

BRISBANE WATER SECONDARY COLLEGE

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CAMPUS

YEAR 11 ASSESSMENT BOOKLET

2021

STRENGTH THROUGH UNITY

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YEAR 11 ASSESSMENT PROCEDURES 2021

1. REQUIREMENTS FOR THE AWARD OF THE HSC**1.1 THE HIGHER SCHOOL CERTIFICATE**

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on the following website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>). Students must ensure they are aware of these requirements. Further information or any other matter relating to senior assessment can be obtained from the Head Teacher Teaching and Learning or Deputy Principal.

1.2 ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility are set out in the New South Wales Education Standards Authority (NESA) publication, the Assessment, Certification and Examination (ACE) Manual, which is kept in every secondary school. It is also on the NESA website: <https://ace.nesa.nsw.edu.au/>

To be eligible for the Higher School Certificate you need to have:

- Gained a Record of School Achievement or other such qualifications as NESA considers satisfactory
- Attend a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE
- Completed HSC: *All My Own Work*
- Satisfactorily completed courses that comprise a pattern of study required by NESA for an award of the Higher School Certificate (see Below)
 - Completing the requirements for each course
 - Completing tasks designed for the internal assessment program in each HSC course at your School
- Sit for and made a serious attempt at the Higher School Certificate
- Completed Minimum Standards in Reading, Writing and Numeracy

1.3 PATTERN OF STUDY

Students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising of at least 10 units.

Both the Preliminary and HSC patterns must include at least:

- 6 units from the Board Developed Courses
- 2 units of a Board Developed Course in English
- Three courses of 2 unit value or greater (either Board Developed or Board Endorsed)
- Four subjects

NOTE: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of 6 Preliminary units and seven HSC units can be counted from Science Courses

1.4 SATISFACTORY COMPLETION OF A COURSE

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

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. Note also: students must complete assessment tasks that contribute in excess of 50% of available marks in courses where internal assessment marks are submitted, for the Principal to deem them as satisfactorily completing the course.

If the Principal determines that a student has not fulfilled the above criteria, the student will be given a written warning in sufficient time to correct any problems regarding their application or completion of courses. If the problem is not corrected, then the student will be deemed **UNSATISFACTORY** in that course and an **'N' determination** will be made (see section 3.19 See appendix for details). In particular, student absence will be regarded seriously, since non-attendance will make it very difficult for students to fulfil course requirements. Homework and class based experiences are considered essential elements in meeting these requirements. There is a formal appeals process available to all students and this can be explained by the Year Advisor, Deputy Principal or Principal.

2. HIGHER SCHOOL CERTIFICATE CREDENTIALS

2.1 THE HIGHER SCHOOL CERTIFICATE

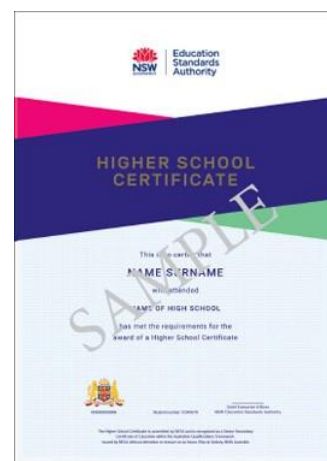
School-based assessment tasks will contribute to 50% of your marks at the HSC. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. This booklet explains the procedures and requirements of the school assessment program.

Note: assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.

The other 50% of the marks will be based on your performance in the HSC examination for each subject. The Higher School Certificate is a **testamur** document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of your Higher School Certificate, you will receive a portfolio containing:

- The HSC Testamur – This shows that you are eligible for the Higher School Certificate. It includes your name, school and date of the award.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including your Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.



ADDITIONAL INFORMATION:

The NESA publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available from the following website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

If you wish to receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

2.2 THE HIGHER SCHOOL CERTIFICATE RECORD OF ACHIEVEMENT

This provides formal recognition of a student's senior secondary school achievements.

The Higher School Certificate (HSC) Record of School Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Stage 6) Grades and, if applicable, Stage 5 results will appear on separate pages.

This provides formal recognition of students' senior secondary school achievements.



Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of [moderation](#) to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set [standards of performance](#).

HSC mark: The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance band: A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A [performance band](#) of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

Stage 6 Preliminary grades: Schools using the [Common Grade Scale for Preliminary courses](#) award A–E grades for Stage 6 Preliminary courses (other than Life Skills and Vocational Educational and Training (VET) courses).

Stage 5 grades: Schools using the Common Grade Scale and course performance descriptors award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

The HSC does not report a single, overall score.

2.3 MODERATED ASSESSMENT MARKS (HSC)

Each school conducts an assessment program for its students in each course, and reports students' assessment marks to NESA. Every school, therefore, assesses its own students individually on work done for each HSC course provided at the school.

Schools use different assessment tasks, have different marking standards, and have students of varying abilities. Due to these differences, the process of **moderation** is needed to allow students' assessment marks to be compared.

Moderation adjusts the assessment marks of a school group by using their examination marks in that course. The moderated assessment marks on the Record of Achievement can be used to compare the performances of students at different schools who have completed the same course.

2.4 SCALING FOR THE AUSTRALIAN TERTIARY ADMISSION RANK [ATAR]

Using the scaled examination marks and moderated assessment marks, the University Admissions Centre (UAC) carries out a further scaling process which leads to the calculation of each student's Australian Tertiary Admission Rank (ATAR).

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to each student in each course are re-adjusted taking into account the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by a combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate's ATAR is based upon the scaled aggregate of the marks in the best ten units of Board Developed courses, subject to the following conditions:

- a) the best two units of English must be included in the ATAR
- b) the best eight units from the remaining Board Developed courses are included
- c) no more than two units of Category B courses may be included.

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

(Further information is available on the UAC website: www.uac.edu.au).

3. SCHOOL ASSESSMENT PROCEDURES

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate course

3.1 RIGHTS AND RESPONSIBILITIES

THE SCHOOL IS RESPONSIBLE FOR:

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task (see section 3.3)
- d) keeping records of each student's performance in each assessment task
- e) providing students with information on their progress
- f) providing meaningful feedback to each student for all assessment tasks
- g) providing information to students, during the course that will show their order of merit and the relative differences between them

Different courses will have different numbers and types of assessment tasks. Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

STUDENTS ARE RESPONSIBLE FOR:

- a) meeting all course requirements, including attendance at classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for that course (see section 3.18)
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before 3:00pm on the due date (unless otherwise specified)
- g) being present for all 'in-class' tasks and examinations

3.2 ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this assessment policy booklet is a summary of assessment tasks– this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks.

Students must be informed in writing of any assessment task, at least two weeks before the task (see section 3.3).

No assessment tasks or Variation of Routine are to be scheduled 1 week immediately preceding Year 11 Yearly Examinations.

