2) and Linear, quadratic and cubic functions (F1.3)	MA 11-1, MA11-2, MA11-9	30	T1, W8
2	Assignment/Investigation	Trigonometry (T1.1) and Radians (T1.2)	MA11-1, MA11-3, MA11-8, MA11-9	30	T2, W8
3	Yearly Examination	All Preliminary Topics studied	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	40	T3, W7/8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, fluency and Communicating
- Problem Solving, Reasoning and Justification

**A student:**

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practice problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Assignment/Investigation	Inequalities (F1.2), Graphical relationships (F1.1), Inverse functions (F1.3), Parametric form of a function or relation (F1.4)	ME11-1,ME11-2,ME11-6, ME11-7	25	T1,W9
2	Class Test	Remainder and factor theorems (F2.1), Sums and products of roots of polynomials (F2.2), Inverse Trigonometric Functions (ME-T1), Further Trigonometric Identities (ME-T2)	ME11-1, ME11-2, ME11-3, ME11-7	35	T2, W9
3	Yearly Examination	All Preliminary Topics studied	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	40	T3, W7/8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, fluency and Communicating
- Problem Solving, Reasoning and Justification

**A student:**

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	In class test	Algebra – Formula and Equations Financial Mathematics – Earning and Managing Money	MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	30	T1, W8
2	Assignment/Investigation	Statistical Analysis – Classifying and Representing Data	MS11-2, MS11-7, MS11-9, M211-10	30	T2, W8
3	Yearly Examination	All Preliminary Topics studied	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	40	T3, W7/8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, Fluency and Communicating
- Problem Solving, Reasoning and Justification

**A student:**

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Essay	Investigating Modern History- Case Studies	11-1, 11-2, 11-3, 11-4, 11-9	30	T1, W11
2	Investigation	Historical Investigation	11-6, 11-7, 11-8, 11-9, 11-10	30	T2, W8/9
3	Yearly Exam	All Topics	11-1, 11-3, 11-5, 11-6, 11-9	40	T3 Exam period

**A student:**Knowledge and Understanding:

- MH11-1 Describes the nature of continuity and change in the modern world
- MH11-2 Proposes ideas about the varying causes and effects of events and developments
- MH11-3 Analyses the role of historical features, individuals and groups in shaping the past
- MH11-4 Accounts for the different perspectives of individuals and groups
- MH11-5 Examines the significance of historical features, people, places, events and developments of the modern world

Skills:

- MH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 Discusses and evaluates differing interpretations and representations of the past
- MH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured form
- MH11-10 Discusses contemporary methods and issues involved in the investigation of modern history

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Performance as a soloist or part of a small ensemble – <i>own choice of genre.</i>	PERFORMANCE 5%	P1, P5, P9	25	T1, W7/8
	Viva Voce on <i>“Music for film, radio, TV &amp; multimedia”</i>	AURAL 10% + MUSICOLOGY 10%	P2, P4, P6		
2	a) Composition of a piece for solo or small ensemble <i>“Music for Small Ensembles”</i>	AURAL 10% COMPOSITION 15%	P5, P7, P8 P2, P6	25	T2, W3/4
	b) Arrangement of a piece and performance as part of a small ensemble	COMPOSITION 10% PERFORMANCE 10%	P3, P5 P1, P9		
3	Yearly Aural Examination + Performance ( <i>own genre</i> ) Topic 3 <i>“Methods of Notating music”</i>	AURAL 20% PERFORMANCE 10%	P4, P5, P6 P1, P5, P9	30	T3, W6/7

**A student:**

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Better Health for Individuals	Meanings of influences on and promotion of health. Identifying determinants and taking control of individual health	P1, P2, P3, P4, P5, P6, P12, P15, P16	30	T2, W2
2	Core 2 Task – The Body in Motion	Foundations of human movement, body systems, planning for participation and evaluating fitness levels	P7, P8, P9, P10, P11, P16, P17	30	T2, W10
3	Yearly Examination	Core 1, Core 2, First Aid, Fitness Choices	All outcomes	40	T3, W7/8

**A student:**

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Depth Study	Musical Instruments and Wave Phenomena	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-10	35	T1 ,W8
2	Open Ended Investigation	Experimental Skills	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5	25	T2, W10
3	Yearly Examination	Module 1-4	PH11/12-1 – PH11/12-11	40	T3, W7/8

