



**KARIONG MOUNTAINS**  
HIGH SCHOOL  
UNITY ✓ KNOWLEDGE ✓ RESPECT

**2020**

**Preliminary Course**

**Policy Guidelines  
and Assessment Schedule**

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### **Assessment in the HSC Course**

To qualify for the Higher School Certificate students must satisfactorily complete a preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of seven Preliminary units and seven HSC units from courses in science.

### **Eligibility for the HSC**

To be eligible for the HSC, students must also:

- satisfactorily meet course requirements
- sit and make a serious attempt at examinations
- make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken
- attend all scheduled lessons, unless there are legitimate reasons for being absent.

### **Satisfactory Completion of a Course**

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

- followed the course developed or endorsed by the NSW Education Standards Authority (NESA)
- applied him or herself with diligence and sustained effort to all of the set tasks and experiences provided in the course
- achieved some or all of the course outcomes.

Until a student has satisfactorily completed courses totalling at least 12 units of Preliminary courses and at least 10 units of HSC courses that satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of the Higher School Certificate.

### **"N AWARDS" – Non-Completion of a Course**

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. Students must attempt MORE than 50% of total assessment marks available. This is called an "N Award" and the student will not receive an award in that course/s and may not be awarded the HSC.

The School will:

- advise the student in writing (with this letter addressed to the parent or guardian if the student is under 18) in time for the problem to be corrected and for the student to be able to redeem themselves
- request from the student/parent a written acknowledgment of receipt of the warning letter
- request an interview with the parents or guardians and Head Teachers and/or the Deputy Principal if two N Awards are received about the same issue and have not been resolved
- provide options for students to resolve their N Award warnings in a timely fashion.

## **What Recognition Do Students Get for Completing the HSC?**

### **Credentials**

(a) The **Higher School Certificate** testamur is awarded to students who have fulfilled all eligibility requirements.

(b) The **Higher School Certificate Record of Achievement** is issued to students who have satisfactorily completed any Preliminary or HSC course.

For each Board Developed HSC course (**not including** Life Skills courses or VET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. An examination mark is reported for the Board Developed TAFE delivered courses.

For each NESA Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of Achievement shows the course name, the year in which it was successfully completed and a school assessment mark.

The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

(c) **Course Reports** are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

(d) A **Certificate** is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by the NESA jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.

(e) A **Statement of Attainment** is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses the statement may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

### **Procedures for Assessment**

All 2 Unit Preliminary courses have three assessment tasks that are used to determine the level of achievement within a course. Students should refer to the course assessment schedules for specific details of assessment type, weighting and timing.

VET Framework Courses are assessed as 'Events'. There may be up to 10 events per course.

### **Special Note**

*The school may vary the assessment policy schedule. However, in this case, students will be informed in writing, at least two weeks prior to the scheduled time of the task.*

### **Notification**

Students will be given at least 10 school days' notice, in writing, of the details of an assessment task. This notice will include the nature of the task, outcomes, assessment criteria, the value or weighting of the task, marking guidelines and the date for its completion or submission. **If a student is absent for the issuing of 'notice', it is the student's responsibility to obtain the task information.** There will not be a staggered due date because of 'late' notice.

### **Completion of Assessment Tasks**

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task. They must submit the Illness/Misadventure/Variation Application. They must ensure that arrangements have been made for them to complete the task or a substitute task.

Taking time off school to prepare assessment tasks on the due date, working on tasks during other lessons and working on individual tasks in collaboration with other students is MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed (eg. sign that they are aware of the new date and time).

### **Excursions**

Some subject rules require students to undertake compulsory field studies or work placement. Other subject assessment schedules link assessment tasks to excursions and special study days. ***In the case of absence from such activities, the student must arrange for prior notice to be provided in writing.*** The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

### **Assessment of Separate Classes in the Same Course**

Where two or more classes exist in a course, they may be timetabled at different times. This requires careful management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task to complete later in the school day. Common tasks, conditions and marking procedures need to occur for all students (eg. one teacher marks all of one section or one task).

### **Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed In Class**

Every Faculty maintains an accurate signed register for (i) students' receipt of assessment notice and (ii) each assessment task submitted for assessment and (iii) assessment tasks completed in class. For examinations, a roll is taken in every examination session. Student attendance slips are also completed before each examination and collected by supervising staff before being transferred to Faculties with completed papers.

### **Late Submission of an Assessment Task**

Responsibility for submitting required work by the due time on the due date rests with students. Submission or completion of tasks after the time and date due, without a legitimate reason, will result in a student being awarded zero and receiving an 'N' Award Warning for that task.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task by the due date. A computer or printer issue will not be accepted as a valid excuse for failure to submit due work.