3.3 NOTIFICATION OF ASSESSMENT TASKS

The **due date** and **details** of an assessment task will be notified to students in writing at least two weeks before the task.

The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components/topics and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- where appropriate, marking criteria/rubric/information about how the task will be assessed. After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. **Any changes of date will be notified in writing.**

Note that written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in this assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students must be informed of any changes to the date – in writing, and two weeks in advance. The Principal is to be consulted if it is not possible to give two weeks notice for changed tasks.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Students are expected to perform all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.

3.4 ABSENCE WHEN A TASK IS NOTIFIED

Whenever students are absent from school, it is **the students' responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Review Application** firstly to the Year 11 Deputy Principal (or if absent to another Deputy Principal) (see section 3.7 and appendix 1)

3.5 EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Year 11 Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Year 11 Deputy Principal using the school's **Assessment Task Review Application** (see Appendices) **as soon as you are aware** of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness.

If your extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Year 11 Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task (see section 3.9 and 3.14 below).

3.6 PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Year 11 Deputy Principal and follow 3.5 above **before the end of the next school day**.

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Year 11 Deputy Principal, submit their **Assessment Task Review Application** and complete the work at a time specified by the Year 11 Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Assessment Task Review Application** as in section 3.7 below.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

3.7 ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student’s control which allegedly affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). You cannot submit an application on the basis of – misreading the exam timetables, misreading exam instructions, loss of study time, difficulties in preparation or loss of preparation time unless there are **exceptional circumstances**.

It is the student’s responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Year 11 Deputy Principal, then a mark of **ZERO** will be awarded (see section 3.14 below). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Year 11 Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Year 11 Deputy **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Review Application** (see Appendices) to the Year 11 Deputy Principal. A student may also submit an **Assessment Task Review Application** to the Year 11 Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or on the day of the task, adversely affected their performance in that task.

3.7.1 Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date – **even if it is due by 3.00pm**, **or** to carry out the following procedures:

(i) **notify the Year 11 Deputy by telephone before 9:00 am** on the day the assessment task is due. Speak to the Year 11 Deputy Principal to make arrangements for the task to be submitted **AND**

(ii) **before period 1 on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Year 11 Deputy Principal to collect an **Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who ask for a review on the grounds of illness must provide a medical certificate **for the relevant time period. Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.** This is to be attached to the Application and given to the Year 11 Deputy Principal on the day they return to school.

Note: in the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Assessment Task Review Application**:

- (a) has not been submitted to explain their absence (see section 3.14)
- (b) submitted by the student is not approved (see section 3.14).

3.7.2 Absence on the Day of an Assessment Task is to be Conducted (Exam, Practical Task, Oral Performance)

Students who are absent from school for a valid reason on the day of an assessment task

MUST:

- a) **notify the Year 11 Deputy Principal by telephone before 9:00 am** on the day of the assessment task and give an anticipated date for their return to school
- b) **before period 1 on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Year 11 Deputy Principal to collect an **Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness must provide a medical certificate certifying the illness **occurred on the day of the assessment task**. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.**
- c) be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate and in consultation with the Classroom Teacher, Head Teacher or Deputy Principal).

Where appropriate, the Year 11 Deputy Principal may authorise for the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Year 11 Deputy Principal may authorise for an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Assessment Task Review Application**:

- (a) has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) (see section 3.14) or
- (b) submitted by the student is not approved (see section 3.14).

3.7.3 Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student MUST:

- (a) **on the day of the task**, see the Year 11 Deputy Principal to collect an **Assessment Task Review Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Year 11 Deputy Principal an appropriate time-frame to complete the **Assessment Task Review Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness MUST obtain a medical certificate **for the relevant time period**.
- (b) return the completed **Assessment Task Review Application** to the Year 11 Deputy Principal, with the independent evidence, as per the time-frame agreed upon in (a)

Note: If you are receiving disability provisions see section 5

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Review Application** since they believe short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance:

- (a) if the assessment task review is not approved, then the student will receive the mark they actually gained on the task
- (b) if the assessment task review is approved, then the student will receive either the mark actually gained on the task or an estimated mark (based on appropriate previous assessment tasks), whichever is the higher. Before the final Year 11 assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to NESAs), the estimated mark for this task will again be calculated (based on all the appropriate assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

NOTE: **REVIEWS INITIATED AFTER ASSESSMENT TASK RESULTS HAVE BEEN ISSUED WILL NOT BE CONSIDERED IN ANY CIRCUMSTANCES.**

3.8 ATTENDANCE SCHOOL DAY BEFORE A TASK, PARTICIPATION IN CLASS AND ATTENDANCE ON THE DAY OF A TASK

Students will attend all timetabled lessons on time (including period 0) or scheduled school activities during the **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day (unless approval has been given by the Year 11 Deputy Principal)**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them from being at school or on time the school day prior to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. **Reviews for non-school related activities including participation in entertainment, driving tests, family holidays, work or sporting events, attendance at exams conducted by other education organisers or independent camps will not be upheld.** Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness must provide a medical certificate certifying the illness ***occurred during the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task will be awarded a **ZERO** mark.

A student who becomes ill or suffers an illness or misadventure at school on the day of an assessment task **MUST** report firstly to the Year 11 Deputy Principal (or the Principal). If the student is ill but decides to do the assessment task, the student should notify the class before the assessment task commences.

A student who suffers an illness or misadventure at school on the day of an assessment task may submit an **Assessment Task Review Application** (see section 3.7 above).

Students must participate fully in all classes during the day prior to an assessment task. **Students found to be studying for the task during the class time of other courses will be awarded a ZERO mark.**

3.9 LATE SUBMISSIONS OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the faculty. All faculties must maintain a record of tasks submitted.

If the task is a hand in and you are allotted a time to hand it in you must hand it in yourself. If the task is to be handed in electronically then you must upload it in plenty of time.

Unless the Year 11 Deputy Principal receives a completed **Assessment Task Review Application** that provides an acceptable explanation for the late submission of a task (see section 3.7 above), the student will receive a 50% loss of marks Day 1 and **ZERO** marks being awarded Day 2 and beyond for that task. (see section 3.14 below).

3.10 GRANTING OF AN ASSESSMENT TASK REVIEW

If an **Assessment Task Review Application** has been approved, then the Year 11 Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

NOTE: YOUR APPLICATION FOR AN ASSESSMENT TASK REVIEW IS NO GUARANTEE THAT IT WILL BE APPROVED.

3.11 EXCURSIONS AND FIELD TRIPS

Students must attend those excursions and field trips, which are part of the Year 11 course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an **Assessment Task Review Application**. In this case, the teacher organising the excursion/school commitment must give a copy of student names in attendance to the relevant Head Teacher and the Year 11 Deputy Principal.