**A student:**

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Social and Cultural Research Task	The Social & Cultural World	P1, P3, P6, P7, P9, P10	30	T1, W7
2	Mini Personal Interest Project	Personal and Society Identity	P4, P6, P7, P8, P9, P10	30	T2, W 3-10
3	Yearly exam	All topics	P1, P2, P5, P6, P9, P10	40	T3 Exam period

**A student:**

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms



Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Algorithm Design and Solution Prototyping	Software Development approaches; Introduction to Software Development	P1.2, P4.1, P4.2, P5.2, P6.3	30	T1, W8
2	Individual Project - Mini Major	Design and development of software solutions; Project management techniques	P1.2, P4.1, P4.2, P5.2, P6.1, P6.3	40	T2, W8
3	Yearly Examination	Written Knowledge	All	30	T3, W7/8

**A student:**

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of programming language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Games and Sport Applications II	Games and Sport Applications II Practical Task <ul style="list-style-type: none"> <li>Students skillfully and confidently engage in a set of various sports activities and games</li> </ul>	1.3, 3.4, 4.1, 4.4	30	T1, W4-10
2	Fitness	Fitness Testing <ul style="list-style-type: none"> <li>Practical application of various fitness tests and analysis of personal fitness results</li> </ul>	1.1, 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 4.1, 4.2, 4.4	30	T2, W4-10
3	Course Exam	First Aid Games and Sports Applications II Fitness	1.2, 1.3, 1.5, 2.2, 2.5, 3.2, 3.5, 4.1, 4.5	40	T3, W7/8

**A student:**

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Semester 1 Body of Work	Art Making	P1, P2, P3, P4	25	T2, W3
2	a) Semester 2 Body of Work b) Artist Research	Art Making 25% Research of mentor artists in Visual Arts Diary 15%	P4, P5, P6, P7, P8	40	T3, W5
3	Yearly Examination	Art Criticism and Art History	P7, P8, P9, P10	35	T3, W7/8

**A student:**

- P1 explores the conventions of practice in art making
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Job Application	<b>Module 2</b> – Preparing Job Applications <i>Skills</i> – Career Planning, performing work tasks	1, 2, 5, 7	20	T1, W7
2	Event Management	<b>Module 9</b> – Team Event Management Project <i>Skills</i> – Performing work tasks, working with others	1, 3, 5, 6, 7, 8, 9	40	T2, W4
3	Yearly Examination	<i>Knowledge</i> – Career Planning, performing work tasks, working with others, managing change	1, 2, 3, 4, 5, 6, 7, 8, 9	40	T3, W7/8

**A student:**

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups



**Stage 6**  
**Appeal Due to Illness/Misadventure at the time of Assessment or Examination**

Full Name: \_\_\_\_\_

Year and Roll Class: \_\_\_\_\_ Date Form Submitted: \_\_\_\_\_

**IMPORTANT**

- Only list here the assessments and/ or examinations you are appealing.

Subject	Teacher	Assessment/ Examination	Original Date Due

**STUDENT APPEAL**

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature  Date

Parent signature  Date

***If this appeal is lodged on behalf of a student, please print:***

Name of person lodging appeal: \_\_\_\_\_

Reason the student is not lodging the appeal: \_\_\_\_\_

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

**Please complete the information required over the page and return form to Deputy Principal within 48 hours of Illness or Misadventure.**

**The person completing these sections must not be related to the student.**

Kellyville High School advises that students should attend examinations and hand in assessment tasks on the due date, unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

**Appeal due to illness**

Independent evidence of illness: to be completed by medical practitioner OR Doctor's Certificate attached

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/ meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment. \_\_\_\_\_

Any other comments or information which may assist in the assessment of the student's appeal. \_\_\_\_\_

***Please note that any fee for providing this report is the responsibility of the student.***

Name of doctor: \_\_\_\_\_

Profession: \_\_\_\_\_ Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal due to misadventure** (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: \_\_\_\_\_ Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes/ No If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

Name: \_\_\_\_\_

Profession: \_\_\_\_\_ Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**RETURN THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 48HRS**



