



JJ Cahill Memorial High School

Assessment Booklet Preliminary Higher School Certificate 2023

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Updated:
Friday, November 3, 2023

HONOUR EXCELLENCE RESPONSIBILITY OPPORTUNITY

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Assessment Guidelines – Record of School Achievement (RoSA) and HSC

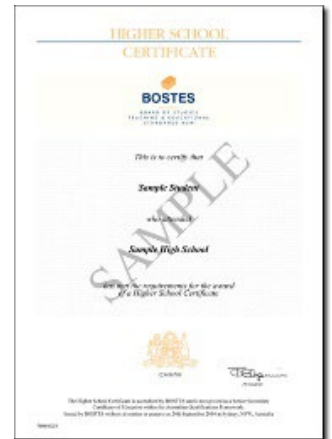
This information is for HSC students at JJ Cahill Memorial High School and their parents and should be read in conjunction with the HSC Rules and Procedures. We advise students to discuss this information with their parents and contact the school if they have any questions or concerns. This is an important document that students and parents will need to refer to throughout the year.

WHAT AM I WORKING TOWARDS AND HOW DO I QUALIFY FOR IT?

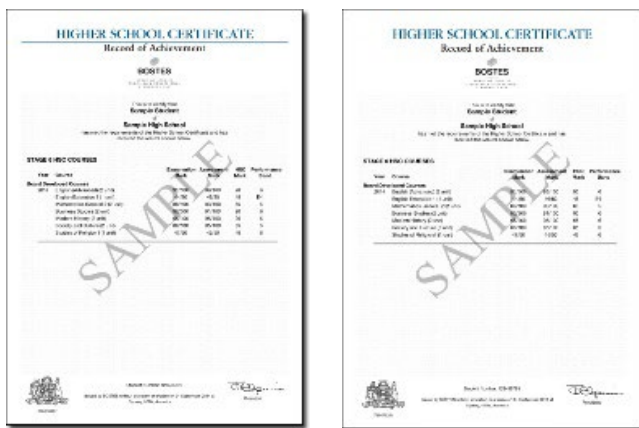
The Higher School Certificate (HSC):

The Higher School Certificate (HSC) testamur is awarded to students who have fulfilled all eligibility requirements for the HSC.

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units. An extension course is 1 unit. Student must also meet minimum literacy and numeracy standards as determined by NESA.



The HSC Record of Achievement:



The Preliminary and HSC Record of Achievement is issued to students who have satisfactorily completed any HSC Course. The Record of School Achievement (RoSA) shows the examination mark, assessment mark, HSC mark and performance band for each HSC Course.

Australian Qualifications Framework (AQF) Vocational Education and Training Certificate (VET):

A certificate is awarded to students in VET courses who successfully complete all requirements for an AQF VET Certificate.

Life Skills Profile of Student Achievement:

Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation 'Refer to Profile of Student Achievement'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.



The Australian Tertiary Admissions Rank (ATAR):

This is only relevant to students who wish to access university to continue studying. The ATAR is managed by the University Admissions Centre (UAC) and more information can be found at <http://www.uac.edu.au/>

The requirements for the ATAR are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best 10 units in Board Developed Courses, subject to the following restrictions:

- a) at least two units of English must be included excluding English Studies;
- b) at least three Board Developed courses of two units value or greater must be included;
- c) courses from at least four subjects must be included;
- d) at most, 2 units of category B courses may be included in the calculation of the ATAR. Category B courses are predominantly VET and TVET courses with optional HSC examinations. Students must sit the HSC examination for ATAR eligibility.

HSC Eligibility:

To be eligible for the HSC a student must:

- a) have gained the Year 10 Record of School Achievement RoSA or another satisfactory qualification;
- b) have attended a government or accredited non-government school;
- c) have completed HSC: All My Own Work, unless only studying Life Skills courses;
- d) have satisfactorily completed courses which comprise the pattern of study required by NESAs;
- e) meet the minimum requirement of submitting assessment tasks amounting to more than 50% of the total mark in any course and;
- f) sit for and make a serious attempt at the HSC examinations, as determined by NESAs.

What is meant by 'satisfactory completion of a course'?

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

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

For courses that include school assessment marks, NESAs stipulates that students 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 of the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Should a student not satisfy the outcomes or not demonstrate a genuine attempt in 50% of assessment tasks, they will not have satisfied minimum NESAs course requirements and be issued with an N-Determination for that course.

'N' Award Determination

If a student fails to comply with NESAs requirements for the Higher School Certificate Course, he/she will receive an 'N' Award determination. In some cases, this will mean that the student will be ineligible for the award of the Higher School Certificate.

What role does attendance play in 'satisfactory completion of a course'?

It is essential that students attend all classes unless they have a valid reason (Please refer to Illness/Misadventure). Absence alone is not sufficient grounds to deem a student as unsatisfactory in completing a course. However, absence can have an impact on students' ability to satisfy the criteria listed above. Therefore, principals may determine that, as a result of absence, course criteria cannot be met. Students will be given early warning of the impact of absences on the completion of course requirements and the consequences of this. This warning will be given in the form of an N-Award warning letter indicating the course work that needs to be completed.

COURSE ASSESSMENT

Course Work:

Students will complete tasks and participate in a range of learning experiences as part of their learning. These tasks are important and provide opportunities for students to develop skills and understanding of course content. They also provide valuable opportunities for teachers to provide feedback.

Participation in learning experiences enable students to meet the course completion criteria. Students' performances on all tasks will assist in determining the extent to which they have achieved the outcomes of the course and the level of achievement determined on the school report, although results of these tasks will not be submitted to NESAs.

What will happen if you do not complete the course work?

First, a formal N-Award Warning letter will be sent, outlining work that is to be completed and a due date. On receipt of this letter, the student must return the signed letter receipt. Students are responsible for completing the required work by the date on the warning letter. If students fail to meet the expectations outlined in this warning letter, further warning letters and/or interviews will be undertaken.

If after these warnings there is still no improvement, the Principal will conduct an interview with the student and his/her parent(s)/guardian where the 'N' Award determination will be formally made.

VET Mandatory Work Placements:

To satisfactorily complete VET courses, students **must** also complete 35 hours of work placement in both the Preliminary and HSC courses. Failure to satisfactorily complete these requirements will result in an 'N' Award determination for the particular VET course, following NESAs N Determination guidelines.

