

Preliminary Course Assessment Policy 2020



Mullumbimby High School

PRINCIPAL'S MESSAGE

Dear Year 11 students and parents/caregivers,

On behalf of the school, I would like to thank you for choosing Mullumbimby High School for your senior studies. We are extremely proud of our school and our record of outstanding student achievements. I know that over the next two years you will have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

Students have many expectations of senior school. They expect courses that provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community.

This booklet contains the assessment information for your Preliminary courses. You should refer to this information regularly. Create your own yearly planner with all your assessment tasks clearly marked. You will need to apply yourself diligently and with sustained effort throughout the duration of your course. Your attendance and application must be regular and genuine. A task does not have to be a formal assessment task to warrant a serious response from you.

It is important to note that you must satisfactorily complete your Preliminary courses to be allowed to continue your HSC studies.

If you need help at any time do not hesitate to seek assistance. This booklet provides information on the people who can best assist you during your senior years.

I would like to encourage you to work hard to achieve the best possible result in your senior studies at Mullumbimby High School.



Mr Greg Armstrong,
PRINCIPAL

It is your responsibility to read and refer to the information contained in this Assessment Policy booklet throughout the year.

“Not knowing” about something that is printed in this booklet will not be accepted as an excuse.



MULLUMBIMBY HIGH SCHOOL PRELIMINARY ASSESSMENT POLICY

INTRODUCTION

The NSW Education Standards Authority (NESA) requires that schools submit a grade to them for each of your Preliminary courses. The grades Mullumbimby High School submits to NESA are based on the tasks outlined in this Assessment policy.

NESA has identified that the purposes of assessment are to:

- assist student learning
- prepare students for their HSC year studies
- evaluate and improve teaching and learning programs
- determine student achievement in the course
- provide evidence of satisfactory completion of a course/stage.

Schools are required to prepare and administer an assessment program in accordance with specifications provided by NESA. These specifications identify the components of the course to be assessed, the weightings and the timing of tasks. Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. Tasks may include tests, written assignments, practical activities, oral tasks, fieldwork and projects.

Assessment of students for Life Skills courses in Stage 6 is against the achievement of outcomes identified through the individual transition process.

SATISFACTORY COMPLETION OF A COURSE

"To have satisfactorily completed a course, students will have -

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes." [ACE 11.4]

ATTENDANCE →→

At Mullumbimby High School, at least 85% attendance is expected.

- Principals may determine that, as a result of absence, the course completion criteria may not be met.
- Any extended leave requires the approval of the Principal prior to the student commencing their leave.
- There should be no unexplained absences.
- Unsatisfactory attendance impacts on a student's ability to satisfactorily complete course work.

PARTICIPATION →→

A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.

- Participating in a course involves completing assignments, homework and set tasks, even if they are not assessment tasks. Work placement is a mandatory requirement for Vocational Education Training (VET) courses.
- It is up to the teacher's professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be issued with an official NESA "N" (Non-Completion) warning notice.
- Warnings are sent to parents in writing if this eventuality appears likely. Students are given an opportunity to rectify the situation

COMPLETION OF ASSESSMENT →→ TASKS

A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which they are entered.

- Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the available marks will be issued with an official NESA "N" (Non-Completion) notice, which will disqualify him/her from the particular course.
- This may in turn disqualify the student from receiving their High School Certificate.
- Warnings are sent to parents in writing. Students are given an opportunity to rectify the situation

REPORTING STUDENT PROGRESS

Formal, written school reports are issued twice a year. These reports are designed to reflect the work achieved by the student in all aspects of their work, not just in assessment tasks. Students need to complete all work given so that they are adequately prepared for starting the HSC year.

Unsatisfactory progress through incompleteness of homework, absence from lessons, poor effort, etc. will be reported to parents as soon as possible.

Two Parent/Teacher nights will be held each year to give parents an opportunity to discuss student progress with individual teachers.

UNSATISFACTORY COMPLETION OF A COURSE

STEP 1 →→	<p>NOTIFICATION</p> <p>Parents will be notified by letter when students are not meeting requirements in a course. This formal WARNING is called an 'N' Warning.</p>
STEP 2 →→	<p>Students are given an OPPORTUNITY TO RECTIFY THE SITUATION.</p> <ul style="list-style-type: none"> • ATTENDANCE and PARTICIPATION in course teaching and learning activities may need to be improved. • COMPLETION OF AN ASSESSMENT TASK may require students to complete a missed assessment task within a two week period.
STEP 3 →→	<p>SECOND N-WARNING LETTER SENT</p> <p>Students are given a second opportunity to rectify their situation.</p>
STEP 4 →→	<p>UNSATISFACTORY DETERMINATION (N-AWARD)</p> <p>An unsatisfactory result in a course will be determined by the Principal, in conjunction with the Deputy Principal and relevant Head Teacher(s).</p> <p>The Principal will explain to the student the reasons for the determination/s and advise him/her of the consequences of this determination.</p> <p>The student will be advised of his/her right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal. The student will be provided with a blank <i>Student Appeal Form</i> and advised of the final date of submission of this form.</p> <p>The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the <i>Principal's Determination Form</i>.</p> <p>If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.</p> <p>The 'N' determination in this course(s) may also impact on the student's eligibility for commencing the Higher School Certificate. To be issued with an HSC a student must have successfully completed at least 12 units satisfactorily in the Preliminary pattern of study and 10 units in the HSC study pattern.</p>

