

WINGHAM HIGH SCHOOL



ASSESSMENT INFORMATION AND SCHEDULE

PRELIMINARY HSC: 2021



PHONE: 65535488

EMAIL: wingham-h.school@det.nsw.edu.au

FOLLOW US ON FACEBOOK: <https://www.facebook.com/winghamhighschool>

Index

	<i>Pages</i>
Forward	4
The New South Wales Higher School Certificate	4
Student Assessment Planner	5 - 7
Assessment Policy for the 2020 Higher School Certificate	8 - 26
HSC Results	8
Requirements for the Award of an HSC and Satisfactory Completion of a Course	8
The Courses	9
Allocation of Marks	9
Assessment Marks	9
School-Based Assessment	10
Plagiarism	10
Honesty in Assessment – the Standard	11
The NSW Education Standards Authority’s Responsibilities	11
Review of Final Assessment Ranks	12
Number of Assessment Tasks	12
Non-Assessment Tasks	12
Concerns	12
Satisfactory Completion of a Course	13
University Admission	14
Disability Provisions	14 - 15
RoSA Grade Information	15
Common Grade Scale for Higher School Certificate Courses	16
School Responsibilities and Procedures in Assessment	17

	<i>Pages</i>
Student Responsibilities and Procedures	18 - 24
Wingham High School Individual HSC Course Assessment Schedules	27
Creative and Performing Arts	28
Music	28
English	29 - 32
English Advanced	29
English Extension 1	30
English Standard	31
English Studies	32
Human Society and its Environment	33 - 36
Business Studies	33
History – Modern	34
Legal Studies	35
Work Studies	36
Mathematics	37 - 40
Mathematics Advanced	37
Mathematics Extension 1	38
Mathematics Standard	39
Mathematics Numeracy	40
Personal Development, Health and Physical Education	41 - 42
Community and Family Studies	41
Sport, Lifestyle and Recreation	42
Science	43 - 44

Biology	43
Primary Industry	44
Technological and Applied Studies (T.A.S.)	45 - 48
Construction	45
Hospitality	46
Industrial Technology – Multimedia	47
Industrial Technology – Timber and Furniture Technologies	48

Foreword

Dear Student and Parent/Carer,

Please ensure that you read this booklet, in conjunction with the Wingham High School Assessment Policy Booklet. The NSW Education Standards Authority (NESA) Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on NESAs website: www.educationstandards.nsw.edu.au

The New South Wales Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

For most HSC board developed courses, they comprise of a moderated school based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.

Scheduling of Assessment Tasks

Assessment in the Preliminary HSC uses a **variety** of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the periods available within the school year when assessments occur.

Time	Scheduled Assessment Periods
TERM 1, 2021	Assessment according to a published schedule
TERM 2, 2021	Assessment according to a published schedule
TERM 3, 2021	End of Preliminary Course Examinations and assessments according to published schedule

This booklet outlines the nature of the assessment tasks within Wingham High School for each course, and includes the following information:

- ◆ The assessment components and their weightings for each course
- ◆ When assessment tasks will take place. These dates may change and students will be given notice at least two weeks prior to the submission date of the final date.
- ◆ The nature of each assessment task (e.g. assignment, test, project, etc)

A detailed description including outcomes to be assessed and marking criteria or guidelines for a task will be issued at least two weeks before the task is to be completed.

Wingham High School – TERM ONE, 2021 – PLANNER (For Student Use)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	25/1	26/1 Australia Day	27/1 School Development Day	28/1 School Development Day	29/1 All students return
Week 2 B	1/2	2/2	3/2	4/2	5/2
Week 3 A	8/2	9/2	10/2	11/2	12/2
Week 4 B	15/2	16/2	17/2	18/2	19/2
Week 5 A	22/2	23/2	24/2	25/2	26/2
Week 6 B	1/3	2/3	3/3	4/3	5/3
Week 7 A	8/3	9/3	10/3	11/3	12/3
Week 8 B	15/3	16/3	17/3	18/3	19/3
Week 9 A	22/3	23/3	24/3	25/3	26/3
Week 10 B	29/3	30/3	31/3	1/4	2/4 Good Friday