Formal Assessment Tasks:

Students will be given a maximum of 3 formal assessment tasks in Year 11 and 4 formal assessment tasks in Year 12 to complete for each subject in line with NESAs guidelines.

The tasks have been allocated marks or weightings and assess the major areas of a course. The results of each task will be used to inform students of their levels of achievement of course outcomes and their rank positions relative to other students in the same course. These totalled marks for each student will be submitted to NESAs as the school assessment marks.

Assessment Task Notifications:

Students will be given two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time. Assessment tasks will be scheduled for period 1, wherever possible, or alternate periods when a task requires a double period. Any variation to this needs to be submitted by the Head Teacher and approved by the Principal

In an assessment task notification, students should be informed about the following:

- the scope of the task eg *Arab-Israeli Conflict, 'Modern History'*
- the form the assessment task will take eg *test, class essay, oral presentation*
- the proposed timing and duration of the task eg *Friday August 17, periods 3 and 4*
- the weight of the task eg *20%*
- the marking criteria

Each assessment task will be weighted according to guidelines outlined for each course in their syllabus.

What are your responsibilities when it comes to assessment tasks?

Students should read carefully the course assessment schedule and individual assessment notifications for each course being studied.

These schedules and notifications will provide the following:

- a) the number and nature of the tasks for the course;
- b) the value of each task in comparison to the whole course;
- c) Any special requirements for each of the tasks.

It is a student's responsibility to be aware of all of the above. If a student is absent when an assessment task notification is issued, it is the student's responsibility to obtain a copy of the assessment task notification on their return to school. Additional time will be granted in the case of illness/Misadventure if the process outlined in this booklet is followed.

Assessment Task Submission:

Where tasks are attempted at school, the student is responsible for handing the task to the teacher conducting the task.

Where a task is completed at home the task must be handed to the teacher conducting the task **before 8:50am** on the due date, unless other submission requirements are outlined on the assessment notification, and a receipt will be issued. If the teacher is absent the task is to be handed to the Head Teacher or delegate, and a receipt will be issued. Students should not simply leave the task at the office or on the teacher's desk in the staffroom or the classroom.

On the day that an assessment task is due students **must** attend school for the whole day and be present in all timetabled classes. **Failing to attend classes and** just turning up to sit an 'in-class' task, or to submit an assessment task due on that day, or if submitted after **8:50am** can be seen as an unfair advantage and may result in a **25% penalty per day**, mark of **zero** and/or a **N Determination warning letter** being issued for the task.

In the event an assessment task is to be submitted on a day without a timetable lesson the task must be submitted to the class teacher conducting the task prior to **8:50am** on the due date.

Any student found to be absent from classes (either being at home or elsewhere other than class) on the day of the task, unless with approved flexible attendance, will be considered to be seeking to gain an unfair advantage and may have the task/test cancelled. Preparing for an assessment task in another class is not permitted and will be treated in the same manner.

Missed or Late / Non-submission of an Assessment Task:

As stated above, assessment tasks must be submitted **before 8:50am** on the day the task is due unless other submission requirements are outlined on the assessment notification. Students must not submit an assessment task later in the day, or at the conclusion of the school day. This includes if a student has been absent from school during the day. Such tasks will be treated as late submissions.

If work is submitted late due to illness, the student must submit an Illness/Misadventure application. In this situation, the task, medical certificate and a completed illness/misadventure form must be submitted to the relevant teacher or Head Teacher on the student's first day back at school following the absence. Head Teachers may make a submission to the Principal to grant an extension under extenuating circumstances presented in writing and supported with independent evidence. A medical certificate must not be sought after the event without good reason. There will be no extensions issued without illness or serious misadventure.

If there is no medical evidence or adequate reason given for the absence or non-submission of the task on the day of return to school, **25% penalty per day**, mark of **zero** and/or a **N Determination warning letter** being issued for the task.

It is important for students to be present for all assessment tasks completed at school. If a task is missed due to illness, the student must talk to the Head Teacher of that subject, submit a relevant medical certificate and a completed illness/misadventure form. Extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher. It is the student's responsibility to see the relevant Head Teacher on the day of their return to make arrangements. The completion of that task will then be negotiated. Students must be prepared to complete the task on the day of their return.

In the case of prolonged absence or when a substitute task is inappropriate, the student will be given an estimate based on his/her performance in other areas.

All tasks must be completed as a genuine attempt in order to satisfy course requirements.

The illness/misadventure flowchart and form can be found at the back of this booklet.

Genuine attempt at assessment tasks

Students must make a genuine attempt to complete course requirements. NESAs stipulates that a genuine attempt is defined in assessment tasks where a student response is frivolous, unrelated to the subject content or clearly does not meet the criteria and a consideration as to the percentage of the task completed satisfactorily. Only answering multiple choice questions can be considered as a non serious attempt. Student who do not satisfy, submit or complete assessment tasks which contribute in excess of 50% of assessable marks also results in a non serious attempt of the course. In addition, students must sit for all requisite RoSA examinations.

Whether or not a serious attempt has been made may be based on a number of factors, including the percentage of the task completed, the student's ability as previously evident in classwork and/or student engagement in the task itself. It is a matter of the teacher's professional judgement whether the student has made a genuine attempt. Absolutely **no mobile phones** or **electronic devices** are to be in the student's possession or on the desk during an exam or test. They are to be switched off and left in the students' school bag at the back of the Hall or Classroom. If a **mobile phone** or **electronic device** is found in the students' possession a formal N Determination Warning Letter will be issued.

Technology Issues:

Students should ensure that hard copies and back-up copies of their work are made so that they can effectively deal with any technology problems that they may encounter. Failure to submit a task on the due date because a computer crashed, the printer did not work, the USB drive containing the assessment has been corrupted or any other technological failure will not be accepted as a valid reason for the late or non-submission of a task.

Illness/Misadventure Appeals: (Refer to the Orange Form on Page52)

If a student believes that his/her performance in individual assessment tasks was diminished because of circumstances beyond his/her control, he/she must see the Head Teacher of that particular task and submit an illness/misadventure appeal, explaining in writing how he/she considers that his/her performance was affected.