SCHEDULE OF ASSESSMENT TASKS

<p>NOTIFICATION OF TASKS →→</p>	<p>For assessment tasks, written notice will be given outlining details and marking criteria at least two weeks prior to the task date. Teachers will use their professional judgement to ensure students have adequate time to prepare for each task.</p> <p>For examinations, written notice may be given outlining details prior to the task date. However, students should use the schedule of tasks for task dates, weightings and outcomes assessed.</p> <p>Notification of changes (eg. of date due) will be given in writing at least two weeks prior to the task date.</p>
<p>SUBMISSION OF TASKS →→</p>	<p>Teachers will inform students in writing how the task is to be submitted, the date and time the task is to be submitted by.</p> <p>YOU MUST NOT under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task.</p> <p>Accelerants are required to complete all assessment tasks that are undertaken by students completing requirements in the normal timeframe. Accelerants will be given a study day the day before their scheduled yearly examination.</p> <p>Follow the procedures outlined in this policy for not attending or submitting a task due to an unforeseeable or foreseeable absence.</p> <p>Note the rules outlined in this policy regarding late submission of hand-in tasks without a valid reason.</p>
<p>REPORTING AND TASK FEEDBACK →→</p>	<p>All students will receive meaningful feedback on their performance in each Assessment Task.</p> <p>Feedback will normally be provided as a comment, a raw mark, and/or ranked position within the course cohort.</p> <p>The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.</p> <p>The school will provide each student with formal details of their ranked position within this school's candidature as part of their final Preliminary report. NESA regulations prohibit the school from providing a raw aggregate of marks scored in any course or subject.</p>
<p>QUERYING THE MARKING OF AN ASSESSMENT TASK →→</p>	<p>If, on the return of an assessment task, a student considers a mistake has been made in the marking of the assessment task it is their responsibility to discuss their concern with the subject teacher immediately.</p> <p>Where students can demonstrate that there is a clerical error in allocation of marks, the marks and rank will be amended accordingly.</p>

	<p>If the student is dissatisfied with the response given, the student should consult with the subject Head Teacher within <u>3 school days</u> of the return of the assessment task.</p> <p>If the matter cannot be resolved, the student may ask for a review of the Head Teacher's decision by the Senior Board of Review Panel. The review request must be made within <u>7 school days</u> of the return of the assessment task.</p> <p>The Senior Board of Review Panel will be convened by the Head Teacher Senior Studies and will also include the Deputy Principal and relevant Year Adviser.</p> <p>A teacher's professional judgment cannot be the basis of a review. The Senior Board of Review Panel will consider if:</p> <ul style="list-style-type: none"> ➤ Any clerical errors were made in the marking and recording of the marks ➤ The task conformed with NESA weighting requirements as detailed in syllabuses ➤ The task conformed with the school's assessment procedures ➤ A professional marking process was used ➤ The student was provided with meaningful feedback in relation to the marking criteria and course outcomes. <p>Students will be notified of the panel's decision by the Head Teacher Senior Studies. The panel's decision will be final.</p>
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IMPORTANT NOTE FOR ALL STUDENTS

The Assessment Schedules printed in this book have been prepared early in the year. Circumstances often occur which may require changes to the printed schedules.

Any changes that MAY occur will be made in consultation with staff and students and remain accountable to NESA guidelines.

PROCEDURES FOR STUDENT ABSENCE FROM OR INABILITY TO SUBMIT AN ASSESSMENT TASK ON THE DUE DATE - UNFORSEEABLE ABSENCE.