Wingham High School – TERM TWO, 2021 – PLANNER (For Student Use)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	19/4 School Development Day	20/4	21/4	22/4	25/4
Week 2 B	26/4	27/4	28/4	29/4	30/4
Week 3 A	3/5	4/5	5/5	6/5	7/5
Week 4 B	10/5	11/5	12/5	13/5	14/5
Week 5 A	17/5	18/5	19/5	20/5	21/5
Week 6 B	24/5	25/5	26/5	27/5	28/5
Week 7 A	31/5	1/6	2/6	3/6	4/6
Week 8 B	7/6	8/6	9/6	10/6	11/6
Week 9 A	14/6 Queen's Birthday	15/6	16/6	17/6	18/6
Week 10 B	21/6	22/6	23/6	24/6	25/6

Wingham High School – TERM THREE, 2021 – PLANNER (For Student Use)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	12/7 School Development Day	13/7	14/7	15/7	16/7
Week 2 B	19/7	20/7	21/7	22/7	23/7
Week 3 A	26/7	27/7	28/7	29/7	30/7
Week 4 B	2/8	3/8	4/8	5/8	6/8
Week 5 A	9/8	10/8	11/8	12/8	13/8
Week 6 B	16/8	17/8	18/8	19/8	20/8
Week 7 A	23/8	24/8	25/8	26/8	27/8
Week 8 B	30/8	31/8	1/9	2/9	3/9
Week 9 A	6/9	7/9	8/9	9/9	10/9
Week 10 B	13/9	14/9	15/9	16/9	17/9

Wingham High School's Assessment Policy for the 2021 Higher School Certificate

HSC Results

The Board Developed Courses have an external HSC examination and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available via the internet and SMS. If you are eligible for a HSC, your HSC documentation will be available in January.

Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- ◆ An Assessment Mark - a moderated mark calculated from the marks awarded for your assessment tasks at school
- ◆ An Examination Mark - the mark awarded for the external examination
- ◆ The HSC Mark - the average of the Examination Mark and the Assessment Mark
- ◆ A Performance Band - your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- ◆ the student's **attendance, conduct and progress** will be satisfactory
- ◆ the student will follow a pattern of study that makes the student eligible for the award of the HSC
- ◆ the student will study appropriate courses as approved by NESAs
- ◆ the student will complete **all** the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- ◆ the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment program
- ◆ the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- ◆ the student will **sit for, and make a genuine attempt at**, any examination set as part of the course including the Higher School Certificate examination.

The Courses

Two types of courses are approved for study in the Higher School Certificate:

- **Board Developed Courses** - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also sets Higher School Certificate examinations for most of these courses.
- **Board Endorsed Courses** - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. However, only 2 units of a Board Endorsed Course can be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

Extension study is available in English, Mathematics, History, Music, Science and some language courses. Extension courses build on the content of the 2-unit course, and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.

Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

Assessment Marks

Your school submits your assessment marks for each Board Developed Course studied to NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies achieved for each module is kept.

School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;*
- *multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

School based assessment comprises 50% of the overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. This information may be accessed through the NESA website: www.educationstandards.nsw.edu.au

The final HSC assessment mark will be moderated by NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

Plagiarism

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Wingham High School Assessment Policy and in the NESA publication All My Own Work found at www.educationstandards.nsw.edu.au

Honesty in Assessment – the Standard

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.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. Wingham High School treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: www.educationstandards.nsw.edu.au

The NSW Education Standards Authority's Responsibilities

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on the NESA website: www.educationstandards.nsw.edu.au

It is recommended that students regularly access the NESA site.

Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course, NESAs will provide information for students on their relative positions in each course.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course.

Number of Assessment Tasks

It is not the intention of NESAs to distort the normal learning processes by the introduction of these assessments. For this reason, schools are advised to use the least number of measures possible to arrive at a fair assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students.

It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.

Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.

Non-Assessment Tasks

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give students practice and so help them to improve their results. Assigned work must be completed in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required to meet course requirements.

Concerns

If students are experiencing any difficulty in assessments for a course they should seek help from the Year Adviser, Head Teacher Wellbeing, Deputy Principal or the Head Teacher responsible for that course.