3.12 TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **exceptional circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive) or some form of cloud storage.
- when working at school, save the latest version of your work to your personal files on the school server
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your classroom teacher of this. (Note: printing can be done in the library during break times and Wednesday Afternoon Homework Hub.)

3.13 ORAL/ PERFORMANCE TASKS

Students must be ready to present oral/performance assessment tasks on the specified due date and the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). In many cases, the actual oral/performance presentations by students may take several periods over a number of days. If you are absent during these days you must submit an **Assessment Task Review Application** along with independent evidence (as per Section 3.7.2). Once a student has completed this task they do not need to appeal for any subsequent absences during the time period related to this task. On the specified day that the task is due, classroom teachers will normally indicate to students the order in which they will make their presentations. Students must complete the task during the allocated time.

3.14 ZERO MARKS

A **ZERO** will be awarded when a student:

- submits a task late (without a valid reason) Day 2 or beyond for that task (see section 3.9 above)
 - does not attempt the assessment task (non-attempt)
 - does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Year 11 Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded.
 - is found to be involved in substantial malpractice (see section 3.16 below)
 - is absent a day before an assessment task (without a valid reason) (see section 3.8 above)
 - is absent from or late a day before an assessment task. In such cases:
 - parents/guardians will be informed in writing
 - copies of the parental notification will be notified to the Head Teacher, Year Advisor, Deputy Principal and Principal
- Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course (see section 3.15, 3.18 and 3.19)

3.15 COMPLETION OF 50% OF AVAILABLE MARKS

In addition to any other set tasks and experiences in any Year 11 course, students must complete Year 11 assessment tasks that contribute in excess of 50% of available marks in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESAs will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course (section 3.18 and 3.19).

3.16 MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the NESAs Register of Malpractice for Year 11 assessment tasks. Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially

- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date
- altering of an assessment task that has already been marked
- attempting to alter an assessment task that has already been marked

The decision with regard to malpractice having occurred will be taken by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of **ZERO** may be awarded (see section 3.14 above).

3.17 QUERYING THE RESULT OF AN ASSESSMENT TASK

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the subject teacher. If the issue is not resolved, the task will be retained by the Classroom Teacher of the subject and the Head Teacher should be approached by the student requesting a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is **FINAL**. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. If the matter cannot be resolved the review process can be used to refer the matter to the assessment review panel.

IT SHOULD BE NOTED HOWEVER THAT A TEACHER'S PROFESSIONAL JUDGEMENT CANNOT BE THE BASIS OF A REVIEW.

Note: The Principal is the final arbiter in all procedural matters.

3.18 WARNING OF 'N' DETERMINATION

Students undertaking the Year 11 Course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, ***regardless of whether or not these tasks contribute to the final assessment mark.*** It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute **in excess of 50% of the available marks.**

Students who are **NOT** meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing,

Further information

A copy of the ***Assessment, Certification and Examination (ACE) Manual*** is available on the NESAs website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation. (See Appendices for sample copy of Official Warning Letter.)

3.19 N DETERMINATION AND APPEALS

Any student who is at risk of **NOT** meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a Year 11 course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Preliminary courses and 10 units of HSC Courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of extension courses, students who fail to meet the assessment requirements of the co-requisite 2 unit course will not receive a result in either course.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and Deputy Principals. The outcome of the appeal will be notified to the student, the parents, and NESA.

3.20 CONFIDENTIALITY OF FINAL MARK

The final HSC assessment mark for each subject is confidential and cannot be given to students.

3.21 ORDER OF MERIT AND FINAL RANKING (HSC)

Students will be given feedback from time to time as to their ongoing rank in any course. They can collect their *Assessment Rank Order Notice* from the school after the last HSC examination at Brisbane Water Secondary College Woy Woy and within the period of time for appeals (the date will be advised). Students can also access this at Students Online by using their PIN and following instructions from the NESA.

3.22 REVIEW OF ASSESSMENT RANK

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by NESA. Marks awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

The School's Review Panel (comprising of the Principal and the Deputy Principals) will carry out a review to establish whether:

- the weightings specified by the school assessment schedules conform with Board requirements
- the procedures used by the school for determining the final assessment mark conform with its stated assessment schedule (in particular the weightings used for the various tasks are consistent with those specified in the assessment schedule)
- there are no computational or other clerical errors in the determination of the assessment mark
- If the school's review panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged through the Principal to NESA if the student is dissatisfied with the school review procedures.

3.23 ASSESSMENT TASK REVIEW APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Assessment Task Review Application** must be submitted to the Year 11 Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the review process. If a student has applied for special consideration using the **Assessment Task Review Application**, this process will be determined by the Assessment Review Panel after completion of all assessment tasks.

If the school's review panel upholds the application adjustments may be made. The **"Upheld"** determination is made by the panel after it deems that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify no penalty being applied to the student's mark for the task. In instances where a review relates to student lateness or absence, in the day prior to or on the date of an assessment, the **"upheld"** determination notifies the student that no penalty will be applied to the task mark for the associated lateness or absence. The panel has deemed that the student has followed the appropriate process and/or that there has been no unfair advantage gained by the student in relation to the task in question.

If the school's review panel makes a **"To be reviewed"** determination, then adjustments will be made. The **"To be reviewed"** determination is made by the panel after it deems that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify the provision of special consideration in the mark allocation process. The final mark for this task will be adjusted to reflect the student's performance in other tasks that test the same/similar outcomes, skills or competencies. At the end of the course the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher. It must be noted that the adjustment can only be made to reflect observed student achievement levels.

If the school's review panel declines the application no adjustments will be made or the penalty of **ZERO** will remain. The **"Declined"** determination is made by the panel after it deems that the student has either not followed the appropriate process to apply for consideration and/or insufficient evidence has been provided to justify the provision of special consideration in the mark allocation process. In this case, the mark will remain as the mark actually gained on the task. The committee makes its decision based on the advice in the Assessment Certification Examination (ACE 11004) Manual. In instances where a review relates to student lateness or absence, in the two days prior to or on the date of an assessment, the **"declined"** determination notifies the student that a penalty will be applied to the task mark for the associated lateness or absence. The panel has deemed that the student has not followed the appropriate process and/or that there has potentially been an unfair advantage gained by the student in relation to the task in question.

A STUDENT'S RANK OR MARK CANNOT BE PROVIDED ON THEIR SCHOOL SEMESTER 1 REPORT UNTIL THE REVIEW PANEL DECISION HAS BEEN FINALISED. STUDENTS WILL NOT BE ALLOWED TO WITHDRAW A REVIEW ONCE IT HAS BEEN SUBMITTED.

A further appeal may be lodged through the Principal to NESA if the student is dissatisfied with the school review procedures.

3.24 ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of Year 11 courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Year 11 Deputy Principal for resolution.

Note: The Principal is the final arbiter in all procedural matters contained in this policy.