STEP 1 →→	NOTIFY the relevant Head Teacher or the Head Teacher Senior Studies, if possible, on the morning of the task or task due-by date.
STEP 2 →→	OBTAIN documentation <ul style="list-style-type: none"> • Illness - a Doctor's Medical Certificate will be required covering the absence. • Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. • Other documentation such as school counsellors report or other equivalent professional (objective) documents can be used. • Letters from family members or friends are acceptable in exceptional circumstances only.
STEP 3 →→	<p>Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date. Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, SUBMIT the task the very next day you attend school to the class teacher or to the relevant Head Teacher even if there is NO scheduled lesson on that day.</p> <p>ORGANISE an alternate date for an in-class task or examination the very next day you attend school with the class teacher or the relevant Head Teacher even if there is NO scheduled lesson on that day.</p>
STEP 4 →→	COLLECT and COMPLETE an Illness/Misadventure Form. Ensure that it has been signed by the relevant Head Teacher. Forms can be collected from the Head Teacher Senior Studies.
STEP 5 →→	<p>SUBMIT the Illness/Misadventure form and documentation to the Head Teacher Senior Studies. On return to school, students will be given <u>2 school days</u> to submit the form and documentation. If circumstances (e.g. Head Teacher absent) prevent this you must notify the Deputy Principal within the 2 day period.</p> <p>The Head Teacher Senior Studies will notify the student and relevant Head Teacher the decision regarding the illness/misadventure application.</p> <p>If the application is successful the task is marked without penalty. A substitute task <i>may</i> be administered or an estimated mark <i>may</i> be given at the discretion of the Head Teacher. If the application is unsuccessful the task is marked with penalty, which may include the student being awarded 'zero'.</p>
APPEAL →→	If the student's application is unsuccessful, students are entitled to lodge an appeal with the Head Teacher Senior Studies within <u>2 school days</u> of being informed of the illness/misadventure application decision. The appeal will be considered by the Senior Board of Review Panel. If the student's appeal is successful, the student will be informed and marks awarded. If the student's appeal is unsuccessful, the student will be informed.
NOTE →→	Irrespective of the outcome of the illness/misadventure application, all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements.

PROCEDURES FOR STUDENT ABSENCE FROM OR INABILITY TO SUBMIT AN ASSESSMENT TASK ON THE DUE DATE - FORSEEABLE ABSENCE.

STEP 1 →→	<p>NOTIFY the Head Teacher Senior Studies and relevant Head Teacher of the dates and reason for the leave.</p> <p>Provide a detailed letter from parent/carer.</p>
STEP 2 →→	<p>OBTAIN permission from the Principal for holiday or extended leave.</p> <p>If the leave is for 6 days or more an 'Exemption from School' form must be submitted to the Principal at least ONE WEEK before the leave.</p> <p>Exemption forms can be collected from the front office.</p>
STEP 3 →→	COLLECT and COMPLETE an Illness/Misadventure Form.
STEP 4 →→	<p>ORGANISE an alternate date for an in-class task or examination BEFORE taking leave with the class teacher or the relevant Head Teacher. A substitute task <i>may</i> be administered or an estimated mark <i>may</i> be given at the discretion of the Head Teacher.</p> <p>ORGANISE an alternate date or method of submission (eg. electronic) of a hand-in task BEFORE taking leave with the class teacher or the relevant Head Teacher.</p> <p>Note: Students will not be able to complete tasks of an examination nature before the due date.</p>
STEP 5 →→	SUBMIT the Illness/Misadventure form and documentation to the Head Teacher Senior Studies before taking leave.

PENALTIES FOR LATE SUBMISSION WITHOUT AN ACCEPTABLE ILLNESS/MISADVENTURE

The following penalties will apply in the case of a **hand-in Assessment Task** not being submitted on time and where there is no acceptable reason or supporting documentation.

ONE DAY LATE →→	20% of the total mark awarded will be deducted
TWO DAYS LATE →→	40% of the total mark awarded will be deducted
THREE OR MORE DAYS LATE →→	<p>Zero awarded. The task must still be submitted.</p> <p>The task will be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that subject or course.</p> <p>Failure to submit the task may lead to an "N" determination</p>

PROCEDURES RELATING TO MALPRACTICE

All work presented in assessment tasks must be your own or must be acknowledge appropriately.

Malpractice could lead to you receiving zero marks and may jeopardise your results.

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

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

AWARD OF ZERO

Zero will be awarded for any task when:

- The student is absent from an in-class or examination task without valid reason.
- A hand-in task is submitted more than two days after the due date without valid reason.
- There is sufficient evidence of malpractice.
- There is sufficient evidence of breaching school examination rules.
- There is sufficient evidence of a non-serious attempt, or a task contains frivolous or objectionable material

In all Assessment tasks, non-serious attempts will be identified by the teacher/Head Teacher and dealt with by the Head Teacher Senior Studies in consultation with the Principal or Deputy Principal.



