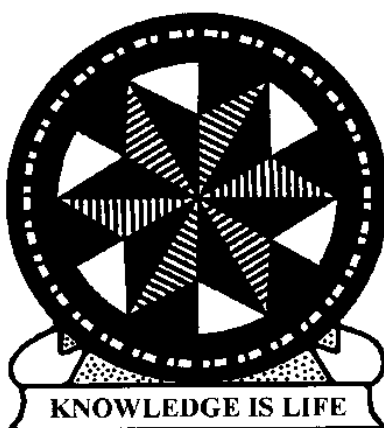


PICNIC POINT HIGH SCHOOL



PRELIMINARY ASSESSMENT HANDBOOK YEAR 11 - 2021

Student Name: _____

PRELIMINARY SCHOOL ASSESSMENT CALENDAR 2021

Wk	TERM 1- 2021	TERM 2 - 2021	TERM 3 - 2021	
1		Business Studies Geography Photography	Business Studies Chemistry English Extension	
2		Maths Advanced Visual Arts	Economics Maths Advanced Maths Extension 1	
3		Legal Studies Maths Extension 1 Maths Standard 2 PDHPE	CAFS PDHPE	
4		Industrial Technology Timber	Visual Arts	
5			Geography	
6			Industrial Technology Timber Photography	
7	Biology Economics	CAFS English Studies Investigating Science	ASSESSMENT TASK FREE PERIOD German Beginners (<i>NSW School of Languages</i>) Italian Beginners (<i>NSW School of Languages</i>) Italian Continuers (<i>NSW School of Languages</i>) Japanese Beginners (<i>NSW School of Languages</i>) Japanese in Context (<i>NSW School of Languages</i>) Modern Greek Beginners (<i>NSW School of Languages</i>)	
8	Chemistry SLR	Food Technology Numeracy CEC Society & Culture		
9	English Extension Investigating Science Music 1 Physics Society & Culture	Ancient History English Advanced English Standard Maths Standard 2 Modern History	Preliminary Yearly Examination	
10	Ancient History English Advanced English Standard English Studies Food Technology Modern History Numeracy CEC	Biology Legal Studies Music 1 Photography Physics SLR	Ancient History Biology Business Studies CAFS Chemistry Economics English Advanced English Extension English Standard English Studies Food Technology Geography Ind Technology Timber Investigating Science	Legal Studies Maths Advanced Maths Extension 1 Maths Standard 2 Modern History Music 1 Numeracy CEC PDHPE Physics Society & Culture SLR Visual Arts VET Construction VET Entertainment VET Hospitality

Contents	Page
HSC School Assessment Calendar	1
Purpose of Stage 6 Assessment	4-5
Communicating assessment Guidelines	6
A Standards Referenced Approach to Assessment	6-7
General Procedures – absence from task, illness/misadventure, technology issues	8-9
Disability Provisions	10
Malpractice in assessment tasks	11
Formal examinations – rules and procedures	12-13
Students in danger of not meeting course requirements	14-15
Illness misadventure task Appeal Form	16
PPHS Assessment Task proforma	17
PPHS Assessment Task sign off sheet	18
PPHS N Warning Letter Procedure	19
Individual Course Assessment Schedules	20-53
Ancient History	20
Biology	21
Business Studies	22
Chemistry	23
Community & Family Studies (CAFS)	24
Economics	25
English Advanced	26
English Extension 1	27
English Standard	28
English Studies	29
Food Technology	30

Contents	Page
Geography	31
Industrial Technology - Timber	32
Investigating Science	33
Legal Studies	34
Mathematics Advanced	35
Mathematics Extension 1	36
Mathematics Standard 2	37
Modern History	38
Music 1	39
Numeracy CEC	40
Personal Development, Health and Physical Education (PDHPE)	41
Photography, Video and Digital Imaging	42
Physics	43
Society and Culture	44
Sport, Lifestyle and Recreation	45
Visual Arts	46
Vocational Education and Training Information	47-53
VET Construction	49
VET Entertainment	50
VET Entertainment Specialisation Study	51
VET Hospitality – Food and Beverage	52
VET Sport Coaching	53

1. Purpose of Stage 6 Assessment

1.1 What is assessment?

- a. Assessment is the process of identifying, gathering and interpreting information about student achievement.
- b. In the context of the Higher School Certificate, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
 - a wider range of syllabus outcomes than may be measured by the external examination alone.
 - multiple measures and observations made throughout the HSC course rather than a single assessment event.