Students must follow the Illness/Misadventure/Variation process.

## **Illness/Misadventure/Variation Application**

Students may lodge an Illness/Misadventure/Variation Application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their task performance.

The right to submit an Illness/Misadventure/Variation Application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness of which the school has been notified.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness or misadventure they must:

1. Notify the school on or before the due date in writing, in person or by ringing the school and leaving a message for the teacher and Head Teacher explaining why they are unable to hand in their task.
2. Obtain a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance may have been affected. In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.
3. Copy the school's Illness/Misadventure/Variation Application from this document (or ask the teacher or Head Teacher for one on the morning of the return to school) and complete it, attaching the medical certificate and/or other documentation.
4. Submit the completed Illness/Misadventure/Variation Application (with attached documentation) to the relevant Head Teacher (or the class teacher if the Head Teacher is absent) within **two days** of the return to school. If the application is not handed in on time a **zero** mark will be recorded for the task and an 'N Award Warning' letter will be sent. Students should return to school when they are best ready to perform well on tasks.

The Head Teacher will decide if the student is to receive an estimation, complete the task missed or a substitute task, or be granted an extension of time. Students must be prepared to do the task or substitute task on the day of return or at a time arranged by the Head Teacher.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of an assessment notification, examination timetable or examination instructions
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period
- conditions for which students have been granted disability provisions, unless further difficulties are experienced.

In the event of an assessment task clashing with work placement or other approved school activities (compulsory course excursions, school camp, representative sports, etc), it is the student's responsibility to notify teachers of this commitment. Requests for an extension of time must be submitted at least **one week before** the due date.

If a zero mark is awarded for a task, the student has the option to appeal. The appeal must be forwarded to the Deputy Principal within TWO SCHOOL DAYS of the student being informed of the Head Teacher decision.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of a Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal if the appeal is upheld.

The Illness/Misadventure/Variation Application, as well as a flowchart of the Illness/Misadventure process, is at the back of this booklet, Appendix A.

### **Student Assessment Task Feedback**

All students are entitled to meaningful, punctual feedback in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students are also entitled to know their own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative ranking and examination mark in each course, on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESAs policy.

### **Records/ Assessment Marks**

The student's actual performance, not potential performance, will be assessed in each task according to the published marking guidelines. Marks will not be modified to take into account possible effects of illness or domestic situations. Assessment marks are recorded centrally by the teacher responsible for marking the task or section and hard copies and electronic copies are to be kept by teachers and Head Teachers securely at school and off site. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

### **Failure to Complete or Submit an Assessment Task**

Where a task is not completed and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NESAs letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this letter.

***(All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.)*** If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Head Teacher will generate a substitute task upon their return, or in exceptional circumstances and after consultation with the Deputy Principal, an estimate in line with other proven performances will be awarded.

NOTE: Exceptional circumstances will only apply in the case of the parent contacting the Principal and the Principal will then complete appropriate documentation on behalf of the student.

### **Malpractice: Cheating or Dishonest Practices (Offender or Facilitator)**

Any instances of malpractice and/or breach of examination rules will be reported to the Principal. Proven cases of undertaking or assisting in cheating or dishonest practices (eg. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; breaching school examination rules; using non-approved aids) will receive a **zero mark** and parents will be notified. If you facilitate cheating (eg. providing your work to be 'looked at', stored or copied), you are cheating. Students have the right to submit the Illness/Misadventure/Variation Application to appeal this decision.

*If the Principal determines that the breach is serious enough then it may result in the cancellation of the assessment task concerned. As a consequence, the student may be ineligible for the subject to appear on the Record of School Achievement and affect the awarding of the HSC.*

### **Non-Serious Attempts**

If an assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious the student will receive a **zero mark** and parents will be notified. Non-serious attempts may include instances where there are no or few questions are answered, extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate material. Attempting only multiple choice questions is considered to be a non-serious attempt. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by NESAs. Students may be interviewed with a view to withdrawal from the course. The Illness/Misadventure/Variation Application can be submitted by the affected parties.

### **Disruption to Exams and Assessment Tasks**

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. If an exam supervisor or class teacher judges that the student has deliberately disrupted the assessment task, then the matter will be referred to the Deputy Principal who will determine whether such actions should lead to a zero grade for the task due to malpractice.

### **Computer/Printer Failure**

If a computer or printer failure occurs when an assessment is due, the student should submit draft work as a "work in progress" along with the completion of the Illness/Misadventure/Variation Application. Otherwise, if no evidence is produced a zero mark will apply.

Computer or printer malfunction (loss or corruption of data) is not sufficient grounds for appeal on its own. Students are strongly advised to always backup their work on a regular and frequent basis.