Mullumbimby High School

Application for Absence from an Assessment Task & Illness/Misadventure

NAME: _____ PRELIMINARY ☐ HSC ☐

SUBJECT: _____

TEACHER: _____

DATE OF ASSESSMENT TASK: _____

REASON FOR INABILITY TO ATTEND OR SUBMIT TASK ON TIME: _____

I have attached a Medical Certificate from Dr _____

I have attached a Supporting Statement from _____

SIGNED: _____ (Student)

DATE RECEIVED: _____

DECISION: Approved/Denied

REASON FOR DENIAL: _____

IF DENIED, STUDENT NOTIFIED OF APPEAL PROCESS: ☐

RECOMMENDED ACTION _____ and due date ____/____/____

CLASS TEACHER NOTIFIED ☐

STUDENT NOTIFIED ☐

SIGNED: _____ (Subject Head Teacher) Date: ____/____/____

SENTRAL ENTRY MADE ☐

FORM FILED ☐

SIGNED: _____ (Head Teacher Senior Studies) Date: ____/____/____

RESPONSIBILITIES OF STUDENTS

1. Do All Tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

2. Do Tasks When Due

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

3. Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and during all lessons, on the day, up until the task is due. A school excursion is considered to be attendance.

4. Clashes

It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel the situation is unfair you should see the Deputy Principal immediately.

5. Absence from Tasks

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so.

6. NESA Requirements

Familiarise yourself with NESA requirements for the satisfactory completion of courses and for satisfactory attendance.

7. Assessment Schedule

Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.

8. Mullumbimby High School Assessment Policy

Be aware of the assessment policy and procedures of Mullumbimby High School as detailed in this document.

9. Advice

It is your responsibility to seek advice from the subject Head Teacher or Deputy Principal if there is a problem, which has not been resolved satisfactorily within a course.

To be fair to everyone, the rules have to be followed.

GETTING ADVICE ON PRELIMINARY ASSESSMENT

Deputy Principal and Head Teacher Senior Studies

- Responsible for the management of assessment in the school, i.e. the School Policy and HSC Assessment Program.
- Will contact NESA re specific problems.
- First point of contact if you are not sure who to talk to.
- Give advice on Student Appeals

Careers Adviser

- Responsible for Career advice related to subject selections.
- Discuss NESA requirements on Preliminary assessment.
- Provide advice on University entrance, early entry schemes and scholarships
- Provide assistance and guidance regarding TVET courses

Year Adviser

- Responsible for the welfare of students
- Discuss problems of adjustment with assessment and organisation of time.

School Counsellor

- Provide welfare support and guidance
- Assist with stress management

Head Teachers

- Responsible for own faculty policy on Preliminary assessment and its implementation.
- Discuss problems related to tasks, which cannot be resolved with teacher.
- Arrange for alternate tasks due to student absence.
- Provide information and access to Preliminary Prescribed Texts, Topics, Projects & Works, Syllabuses and Examination Specifications.

Librarian

- Provide access to subject guidelines, syllabuses, assessment guidelines.
- Provide advice on resources and research.

***BUT REMEMBER,
YOUR TEACHER IS USUALLY GOING TO BE THE FIRST PERSON TO GIVE YOU
ASSISTANCE AND ADVICE IF YOU HAVE A REASONABLE PROBLEM.***

PERSONAL STUDY PLAN

It's Only a Matter of Time ... *and how well you use it!*

Basically, the more time you spend learning the better the learning. However, the way you use your time is very important. Practising over a period of time is the best strategy. An ideal learning pattern would involve.

- a. Immediate rehearsal within 20 minutes.
- b. A test after a few minutes.
- c. A review after the first hour.
- d. A short review after an overnight rest, because sleep appears to reinforce memory.
- e. A short review after a week.
- f. A short review after a month.

Such a schedule can maintain recall at up to 88% - four times better than the expected curve of forgetting. Individual lessons should have breaks, so that you give your brain a chance to relax.

A Study Timetable allows you to get the most out of your time. It includes a balance of regular commitments, fun and study.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8.30- 3.30	School	School		School	School		

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. This glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

Account transactions	Account for: state reasons for, report on. Give an account of: narrate a series of events or
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
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analyse/evaluation) evaluate)
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 and effect; make the relationships 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 (for 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

SUBJECT ASSESSMENT SCHEDULES

ANCIENT HISTORY

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 8	Reconstructing the past	10% 15% 5%	Knowledge and understanding of course content Historical skills in the analysis and evaluation of sources and interpretations Historical inquiry and research Communication of historical understanding in appropriate forms
Term 2 - Week 8	Historical Investigation	10% 15% 5%	Knowledge and understanding of course content Historical skills in the analysis and evaluation of sources and interpretations Historical inquiry and research Communication of historical understanding in appropriate forms
Term 3 – Weeks 9 - 10	Yearly Exam	20% 5% 15%	Knowledge and understanding of course content Historical skills in the analysis and evaluation of sources and interpretations Historical inquiry and research Communication of historical understanding in appropriate forms

BIOLOGY

Timeframe	Task	Weighting	Assessment Area
Term 1 - Week 8	Practical Test	20%	Enzyme Activity Module 1&2
Term 2 – Week 7	Depth Study	40%	Flat Rock Field Report Modules 3 & 4
Term 3 – Week 10	Yearly Examination	40%	Modules 1, 2, 3, 4