4. STUDENTS ACCELERATED IN A COURSE

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Preliminary and HSC assessment, but this cannot be guaranteed.

During the examination period students accelerated in a course will be given study leave (Stuvac) the day before their examination unless the task is scheduled the day after a weekend or a public holiday. On all other occasions during the examination period when Year 12 lessons have been suspended, students accelerated in a course must attend all lessons in accordance with section 3.8; however, they are offered Stuvac the day before examination. If the task is scheduled in the afternoon students will still be given Stuvac on the day before and are NOT expected to attend lessons before the task – including period 0. If the task is in the morning then students are expected to attend all lessons after their assessment task has been completed.

Stuvac will NOT be provided to students accelerated in a course outside the examinations. Stuvac is for preparation for exams in an examination block not for Oral/ Performances or presentations or hand-in tasks.

5. DISABILITY PROVISIONS

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Learning Support and Year 11 Deputy Principal.

Note the following is unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/the School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

Aboriginal Studies

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 6	Term 3 Week 2	Term 3 Weeks 9-10	
Type of task	Educational Resource and Reflection	Research Report	Yearly Examination	
Related Outcomes	P1.1, P1.2, P2.1, P2.2, P3.2	P4.1, P4.2	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.3	
Syllabus Content Area & Weighting				
Aboriginality and the Land	20		5	25
Heritage and Identity			15	15
International Indigenous Community Comparative Study			15	15
Research and Inquiry Methods – Local Community Case Study		40	5	45
Task weighting %	20%	40%	40%	100%
Component				
Knowledge and understanding of course content	10	10	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the Local Community Case Study		15	5	20
Communication of information, ideas and issues in appropriate forms	5	10	10	25
Component weighting %	20%	40%	40%	100%

Ancient History

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 8	Term 3 Week 2	Term 3 Weeks 9-10	
Type of task	Source Analysis	Historical Investigation	Yearly Examination	
Related Outcomes	AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	AH11-1, AH11-2, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, HA11-6, AH11-7, AH11-9, AH11-10	
Syllabus Content Area & Weighting				
Investigating Ancient History	30		10	40
Historical Investigation		30		30
Features of Ancient Societies			30	30
Task weighting %	30%	30%	40%	100%
Component				
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Component weighting %	30%	30%	40%	100%

Biology

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 9-10	
Type of task	Field Study Report	Depth Study	Yearly Examination	
Related Outcomes	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Syllabus Content Area & Weighting				
Module 1: Cells		20	7.5	27.5
Module 2: Organisms		20	7.5	27.5
Module 3: Biological Diversity	15		7.5	22.5
Module 4: Ecosystem Dynamics	15		7.5	22.5
Task weighting %	30%	40%	30%	100%
Component				
Skills in working scientifically	20	30	10	60
Knowledge and understanding	10	10	20	40
Component weighting %	30%	40%	30%	100%

Business Studies

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 9-10	
Type of task	Business News Report and Research	Business Plan for a SME	Yearly Examination	
Related Outcomes	P1, P2, P3, P6, P7, P9	P1, P3, P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Syllabus Content Area & Weighting				
Nature of Business	30			30
Business Management		15	20	35
Business Planning		15	20	35
Task weighting %	30%	30%	40%	100%
Component				
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		5	15	20
Inquiry and research	10	10		20
Communication of business information, issues and ideas in appropriate forms	10	5	5	20
Component weighting %	30%	30%	40%	100%

Chemistry

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 2 Week 1	Term 2 Week 8	Term 3 Weeks 9-10	
Type of task	First Hand Investigation	Depth Study	Yearly Examination	
Related Outcomes	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9, CH11-10, CH11-11	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Syllabus Content Area & Weighting				
Module 1: Properties and Structure of Matter	20		5	25
Module 2: Introduction to Quantitative Chemistry		15	10	25
Module 3: Reactive Chemistry		15	10	25
Module 4: Drivers of Reactions		10	15	25
Task weighting %	20%	40%	40%	100%
Component				
Skills in working scientifically	10	30	20	60
Knowledge and understanding	10	10	20	40
Component weighting %	20%	40%	40%	100%

Community and Family Studies

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9-10	
Type of task	Media Analysis	Case Study & Research	Yearly Examination	
Related Outcomes	P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2, P6.2	P1.2, P2.1, P2.2, P2.4, P3.1, P3.2, P4.2, P6.1, P6.2	
Syllabus Content Area & Weighting	Core 1 – Resource Management Strategies	Core 2 – Individuals & Groups	Core 1- Resource Management Strategies Core 2 – Individuals & Groups Core 3 – Families and Communities	
Core 1 – Resource Management	30		10	40
Core 2 – Individuals & Groups		30	10	40
Core 3 – Families & Communities			20	20
Task weighting %	30%	30%	40%	100%
Component				
Knowledge & understanding of course content	10	20	10	40
Skills in critical thinking, research methodology, analyzing and communicating	10	20	30	60
Component weighting %	20%	40%	40%	100%

Dance

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
Type of task	<p>Presentation of Core Performance Under Development</p> <p>Performance of class sequences, discussion with class teacher and submission of process diary</p> <p>Research & Essay Scaffolding Task on a Dance Work</p>	<p>Presentation of Draft Composition</p> <p>Presentation of Core, Composition as a work in progress, elaboration with class teacher, submission of rationale and process diary</p> <p>Research & Essay Scaffolding Task on a Dance Work</p>	Preliminary Examination	
Related Outcomes	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	
Syllabus Content Area & Weighting				
Performance	20		20	40
Composition		15	15	30
Appreciation	15	15		30
Task weighting %	35%	30%	35%	100%
Component				
Performance	20		20	40
Composition		15	15	30
Appreciation	15	15		30
Component weighting %	35%	30%	35%	100%

Drama

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9-10	
Type of task	Performance Written – Logbook	Portfolio – Design Performance presentation	Extended Response	
Related Outcomes	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.4	P1.3, P1.4, P1.6, P2.1, P2.2, P2.3, P3.3	P1.5, P1.6, P3.1, P3.2, P3.3	
Syllabus Content Area & Weighting				
Improvisation, Playbuilding, Acting	30			30
Elements of Production in Performance		40		40
Theatrical Traditions and Performance Styles			30	30
Task weighting %	30%	40%	30%	100%
Component				
Making	10	20	10	40
Performing	20	10		30
Critically Studying		10	20	30
Component weighting %	30%	40%	30%	100%

Earth & Environmental Science

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
Type of task	Field Study Report Depth Study	Data Analysis Task	Yearly Examination	
Related Outcomes	EES11-1, EES11-2, EES11-3, EES11-5, EES11-7, EES11-8, EES11-11	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11	
Syllabus Content Area & Weighting				
Module 1: Earth's Processes	25	5	5	35
Module 2: Plate Tectonics		15	10	25
Module 3: Energy Transformations		10	10	20
Module 4: Human Impacts	5		15	20
Task weighting %	30%	30%	40%	100%
Component				
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Component weighting %	30%	30%	40%	100%