Satisfactory Completion of a Course

Course Completion Criteria

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

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.
- (d) *VET Courses only* – **completed** mandatory work placement hours.

While NESAs does not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an **N** (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the **N** determination.

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfill the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of School Achievement (RoSA).

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate. (ACE Manual)

University Admission

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of Board Developed Courses and the highest rank of an ATAR is 99.95.

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

For further information, visit the UAC website at www.uac.edu.au or call 1300 275 822.

Many universities Early Admission Schemes are based on Year 11 results and school recommendation.

Disability Provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Wellbeing and the Learning and Support Teacher. They will be able to provide Year 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should the Head Teacher Wellbeing.

Parents are encouraged to contact the Head Teacher Wellbeing with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on <http://www.educationstandards.nsw.edu.au/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

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.

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.

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.

RoSA Grade Information

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA is a cumulative record of all academic achievement.

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. The NSW syllabuses state **what** students at each stage are expected to learn. The A to E Common Grade Scales describe **how well** students have achieved. NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

- The RoSA details grades using an A to E grading scale, and NESA works with teachers to ensure that appropriate standards are developed and applied.
- These methods of moderation and monitoring of grades helps ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Common Grade Scale for Higher School Certificate Courses

- Grade A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- Grade B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- Grade C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- Grade D** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- Grade E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

School Responsibilities and Procedures in Assessment

For each course the school has developed an assessment program which;

- Outlines the requirements for satisfactory completion of the course
- States the number and type of tasks to be completed during the semester/year
- Lists the schedule of tasks
- States the weighting of each task
- States the tasks used to determine the assessment result included in the Semester 1 progress report and final report for the year

For each assessment task students will be given a **written notification at least two weeks** in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. For Assessment Blocks/Examinations, a written timetable will be issued at least two weeks prior to the commencement of the block. No assessment tasks will be scheduled in the two weeks before or one week after a calendared assessment block.

Feedback, either written or verbal, will be provided within two weeks of task completion, to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve.

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

- (a) **followed** the course developed or endorsed by NESA as per the relevant syllabus;
- (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

While there are no minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent to students. These letters are sent in time for the problem to be corrected.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

Student Responsibilities and Procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examination and test conduct requirements

Examinations and tests require students to **work individually** and make a **genuine attempt** to the **best** of their ability. Examinations and tests are conducted under **silent conditions** for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not **follow instructions** from a teacher may have some or all of his or her paper not included for assessment.

Students **requiring disabilities provisions** for examinations and tests (such as a 'reader', 'writer', extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

Examination and Test Rules

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students should arrive at least **15 minutes** before the scheduled commencement time. Time will not be added for latecomers.
3. **No food** is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will **not** be able to leave the examination room before the scheduled finishing time of the examination.
5. **All writing paper** will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag.
6. No written material is to be brought into the examination room.
7. Students are required to wear **correct school uniform** to all examinations.
8. **Mobile telephones, smart watches and any other electronic devices** are not permitted into the examination room. These devices must be switched off and placed in the box located in the foyer of the MPC. This must be done before entering any examination scheduled in the hall. Students must have their device labelled, switched off and ready to surrender before entering the examination. Students are to use their own paper and rubber band to label their device. Students will be allowed to collect their device once the examination concludes and all papers are collected, not earlier. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in the box at the front of the classroom. Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks or cancellation of the course.
9. **Students** who are unable to attend an examination due to illness or misadventure (accident etc) must telephone the school prior to the commencement time of the examination and leave a message for the relevant Head Teacher. Students **must** complete an Illness/Misadventure form and supply a doctor's certificate or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.

10. For practical examination times and locations see your teacher before the examination period.

11. No 'white out'.

Malpractice or Non-Serious Attempts

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 RoSA, Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with their NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Deputy Principal and/or Principal.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Deputy Principal for final determination.

Students determined to have been involved in **malpractice** in relation to any assessment task, including examinations, may expect to **receive a zero mark for that task**. Students who are determined to have made a **non-serious attempt** at an assessment task may also expect to receive a **zero for that task**.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

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

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

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure **is not** an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date before 9.00 am on the day OR as specified by the Head Teacher. Submission after this time will incur a zero mark.