1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- c. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3 Assessment requirements for Vocational Education and Training (VET) courses

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence derived from a variety of tasks.
- b. NESA requires providers of VET industry curriculum framework courses to:
 - ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO);
 - use a competency-based approach to assessment;
 - maintain a record of all of the competencies achieved by each student;
 - progressively record the achievement and units of elements of a competency;
 - use only qualified assessors to carry out assessment;
 - report to NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course;
 - verify that students have completed the mandatory work placement hours that have been assigned to each course. (Every effort should be made to complete these by the end of Term 2) and
 - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course and each has a weighting determined by the school within guidelines provided by NESA.

1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC period in Term 3.

1.6 The HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to NESA provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students achievements and by using a sufficiently wide mark range.

1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include: -
 - *NSW Education Standards Authority 2022 Higher School Certificate Rules and Procedures* (a support booklet issued to students when commencing their HSC year).
 - The assessment schedule booklet (both Preliminary and HSC).
- b. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate.
 - Year 11 subject selection evening – whilst students are in Year 10.
 - Results Data Analysis Meetings – whilst students are in Year 11 and Year 12.
 - Higher School Certificate information evening – conducted in Term 4 at the start of Year 12.
- c. Year Meetings will also provide opportunities to explain specific details of the assessment policy to students.

3. A Standards Referenced Approach to Assessment

3.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - inform each student of the assessment requirements for each course;
 - indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
 - outline the weightings for each syllabus component;
 - specify values for each of these tasks; and
 - provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held in Term 1, Term 2 and Term 3 will be issued to students mid Term 1.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules.

3.2 Assessment Notifications

- a. Students will be notified, where possible, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school.

3.3 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

3.4 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not competent.

3.5 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Markbook available on the school network and should provide students after each task with information concerning their performance on individual tasks.
- b. Head Teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking will also appear on their Yearly Report at the conclusion of the Preliminary Course.
- d. Students can collect their NESA Assessment rank order online using the Students Online service.

4. General procedures

4.1 Student is absent from an assessment task due to illness

- a. Students must attend school on the date of a task or the date the task is due.
- b. If a student is ill and cannot attend on the day of the task or date a task is due, an illness/misadventure form should be completed with the appropriate section completed by a Medical Practitioner (or Medical evidence attached) and presented to their Deputy Principal on the first day of return to school.
- c. If a student fails to complete a task specified in the assessment program due to illness and the Deputy Principal considers the student has a valid reason with supporting medical evidence, an extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used. The student should complete an illness/misadventure form, including appropriate evidence and forward this to the Deputy Principal.
- d. Students with prolonged absences should follow the same procedure. Notification of the absence during an assessment period should be made to the Deputy Principal.
- e. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.
- f. If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.

4.2 Student is absent due to a misadventure

- a. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g. a car accident).
- b. Following failure to complete an assessment task on time, the student must see the Deputy Principal on the first day of return to school to negotiate alternative arrangements. A misadventure appeal must be submitted with supporting evidence. This may include a statutory declaration from parents or an appropriate adult detailing the specifics of the misadventure. Notwithstanding the previous paragraph, the student should complete an illness/misadventure form with the appropriate section completed and forward it to their Deputy Principal.

4.3 Students who complete the assessment task and suffer illness/misadventure

- a. Students may lodge an illness/misadventure appeal if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.
- b. In such cases, students need to provide documentary evidence via the illness/misadventure form clearly detailing and supporting, through signed statements by Medical Practitioners or appropriate persons, the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- c. Students should submit this appeal to their Deputy Principal. This should be done as soon as possible after the student is back in at school (either for lessons or other examinations) but within 7 days of the assessment task date.
- d. The varied nature of appeals and assessment marks prevents a set time frame established for the finalisation of these appeals.

4.4 Hand-In tasks

- a. Hand-in tasks should be submitted to the teacher/faculty as specified on the notification of the assessment task. Deadlines for submission of tasks will be specified on the notification of assessment.
- b. A student can seek from the Head Teacher an extension of time to submit the task. An illness/misadventure appeal must be submitted to the Head Teacher with appropriate supporting documentation before the extension can be considered.
- c. If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback. In this instance, the student and their parents will be advised by the Head Teacher in writing. Should a student feel that this decision is inappropriate, an appeal can be lodged with the school's Assessment Committee.
- d. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

4.5 Technology and assessment tasks

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.
- c. To assist students in the utilisation of technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
 - back-up files regularly
 - print out copies of drafts and keep them while the assignment is in progress
 - bring a copy of the file to school by either email or USB.