**Stage 6**  
**Appeal Due to Illness/Misadventure at the time of Assessment or Examination**

To be completed by the student

Full Name: \_\_\_\_\_

Year and Roll Class: \_\_\_\_\_

To be completed by Student			To be completed by Deputy Principal			
Subject	Teacher	Assessment Task/ Examination	Outcome			Other
			Approved / Declined	Estimate OR New Date		
			A / D	<input type="checkbox"/>		
			A / D	<input type="checkbox"/>		
			A / D	<input type="checkbox"/>		
			A / D	<input type="checkbox"/>		

**To be completed by the Deputy Principal**

Doctor's Certificate received: Yes/ No      Date received: \_\_\_\_\_

Comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

**Office Use Only**

**Outcome forwarded to:**

Head Teacher(s)  \_\_\_\_\_ Year Adviser  \_\_\_\_\_

Class Teacher(s)  \_\_\_\_\_ Student  \_\_\_\_\_

***This acknowledgement should be kept as a record of the outcome.***



**Stage 6  
Request for Review of Assessment**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

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

**Reason for review:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supporting evidence:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVED / NOT APPROVED**

Comment:

\_\_\_\_\_  
\_\_\_\_\_

Principal: \_\_\_\_\_

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

Notifications:     Student/Parent     Staff/Executive/LST     File



**S’RREAL – ENGAGED ACTIVE LEARNERS: INDIVIDUAL ASSESSMENT CALENDAR**

**TERM 1 2020**

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JAN 28 – FEB 1	1	Public Holiday AUSTRALIA DAY	School Development Day – Staff Only –	#FirstFewDaysProgram	YEAR 11 RETURN #FirstFewDaysProgram	#FirstFewDaysProgram	
FEBRUARY 3 – 7	2		TOTAL BBQ 6pm				
FEBRUARY 10 – 14	3						
FEBRUARY 17 – 21	4	School Photos				Swimming Carnival *all students to attend	
FEBRUARY 24 – 28	5						
MARCH 2 – 6	6						
MARCH 9 – 13	7						
MARCH 16 – 20	8						
MARCH 23 – 27	9						
MAR 30 - APR 3	10				7/11/12 PT night 3.30 – 7.30pm		
APRIL 6- 10	11					Public Holiday GOOD FRIDAY	
APRIL		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
APRIL		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	

## TERM 2 2020

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
APRIL 28 – MAY 1	1	School Development Day – Staff Only –					
MAY 4 – 8	2					Athletics Carnival *all students to attend	
MAY 11 – 16	3						
MAY 18 – 22	4						
MAY 25 – 29	5						
JUNE 1 – 5	6						
JUNE 8 – 12	7	Public Holiday QUEEN'S BIRTHDAY					
JUNE 15 – 19	8						
JUNE 22 – 26	9						
JUN 29 – JUL 3	10						
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	

## TERM 3 2020

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JULY 20 – 24	1	School Development Day – Staff Only –	#Second2Days	# Second2Days			
JULY 27 – 31	2			Year 11 Urban Challenge *all students encouraged to attend			
AUGUST 3 – 7	3						
AUGUST 10 – 14	4						
AUGUST 17 – 21	5						
AUGUST 24 – 28	6						
AUG 31 – SEPT 4	7	YEAR 11 YEARLY EXAMINATION PERIOD					
SEPTEMBER 7 – 11	8	YEAR 11 YEARLY EXAMINATION PERIOD					
SEPTEMBER 14 – 18	9						
SEPTEMBER 21 - 25	10						
SEPT/OCT		<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	
SEPT/OCT		<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	

## TERM 4 2020 (HSC COURSE BEGINS)

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCTOBER 12 – 16	1		HSC Info Evening 6.00pm				
OCTOBER 19 – 23	2						
OCTOBER 26 – 30	3						
NOVEMBER 02 – 06	4						
NOVEMBER 09 – 13	5						
NOVEMBER 16 – 20	6						
NOVEMBER 23 – 27	7						
NOV 30 – DEC 04	8						
DECEMBER 07 – 11	9			Sports Assembly @ 11am			
DECEMBER 14 – 18	10	Presentation Day 10am – 12pm			School Development Day – Staff Only –	School Development Day – Staff Only –	