Completion/collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

A zero mark will be given for tasks submitted after the due date and time, unless a successful Illness/Misadventure application is lodged.

Please note **oral tasks do not have any provision for late presentation**. A **zero mark** will be given if the student is unprepared or unwilling to present their oral task or complete their class task at the start of the designated time/lesson. An Illness/Misadventure application may be used where relevant.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure is not an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by and time OR as specified by the Head Teacher. Submission after this time will incur a late penalty. Tasks submitted late will receive Zero.

Stage 6 Student Requirements:

In circumstances where a student is ill or experiences misadventure on the day an assessment task is scheduled, the student **must** complete and submit an Illness/Misadventure Application and notify the Head Teacher of the course by a phone call to the school. These procedures are detailed below.

Mandatory Requirements for Misadventure, Illness or other Absence

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance **in the assessment task** (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance **in the assessment task** (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

In all cases Wingham High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task**.

If illness or misadventure prevented a student from attending an examination, or affected their performance in the examination, it is their right and responsibility to lodge an illness/misadventure application. **This application form is available from the Deputy Principal.**

Students **must** lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance **in the actual assessment**. If specific symptoms of a prior illness or impacts of misadventure are **present on the day of the assessment task or examination**, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

a) If absent on the day of a scheduled examination, hand in assessment task or oral task, a student must:

- ***Notify the school on that day of the reason for your absence. This could potentially be with advance notice. The Head Teacher of the relevant course must be notified.***
- ***Present a completed Illness/Misadventure Application (supported by evidence) to the Head Teacher of that course by 3:00pm explaining the circumstances or on the first day of your return to school.***

b) In the event of absence on the due date for submission of an assessment task, the task may be posted to the school and bear the post mark of the due date **or** may be brought to the school by a third party **or** may be emailed to the relevant teacher. If the task was submitted late, the student **must** submit an Illness/Misadventure form to the Head Teacher.

- ***NB: A computer/printer failure will not be accepted as a valid excuse for failure to submit due work. A doctor’s certificate on the day of an at home assessment task **must** be supported by evidence of previous work on that task.***

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes will result in a late penalty being given for the task by the Head Teacher of the course concerned.

It is the student's responsibility to arrange for an **Illness/Misadventure Application** to be submitted by 3.00pm or upon return to school (if not within 5 school days of due date). Documentary evidence must cover the date of the assessment task and the entire period of absence from school. Students should be prepared to complete the assessment task on the first day they return to school.

The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. **It does not cover:**

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching; for example extended teacher absences
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable
- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Courses that are undertaken as a self-tuition student
- Attendance at a sporting or cultural event
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

It is important this form is returned promptly to the Deputy Principal involved so that a determination can be made.

Supporting Evidence

In all cases Wingham High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task**. The student should seek independent evidence on the **same day of their assessment**. The documentation that they provide must be current, specific to the date and time of the assessment task, and submitted with their Illness/Misadventure form. When completing an Illness/Misadventure form, they should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of their application.

Student Supporting evidence must include:

- a. a statement from the student explaining how they were affected during the assessment task;
- b. a statement about how the student's performance during the assessment task may have been affected. **The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**
- c. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. **The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**

The student must attend school on the first day not covered by independent documentary evidence i.e. when well enough or circumstances allow. You will generally be required to sit the exam or task you missed on that day. Penalties will apply for absences not supported by completed Illness/Misadventure Applications.

The outcome will be decided by the Head Teacher after considering documentary evidence. The possible outcomes are:

- Task completed at an arranged time/place.
- Task to be accepted without penalty
- Penalty applied - if applicable
- Missed task to be completed at a negotiated time as a guide to an assessment mark
- An extension of time given
- Alternative task to be completed at or by a negotiated time as a guide to an assessment mark
- A zero mark to be awarded

The student will be informed of this decision within five school days of lodgement of the Illness/Misadventure Application. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgment in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgment in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure

1. Consult the Head Teacher of the course within **five days** of receiving the determination of an Illness/Misadventure application, task result or report. You will receive a response within 2 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by providing a copy of the assessment task, your attempt at the task and any other relevant information and lodging it with the Deputy Principal, Chairperson of the Appeals Committee, within five days of receiving the outcome of your appeal with the Head Teacher. The Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the Deputy Principal supervising assessment and reporting as chairperson, a Head Teacher and the relevant Year Adviser.