5. Disability Provisions

5.1 Disability Provisions Policy <https://ace.nesa.nsw.edu.au/ace-10001>

- a. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require NESA to ensure that students with a disability are able to access and respond to an examination.
- b. NESA may approve Disability Provisions for the Higher School Certificate if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
 - reading the examination questions and/or
 - communicating his/her responses.
- c. Principals have the authority to decide on, and to implement, Disability Provisions for school-based assessments including examinations.

5.2 Disability Provisions: areas outside NESA guidelines

- a. NESA will not compensate students for difficulties in undertaking courses and preparing for the Higher School Certificate examinations.
- b. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.
- c. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- d. Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.
- e. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

5.3 Applying for Disability Provisions for the HSC in 2022

- a. Disability provisions application form and information guides are available in Term 4 each year for students in Year 12 who intend to sit for the Higher School Certificate examinations in the following year. A student may access Disability Provisions from the beginning of their assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for special examination provisions should make an appointment with the Head Teacher Learning and Support.
- c. The student will need to supply evidence of the student's special examination need.

6. Malpractice in assessment tasks

6.1 Defining Malpractice

- a. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals, CDs or the Internet without reference to the source
 - building on someone else's ideas without giving their source
 - buying, stealing or borrowing someone else's work and presenting it as your own
 - submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
 - using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
 - paying someone to write or prepare material
 - breaching school exam rules
 - using non-approved aids in an assessment task
 - giving false reasons for not handing in work by the due date
 - helping another student to engage in malpractice.
- b. **Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course.** Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N Determination' in the course.

6.2 Managing Issues of Malpractice

- a. Issues of malpractice need to be investigated by the Head Teacher of the respective course.
- b. If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the school Principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- c. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.
- d. All acts of malpractice are required to be recorded on the NESA Register of Malpractice in Assessment Tasks.
- e. All students have completed the 'HSC All My Own Work Modules' before commencement of the Preliminary course.

7. Formal Examinations – Rules and Procedures

7.1 General Examination Procedures

- a. Preliminary assessments should involve a formal calendared Yearly examinations period for all courses.
- b. With the exception of practical based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination periods.
- c. The starting date for these examination periods will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to these formal examination periods is indicative only and should be organised so as to ensure minimal disruption to teaching and learning.
- e. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- f. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- g. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- h. Mobile phones are to be switched off before entering the examination room and handed to the supervisor. These remain at the front of the examination hall for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- i. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.
- j. Students will receive a copy of the Examination procedures prior to the examination period commencement.

7.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts will be awarded a Zero mark with an 'N' Warning Letter issued.

7.3 Appeals Surrounding the Assessment Procedure

- a. When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal. The first appeal **MUST** be to the Head Teacher.
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal through their Deputy Principal to the Assessment Committee.
- c. The Committee will determine if;
 - the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESAs;
 - the procedures used to determine the final assessment marks conform with the issued assessment program and;
 - there are no administrative or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Committee will give a written reply to students who submit an appeal.
- f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESAs.

7.4 Grounds for an appeal

- a. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

8. Students in danger of NOT meeting course requirements

8.1 Satisfactory Completion of the course

- a. 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:
 - followed the course developed or endorsed by the NESAs;
 - applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
 - achieved some or all of the course outcomes.

8.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.
- b. The Deputy Principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course requirements.

8.3 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then he/she is to submit an illness/misadventure appeal to the Head Teacher. (See the section on appeals).
- b. If there is no valid reason, or the appeal has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this through an 'N' Warning Letter.

8.4 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying the HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

8.5 Communicating course requirement concerns (also see NESAs N-Warning Letter procedures pg 19)

- a. Students should receive meaningful feedback in all aspects of their course work. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final Preliminary Assessment mark should assist students as preparation for tasks that are part of the Preliminary Assessment program.
- b. Students must make a genuine attempt at assessment tasks that contribute more than 50% of the total assessment mark.
- c. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N' Warning Letter must be given to the student and their parents.
- d. The letter will:
 - advise the student of the issue giving adequate time for the problem to be corrected;
 - specifying details of action including a timeframe required by the student;
 - alert the student to the possible consequences of an 'N' Determination; and
 - request from the student and his/her parent a written acknowledgement of the warning.
- e. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued for the same task.



PICNIC POINT HIGH SCHOOL

Illness / Misadventure Assessment Task Appeal

Student Name: _____

Year: _____

Course: _____

Teacher: _____

Task No: _____ Task: _____

Due Date: ___ / ___ / ___

Type of Appeal:

- Appeal due to illness, accident or misadventure. Evidence needs to be provided within 7 days of the due date.
- Appeal in relation to the final assessment mark and/or rank.
- NESAs rules as per the school’s assessment booklet have not been followed.
- The published marking criteria for a task has not been followed in the marking process.