Illness/misadventure appeals do not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in tuition
- misreading of the exam timetable, assessment schedule or assessment task
- long-term illness, eg glandular fever, asthma, unless there is evidence of a sudden reoccurrence during the task

Students who believe that his/her performance in an external HSC examination was diminished because of circumstances beyond his/her control, can lodge an Illness/Misadventure appeal with NESAs. The Presiding Officer of the HSC exam must be informed and then complete the illness/misadventure form, which can be collected by students from the Deputy Principal.

The illness/misadventure flowchart and form for school assessments can be found at the back of this booklet.

If there is no valid reason:

If a student has only completed part of a 'hand-in' task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a **25% penalty per day**, mark of **zero** and/or a **N Determination warning letter** being issued for the task.

Refer to the following forms and pages

- **Consideration of Illness/Misadventure Appeals:** (Refer to the Orange form on Page 52)
- **Appeal of Illness/Misadventure Decision:** (Refer to the Green form on Page54)
- **Request to Reschedule Assessment due to School Business:** (Refer to the Blue form on Page55)

Students must complete this form when requesting the reschedule an assessment task due to School Business to the relevant Head Teacher. It is the student's responsibility to ensure the occurs, this is to be negotiated with the Head Teacher and/or the Deputy Principal where required.

Examination and Test Instructions: (Refer to Page 56)

The Examination and Test Instructions **must** be followed by all students. This includes examination and test conducted throughout the year. Ensure you read these instructions carefully.

Assessment Task Appeal: (Refer to Page 57)

Reviews of Assessments:

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the next school day. Students may seek an assessment review if the school's procedures and guidelines have not been followed. Students may not dispute the type and nature of assessment tasks or the teacher's professional judgement relating to the allocation of marks for tasks. Areas for potential dispute could be failing to notify that a task/test is assessable, not including a notified task/test in the assessment marks, a student gaining unfair advantage as a result of cheating, prior knowledge, being absent from class/es to complete the task or an unauthorised time extension.

Any student who considers a decision is unfair in regard to an assessment based on the preceding advice, may complete and submit an appeal for the review of an assessment to the Principal.

The review will be conducted within the school by the Assessment Panel. The Panel will be comprised of the Principal, Deputy Principal and a Head Teacher who is not from the faculty where the appeal has been raised.

The Principal will inform the student of the Panel's determination in writing.

HONESTY IN HSC ASSESSMENT – THE STANDARD

This standard sets out the NESAs requirements concerning students submitting their own work in HSC assessment. It reads, in part:

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Students are educated on this standard and its application through the mandatory completion of the All My Own Work course.

Malpractice:

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be the student's own work. A mark of zero may be given in cases where malpractice, such as cheating or attempting to cheat occurs. Students may be required to re-sit or re-submit the task. In this event students will be placed in the NESAs Malpractice Register.

What happens if you engage in malpractice in the HSC exams?

If a student does not comply with the NESAs examination rules he/she may have his/her paper cancelled for the course(s) concerned. This may render him/her ineligible for the award of the Record of School Achievement and/or a Higher School Certificate. In this event students will be placed in the NESAs Malpractice Register.

COURSE COMPLETION

Course Ranks:

Each student will receive a formal school report which details his/her achievement of outcomes of each course. In accordance with NESAs guidelines, *students will not be given their final assessment marks* (those marks submitted to NESAs), as they are subject to moderation by NESAs and therefore change.

Reviews of 'N' Award Determinations:

Students have the right to appeal an 'N' Award determination. Students must be able to demonstrate that all of NESAs requirements for satisfactory completion of the Higher School Certificate Course have been satisfied. Such appeals must be submitted in writing to the Principal before the final date documented on the 'N' Award determination letter. The review will be conducted within the school (by the Appeals Panel). If the appeal is not upheld by a panel within the school, the student may submit an appeal to NESAs.

VET MANDATORY WORK PLACEMENTS

Students MUST complete 35 hours of work placement in both the Preliminary and HSC courses. Failure to satisfactorily complete these requirements WILL result in an 'N' determination for the particular VET course. The Principal must issue a notification of an N determination letter to the student and the parent will be contacted. The appeal process will be explained and where possible the student will be encouraged to complete an alternative work placement.

ADVICE, HELP and SUPPORT

There are a number of people students can speak to if they have any queries about the HSC. In the first instance they should speak to the class teacher(s). Other support people in the school include Head Teachers, mentors, the Year Adviser, the Careers Adviser, School Counsellor, Deputy Principal and Principal.

Students can also obtain information from the following websites:

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

<https://studentsonline.nesa.nsw.edu.au/>

Special Provisions:

If you believe you qualify for special provisions, such as a reader or writer or other accommodation for a disability or impairment, see your Year Adviser, the Deputy Principal in charge of Learning Support or a Learning and Support Teacher. Further information can be found at:

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

HSC TERMINOLOGY - A GLOSSARY OF KEY WORDS

Using this glossary will help students understand what is expected in responses to examination and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, and employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes / categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Critically (analyse/ evaluate)	Add a degree of level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and / or against
Distinguish	Recognise or note / indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause/effect; make the relationship between things evident; provide why and/or how
Extract	Choose relevant and / or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (example a point of view/idea/argument/suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Preliminary Assessment Schedules

(Each classroom teacher is responsible for disseminating more detailed information regarding course content and outcomes.)