English Advanced

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Type of task	Multimodal Presentation and Reflection	Comparative Essay	Yearly Examination	
Related Outcomes	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7, EA11-8, EA11-9	EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-2, EA11-5, EA11-6, EA11-9	
Syllabus Content Area & Weighting				
Reading to Write	40			40
Narratives that Shape Our World		30		30
Critical Study of Literature			30	30
Task weighting %	40%	30%	30%	100%
Component				
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Component weighting %	40%	30%	30%	100%

EAL/D English

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 9-10	
Type of task	Point of view writing task	Multimodal presentation (including listening)	Yearly Examination	
Related Outcomes	EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Syllabus Content Area & Weighting				
Language, Texts and Context	30			30
Close Study of a Text		40		40
Texts and Society			30	30
Task weighting %	30%	40%	30%	100%
Component				
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Component weighting %	30%	40%	30%	100%

English Extension

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 9-10	
Type of task	Imaginative Response and Reflection	Independent Research Project	Yearly Examination	
Related Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Syllabus Content Area & Weighting				
Module: Texts, Culture and Value	30	40	30	100
Task weighting %	30%	40%	30%	100%
Component Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Component weighting %	30%	40%	30%	100%

English Standard

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9-10	
Type of task	Writing Portfolio	Multimodal and Reflection	Yearly Examination	
Related Outcomes	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN11-4, EN11-5, EN11-6, EN11-9	EN11-3, EN11-4, EN11-5, EN11-7, EN11-8	
Syllabus Content Area & Weighting				
Reading to Write	40			40
Contemporary Possibilities		30		30
Close Study of Text			30	30
Task weighting %	40%	30%	30%	100%
Component				
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Component weighting %	40%	30%	30%	100%

English Studies

Task number	Task 1	Task 2	Task 3	Total
Timing of task	Term 1 Week 7	Term 2 Week 9	Term 2 Week 9	
Type of task	Professional Portfolio	Multimodal Presentation and Reflection	Collection of classwork	
Related Outcomes	ES11-1, ES11-2, ES11-4	ES11-2, ES11-3, ES11-6, ES12-7, ES11-8, ES11-10	ES11-1, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9	
Syllabus Content Area & Weighting Common Module: Achieving through English				
	25		5	30
Module A		35	5	40
Common Module, Module A & Module B			30	30
Task weighting %	25%	35%	40%	100%
Component Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively 	10	20	20	50
Component weighting %	25%	35%	40%	100%

Exploring Early Childhood

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 8	Term 3 Week 6	Term 3 Weeks 9-10	
Type of task	Research Task And Brochure Pregnancy and Childbirth	Design Task Play and the Developing Child	Yearly Examination	
Related Outcomes	1.1, 1.4, 2.1, 5.1	1.3, 1.4, 2.2, 2.3, 2.4, 4.2, 6.2	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 6.1	
Syllabus Content Area & Weighting				
Pregnancy and Childbirth	30		5	35
Child Growth and Development			14	14
Promoting Positive Behaviour			14	14
Play and The Developing Child		35	2	37
Task weighting %	30%	35%	35%	100%
Component				
Skills and Practical Work	20	30		50
Knowledge and Understanding	10	5	35	50
Component weighting %	30%	35%	35%	100%

Food Technology

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 9-10	
Type of task	Nutrition Research dietary requirements of life cycle stages Oral presentation Practical component	Food Quality Research functional properties affected during processing of food Practical component	Yearly Examination	
Related Outcomes	P2.1, P3.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1	
Syllabus Content Area & Weighting				
Food Availability and Selection			10	10
Food Quality		35	10	45
Nutrition	35		10	45
Task weighting %	35%	35%	30%	100%
Component				
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Component weighting %	35%	35%	30%	100%

Industrial Technology – Timber Products & Furniture Technologies, Multimedia Technologies
and Automotive Technologies 2021 (Preliminary Course)

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 2 Week 2	Term 3 Week 7	Term 3 Weeks 9-10	
Type of task	Minor Project and Portfolio	Mini Major Project and Portfolio	Yearly Examination	
Related Outcomes	P2.2, P3.1, P3.2, P3.3	P4.1, P4.2, P5.1, P5.2	P1.1, P1.2, P2.1, P3.1, P4.3, P6.1, P6.2 P7.1, P7.2	
Syllabus Content Area & Weighting				
Industry Study			5	5
Design & Management	15	10	10	35
Production	15	20	10	45
Industry Related Manufacturing Technology		10	5	15
Task weighting %	30%	40%	30%	100%
Component				
Knowledge & Understanding	10	20	10	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects.	20	20	20	60
Component weighting %	30%	40%	30%	100%

Legal Studies

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
Type of task	Research task and scenario-based response	Research task and short answer responses	Yearly Examination	
Related Outcomes	P1, P2, P3, P4, P6, P8, P9, P10	P1, P2, P4, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Syllabus Content Area & Weighting				
The legal system & Law in practice	35		20	55
The individual and the law & Law in practice		25	20	45
Task weighting %	35%	25%	40%	100%
Component				
Knowledge and understanding of course content	12.5	7.5	20	40
Analysis and evaluation	2.5	7.5	10	20
Inquiry and research	15	5		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Component weighting %	35%	25%	40%	100%

Marine Studies

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 7	Term 2 Week 8	Term 3 Week 6	
Type of task	Skills Assessment	Research Presentation	Examination	
Related Outcomes	3.1, 5.2, 5.3, 5.4	1.1, 2.1, 2.3, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3	
Formative Assessment of Outcome	5.3		3.4, 5.4	
Syllabus Content Area & Weighting				
Core 1 – Marine Safety & First Aid	10			10
Core 2 – Marine Environment			5	5
Core 3 – Life in the Sea		5		5
Core 4 – Humans in the Water			5	5
Core 5 – Maritime Employment			5	5
Option 1 – Resuscitation	10			10
Option 2 – First Aid	10			10
Option 3 – Dangerous Marine Creatures		25		25
Option 19 – Boating & Seamanship			25	25
Task weighting %	30%	30%	40%	100%
Component				
Knowledge & understanding of course content	5	15	30	50
Skills in critical thinking, research and analysis	25	15	10	50
Component weighting %	30%	30%	40%	100%

Mathematics Advanced

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
Type of task	Take-Home Test	Assignment	Yearly Examination	
Related Outcomes	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6 MA11-7, MA11-8, MA11-9	
Syllabus Content Area & Weighting				
Functions	20	30	13	63
Trigonometric Functions			12	12
Calculus			4	4
Exponential and Logarithmic Functions	10		6	16
Statistical Analysis			5	5
Task weighting %	30%	30%	40%	100%
Component				
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Component weighting %	30%	30%	40%	100%