BUSINESS STUDIES

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 8 Monday 9am	Task 1 – Nature of Business	10% 5% 10% 5%	<ul style="list-style-type: none"> Knowledge and understanding of course content Inquiry and research Stimulus based Skills Inquiry and Research Communication of business information, ideas and issues in appropriate forms
Term 2 – Week 7	Task 2 – Business Management Task	10% 10% 10%	<ul style="list-style-type: none"> Knowledge and understanding of course content Inquiry and research Inquiry and Research Communication of business information, ideas and issues in appropriate forms
Term 3 – Week 9/10	Task 3 – Preliminary Exam	20% 10% 10%	<ul style="list-style-type: none"> Knowledge and understanding of course content Inquiry and research Stimulus-based Skills Communication of business information, ideas and issues in appropriate forms

CHEMISTRY

Timeframe	Task	Weighting	Assessment Area
Term 2 – Week 2	Task 1 Practical Test	30%	Calculations and Empirical formula Module 2
Term 3 – Week 3	Task 2 Depth Study Presentation	40%	Rate of Reaction Module 3
Term 3 – Week 10	Task 3 Yearly Examination	30%	Yearly Examination

COMMUNITY & FAMILY STUDIES

Timeframe	Task	Weighting	Assessment Area
Term 1 Week 10	Interview and Wellbeing Report	30%	Resource Management
Term 2 Week 9	Leadership investigation and written report	30%	Individuals and Groups
Term 3 Week 9/10	CAFS Preliminary Examination	40%	Resource Management Individuals and Groups Families and Communities

DESIGN AND TECHNOLOGY

Timeframe	Task	Weighting	Assessment Area
Due Term 2 Week 1	Task 1	40%	Jewellery Design
Due Term 3 Week 5	Task 2	40%	Material Response
Week 9 – 10 Term 3	Preliminary examination	20%	

ENGLISH - STANDARD

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 9	In class essay Poetry and related texts	30%	Reading to Write
Term 2 – Week 9	Written speech and interactive ICT presentation (multimodal presentation) Film + related text	40%	Contemporary possibilities
Term 3 – Week 10	Yearly Examination	30%	Module A: Reading to write Module B: Contemporary possibilities Module C: Close study of a text

ENGLISH - ADVANCED

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 9	In-class essay Poetry and related texts	30%	Reading to Write
Term 2 – Week 9	Written speech and interactive ICT presentation (multimodal presentation) Film + related text	30%	Close study of text
Term 3 – Week 10	Yearly Examination	40%	Module A: Reading to write Module B: Narratives that shape our world Module C: Close study of a text

ENGLISH - EXTENSION 1

Timeframe	Task	Weighting	Assessment Area
Term 1 - Week 9	In-class essay	30%	Imaginative response
Term 2 – Week 9	Research project (multimodal presentation)	30%	Prescribed + related texts
Term 3 – Weeks 10	Yearly Examination (2 hours)	40%	Imaginative response and analytical response

ENGLISH STUDIES (CEC)

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 8	Reading to write Playing the game	30%	Short answer questions/speech
Term 2 – Week 9	Achieving through English Mandatory Module	30%	Narrative + Letter
Term 3 – Weeks 10	All Modules Yearly Exam	40%	Short answer questions + extended responses based on the units studied

ENGINEERING STUDIES

Timeframe	Task	Weighting	Assessment Area
Term 2 - Week 3	Engineered Product Analysis	30	Knowledge and understanding of course content
Term 3 - Week 7	Biomedical Report	30	Knowledge and skills in research, problem solving and communication related to engineering practice
Term 3 - Week 9/10	Yearly Examination	40	

INDUSTRIAL TECHNOLOGY TIMBER

Timeframe	Task	Weighting	Assessment Area
Term 1 Week 10	Book Stand	40	Developing knowledge and skills though the construction of a number of projects
Term 2 Week 10	Step Stool	40	
Term 3 Week 9/10	Exit Exam	20	Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery

LEGAL STUDIES

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 9	Task 1 – The Legal System	30%	Knowledge and understanding Inquiry and Research Communication of Legal Studies Information and Issues or Ideas in Appropriate Forms
Term 2 – Week 8	Task 2 - The Individual and the Law	30%	Knowledge and understanding Inquiry and Research Communication of Legal Studies Information and Issues or Ideas in Appropriate Forms
Term 3 – Week 9/10	Task 3 – Yearly Exam	40%	Knowledge and understanding Inquiry and Research Communication of Legal Studies Information and Issues or Ideas in Appropriate Forms