English Assessment Schedules

English Standard		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10
Components	Weightings	Portfolio of Writing Reading to Write	Interactive ICT presentation (Multimodal presentation) Contemporary Possibilities	Yearly Examination (inc. Close Study of Literature)
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
TOTAL	100%	35%	35%	30%
	Task Outcomes	EN11-1, EN11-2, EN11-4, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8

Standard English Outcomes:

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

English Studies		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10
Components	Weighting	CV, Cover Letter and Job Interview	Travel Commercial	Collection of Classwork
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	1, 2, 3, 4, 5, 6	3, 4, 5, 6, 7, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

English Studies Outcomes:

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

English Advanced		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Exam Period
Components	Weightings	Common Module: Reading to Write Portfolio of Writing	Narratives that Shape Our World Multimodal Presentation	Critical Study of Literature Yearly Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%
	Task Outcomes	EA11-1, EA11-2, EA 11-4, EA11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8

Advanced English Outcomes:

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

English Extension 1		Task 1	Task 2	Task 4
		Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 9-10
Components	Weightings	Creative and Reflection Writing Task	Essay Task	Multimodal Presentation
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	EE 11-2, EE11-3, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5,	EE11-3, EE 11-4, EE11-5,

English Extension 1 Outcomes:

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

EAL / D		Task 1	Task 2	Task 4
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
Components	Weightings	Module A: Language, Texts and Contexts Personal Texts & Annotations.	Module B: Texts and Society Multimodal Presentation	Module C: Close Study of Text Film Study Persuasive Essay & Reflection
Knowledge and understanding of course, content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	25%	35%	40%
	Task Outcomes			

EAL/D Outcomes:

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

Mathematics

Assessment

Schedules

Mathematics Standard		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9-10
Components	Weightings	Class Test Open book	Investigation Assignment	Yearly examination
Understanding, Fluency and communicating	50%	15%	15%	20%
Problem solving, Reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-2 MS11-3 MS11-4 MS11-7 MS11-9 MS11-10	MS11-1 MS 11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10

Mathematics Standard Outcomes:

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

Mathematics Advanced		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9-10
Components	Weightings	Practical Task/Test	Open book class test and assignment	Yearly examination
Understanding, Fluency and communicating	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
	100%	30%	30%	40%
TOTAL	Task Outcomes	MA11-1 MA11-2	MA11-1– MA11-4 MA11-9	MA11-1 – MA11-11

Mathematics Outcomes:

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

Mathematics Extension 1		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9-10
Components	Weightings	Class Test Open book	Assignment/ class test	Yearly examination
Understanding, fluency and communicating	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	ME11-1 ME11-2	ME11-3 ME11-4	ME1 – ME7

Mathematics Extension 1 Outcomes:

ME11-1: Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses.

ME11-2: Manipulates algebraic expressions and graphical functions to solve problems.

ME11-3: Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems.

ME11-4: Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change.

ME11-5: Uses concepts of permutations and combinations to solve problems involving counting or ordering.

ME11-6: Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts.

ME11-7: Communicates making comprehensive use of mathematical language, notation, diagrams and graphs.

Science Assessment Schedules

Biology		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 8 Term 3 Week 4	Term 3 Week 9-10
Components	Weightings	Practical Investigation Microscopy	Depth Study	Yearly Exam
Skills in Working scientifically	60%	20%	20%	20%
Knowledge and understanding	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

Biology Outcomes:

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

Physics		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9-10
Components	Weightings	Open Ended Investigation	Practical Investigation and Skills Test	Yearly Exam
Skills in Working scientifically	60%	20%	20%	20%
Knowledge and understanding	40%	10%	10%	20%
TO/TAL	100%	30%	30%	40%
	Task Outcomes	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-10	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11

Physics Outcomes:

- PH11-1: Develops and evaluates questions and hypotheses for scientific investigation.
- PH11-2: Designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3: Conducts investigations to collect valid and reliable primary and secondary data and information.
- PH11-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- PH11-5: Analyses and evaluates primary and secondary data and information.
- PH11-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- PH11-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8: Describes and analyses motion of terms of scalar and vector quantities in two dimensions and makes quantitative measurements' and calculations for distance, displacement, speed, velocity and acceleration.
- PH11-9: Describes and explains events in terms of Newton's Law of Motion, the law of conservation of momentum and the law of conservation.
- PH11-10: Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principals.
- PH11-11: Explains and quantitatively analyses electric fields, circuitry and magnetism.

HSIE

Assessment Schedule

Legal Studies		Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9-10
Components	Weightings	Topic Test	Research Task	Preliminary Examination
Knowledge and understanding of course content.	40%	10%	20%	10%
Analysis and evaluation	20%	10%		10%
Inquiry and research	20%		10%	10%
Communication of legal information, ideas and issues in appropriate forms.	20%	10%	10%	
TOTAL	100%	30%	40%	30%
	Task Outcomes	P1, P2, P3, P4, P5, P6, P7	P1, P4, P5, P6, P7, P8, P9, P10	P1, P4, P5, P6, P7, P8, P9, P10

Legal Studies Outcomes:

- P1: Identifies and applies legal concepts and terminology
- P2: Describes the key features of Australian and International law.
- P3: Describes the operation of domestic and international legal systems.
- P4: Discusses the effectiveness of the legal system in addressing issues.
- P5: Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- P6: Explains the nature of the interrelationship between the legal system and society.
- P7: Evaluates the effectiveness of the law in achieving justice.
- P8: Locates, selects and organises legal information from a variety of sources including legislation, cases, Media, international instruments and documents.
- P9: Communicates legal information using well-structured responses.
- P10: Accounts for differing perspectives and interpretations of legal information and issues.

Studies of Religion		Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8-10
Components	Weightings	Class Test M/Choice and short answers	Hand in Essay - Islam	Yearly Exam
Knowledge and understanding of course content	40%	10%	10%	20%
Source based skills	20%	10%		10%
Investigation and Research	20%		20%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%
	Task Outcomes	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9

Studies of Religion Outcomes:

- P1: Describes the characteristics of religion and belief systems.
- P2: Identifies the influence of religion and belief systems on individuals and society.
- P3: Investigates religious traditions and beliefs systems.
- P4: Examines significant aspects of religious traditions.
- P5: Describes the influence of religious traditions in the life of adherents.
- P6: Selects and uses relevant research about religion from a variety of sources.
- P7: Undertakes effective research about religion, making appropriate use of time and resource.
- P8: Uses appropriate terminology related to religion and belief systems.
- P9: Effectively communicates information, ideas and issues using appropriate written, oral and graphic form.