School Leave and Assessment Tasks

Leave from school **may** be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should **NOT** assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

Students completing the HSC courses:

All HSC assessments are conducted within the guidelines set by NESA. The NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure however requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the faculty Head Teacher **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK**. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the WHS assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing.

Students should pre negotiate when the task can be completed.

Students completing work placement:

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

Individual Preliminary HSC Course Assessment Schedules

Assessments in Creative and Performing Arts

Music

Task No.	Task description	Task weighting %	Due Date:
1	Composition + Viva Voce	35%	2021 Week 2 Term 2
2	Performance + Viva Voce	40%	2021 Week 2 Term 3
3	Aural Examination	25%	Exam Week Term 3

Music Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus>

Assessments in English

English Advanced

Task #	1	2	3	
Task Type	Writing Folio	Multimodal	Exam –	
Due Date	29/3/21	21/6/21	13/9/21	
Outcomes Assessed	EA11-1 EA11-3 EA11-4 EA11-5 EA11-9	EA11-1 EA11-2 EA11-4 EA11-5 EA11-6 EA11-7 EA11-8	EA11-1 EA11-4 EA11-5 EA11-7 EA11-8 EA11-9	
Components				Weighting
Knowledge and Understanding of Course Content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
Total %	30	30	40	100%

English Advanced Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

English Extension 1

Task #	1	2	3	
Task Type	Narrative	Multimodal	Exam (Essay)	
Due Date	26/4/21	23/8/21	13/9/21	
Outcomes Assessed	EE11-2 EE11-3 EE11-4 EE11-5 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	EE11-2 EE11-3	
Components				Weighting
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%
Total %	30	40	30	100%

English Extension 1 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

English Standard

Task #	1	2	3	
Task Type	Writing Folio	Multimodal	Examination	
Due Date	29/3/21	14/6/21	13/9/21	
Outcomes Assessed	ES11-3 ES11-4 ES11-5 ES11-9	ES11-3 ES11-4 ES11-5 ES11-8 ES11-9	ES11-2 ES11-3 ES11-4 ES11-5 ES11-9	
Components				Weighting
Knowledge and Understanding of Course Content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
Total %	30	30	40	100%

English Standard Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

English Studies

Task #	1	2	3	
Task Type	Writing Folio	Interview	Examination	
Due Date	29/3/21	21/6/21	13/9/21	
Outcomes Assessed	ES11-3 ES11-4 ES11-5 ES11-9	ES11-3 ES11-4 ES11-5 ES11-8 ES11-9	ES11-2 ES11-3 ES11-4 ES11-5 ES11-9	
Components				Weighting
Knowledge and Understanding of Course Content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
Total %	30	30	40	100%

English Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

Assessments in Human Society and its Environment

Business Studies

Component	Task 1	Task 2	Task 3	Weighting
Topic	Case Study: Nature of business Week 8	Business Plan (Hypothetical Business): Business planning Week 9	Yearly examination Week 9	
Outcomes assessed	P1, P2, P6, P7, P8	P3, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, 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
Weighting	25	35	40	100

Business Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

History - Modern

Component	Task 1	Task 2	Task 3	Weighting %
	Research + In-class extended response Case Study	Research Essay Historical Investigation	Preliminary Examination	
	Term 1, Week 8	Term 3, Week 1	Term 3, Week 9	
	Outcomes assessed MH11-2 MH11-3 MH11-5 MH11-9	Outcomes assessed MH11-2 MH11-3 MH11-4 MH11-5 MH11-8	Outcomes assessed MH11-3 MH11-4 MH11-5 MH11-7 MH11-9	
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	35	30	35	100

History – Modern Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Legal Studies

Component	Task 1 T1 W10	Task 2 T2 W 8	Task 3 T3 W8	Weighting
Topic	Research Essay (Native Title)	Research essay (OMCGs)	Preliminary Examination	
Outcomes assessed	P1, P4, P5, P8	P1, P4, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	20	20	20	60
Research	5	15		20
Communication	5	5	10	20
Weighting	30	40	30	100