MARINE STUDIES

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 8	Task 1 RLSSA certificate Dive Science Topic Test	15%	Resuscitation and Lifesaving Dive Science
Term 2 – Week 8	Task 2 Prac Test	15%	
Term 3 – Week 7	Task 4 – Field Study - Report Computer Presentation	15%	Life in the Sea
Term 3 – Week 9/10	Task 5 Final Exam	10% 10% 10% 10%	Resuscitation and Lifesaving Dive Science Dangerous Creatures Life in the Sea

MATHEMATICS – STANDARD

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 10	Task 1	30%	Understanding, Fluency and Communicating Problem Solving, Reasoning and Justification
Term 2 – Week 5	Task 2	30%	
Term 3 – Week 10	Task 3	40%	

MATHEMATICS ADVANCED

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 10	Task 1	30%	Understanding, Fluency and Communicating Problem Solving, Reasoning and Justification
Term 2 – Week 5	Task 2	30%	
Term 3 – Week 10	Task 3	40%	

MATHEMATICS – EXTENSION 1

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 9	Assignment/Investigation	25%	Understanding, fluency and communicating Problem Solving, Reasoning and Justification
Term 2 – Week 8	Class Test	35%	
Term 3 – Week 10	Yearly Examination	40%	

MODERN HISTORY

Timeframe	Task	Weighting	Assessment Area
More details will be provided to students at the beginning of 2020			

MUSIC

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 9	Methods of notating music Composition Portfolio and Musicology Research	40%	Submission of composition Portfolio with three compositional activities and one related Viva Voce reflecting topic 1
Term 2 – Week 9	Performance and Aural Analysis Popular Music	35%	Performance, including comparative analysis between and influential musical excerpt and the development of personal ideas and techniques used in performance of the piece
Term 3 – Week 8	Jazz Performance and Musicology Research	25%	Solo or ensemble performance and summary demonstrating the relevance of the performance repertoire within the topic.

PDHPE

Timeframe	Task	Weighting	Assessment Area
Term 2 - Week 2	Report: Ottawa Charter and Health Priority Initiative	30%	Better Health for Individuals
Term 3 – Week 2	Video Analysis of Movement	30%	The Body in Motion
Term 3 – Week 9/10	Preliminary Courts – Final Exam	40%	Better Health for Individuals, The Body in Motion, First Aid, Fitness Choices

PHYSICS

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 8	Topic Test	25%	• Module 1
Term 3 – Week 3	Depth Study Practical and Presentation	35%	• Module 3
Term 3 – Week 9	Yearly Examination	40%	• Module 1, 2, 3, 4

SOCIETY AND CULTURE

Timeframe	Task	Weighting	Assessment Area
Term 1 - Week 9	Essay	25%	<ul style="list-style-type: none"> Knowledge and understanding of course content Application and evaluation of social and cultural research methodologies Communication and information, ideas and issues in appropriate forms
Term 2 - Week 9	Research Task	35%	<ul style="list-style-type: none"> Knowledge and understanding of course content Application and evaluation of social and cultural research methodologies Communication and information, ideas and issues in appropriate forms
Term 3 - Week 9/10	Yearly Exam	40%	<ul style="list-style-type: none"> Knowledge and understanding of course content Application and evaluation of social and cultural research methodologies Communication and information, ideas and issues in appropriate forms

SPORT, LIFESTYLE AND RECREATION

Timeframe	Task	Weighting	Assessment Area
Term 1 – Weeks 7	Kindergarten Learn to Swim Program and Swim Carnival Organisation	30%	Organising, Officiating and participating in aquatic activities
Term 2 - Week 3	Power Point ICT “Sport Rules” and Lesson Presentation	40%	Games and Sports Applications
Term 3 – Week 2	Gymnastics Performance and Analysis	30%	Gymnastics

SOFTWARE DESIGN & DEVELOPMENT

Timeframe	Task	Weighting	Assessment Area
Term 2 Week 10	Individual Project and Research – Understanding the problem	30%	Planning, Designing and Implementing Software Solutions
Term 3 Week 6	Group Project	40%	Planning, Designing and Implementing Software Solutions. Testing and Evaluating Maintaining Software Solutions
Term 3 Week 9/10	SDD Preliminary Exam	30%	Planning, Designing and Implementing Software Solutions

VIDEO AND DIGITAL IMAGING

Timeframe	Task	Weighting	Assessment Area
Due Term 2 Week 4	Power of the Media Research	20%	Historical / Critical
Due Term 2 Week 7	Short Film	30%	Making
Due Term 3 Week 7	Animation Unit	50%	Making Historical / Critical

VISUAL ART

Timeframe	Task	Weighting	Assessment Area
Term 1 – Week 8	Theory Task	20%	
Term 2 - Week 3	Process Diary and Artwork	30%	
Term 3 - Week 5	Art Making	30%	
Term 3 Week 9	Theory Assessment	20%	