Business Studies		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9-10
Components	Weighting	Nature of Business	Business Planning	Preliminary Examination
Knowledge and understanding of course content	40%	5%	15%	20%
Stimulus based skills	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of business information	20%	10%		10%
TOTAL	100%	25%	35%	40%
	Task Outcomes	P1, P2, P6, P7, P8	P1, P3, P4, P6, P7, P8, P9, P10	P1, P2,P3,P4,P5, P6,P7, P8, P9, P10

Business Studies Outcomes:

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

PDHPE

Assessment

Schedules

PD, Health, PE		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9-10
Components	Weightings	Core 1 Application Task	Core 2 Research Task	Preliminary Exam
Knowledge and understanding of the course content	40%	10%	15%	15%
Skills in critical thinking, research, analysis and communicating	60%	20%	15%	25%
	100%	30%	30%	40%
	Task Outcomes	P1-6	P7-9, P16, P17	P1-12, P14-17

PD, Health, PE Outcomes:

- P1: Identifies and examines why individuals give different meanings to health.
- P2: Explains how a range of health behaviours affect an individual's health.
- P3: Describes how an individual's health is determined by a range of factors.
- P4: Evaluates aspects of health over which individuals can exert some control.
- P5: Describes factors that contribute to effective health promotion.
- P6: Proposes actions that can improve and maintain an individual's health.
- P7: Explains how body systems influence the way the body moves.
- P8: Describes the components of physical fitness and explains how they are monitored.
- P9: Describes biomechanical factors that influence the efficiency of the body in motion.
- P10: Plans for participation in physical activity to satisfy a range of individual needs.
- P11: Assesses and monitors physical fitness levels and physical activity patterns.
- P12: Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
- P13: Develops, refines and performs movement compositions in order to achieve specific purpose (Option 2).
- P14: Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).
- P15: Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16: Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17: Analyses factors influencing movement and patterns of participation

Community and Family Studies		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9-10
Components	Weighting	Core 1 Interview Task	Core 2 Topic Test	Preliminary Exam
Knowledge and understanding of course content	40%	5%	15%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	25%	15%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	P1.1, 1.2, 4.1, 4.2, 5.1, 6.1	P1.2 , 2.1, 2.3, 2.4 , 3.1 , 3.2, 4.1 , 6.2	P1.1-6.2

Community and Family Studies Outcomes:

Updated 24/5/23 SBDM

- P1.1: Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2: Proposes effective solutions to resource problems.
- P2.1: Accounts for the roles and relationships that individuals adopt within groups.
- P2.2: Describes the role of the family and other groups in the socialisation of individuals.
- P2.3: Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4: Analyses the interrelationships between internal and external factors and their impact on family functioning.
- P3.1: Explains the changing nature of families and communities in contemporary society.
- P3.2: Analyses the significance of gender in defining roles and relationships.
- P4.1: Utilises research methodology appropriate to the study of social issues.
- P4.2: Presents information in written, oral and graphic form.
- P5.1: Applies management processes to maximise the efficient use of resources.
- P6.1: Distinguishes those actions that enhance wellbeing.
- P6.2: Uses critical thinking skills to enhance decision making.

Exploring Early Childhood		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 6	Term 3 Week 9-10
Components	Weighting	Supporting new parent's resource	In-class Task	Preliminary Exam
Knowledge and understanding of course content	40%	5%	15%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	25%	15%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	1.1, 1.4, 5.1, 6.2	1.1, 1.4, 5.1, 6.1, 6.2	1.1 – 6.2

Exploring Early Childhood Outcomes:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical, social-emotional, behavioral, cognitive and language development of young children
- 1.3 Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 Analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 Examines the implications for growth and development when a child has special needs
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families
- 2.2 Critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 Examines strategies that promote safe environments
- 3.1 Evaluates strategies that encourage positive behaviour in young children
- 4.1 Demonstrates appropriate communication skills with children and/or adults
- 4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 Demonstrates appropriate strategies to resolve group conflict
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 Demonstrates an understanding of decision-making processes
- 6.2 Critically examines all issues including beliefs and values that may influence interactions with others

Sport, Lifestyle and Recreation		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Exam Week
Components	Weighting	Fitness analysis	Group sporting session	Preliminary Exam
Knowledge and understanding	45%	15%	10%	20%
Skills	55%	15%	20%	20%
TOTAL	100%	30%	30%	40%
	Task Outcomes	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 3.2, 3.4, 4.2, 4.4	1.1, 2.1, 2.2, 2.3, 3.2, 3.5, 4.1, 4.3, 4.5

Sport, Lifestyle and Recreation Outcomes:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical activity
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- 3.2 Designs programs that respond to performance needs
- 3.3 Measures and evaluates physical performance capacity
- 3.4 Composes, performs and appraises movement
- 3.5 Analyses personal health practices
- 4.1 Plans strategies to achieve performance goals
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

CAPA

Assessment Schedules

Music 1			Task 1	Task 2	Task 3
			Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 9-10
Outcomes	Components	Weightings	Performance, Notation + Analysis Hand-in	Composition and Performance	Aural Skills Exam and Musicology Portfolio
P2, P4, P6, P7, P10	Musicology	25%	10%		15%
P1, P5, P9, P10, P11	Performance	25%	10%	15%	
P3, P5, P7, P8, P10, P11	Composition	25%		25%	
P2, P4, P6, P7, P10	Aural	25%			25%
TOTAL		100%	20%	40%	40%
		Task Outcomes	P1, P2, P4, P6, P7, P5, P9, P10, P11	P2, P3, P4, P5, P7, P8, P9, P10, P11	P1, P2, P4, P6, P7, P10

Music 1 Outcomes:

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

Visual Arts		Task 1a/b	Task 2	Task 3a/b
		Term1 Week 11	Term2 Week 9	Term 3 Week 8-10
Components	Weightings	Artmaking Task 1a Essay Task 1b	In Class Essay	Artmaking Task 3a Yearly Exam Task 3b
Making Artworks	50%	25%		25%
Critical & Historical Study	50%	10%	25%	15%
Total	100%	35%	25%	40%
	Task Outcomes	P1-10	P7-10	P1-10

Visual Arts Outcomes:

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

TAS

Assessment Schedules

Design and Technology		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 3 Week 6	Term 3 Week 9-10
Components	Weightings	Industry Study and Group Project	Minor Design Project	Yearly Exam
Knowledge and understanding of course content	40%	10%	15%	15%
Knowledge and skills in designing, managing, producing and evaluation design projects	60%	30%	25%	5%
TOTAL	100%	40%	40%	20%
	Task Outcomes	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2

Design and Technology Outcomes:

- P1.1 Examines design theory and practice, and considers the factors affecting designing and producing in design projects.
- P2.1 Identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2 Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
- P3.1 Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1 Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2 Uses resources effectively and safely in the development and production of design solutions.
- P4.3 Evaluates the processes and outcomes of designing and producing.
- P5.1 Uses a variety of management techniques and tools to develop design projects.
- P5.2 Communicates ideas and solutions using a range of techniques.
- P5.3 Uses a variety of research methods to inform the development and modification of design ideas.
- P6.1 Investigates a range of manufacturing and production processes and relates these to aspects of design projects.
- P6.2 Evaluates and uses computer-based technologies in designing and producing.