Reason for Appeal: (please provide details to support your case)

Supporting evidence attached: Yes No

Medical Certificate

Parent letter

Travel documents

Other: _____

Student Signature: _____

Date: ___ / ___ / ___

Parent/Carer Signature: _____

Date: ___ / ___ / ___

Complete and present this form to the appropriate Deputy Principal.

(This should be done prior to the due date where applicable or on the first day of your return to school.)

Deputy Principal Recommendation:

Reason for decision:

Marks to be awarded

No marks to be awarded

An estimate mark to be awarded

Complete a substitute task on ___ / ___ / ___

Deputy Principal Signature: _____

Date: ___ / ___ / ___

Head Teacher endorsement Signature: _____

Date: ___ / ___ / ___

Student informed of decision Signature: _____

Date: ___ / ___ / ___

Original to: Deputy Principal

Copies to: Head Teacher / Teacher / Student file



PICNIC POINT HIGH SCHOOL

PRELIMINARY ASSESSMENT TASK NO. _____ NOTIFICATION

SUBJECT	TEACHER	DATE ISSUED	DATE DUE
TYPE OF TASK <i>e.g. research assignment, practical exercise, speech, class test etc.</i>			
TOPIC <i>e.g. name of the unit of work</i>			
TASK WEIGHT <i>As per grid</i>			
COMPONENT WEIGHTS <i>As per grid</i>			
OUTCOMES <i>As per grid including code & description</i>			
TASK DESCRIPTION <i>Explaining precisely what students are required to do. (This will be as specific as possible including details such as the expected word length, speech/presentation, length, and requirement to add a bibliography or to include all calculations or rough drafts – as applicable.)</i>			
PREPARATION <i>Giving details of possible references/resources, a guide on how to start. (May also give definitions of task terms such as “DISCUSS”, “ANALYSE”, “EVALUATE”, as defined by the NESA Glossary of Terms etc.)</i>			
SUBMISSION DETAILS <i>Giving specific details relating to handing in tasks: Students must read and be familiar with the rules for completing/submitting tasks outlined in the Assessment Guide you have been issued. Definitions of task terms such as “DISCUSS”, “ANALYSE”, “EVALUATE”, as defined by the NESA Glossary of Terms etc., may also be given)</i>			

ATTACHMENTS

- **MARKING CRITERIA**

Students will be given examples or an explanation of the skills and knowledge required to obtain a particular grade, band or full marks.