Mathematics Extension 1

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9-10	
Type of task	Take-Home Test	Assignment	Yearly Examination	
Related Outcomes	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	
Syllabus Content Area & Weighting				
Functions		30	18	48
Trigonometric Functions			11	11
Calculus				
Combinatorics	30		11	41
Task weighting %	30%	30%	40%	100%
Component				
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Component weighting %	30%	30%	40%	100%

Mathematics Standard

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Type of task	Take-Home Test	Assignment	Yearly Examination	
Related Outcomes	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Syllabus Content Area & Weighting				
Algebra	15		7	22
Measurement			13	13
Financial Mathematics	15		7	22
Statistical Analysis		30	13	43
Task weighting %	30%	30%	40%	100%
Component				
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Component weighting %	30%	30%	40%	100%

Mathematics – Numeracy Stage 6 (CEC Pilot)

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 2 Week 3	Term 3 Week 3	Term 3 Week 7	
Type of task	Assignment – Planning a Renovation	Assignment – Australia Trip	Portfolio	
Related Outcomes	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	
Syllabus Content Area & Weighting				
Module 1	30		20	50
Module 2		30	20	50
Task weighting %	30%	30%	40%	100%
Component				
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Component weighting %	30%	30%	40%	100%

Modern History

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 6	Term 2 Week 5	Term 3 Weeks 9-10	
Type of task	Film Podcast	Historical Investigation	Examination	
Related Outcomes	MH11-4, 11-7, 11-9, 11-10	MH11-2, 11-5, 11-6, 11-8, 11-9	MH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-9	
Syllabus Content Area & Weighting				
Investigating Modern History	30		15	45
Historical Investigation		30		30
The Shaping of the Modern World			25	25
Task weighting %	30%	30%	40%	100%
Component				
Knowledge and understanding of course content	7.5	7.5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	7.5	7.5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Component weighting %	30%	30%	40%	100%

Music

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week	Term 2 Week 8	Term 3 Weeks 9-10	
Type of task	Music for Film, Radio TV and Multimedia, Musicology & Aural Skills in a Viva Voce	Technology and its Influences on Music Composition & Performance	Music for Small Ensembles Aural Skills & Performance	
Related Outcomes	P2, P4, P5, P6	P1, P3, P7, P8, P10, P11	P1, P3, P5, P6, P9, P10, P11	
Syllabus Content Area & Weighting				
Core Aural	10		15	25
Core Composition		25		25
Core Musicology	25			25
Core Performance		10	15	25
Task weighting %	35%	35%	30%	100%
Component				
Core Aural	10		15	25
Core Composition		25		25
Core Musicology	25			25
Core Performance		10	15	25
Component weighting %	35%	35%	30%	100%

Personal Development, Health & Physical Education

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 9-10	
Type of task	Research / Case Study	In-class and Research Task	Yearly Examination	
Related Outcomes	P1, P2, P3, P4, P6, P15, P16	P7, P8, P9, P10, P11, P17	P1, P4, P5, P6, P9, P10, P11, P12, P17	
Syllabus Content Area & Weighting				
Core 1 – Better Health for Individuals	30			30
Core 2 – The Body in Motion		30		30
Option 3 – Fitness Choices			20	20
Option 1 – First Aid			20	20
Task weighting %	30%	30%	40%	100%
Component				
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research and analysis	20	20	20	60
Component weighting %	30%	30%	40%	100%

Photography, Video and Digital Imaging

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 7	Term 2 Week 8	Term 3 Week 6	
Type of task	Portfolio 1 Body of Work and Research Task	Portfolio 2 Body of Work and Historical Study	Portfolio 3 Digital Narrative and Case Study	
Related Outcomes	M1, M2, M5, M6, CH1, CH2	M1, M2, M5, M6 CH1, CH2, CH4	M2, M3, M4, M5, M6 CH3, CH5	
Syllabus Content Area & Weighting				
WP1: Introduction to practice in Wet Photography	30			30
WP2: Developing a Point of View		35		35
WP3: Introduction to Digital Photography			35	35
Task weighting %	30%	35%	35%	100%
Component				
Making	20	25	25	70
Critical / Historical Study	10	10	10	30
Component weighting %	30%	35%	35%	100%


Physics

Task number	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 9-10	
Type of task	Practical Data Analysis & Calculations Task	Depth Study	Yearly Examination	
Related Outcomes	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8, PH11-9	PH11-1, PH11-4, PH11-5, PH11-7, PH11-10, PH11-11	PH11-1, PH11,2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Syllabus Content Area & Weighting				
Module 1: Kinematics	20		10	30
Module 2: Dynamics	10		10	20
Module 3: Waves & Thermodynamics		20	10	30
Module 4: Electricity & Magnetism		10	10	20
Task weighting %	30%	30%	40%	100%
Component				
Skills in Working Scientifically	25	20	15	60
Knowledge & Understanding	5	10	25	40
Component weighting %	30%	30%	40%	100%

Society and Culture

Task number	Task 1*	Task 2	Task 3	Totals
Timing of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Type of task	Contemporary Issues Report	Research Project	Yearly Preliminary Examination	
Related Outcomes	P1, P3, P6, P9, P10	P1, P2, P3, P5, P7, P8, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Syllabus Content Area & Weighting				
Core: Social & Cultural World	30			30
Core: Personal & Social Identity		40		40
Core: Intercultural Communication			30	30
Task weighting %	30%	40%	30%	100%
Component				
Knowledge and understanding of course content	20	20	10	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms		10	10	20
Component weighting %	30%	40%	30%	100%

Sport, Lifestyle and Recreation/Talented Athletes Program

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1- Term 3	Term 2 Week 7	Term 3 Week 5	
Type of task	Practical	Class task	Practical Assessment	
Topic	Games and Sports Application 1 & Sports Coaching	Athletics	Outdoor Recreation	
Related Outcomes				
Summative Assessment of Outcomes (Point in time)		1.6, 2.3, 2.5	1.4, 2.3, 3.6, 4.1	
Formative Assessment of Outcomes (Ongoing)	1.1, 1.3, 2.1, 3.1, 4.2, 4.4, 4.5 			
Syllabus Content Area & Weighting				
Athletics		30		40
Games and Sports Application 1	20			20
Outdoor Recreation			30	20
Sports Coaching	20			20
Task weighting %	40%	30%	30%	100%
Component				
Knowledge	10	25	15	50
Skills	30	5	15	50
Component weighting %	40%	30%	30%	100%