VET

Assessment Schedules

COURSES AND QUALIFICATIONS

What are VET courses?

Vocational Education and Training (VET) courses have the following characteristics that distinguish them from other courses studied for the HSC. They are:

- Designed to meet industry training needs
- Supported by industry in curriculum design and course delivery
- Derived from national training packages
- Written and assessed in competency-based terms
- Designed to provide clearly defined pathways to further education, training and employment
- Accredited by the Board of Studies for the HSC and under the Australian Qualifications Framework (AQF) for industry

What qualifications and certificates will I get at the end of my VET course?

Most VET courses lead to an AQF Certificate I or II, depending on the units of competency you have achieved in the course. Some extension courses may lead to partial completion of a Certificate III.

If you have not achieved all of the competencies or where the course does not cover all competencies for a particular Certificate, you will receive a Statement of Attainment that will list the competencies you have achieved. Your qualification will be recognised across Australia by other education and training institutions.

You will also receive unit credit towards your HSC. Your units of study in VET courses will be counted towards the study requirements for the award of the HSC. Your VET courses will appear with your other subjects on the HSC Certificate.

Complaints and Appeals:

Students have the right to lodge an appeal to the principal against an unfavorable assessment of competency on the following grounds:

- The assessment process did not provide a fair and reasonable opportunity to demonstrate competency.
 - The student was not informed in advance of the conditions and method of assessment
 - The process used was discriminatory in some way.
- Students have the right to have any appeal dealt with confidentially, fairly and promptly.
- A student must lodge the appeal on an Assessment Appeals Form.
 - The appeal must be lodged with the school within five working days of the actual assessment.
 - The school must deal with the appeal within ten working days.
 - An appeals panel appointed by the principal is given responsibility to manage the appeal.
 - In response to the appeal, the appeals panel may:
 - Interview any of the people involved in the assessment process
 - Request another assessor to review case
 - Schedule another assessment
 - Uphold or reject the appeal.
 - Students have the right to have a support person of their choice during the appeals process to help and to be a witness.
- The school:
- Must accurately document all appeals procedures and outcomes and provide the student and RTO with copies.
 - Institute effective procedures to monitor and review appeals to prevent their recurrence and to improve delivery



Student Assessment Appeal Form for VET courses

Student Name: (please print): _____ Year 11, 12 (please circle)

Assessor's / Teacher's Name: _____

VET Course: _____

Please identify in the table below the unit/s of competency that are the subject of the appeal.

Unit Code(s)	Unit of competency title(s)	Date assessed

Please detail the grounds for your appeal and ensure that you describe the alleged fault in the assessment process. Please attach the assessment task and feedback from the teacher. Attach further information or evidence.

Grounds for the appeal:

Signed:

(student name)

Date:

School use only

Date received:

Received by:

Date reviewed:

Reviewed by:
(Reviewer cannot be the original assessor)

Decision: Upheld Rejected

If rejected. provide reason

Vet Course Expectations

What are the expectations of me as a VET student?

1. As with other areas of study, you are expected to work hard to develop, achieve and demonstrate the knowledge and skills of the course.
2. The focus of VET courses is on working in industry, so your behaviour must be reliable and responsible both at school and in the workplace.
3. You must observe all Occupational Health & Safety requirements of your course. It is your responsibility to maintain the resources and equipment provided by your teacher during delivery of the course

Fee Refunds

A “REFUND POLICY” applies.

Where a student has paid for equipment and uniform in full and leaves the school prior to course completion due to family relocation, enrolment at another school or a desire to pursue full-time employment, then the school will refund monies paid in the following way.

When partial payment has been made applications for refunds will be dealt with on an individual basis by the Principal.

Course Material Fees

A proportion of money based on the number of practical activities completed and materials required for these practical activities will be calculated and deducted from the course materials fees. A cheque will then be forwarded to the family address.

Recognition of Prior Learning - RPL

A student's past learning and experience may exempt the student from certain study and assessment requirements in a VET course. This learning and experience may include study at other schools or study in another course, part-time work or life experience. In some circumstances, for example, part-time work can be counted as work-placement if your job is in an area that is closely related to your VET course.

How do I apply for RPL?

Recognition of prior learning (RPL) means recognition of competencies currently held, regardless of how, when or where the learning occurred. RPL assesses the individual's prior learning to determine the extent to which that individual is currently competent against the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification. Prior learning that is relevant to the course should be recognised within the context of the qualification being sought.

Sydney Region RTO may grant recognition based on the production of evidence provided by the school. An application for Recognition of Prior Learning is to be submitted to the RTO for final determination.

HSC courses are measured in units based on hourly equivalents eg 2 units = 120 hours.

Where RPL is granted, the Board of Studies requires teachers to ensure that students complete additional competencies to meet the shortfall in hours. These competencies must be in the syllabus, on the RTO scope and the teacher must be accredited to deliver such competencies.

Options for RPL:

There are a number of different ways in which prior learning can be assessed. Whichever method is used, assessors should ensure that the quality of the learning outcome or competency is not undermined or comprised.

Credit transfer and advanced standing validate the knowledge and skills held as a result of formal and informal training, work experience and/or life experiences.

The options for assessing prior learning are:

- Credit transfer:
When an accredited certificate is presented, transfer is automatic. Sydney Region must recognise qualifications issued by other RTOs.
- Advanced standing based on application alone:
If the application, with supporting evidence, is of high quality and clearly demonstrates the applicant's claims, assessment will be based on the application alone. It may be necessary for an assessor to meet with the applicant to clarify some points of concern.
- Advanced standing based on application and assessment:
Once an analysis of the application is completed the assessor may decide that the evidence does not fully support the applicant's claim. The teachers will arrange an opportunity for the student to demonstrate their claim (challenge test).