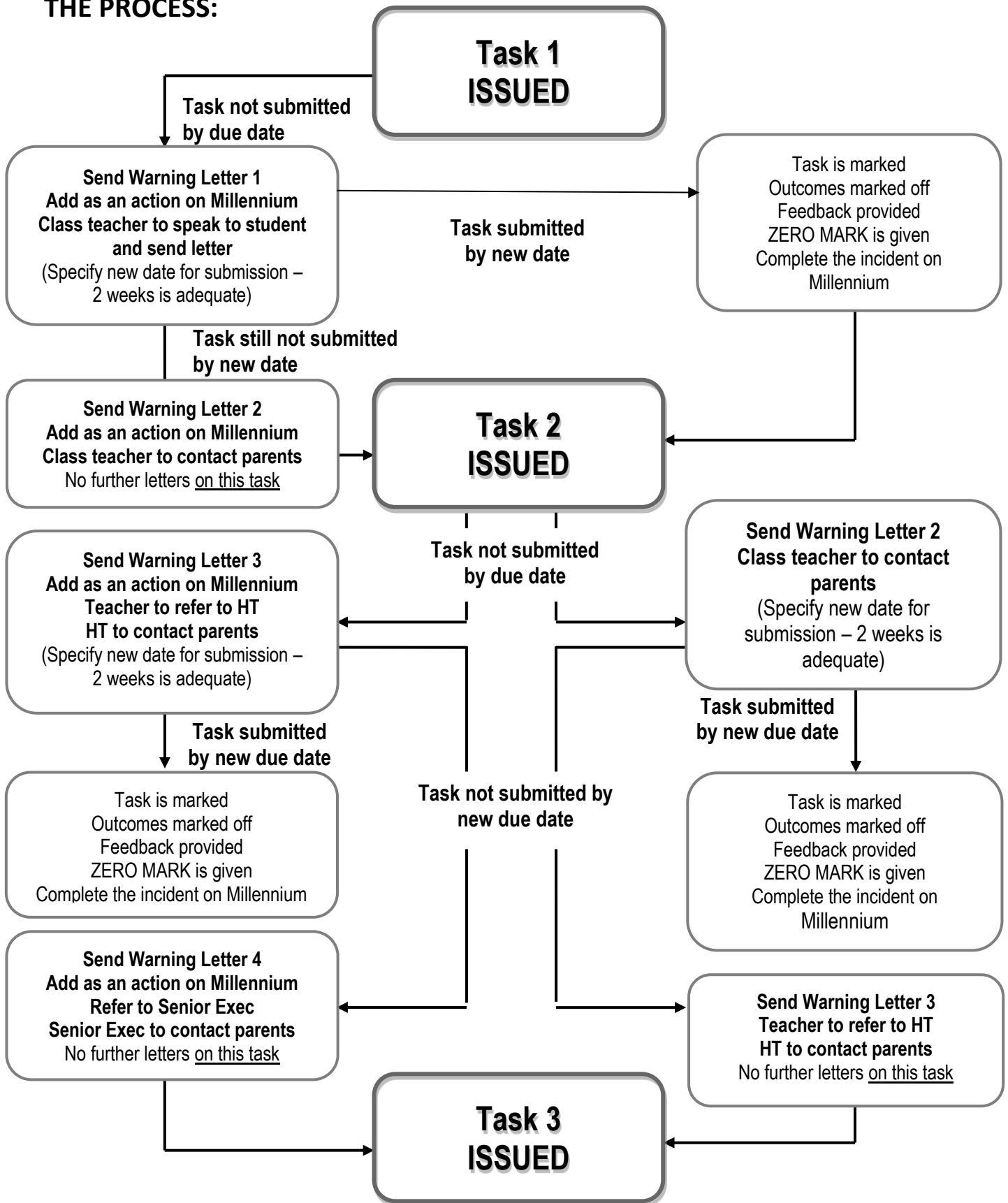
- **SIGN OFF SHEET**

Students will be required to sign off against their name to indicate that they have received the task and also when they have completed the task.

Please attach to the original.

NESA N-Warning Letter Procedures

THE PROCESS:



All subsequent letters beyond letter 4 referred to Principal

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: ANCIENT HISTORY

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Sources Response	Historical Investigation Project	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
	AH11-2 AH11-4	AH11-1 AH11-3	AH11-1 AH11-5	
	AH11-6 AH11-10	AH11-5 AH11-8	AH11-7 AH11-9	
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	5	5	20
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: BIOLOGY

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	<p>Depth Study: Practical investigation</p> <p><u>Module 1:</u> Cells as the Basis of Life</p>	<p>Depth Study: Research assessment task</p> <p><u>Module 3:</u> Biological Diversity <u>Module 4:</u> Ecosystem Dynamics</p>	<p>Yearly Examination</p> <p><u>Module 1:</u> Cells as the Basis of Life <u>Module 2:</u> Organisation of Living Things <u>Module 3:</u> Biological Diversity <u>Module 4:</u> Ecosystem Dynamics</p>	
	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 9/10	
	BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-7 BIO 11-8	BIO 11-1 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-10 BIO 11-11	BIO 11-1 BIO 11-2 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: BUSINESS STUDIES

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Topic Test	Business Report	Yearly Examination	
	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 9/10	
	P1 P2 P6	P1 P3 P5	P1 P2 P3	
	P8 P9	P6 P7 P8	P4 P5 P6	
		P9	P8 P9 P10	
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	10		10	20
	25	35	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: CHEMISTRY

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	<p>Research and Processing task:</p> <p><u>Module 1:</u> Properties and Structure of Matter</p>	<p>Depth Study Report</p> <p><u>Module 2:</u> Quantitative Chemistry</p> <p><u>Module 3:</u> Reactive Chemistry</p>	<p>Yearly Examination</p> <p><u>Module 1:</u> Properties and Structure of Matter</p> <p><u>Module 2:</u> Quantitative Chemistry</p> <p><u>Module 3:</u> Reactive Chemistry</p> <p><u>Module 4:</u> Drivers of Reactions</p>	
	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 9/10	
	CH11/12-4 CH11/12-6 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-9 CH11-10	CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: COMMUNITY & FAMILY STUDIES

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Research Project Leadership	Oral Task Families and Communities	Yearly Examination	
	Term 2, Week 7	Term 3, Week 3	Term 3, Weeks 9/10	
	P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P5.1 P6.2	P3.1 P4.1 P4.2 P6.1	P1.1 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2	
Knowledge and understanding of course content	5	10	25	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
	30	35	35	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: ECONOMICS