Studies of Religion 2

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 9-10	
Type of task	Media Research Report	Source Analysis	Examination	
Related Outcomes	P1, P2, P6, P8	P3, P4, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Syllabus Content Area & Weighting				
Nature of Religion and Beliefs	20			20
Religious Traditions 1-3		40	15	55
Religions of Ancient Origin			15	15
Religion in Australia pre-1945			10	10
Task weighting %	20%	40%	40%	100%
Component				
Knowledge and understanding of course content	10	10	20	40
Source-based skills	5	10	5	20
Investigation and research	5	15		20
Communication of information, ideas and issues in appropriate forms		5	15	20
Component weighting %	20%	40%	40%	100%

Textiles and Design

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 2 Week 6	Term 3 Week 7	Term 3 Weeks 9-10	
Type of task	Preliminary Project One Documentation	Preliminary Project Two Documentation	Preliminary Exam	
Related Outcomes	1.1, 1.2, 2.1, 2.2, 2.3, 4.4	1.1, 1.2, 2.1, 2.2, 2.3, 4.1	1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 6.1	
Syllabus Content Area & Weighting				
Australian Textile Industry			10	10
Design	15	20	10	45
Properties and performance of Textiles	5	20	20	45
Task weighting %	20%	40%	40%	100%
Component				
Knowledge and understanding of course content	10	10	30	50
Skills and Knowledge in the design, manufacture and management of a major textile project	10	30	10	50
Component weighting %	20%	40%	40%	100%

Visual Arts

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9-10	
Type of task	Artmaking & VAPD	Artmaking & Written Response	Artmaking & Content Exam	
Related Outcomes	P1, P2, P3, P4, P7, P9	P1, P2, P4, P5, P6, P7, P8, P10	P1, P2, P4, P5, P6, P7, P8, P9	
Syllabus Content Area & Weighting				
Art Making	10	20	20	50
Critical and Historical Studies	10	20	20	50
Task weighting %	20%	40%	40%	100%
Component				
Making Art	10	20	20	50
Critical/History Study	10	20	20	50
Component weighting %	20%	40%	40%	100%

Vocational Education

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Hospitality – Food and Beverage

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
		Term 2 Week 2	Various weeks Term 1, 2, 3 2021	Term 3 Week 7	Term 3 Week 9-10
Code	Unit of Competency				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 examination items in preparation for the HSC. These do not form part of the RTO assessment 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”. A course mark is not allocated.

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Construction 2021

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Yearly Examination
		Safety	Organise to Communicate	Reading Plans & Calculating	
		Term 2 Week 7	Term 3 Week 4	Term 4 Week 5	Term 3 Week 9-10
Code	Unit of Competency				
CPCCWHS2001	Prepare to work safely in the construction industry	X			HSC Examinable Units of Competency
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X			
CPCCCA2002B	Use carpentry tools and equipment	X			
CPCCCM1012A	Work effectively and sustainably in the construction industry	X			
CPCCCM1013A	Plan and organize work		X		
CPCCCM1014A	Conduct workplace communication		X		
CPCCCM2001A	Read and interpret plans and specifications			X	
CPCCCM1015A	Carry out measurements and calculations			X	

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

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment 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”. A course mark is not allocated.

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Entertainment Industry 2021

Assessment Tasks for Statement of Attainment towards Certificate III in Live Production and Services CUA30415		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		WorkCover	The Entertainment Industry	Audio Operations	Lighting Operations	
		Term 1 Week 6	Term: 1 Week: 10	Term: 2 Week: 7	Term: 3 Week: 2	Term: 3 Week: 9-10
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCOHS1001A	Work safely in the construction industry	X				
CUAIND301	Work effectively in the creative arts industry		X			
CUAWHS302	Apply work health and safety practices		X			
CUASOU301	Undertake live audio operations			X		
CUASOU306	Operate sound reinforcement systems			X		
CUALGT301	Operate basic lighting				X	
CUASTA202	Assist with bump in and bump out of shows				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415

Schools may schedule examination in preparation for the HSC. These do not form part of the RTO assessment 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”. A course mark is not allocated.

School Name: BWSC Woy Woy Student Competency Assessment Schedule

COURSE: HSC Furniture Making Pathways

Assessment Tasks for Statement of Attainment towards Certificate II in Furniture Making Pathways 120 Hour		Cluster A	Cluster B
		Jewellery Box	Occasional Table
		Term 2 Week 1	Term 3 Week 7
Code	Unit of Competency		
MSMPCi103	Demonstrate care and apply safe work practices at work	X	
MSFFP2006	Make simple timber joints	X	
MSFFP2003	Prepare surfaces	X	
MSFGN2001	Make measurements and calculations		X
MSFFP2001	Undertake a basic furniture making project		X
MSFFP2004	Apply domestic surface coatings		X
MSFFP2005	Join materials used in furnishing		X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Furniture Making Pathways MSF20516.

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

Course Completion Criteria

For a student to be considered to have satisfactorily completed a course within a Vocational Education and Training curriculum framework, there must be sufficient evidence that the student has:

- followed the course as specified;
- demonstrated they have applied themselves to the set tasks and experiences with diligence and sustained effort; and,
- achieved some or all of the course outcomes

Competency Assessment

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

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual elements of competency. Students who are absent from practical tasks will have limited opportunities to be reassessed on these skills.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

Mandatory Work Placement

Students undertaking VET courses must be aware that **Work Placement is a compulsory part of these courses**. Students are to complete 70 hours of Work Placement over the two years. Those students who fail to meet the requirements of Work Placement will receive an N Award in the subject. This has changed due to COVID. Please check NESAsite.

Students will sit a Trial HSC Examination in each of the courses listed above.

Animated Game Design and Nursing

Separate assessment schedules will be distributed early Term 4 for these subjects when available by the relevant RTO.