When considering Applications for Credit Transfer or Advanced standing:

- The evidence must be clearly documented
- The evidence must directly relate to the learning outcomes and competency standard
- For the qualification
- There is no potential for injury or danger to public health and safety, and no significant occupational health and safety issues in relation to demonstration of competency.

PL PROCESS:

Students wishing to claim RPL must complete "Student Application for RPL".

- The school must support the student through the process.
- Assessment of a student's claim for RPL must comply with procedures and requirements of the Australian Recognition Framework and the Board of Studies.
- To assist teachers through the process of assessment of a student's request for RPL a "Teacher's Checklist" is provided.

To assist students' application for RPL, a "Student Checklist" is provided.

- The school's VET Coordinator or delegate will support the teacher in making the initial determination of a student's RPL claim.
- The RTO will make the final determination and advise the school of the outcome. The school must ensure RPL is entered onto eBOS VCS.

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- The RTO will make the final determination and advise the school of the outcome.
- The school must ensure RPL is entered onto eBOS VCS

RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION for VOCATIONAL EDUCATION COURSES

Your application will be assessed on the following criteria: *Validity, Authenticity, Currency and Sufficiency.*

Student's Name: _____

School: _____ **Year 10 / 11 / 12** (please circle)

VET Course Name: _____

VET Teachers Name: _____

I wish to apply for Recognition of Prior Learning/ Recognition of Current Competencies for:

Unit Code and Units Title	Description of the evidence to proof competence. Evidence must be attached to this application.	Teacher to complete after RPL assessment is finalised	
		RPL Granted Yes/No	Recorded in student record and attached to assessment task as evidence

Student's signature: _____ Date ____ / ____ / ____

Evidence can be:

- Previous training: attach copies of certificate e.g. First Aid Certificate, White Card
- Delivery site/s providing evidence: _____
- Work experience: attach copies of letter/testimonials from employer (which are on letterhead and can be verified), reports, samples of work, log books.
- Life experience: attach documentary evidence that can be verified, awards, job descriptions.

Teacher / Assessor's Name Teacher / Assessor's Signature ____ / ____ / ____
Date

VET Co-ordinator's Name VET Co-ordinator's Signature ____ / ____ / ____
Date

Recognition of Prior Learning (RPL) means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

RPL application is an assessment process. The evidence submitted must satisfy the rules of evidence below. Use this check list to ensure the assessment process is followed.

- Validity Authenticity Currency Sufficiency

Work Placement

Work placement is a mandatory requirement for all Board Developed VET courses. Failure to complete work placement in either the Preliminary or HSC year will render the student ineligible for the award of a Preliminary and HSC credential.

Indicative hours have been assigned to the work placement requirement for each course and these are detailed in the Board of Studies syllabus. If a student exits the course at the end of the Preliminary year they must have completed the minimum hours of work placement as mandated by the BOS.

Under some circumstances, "students' part-time work" in an appropriate workplace may be used to fulfil work placement requirements.

For information as to how students' work may contribute to work placement, schools should consult the Board of Studies' *Assessment, Certification and Examination (ACE) Manual*, 8.4.7.2 "Recognition of student's employment for work placement purposes in a VET course". A specific form, below, is to be used by students wishing to have their concurrent work recognised for the purposes of work placement.

All requirements of the Workplace Learning Policy 2005 and associated documents and forms must be followed. Compliance with Child Protection legislation underpins the implementation of this policy for schools. Sydney Region reminds VET personnel that the critical components of work placement management are: Preparation of students through work readiness programs

- Students placement record
- Parent and Carer's guide to Workplace Learning
- Employers Guide to Workplace learning
- Use of Student Employment to RPL work placement
- Student Responsibilities
- Student Travel Arrangements
- Workplace Learning Emergency Card Procedures
- Supervision of students: Duty of Care
- Record keeping of contact with employer and student during placement
- Non-Payment of Students
- Industrial requirements
- Accidents involving Students
- Insurance Claims and Legal Proceedings
- Post placement follow-up activities

DET policy and procedures for the above areas can be found at:

<https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/wpllmp2005.html>

Work Placement Coordination

Schools in Sydney Region can access or coordinate work placement through two models.

1. Local Community Partnerships
2. School coordinated placements

Student records relating to work placement must be maintained and archived at the school. The school is required to store the original copies of the signed Student Placement record for seven years. This should be in a secure central student record/archive

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, 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 school 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), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

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

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ 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.

VET Cookery		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9-10
Component		Task 1	Task 2	Task 3 Yearly Exam
Weightings		20%	40%	40%
TOTAL	100%	20%	40%	40%
		PLUS, 35hrs Work Placement		



JJ CAHILL MEMORIAL HIGH SCHOOL

CONSIDERATION OF ILLNESS/MISADVENTURE APPEALS

This form is to be completed and submitted to the Deputy Principal when requesting consideration for the late completion and/or submission of a task or when a student's performance has been impacted by illness or misadventure. It must be submitted on the day of the scheduled task or, if absent, on the day the student returns to school.

NAME OF STUDENT: _____ ROLL CLASS: _____

COURSE: _____ CLASS TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(Attach a copy of the Task)

SECTION (A) (TO BE COMPLETED BY THE STUDENT)

OUTLINE REASON FOR THIS APPLICATION FOR ILLNESS/MISADVENTURE AND ATTACH RELEVANT DOCUMENTATION:

STUDENT SIGNATURE: _____ DATE: _____

SECTION (B) (TO BE COMPLETED BY HEAD TEACHER)

HEAD TEACHER: _____ FACULTY: _____ COURSE: _____

RECEIPT DATE OF ILLNESS/MISADVENTURE FORM: _____

TASK SUBMITTED/COMPLETED: YES NO DATE COMPLETED/SUBMITTED: _____

COMMENTS: _____

DATE OF RESCHEDULED TASK: _____

HEAD TEACHER SIGNATURE: _____ DATE: _____

DECISION BY DEPUTY PRINCIPAL: _____

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

COPIES: (ORIGINAL) STUDENT FILE SCAN/EMAIL TO RELEVANT STUDENT, HT and DP

NB: A STUDENT MAY APPEAL THIS DECISION IF HE/SHE CONSIDERS IT IS UNFAIR BASED ON THE ADVICE PROVIDED IN THE ASSESSMENT GUIDE. REFER TO APPEAL FOR REVIEW OF ASSESSMENT.