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Research Report	Extended Written Response	Yearly Examination	
	Term 1, Week 7	Term 3, Week 2	Term 3, Weeks 9/10	
	P1 P4 P5 P10 P12	P1 P5 P7 P8 P9 P10 P12	P1 P2 P3 P4 P5 P6 P7 P8 P10 P11	
Knowledge and understanding of course content	10	15	15	40
Stimulus-based skills		5	15	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
	25	35	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: ENGLISH ADVANCED

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Reading to Write Portfolio	Narratives that Shape our World Multimodal Presentation	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
	EA-11-1 EA11-3 EA11-5 EA11-9	EA11-1 EA11-2 EA11-3 EA11-5 EA11-7 EA11-9	EA11-1 EA11-3 EA11-4 EA11-5 EA11-6 EA11-8	
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
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: ENGLISH EXTENSION

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Critical Response	Multimodal Task	Yearly Examination	
	Term 1, Week 9	Term 3, Week 1	Term 3, Weeks 9/10	
	EE-11-1 EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 EE11-6	EE11-1 EE11-2 EE11-3 EE11-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: ENGLISH STANDARD

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Writing Task Reading to Write	Multimodal Presentation Contemporary Possibilities	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
	EN11-1 EN11-3 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5 EN11-7	EN11-1 EN11-3 EN11-4 EN11-5 EN11-6 EN11-8	
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
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: ENGLISH STUDIES

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	<p>Listening Task Mandatory Module: Achieving through English</p>	<p>Multimodal Presentation Elective Module: On the Road</p>	<p>Portfolio All modules</p>	
	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9/10	
	ES11-1 ES11-2 ES11-3 ES11-5	ES11-2 ES11-6 ES11-7 ES11-8	ES11-4 ES11-5 ES11-7 ES11-9 ES11-10	
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 	15	15	20	50
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: FOOD TECHNOLOGY

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Functional Properties of Food Investigation and Practical Activity Term 1, Week 10	Nutrition Investigation and Preparation Term 2, Week 8	Yearly Examination Term 3, Weeks 9/10	
	P2.2 P3.2 P4.1 P4.4	P3.1 P3.2 P4.2 P4.3 P5.1	P1.1 P1.2 P2.1 P2.2 P3.1 P4.4	
Knowledge and understanding of course content	10	5	25	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
	35	40	25	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: GEOGRAPHY

COURSE: PRELIMINARY

COMPONENT	TASK 2	TASK 3	TASK 4	WEIGHTING
	Fieldwork Research Report	Senior Geography Project	Yearly Examination	
	Term 2, Week 1	Term 3, Week 5	Term 3, Weeks 9/10	
	P1 P2 P3 P6 P8 P10 P12	P7 P8 P9 P10 P11 P12	P1 P2 P3 P4 P5 P8 P9 P11 P12	
Knowledge and understanding of course content	5	10	20	35
Geographical tools and skills		10	10	20
Inquiry and research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	10	5	10	25
	25	35	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 4	WEIGHTING
	Industry Study	Practical Project and Folio	Yearly Examination	
	Term 2, Week 4	Term 3, Week 6	Term 3, Weeks 9/10	
	P1.1 P1.2 P2.2 P5.1 P6.1 P7.1 P7.2	P2.1 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2	P1.1 P1.2 P4.3 P5.1 P6.1 P6.2 P7.2	
Knowledge and understanding of course content	30	5	5	40
Knowledge and skills in management, communication and production of projects		35	25	60
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: INVESTIGATING SCIENCE

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Practical Assessment Task Module 1	Depth Study Research and Processing Task Module 2	Yearly Examination Modules 1-4	
	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 9/10	
	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-5 INS11/12-7 INS11-8	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS11-9	INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	20	10	40
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE
SUBJECT: LEGAL STUDIES

DATE: 2021
COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Topic Test	Extended Written Response	Yearly Examination	
	Term 2, Week 3	Term 2, Week 10	Term 3, Weeks 9/10	
	P1 P2 P3 P6 P9 P10	P1 P4 P5 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	
Knowledge and understanding of course content	20	10	30	60
Inquiry and research		20		20
Communication of legal studies information, ideas and issues in appropriate forms	5	5	10	20
	25	35	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: MATHEMATICS ADVANCED

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Half-Yearly Examination Open Book Test	Assignment/ Investigation	Yearly Examination	
	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 9/10	
	MA11-1 MA11-2 MA11-3 MA11-8 MA11-9	MA11-1 MA11-3 MA11-5 MA11-6 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: MATHEMATICS – EXTENSION 1