Animated Game Design and Nursing

INDUSTRY BASED LEARNING

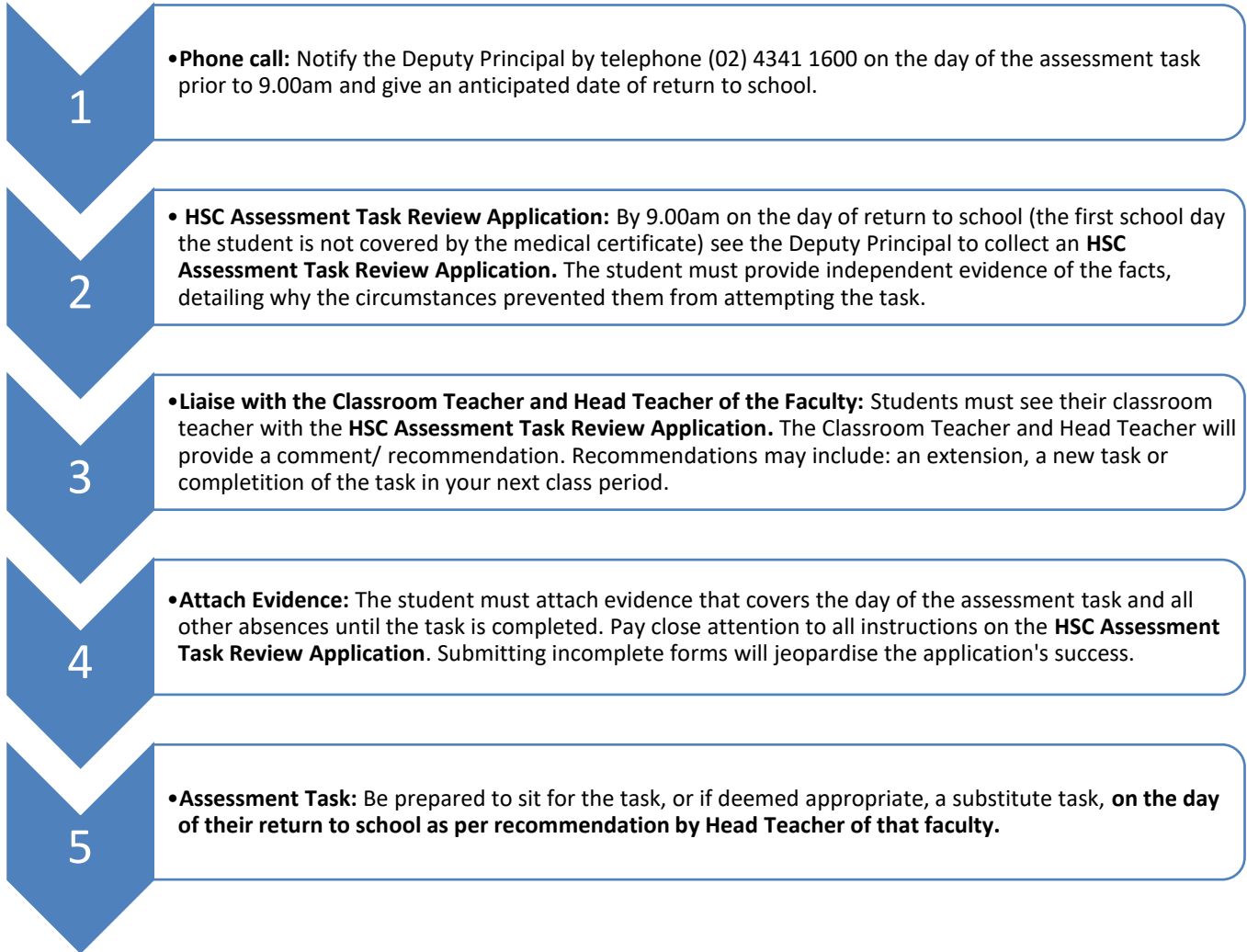
Task	When	Topics
1	Week 8 Term 2	Learning Log
2	Week 6 Term 3	Journal

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

Brisbane Water Secondary College has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Brisbane Water Secondary College Assessment Policy.





HSC ASSESSMENT TASK REVIEW APPLICATION

Name: _____ Roll Class: _____ Course: _____
 Assessment Task: _____ Date of Task: _____

Reason for application (please tick):

- Absent the day before an Assessment Task
- Late to class the day before an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes please provide details _____

Reasons supporting your application (to be completed by the student):

I understand that this review cannot be withdrawn. I have attached (please tick and complete relevant information)

- Medical Certificate from Doctor: _____ Date: _____
- Statutory Declaration: _____ Date: _____
- Other (please describe): Supporting letter from my parent/caregiver _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Classroom Teacher/ Head Teacher recommendation: [this may include extension time, completion of task on day of return]

Head Teacher Signature _____ Date: _____

HSC Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

Signature of HSC Deputy Principal: _____ Date: _____

Copies to:

- Deputy Principal:
- Head Teacher:
- Class Teacher:
- Office File



Brisbane Water Secondary College

STUDENT ASSESSMENT TASK REVIEW REQUEST

This form should be completed only if the student feels that they have met the assessment criteria requirements as detailed in the assessment task and marking criteria, and is requesting a review of the assessment process.

This form is to be completed and signed by the student and a parent/caregiver within 5 school days of the marks being returned.

Student Name: _____ **Class:** _____

In lodging a review request, the Deputy Principal, in consultation with your Classroom Teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in your review request. The review may result in the final mark remaining the same or becoming higher or lower than the original mark.

The Deputy Principal will decide whether there is sufficient evidence to change the original assessment mark.

I wish to have the Deputy Principal consider my review request in the following course:

Course Name	Assessment Task/ Number

SAMPLE COPY OF OFFICIAL WARNING LETTER



Brisbane Water Secondary College

Edward St

Woy Woy

NSW 2250

Ph: 02 43411600

Email: woywoy-h.school@det.nsw.edu.au

Dear Ms Jones

I am writing to advise that your child AB Jones is in danger of not meeting the Course Completion Criteria for the English Standard HSC course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- Followed the course developed or endorsed by the NSW Education Standards Authority; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- Achieved some or all of the outcomes.

The NSW Education Standards Authority requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as **Warning 1** that we have issued concerning **English Standard**. A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course. Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement.

N Award Description: Non completion of Task 1- Poetry

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment Task 1- Poetry	35%	1 st Jan 2021	Completion and submission of task	14 th Jan 2021

In order for **AB Jones** to satisfy the Course Completion Criteria, the aforementioned task requirements or outcomes need to be satisfactorily completed/achieved. Please discuss this matter with **AB** and contact the School (Classroom teacher: **Mrs Smith**) if further information or clarification is needed.

Yours faithfully,

Principal/Deputy Principal

Head Teacher

REPLY SLIP - N AWARD: Requirements for the satisfactory completion of a HSC Course:

I have received the letter dated 2nd January 2020 indicating that **AB Jones** is in danger of not having satisfactorily completing **English Assessment Task 1- Poetry**

I am aware that the "N" determination may make my child ineligible to receive a Higher School Certificate.

I am also aware that this course may not appear on their Course Record of Achievement.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

AB Jones

Date _____

PLEASE RETURN SLIP TO YOUR CLASS TEACHER: **Mrs Smith**



Brisbane Water Secondary College

ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Brisbane Water Secondary College assessment document for 2020-2021.

I am aware of the requirements for each course, and I have noted in particular the sections relating to “**Late Work**”, and the “**NESA’s Policy on Non-Attempts**”, as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

NESA’S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or
- Because of the standard of work that task will be considered to be a NON-ATTEMPT.

“When a candidate has been give zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily.”

In these circumstances the candidate may be ineligible for a Higher School Certificate.

NB: Candidates and parents will be notified in writing when tasks are NON-ATTEMPTS and when the “50% rule” is in danger of being breached.

Student Signature

Parent/Caregiver’s Name

Parent/Caregiver’s Signature

Date: _____

**This page is to be left in the booklet.
A separate COLOUR sheet enclosed is to be completed and returned to the Front Office.**