PROCEDURES FOR ILLNESS/MISADVENTURE

STUDENTS MISSING AN ASSESSMENT TASK AND WISHING TO LODGE AN APPEAL BASED ON ILLNESS/MISADVENTURE MUST FOLLOW THE PROCEDURES OUTLINED BELOW.

STEP ONE

STUDENT CONTACTS THE SCHOOL

- STUDENT IS EXPECTED TO INFORM THE SCHOOL OF THE ABSENCE.



STEP TWO

ON THE FIRST DAY OF RETURN TO SCHOOL

- SEE THE RELEVANT HEACH TEACHER AND COMPLETE AN ILLNESS/MISADVENTURE APPLICATION THE DAY YOU RETURN TO SCHOOL.
- ATTACH ALL RELEVANT DOCUMENTATION SUPPORTING YOUR ILLNESS/MISADVENTURE APPLICATION E.G. MEDICAL CERTIFICATE.
- SUBMIT ILLNESS/MISADVENTURE APPLICATION FORM TO THE DEPUTY PRINCIPAL BY THE NEXT DAY.



STEP THREE

RESOLUTION AND FEEDBACK

- DEPUTY PRINCIPAL MAKE DECISION BASED ON THE INFORMATION PROVIDED BY THE STUDENT AND THE COURSE/SUBJECT HEAD TEACHER IN LINE WITH THE SCHOOLS ASSESSMENT GUIDELINES.
- DEPUTY PRINCIPAL INFORMS HEAD TEACHER AND/OR THE STUDENT IN WRITING VIA A COPY OF COMPLETED ILLNESS/MISADVENTURE FORM AND ENSURES COPIES ARE DISTRIBUTED TO THOSE LISTED.



APPEAL OF ILLNESS/ MISADVENTURE DECISION

**This form is to be submitted to the Principal when requesting a review of one or more of the following:
A Deputy Principal's decision about an illness/misadventure application (you must appeal within 2 days of the notification of the original decision).**

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ HEAD TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(If applicable) *(Attach copy of the Task)*

MY APPEAL IS BASED ON THE FOLLOWING GROUNDS: _____

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

DATE RECEIVED BY PRINCIPAL: _____ DATE OF DETERMINATION: _____

DETERMINATION: UPHELD / DECLINED

COMMENTS: _____

PANEL MEMBERS' SIGNATURES:

PRINCIPAL (R. DAVID)

HEAD TEACHER OR DELEGATE

HEAD TEACHER OR DELEGATE

DATE: _____

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JJ CAHILL MEMORIAL HIGH SCHOOL REQUEST TO RESCHEDULE ASSESSMENT DUE TO SCHOOL BUSINESS

This form is to be submitted to the Head Teacher when requesting to reschedule due to school business.

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____

(If applicable)

(Attach copy of the Task)

Student's reasons for the application (Describe in detail the nature of the issue that affected your ability to complete or submit the assessment task).

Medical Certificate attached

Other verification attached

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN'S SUPPORT COMMENT:

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

To be completed by Head Teacher of the course

HEAD TEACHER NAME: _____ Faculty: _____ COURSE _____

HEAD TEACHER RECOMMENDATION:

HEAD TEACHER'S SIGNATURE: _____ DATE: _____

To be completed by the Deputy Principal

COMMENT:

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

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JJ CAHILL MEMORIAL HIGH SCHOOL

EXAMINATION AND ASSESSMENT TEST

INSTRUCTIONS TO CANDIDATES

1. All work must be completed on the paper provided
2. No paper may be brought into or taken from the examination room
3. Write using a black pen only unless directed otherwise
4. The only items to be taken into the examination room are pencils, pens, erasers and materials required for specialist subjects e.g. calculators, drawing equipment, etc. Calculators must be hand-held, silent and non-programmable. Calculators may be checked by supervisors. Equipment must be in a clear pencil case or bag.
5. All bags, folders, etc. must be left at the back of the examination room. No food or drinks with the exception of bottled water, a clear pencil case or an approved medical item may be on your desk.
6. **Any candidate** who is observed in any of the following breaches will be reported to the Deputy Principal / NESA which could result in a zero mark being awarded:
 - a) Malpractice or cheating, which includes being found in possession of unauthorized material in the examination.
 - b) Disobedience to any instruction given by a supervisor.
 - c) Causing a disturbance of any kind or upsetting the conduct of the examination.
 - d) Being under the influence of non-prescribed medication, drugs or alcohol.
 - e) Communicating with anyone other than the exam supervisor after raising your hand.
 - f) Absolutely **NO MOBILE PHONES** or **ELECTRIC DEVICES** are to be in your possession or on the desk during an exam. They are to be switched off and left in your school bag at the back of the Hall.
7. All candidates must arrive 15 minutes before the start of the exam. Students should meet at the silver seats outside the hall where they will be directed inside for the examination.
8. Candidates will be allowed to leave the examination room during the first half of the exam or in the last 30 minutes.
9. If you do not make a serious attempt in any examination, you may not receive a mark in that course and may not be eligible for a result in that subject.
10. You should phone the school before the start of an examination if you are unable to attend. In the case of illness, accident or misadventure, a candidate may not be given the opportunity to sit for the examination or complete an alternate task at a later time.
11. Where a Doctor's Certificate is supplied, it must state your inability to do the examination and be presented to the Head Teacher of that subject immediately upon return. (Refer to the Assessment Handbook for information regarding this process)



JJ CAHILL MEMORIAL HIGH SCHOOL

PRELIMINARY HSC ASSESSMENT TASK APPEAL

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE OF ASSESSMENT TASK: _____

DATE OF THIS APPLICATION: _____

(If applicable)

(Attach copy of the Task)

Reason for appeal:

Student's reasons for the application (Describe in detail the nature of the issue that affected your ability to complete or submit the assessment task).

- the administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining unfair advantage as a result of cheating, prior knowledge or unauthorised times extension.
- whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

Please explain your reasons for this appeal:

Response from your Class Teacher/Head Teacher about your claim. CT/HT Name: _____

Appeal Result

Assessment Review Panel: _____

Decision and reason: _____

Panel Members' signatures: _____

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