Legal Studies Syllabus

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

Work Studies

Task Description	Outcomes
<p>Assessment will be tailored to individual student needs. Work Experience and on the job training will be a relevant aspect of assessment. Other assessment could include a job application and resume, topic tests and a Work Experience log book.</p> <p>Work Experience will be monitored by Work Studies Teacher/Transition Adviser, Job Coach and/or Careers Adviser.</p> <p>All aspects of assessment will be catering to students transitioning from school to the workforce.</p>	1 - 7

Work Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

Assessments in Mathematics

Mathematics Advanced

<i>Task description</i>	<i>Task weighting (%)</i>	<i>Date due</i>	Communicating Fluency Understanding	Reasoning Understanding Justification
Topic test – Methods of Algebra / Number & Surds Outcomes Assessed: MA11-1, MA11-8, MA11-9	30	W8 T1	60%	40%
Project/Investigative task – Graphing task Outcomes Assessed: MA11-1, MA11-2, MA11-8, MA11-9	30	W7 T2	40%	60%
Yearly Examination Outcomes Assessed: MA11-2, MA11-3, MA11-5, MA11-6, MA11-7	40	W9/10 T3	50%	50%

Mathematics Advanced Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

Mathematics Extension 1

Task #	Task description	Task weighting (%)	Communication, Fluency & Understanding	Reasoning, Problem Solving & Justification	Date due/completed
1	Topic test – A1.1 Permutations and Combinations/ A1.2 The binomial expansion and Pascal's triangle Outcomes Assessed: ME11-5, ME11-6, ME11-7	30	60	40	W7 T1
2	Project/Investigative task – Functions Investigation Outcomes Assessed: ME11-1, ME11-2, ME11-6, ME11-7	30	50	50	W6 T2
3	Yearly Examination Outcomes Assessed: ME11-1 to ME11-5, ME11-7	40	40	60	W9/10 T3

Mathematics Extension 1 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

Mathematics Standard

	Task 1	Task 2	Task 3		
Task description	Topic test - Topic test – Preliminary Preparation /Earning&Managing Money / Formula&Equations	Project/Investigative task – Statistical Analysis	Yearly Examination		
Outcomes Assessed	Outcomes Assessed:MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes Assessed: MS11-2, MS11-7, MS11-9, MS11-10	Outcomes Assessed: MS11- 1 to 10		
Due Date	W9 T1	W9 T2	W9/10 T3		
Assessment Value	30%	30%	40%		100
Communicating Fluency Understanding	60%	50%	40%		50
Reasoning, Problem Solving, Justification	40%	50%	60%		50

Mathematics Standard Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Mathematics Numeracy

	Task 1	Task 2	Task 3
Task description	Assessment #1 In class and home assignment – Cars around the moon	Assessment #2 In class and home assignment – Renovate, redecorate	Assessment #3 In class and home assignment – Footy tipping
Outcomes Assessed	Outcomes Assessed: N6-1.1, N61.2, N61.3, N62.1, N62.2, N63.1, N63.2	Outcomes Assessed: N6-1.1, N61.2, N61.3, N62.1, N62.2, N63.1, N63.2	Outcomes Assessed: N6-1.1, N61.2, N61.3, N62.1, N62.2, N63.1, N63.2
Due Date	W8-9 T1	W7-9 T2	W5 T1-W9 T3
Assessment Value	30%	30%	40%
Communicating Fluency Understanding	50%	50%	50%
Reasoning, Problem Solving, Justification	50%	50%	50%

Mathematics Numeracy

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec-pilot>

Assessments in Personal Development, Health and Physical Education

Community and Family Studies

		Task 1	Task 2	Task 3
		Term 2 Week 2 In double period; Week starting 26/04/21	Term 3 Week 6 Week starting 16/08/21	Term 3 exam block
		<i>Resource Management / Individuals and Groups:</i>	<i>Families and Communities:</i>	Final Exam
Components (Syllabus)	Weight	Research Task / Written Responses In Class	Research Task	(all units assessed)
Knowledge and understanding of how the following impact on wellbeing: - resource management - positive relationships - range of societal factors	40%	10	10	20
Skills in: - applying management processes to meet the needs of individuals, groups, families and communities - planning to take responsible action to promote wellbeing	25%	10	5	10
Knowledge and understanding about research methodology and skills in researching critical thinking, analysing and communicating	35%	10	15	10
Totals	100%	30%	30%	40%
Outcomes assessed by Task		P1.1, P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1	P1.1 – P6.2