VET HOSPITALITY (240 hours) - Certificate II in Hospitality (Operations)

There are **TWO** different types of assessment for this course:

1. **COMPETENCY** based assessment is ongoing throughout the course – it incorporates the practical aspects and related theory of this course, including Work Placement and ALL of the relevant course units (see below). The student Log Book is the basis of this of this assessment and can be used for TAFE accreditation. If successful in **ALL** competencies, a student will be awarded a Certificate II in Hospitality (Operations).
2. **HSC** - the Higher School certificate examination is **OPTIONAL**. It consists of a written paper of two hours. Students will nominate during the HSC year to undertake the optional exam. **The result can be counted towards the UAI**. The examination is **independent** of the competency based assessment undertaken during the course and has **no impact** on this assessment.

**NESA COURSE: Hospitality Curriculum Framework
SIT20316 Certificate II in Hospitality**
Preliminary 2020
Student Competency Assessment Schedule

Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II Hospitality		Topic quiz	Event No. 1	Event No. 5	Function and Catering	Work Placement	Yearly Exam*
		Online	Café Culture	E-Portfolio check 1			
		These quizzes combined with event assessments will determine outcome of units	Date: Week: 8 Term 4 2020	Date: Week: 6 Term: 3 2020	Throughout the year including the OS art Expo – August 2020 (TBA)	Date: 29.6.20 – 3.7.20 20.7.20 – 24.7.20 Week 10 Term 2 OR Week 1 Term 3	Week: 9 – 10 Term: 3
Code	Unit of Competency						
SITXWHS001	Participate in safe work practices	Term 1 Wk 10	✓	Portfolio check and feedback on students skill and knowledge development			
SITXFSA001	Use hygienic practices for food safety	Term 1 Wk 11	✓				
SITXFSA002	Participate in safe food handling practices	Term 2 Wk 4					
SITHCC001	Use food preparation equipment	Term 2 wk 9					
SITHFAB005	Prepare and serve espresso coffee						
SITHFAB007	Serve food and beverage						
SITHFAB004	Prepare and serve non-alcoholic beverages						

The possible Preliminary outcome of the course is a Statement of Attainment towards a SIT20316 Certificate II in Hospitality. Assessments are competency based. Students' will need to be able to consistently apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

TAFE Delivered - Vocational Courses - Student Guide

ASSESSMENT IN TAFE COURSES

- TAFE uses a variety of methods of assessment. Many TAFE courses require completion of a number of TAFE modules.
- You will be issued with a course and subject assessment guide by your TAFE teacher at the start of the course and with additional subject assessment guides at the start of each new module.
- You will be given adequate warning of any necessary changes to the assessment programs as the course proceeds.

IF YOU ARE UNABLE TO COMPLETE AN ASSESSMENT TASK on or by the due date and have a valid reason, you should discuss your problem with your TAFE teacher well before the due date.

Discuss any problems you are having with your assessment programs with the TAFE coordinator and/or the Careers Adviser / TAFE Co-ordinator at your school.

HOW DO YOU LEARN?

Name _____

v

a

k

—

—

—

In the following questions circle the one response which most closely resembles how you think.

Circle one response only for each question.

1. When you are learning something new, do you most like to have presentations which:

- v a) show diagrams, charts, slides, videos, and so on?
- a b) have talks, lectures, questions and explanations?
- k c) involve you in group activities, exercises, role plays, and so on?

2. If you have misplaced something and you are trying to remember where you left it, do you most often:

- k a) physically retrace your steps and actions?
- v b) ask yourself where you think it might be?
- a c) replay your actions in your mind to try to visualise where you might have left it?

3. When you read do you most often:

- k a) experience the emotions and feelings of the characters in the story in your own body?
- v b) picture the scenes in your mind as if you were watching TV?
- a c) think about what is going on and being said; question the motives of the characters etc?

4. When spelling a word do you most often:

- a a) say it to yourself?
- v b) picture the word in your mind's eye and then spell it?
- k c) write down a few different versions of the word to find which one feels right?

5. When you get angry do you most often:

- a a) rant and rave and raise your voice?
- k b) hit or throw things to let off steam?
- v c) seethe in silence and replay the scene in your mind?

6. Are you a person who most often:

- v a) talks sparingly, and when you do, you get your message across clearly and concisely?
- a b) enjoys talking, often repeating points or arguments for emphasis?
- k c) uses gestures and movements whilst talking?

7. Which would you most prefer:

- a a) listening to concerts or records?
- k b) playing sport or other light outdoor exercise?
- v c) watching a movie or documentary?

8. Which do you find easier:

- k a) making something with your hands - eg knitting, carpentry, etc?
- a b) writing letter, stories, songs, etc?
- v c) drawing a picture, diagram or plan of some sort?