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Half-Yearly Examination Open Book Test	Assignment/ Investigation	Yearly Examination	
	Term 2, Week 3	Term 3, Week 2	Term 3, Weeks 9/10	
	MA11-1 MA11-2 MA11-3 MA11-8 MA11-9 ME11-2 ME11-6 ME11-7	MA11-1 MA11-3 MA11-5 MA11-6 MA11-8 MA11-9 ME11-1 ME11-2 ME11-4 ME11-6 ME11-7	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9 ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: MATHEMATICS STANDARD 2

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Half-Yearly Examination Open Book Test	Assignment/ Investigation	Yearly Examination	
	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 9/10	
	MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-10	MS11-3 MS11-4 MS11-5 MS11-6 MS11-8 MS11-9 MS11-10	MS11-1 MA11-2 MA11-3 MS11-4 MA11-5 MA11-6 MS11-7 MA11-8 MA11-9 MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: MODERN HISTORY

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Source Evaluation and Extended Response The Trans-Atlantic Slave Trade The Nature of Modern History	Research Evaluation and Oral Presentation Meiji Japan / Historical Investigation The Nature of Modern History	Yearly Examination The Trans-Atlantic Slave Trade Meiji Japan World War 1, The Nature of Modern History	
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
	MH11-4 MH11-6 MH11-7 MH11-9	MH11-1 MH11-3 MH11-5 MH11-8 MH11-10	MH11-1 MH11-2 MH11-4 MH11-6 MH11-7 MH11-9	
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	5	5	20
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: MUSIC 1

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Popular Music of the 1960s	Music for Radio, Film, Television and Multimedia	Yearly Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	
	P1 P4 P5 P6 P9 P10	P2 P3 P4 P6 P7 P10	P1 P2 P4 P6 P8 P11	
Performance	15		10	25
Composition		25		25
Musicology		10	15	25
Aural	10		15	25
	25	35	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: NUMERACY CEC

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Assignment	Assignment/ Investigation	Assignment	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
	N6-1.1 N6-1.2 N6-1.3 N6-2.1 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	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2	
Knowledge, Skills and Understanding	30	30	40	100
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: PD/H/PE

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Ottawa Charter Research Project	First Aid Assignment	Yearly Examination	
	Term 2, Week 3	Term 3, Week 3	Term 3, Weeks 9/10	
	P2 P4 P5	P12 P15 P16	P1 P2 P3 P4 P5 P6 P9 P12 P17	
Knowledge and understanding of course content	10	10	20	40
Skills in Critical thinking, research, analysing and communicating	20	20	20	60
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Practical Task Folio Research	Research In-Class Essay Task	Practical Task and Folio	
	Term 2, Week 1	Term 2, Week 10	Term 3, Week 6	
	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4 CH5	CH1 CH2 CH3 CH4 CH5	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4 CH5	
Making photography and/or videos and/or digital images	20		30	50
Critical and historical investigations of photography and/or video and/or digital imaging	10	30	10	50
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: PHYSICS

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Depth Study Research and Report Module 1: Kinematics Module 2: Dynamics	Open Ended Research Task Module 2: Dynamics Module 3: Waves and Thermodynamics	Yearly Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-8 PH11-9	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-9 PH11-10	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	25	20	15	60
Knowledge and understanding	5	15	20	40
	30	35	35	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: SOCIETY AND CULTURE

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	<p>The Social and Cultural World Cross Cultural Comparison</p>	<p>Personal and Social Identity Speaking Task</p>	<p>Yearly Examination</p>	
	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9/10	
	P1 P3 P6 P9 P10	P1 P2 P3 P5 P8 P10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methodologies	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: SPORT, LIFESTYLE AND RECREATION

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Individual Games and Sports Applications	Sports Coaching Assignment	Yearly Examination	
	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
	P1.1 P1.3 P2.3 P3.1 P3.2	P2.1 P2.2 P3.1 P3.2	P1.1 P1.3 P1.5 P1.6 P2.2 P2.4 P3.2 P3.5 P4.3 P4.5	
Knowledge and understanding of course content	20	10	20	50
Skills in Critical thinking, research, analysing and communicating	10	20	20	50
	30	30	40	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: 2021

SUBJECT: VISUAL ARTS

COURSE: PRELIMINARY

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Artwork & Research Task	Artwork & VAPD	Yearly Examination	
	Term 2, Week 2	Term 3, Week 4	Term 3, Weeks 9/10	
	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	P7 P8 P9 P10	
Artmaking	20	30		50
Critical / historical study	20	10	20	50
	40	40	20	100

VOCATIONAL EDUCATION AND TRAINING (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a **Unique Student Identifier (USI)** upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed 'competent' or 'not yet competent' by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