Community and Family Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

Sport, Lifestyle and Recreation

TASK	OUTCOMES	TIMING Week/Term	Component		WEIGHT %Marks
			Knowledge and Understanding	Skills	
1. Fitness Testing Analysis	1.2, 1.3, 2.2, 3.2, 3.3 & 4.1	Week 7 Term 1	15	15	30
2. Resistance Training Planning Task	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2 & 4.4	Week 3 Term 2	15	15	30
3. Team Sports Practical	1.1, 1.3, 2.1, 3.1, 3.2, 4.1 & 4.4	Ongoing	20	20	40
			50	50	100

Sport Lifestyle and Recreation Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>

Assessments in Science

Biology

	Task 1 Practical Exam	Task 2 Depth Study	Task 3 Yearly Exam	
	Module 1 or 2	Research and Presentation Modules 3 /4	Modules 1–4	
	Term 1, week 9	Term 3, week 2	Term 3, week 9 -10	
Component	Outcomes assessed 11.2, 11.3, 11.4, 11.6, 11.7, 11.8, 11.9	Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7	Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11	Weighting %
Skills in Working Scientifically	20	20	10	50
Knowledge and Understanding	10	20	20	50
Total %	30	40	30	100

Biology Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

Primary Industry

TASK	Outcomes	TIMING Week/Term	WEIGHT %Marks
1. Examination	AHCWHS 201 AHCWHS 204 AHCWHS205 AHCWHS209 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206 AHCLSK209 AHCLSK211 AHCLSK316 AHCBIO201 AHCMOM202 AHCMOM304 AHCINF201 AHCINF202	T3 W9/10	100 (if RQD)

Please note that Vocational Education and Training courses do not have outcomes but assess in relation to competency units specific to the course of study being undertaken. Please ask your trainer for a full list of these competencies

Primary Industry Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/primary-industries-syllabus>

Assessments in Technology and Applied Studies (TAS)

Construction

TASK	OUTCOMES	TIMING Week/Term	WEIGHT %Marks
1. Preliminary Examination	CPCCWHS1001 CPCCOHS2001A CPCCCA2011A CPCCCA2002B CPCCCM1015 CPCCCM1014 CPCCCM1012	Week 9/10 Term 3 6/9/21	100

Please note that Vocational Education and Training courses do not have outcomes but assess in relation to competency units specific to the course of study being undertaken. Please ask your trainer for a full list of these competencies.

Construction Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/construction>

Hospitality

TASK	OUTCOMES	TIMING Week/Term	WEIGHT %Marks
1. Preliminary Examination	SITXFSA001 SITXWHS001 BSBWOR203 SITHIND002 SITHCCC001 SITHCCC005 SITHKOP001 SITXFSA002	Week 9/10 Term 3 6/9/21	100

Please note that Vocational Education and Training courses do not have outcomes but assess in relation to competency units specific to the course of study being undertaken. Please ask your trainer for a full list of these competencies.

Hospitality Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus>

Industrial Technology – Multimedia

TASK	OUTCOMES	TIMING Week/Term	WEIGHT %Marks
1. Multimedia Project 1 - Skills and Folio	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P6.1	Week2 Term2 26/4/21	35%
2. Multimedia Project 2 - Skills and Folio	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	Week 2 Term 3 19/7/21	35%
3. Preliminary Examination	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	Week 9/10 Term 3 6/9/21	30%

Industrial Technology – Multimedia Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

Industrial Technology – Timber Products and Furniture Technologies

TASK	OUTCOMES	TIMING Week/Term	WEIGHT %Marks
1. Industry Study - Micro Study	P1.1, P1.2, P5.1, P6.1, P6.2, P7.1, P7.2	Week 2 Term 2 26/4/21	30
2. Preliminary Minor Project	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	Week 7 Term 3 23/8/21	40
3. Preliminary Examination	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	Week 9/10 Term 3 6/9/21	30

Industrial Technology – Timber Products and Furniture Technologies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>