9. Which of the following most closely represents your preference in subjects from most to least favoured:

- v a) Art, Science, Maths, History, Languages, Music, Drama, Phys Ed?
- a b) History, Music, Languages, Drama, Phys Ed, Science, Maths, Art?
- k c) Phys Ed, Drama, Science, Maths, Art, History, Music, Languages?
- v d) Science, Maths, Art, Phys Ed, Drama, languages, Music, History?
- a e) Music, Languages, History, Art, Science, Maths, Phys Ed, Drama?
- k f) Drama, Phys Ed, Music, Languages, History, Art, Science, Maths?

10. When you are concentrating what distracts you most easily?

- a a) passing traffic noises, people talking, etc?
- v b) untidy, messy, or unappealing study surrounding?
- k c) physical discomfort eg. too hot, too cold etc?

11. When making an important decision do you rely most upon:

- k a) how you feel about each option?
- v b) visualised probable outcomes of each option?
- a c) talking over each of the options with yourself or someone else?

12. When you meet someone new, on thinking back, do you most often:

- v a) remember their face best?
- a b) remember their name best?
- k c) remember what you did together?

13. Understanding something to me means:

- k a) being able to put it into practice?
- a b) being able to explain it to someone else?
- v c) being able to see it clearly in my own mind?

14. What motivates you the most:

- v a) a clear image of what needs to be done?
- a b) verbal reminders of what you must do?
- k c) expectancy of how good it will feel having the job completed?

15. When talking to people about a problem I usually use words like:

- a a) "That sounds like a good idea", "Let's talk this over", "Listen to this", "Can you explain that again?", "That rings a bell for me" etc?
- v b) "Let's look at it from a different perspective", "I see what you mean", "I'm not clear on that", "I've got the picture now" etc?
- k c) "That feels right to me", "I can handle it", "I haven't got a firm grasp on it yet", "This is a tough nut to crack" etc?

16. How do you think most often:

- a a) think in words - talk to yourself about the issues?
- k b) weigh things up - use your feelings a lot in thinking?
- v c) visualise what you are thinking about - see the images in your mind?

Having completed this test now go back and count the number of V's, A's and K's you have scored and place them on the scoring section at the beginning of the test.

v is VISUAL Learners

a is AUDITORY Learners

k is KINAESTHETIC Learners

Each of these is a style of learning or an indicator of your preferred way to learn things. When you begin to understand how you learn you can also begin to improve your performance through some simple techniques. Interestingly, the best learners operate in all three modes. So if you are not using all the techniques we are about to examine you can expect to improve your performance considerably.

TO IMPROVE YOUR LEARNING YOU SHOULD USE ALL THE LEARNING STYLES

WHAT CAN YOU DO TO IMPROVE YOUR LEARNING?

Below are some ideas you might like to follow up to improve your performance both at school and anywhere else you might need to learn things.

VISUAL	AUDITORY	KINAESTHETIC
<ul style="list-style-type: none"> Use <u>Mind Maps</u> they are very helpful for visual learner. Use lots of colour. You will remember what you have seen. Some visual learners are concerned that mind maps are too untidy for them but they can be very neat and pleasing to the eye. <u>Write</u> rather than read when you study. Visual learners have a great grasp of the “big picture” but are often <u>weak on detail</u>. Make sure you have focused on the details. Try doing another Mind Map. <u>Use imagery</u> to aid your memory. Try to learn some <u>memory system</u> tricks. Many, but not all, visual learners are good spellers. If you are having trouble with your spelling use the <u>spelling techniques</u> explained later. 	<ul style="list-style-type: none"> These learners are the ones most helped by <u>taped notes</u>. They love to discuss and remember what was discussed. An extension of taped notes is a <u>concert</u>. A technique that uses classical music, without words, as an underlay for the production of your notes. These learners will learn whilst <u>reading</u> because they are having an internal dialogue with the writer. Learners who are strong on facts and detail but sometimes miss the “big picture”. <u>Mind Maps</u> are useful here as they give an <u>overview</u> of the topic quickly. Use rhyming memory aids as they will be the easiest to remember. 	<ul style="list-style-type: none"> You <u>remember</u> an overall impression of what was experienced so you need to focus on the details. <u>Use movement</u> to aid memory, follow the words or diagrams with your finger. Draw things as you think. <u>Write</u> rather than read when you study. <u>Mind Maps</u> are a help here too. Creating them requires you to do things and you can follow around them with a pen or even your finger. <u>Visualisations</u> that put you into the situation doing things can help you understand and grasp detail. Spelling can be improved by using <u>visualisations</u>.

No matter what kind of learner you are, the more of these things you do, the better you will learn. The best learners use all the techniques, thus they are using both sides of their brain to aid learning and memory.

NOTES