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

If the student has already completed part of the course elsewhere, or has previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the **Australian Tertiary Admission Rank (ATAR)**. These courses have an optional HSC examination. ***Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.***

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

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

ULTIMO 90072

CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

NESA course code

2 U x 2 YR - 26201

2021 HSC Exam: 26299

LMBR UI Code:

CPC2021 1526201B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A	Plan and organise work	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical , Teacher observations and written test.	40% Preliminary Exam
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2/3	CPCCCA2002B	Use carpentry tools and equipment	E	M	20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement
	CPCCCA2011A	Handle carpentry materials	E	E	20		
Term 2/3 Work placement	CPCCCM1014A	Conduct workplace communication	C	E	10	Cluster D – Skills in Action Observations, portfolio and written test	
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25		
Terms 4/5	7 HSC UOCs						35 hrs. Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
CPCCCM2001A	Read and interpret plans and specifications	C	M	20			
Terms 6/7	CPCCWF2001A	Handle wall and floor tiling materials	E	E	25	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
	CPCCWF2002A	Use wall and floor tiling tools and equipment	E	E	10		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

ULTIMO 90072

ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 4.1)

NESA code

2 U x 2 YR - 26401

2022 HSC Exam:

26499

LMBR UI Code:

CUA30415326401B

TERM	Unit Code	Units Of Competency	ADF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years
Term 1	CPCCOHS1001A	Work safely in the construction industry	C	M	10	Cluster A – Work Safely Written Test, Structured Activity Site Inspection and Oral Report	
Term 1/2	CUAWHS302	Apply work health and safety practices	C	M	15	Cluster B – Safe and Sound Audio Practical and Portfolio and Written Task	35 hrs
	CUASOU301	Undertake live audio operations	E	M	25		Work placement
Term 3	SITXCCS303	Provide services to customers	C	M	20	Cluster C – Let’s See It! Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	40% Preliminary Exam
	CUAVSS302	Operate vision systems	E	M	25		
	CUAIND301	Work effectively in the creative arts industry	C	M	20		
6 HSC UOCs							
Term 4/5	CUASOU306	Operate sound reinforcement systems	E	E	20	Cluster D – Setting the Scene Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement 60% Trial HSC Exam
	CUASTA301	Assist with production operations for live performances	E	M	25		
	CUALGT301	Operate basic lighting	E	M	25		
Term 6/7	CUASTA202	Assist with bump in and bump out of shows	E	E	20	Cluster E – Behind the Scenes Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CUASMT301	Work effectively backstage during performances	E	E	25		
	BSBCMM201	Communicate in the workplace	E	E	15		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

ULTIMO 90072

ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE

Preliminary Year 2021 or HSC 2022

QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 4.1)

NESA code
1 U x 1 YR - 26403
LMBR UI Code:
CUA30415226403B

TERM	Unit Code	Units Of Competency	ACOF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term XX	3 HSC UOCs					Cluster F: The Event Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. The HSC examination is based on content from the 240 hour course <i>No additional work placement is required.</i>
	BSBWOR301	Organise personal work priorities and development	C	E	20		
	CUAPPR304	Participate in collaborative creative projects	C	E	20		
	CUALGT304	Install and operate follow spots	E	E	20		
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>			Total Hours 60		<i>No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.</i>		



Education

ULTIMO 90072

HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
2 U x 2 YR – 26511
2021 HSC Exam: 26589
LMBR UI Code
SIT20316126511B

Term	Unit Code	Units Of Competency	ADF CORE/ELECTIVE	HSC STATUS	HSC INDICATI	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 40% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS211	Participate in safe food handling practices Prepare and present simple dishes Participate in sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 60% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBTWK201 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

ULTIMO 90072
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIS30519 Certificate III in Sport Coaching
 Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
LMBR UI Code:
SIS30519150418

TERM	Unit Code	Units Of Competency	AGF CORE/ ELECT	HSC STS	HSC IND HS	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	5 Preliminary UOC's						240 Indicative hours over 2 years
	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster A: Tournament Time Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO003 BSBRSK401	Meet participant coaching needs Identify risk and apply risk management procedures	C C	C C	30 25	Cluster B: Playing it Safe Direct Observation, Product Based Method and Questioning.	Minimum 35 hrs mandatory work placement
Stand alone Unit Term 1-3	HLTAID003	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster F: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
Term 4	5 HSC UOCs						
	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster C: (Complete 2 of the 3 elective options) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
Term 5-6	SISSSCO002 SISSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster D: The Community Coach Research and Questioning, Portfolio of Evidence and Classroom Discussion	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster E: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 255			This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.	

www.educationstandards.nsw.edu.au