### **Mobile Phones/Electronic Devices**

Students are to ensure any mobile phones and electronic devices are turned off and placed in their bags before the commencement of in-class assessment tasks. Students are also required to do the same before the commencement of any exam. Failure to do so will result in a zero mark for that assessment task.

### **Students Transferring into or from this School**

Given that a final HSC rank must be provided for all HSC students, a fair and valid assessment of task performance will be made in retrospect after a critical focus and/or fair completion of tasks has been undertaken. If this is not possible, the eventual final average of performance after enrolment will serve as a substitute for any tasks missed or tasks unable to be repeated. Preliminary Course performance at a previous school may guide this process. If a student transfers into the school before June 30<sup>th</sup> of the HSC year, the former school may be asked – where relevant - to provide assessment marks before that student is enrolled.

### **Accelerating and/or Accumulant Students**

Students who are accelerating and/or accumulating their HSC will be placed in current preliminary classes where possible and assessed with the class cohort. In the case of accelerants who are still completing other studies, the Preliminary assessment program will take preference.

### **Provisional Entry of Students into HSC Courses**

The Principal may authorise a student who received an 'N' determination in a Preliminary Course to enter the HSC course for that subject, while attempting to satisfy Preliminary requirements. A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC Course eligibility is confirmed. Regular monitoring of this situation by the Head Teacher and in discussion with the Principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

### **Invalid Assessment Tasks**

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and a replacement task arranged. Students will be advised of this in writing and will sign to acknowledge their receipt of this information.

### **Disability Provisions**

NESA sanctioned disability provisions will be provided to eligible students for examinations.



### **School Reviews of Assessment**

Students who have any concerns about the marking of an assessment task must follow this up with their Classroom Teacher or the Head Teacher at the time of the return of the task. Students who consider their ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks cannot be appealed, only the processes and procedures can.

If there is any other concern about the administration and procedures, a student can submit an Illness/ Misadventure/Variation Application following the normal procedures and time limits so that the appeals panel can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to the student and/or parent concerned.

### **Evaluating this Policy**

This policy will be evaluated every year by the school's executive staff.

#### ***IMPORTANT NOTE:***

The information contained in this booklet is provided as an outline for students, parents and teachers for the HSC Courses offered in 2020. Students will be given more specific information regarding the assessment procedures in each course from their class teachers. General information and assistance with the school's assessment program can be obtained from Mr White.

Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

This booklet is available on the School's Website. All students will sign a form to indicate that they have received their copy of the Assessment Policy.

## **Appendix 1 - VET Course Appeals**

Complaints arise when a student is not satisfied with an aspect of the services provided and requests action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the school has made. Appeals can relate to assessment decisions, but they can also relate to other decisions, such as a decision to exclude a learner from a program. Students are encouraged to resolve complaints and appeals through our school's complaint mechanism. If a student is not satisfied with the outcomes of these processes they can contact the Hunter/Central Coast Region RTO.

### **Appeals at school level**

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

- the assessment process did not provide a fair and reasonable opportunity to demonstrate competency.
- the student was not informed in advance of the conditions and method of assessment
- the process used was discriminatory in some way.

Students have the right to have any appeal dealt with fairly, promptly and confidentially.

- A student must lodge the appeal on an Assessment Appeals Form.
- The appeal must be lodged with the school within five working days of the actual assessment.
- The school must deal with the appeal within ten working days.
- An appeals panel appointed by the Principal is given responsibility to manage the appeal.

In response to the appeal, the appeals panel may:

- interview any of the people involved in the assessment process
- request another assessor to review the case
- schedule another assessment
- uphold or reject the appeal.
- Students have the right to have a support person of their choice during the appeals process to help and to be a witness.

The school:

- must accurately document all appeals procedures and outcomes and provide the student and RTO with copies
- institute effective procedures to monitor and review appeals to prevent their recurrence and to improve delivery of service.

## **Appendix 2 - Plagiarism**

*(The following information was downloaded and adapted from the site [http://www.lc.unsw.edu.au/onlib/plag\\_1.html](http://www.lc.unsw.edu.au/onlib/plag_1.html))*

Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 6 of their learning.

### **What is Plagiarism?**

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

### **Common Forms of Plagiarism**

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying a section of a book or an article and submitting it as your own work
- Quoting from a source 'word for word', without using quotation marks is plagiarism
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own
- Using significant ideas from someone else and presenting them as your own
- Copying the written expressions of someone else without proper acknowledgement.

### **Plagiarism & the Internet**

The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source.

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assessment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email and newsgroups. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material.

### **How to Avoid Plagiarism**

#### ***Be Aware of What Constitutes Plagiarism***

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism is a violation of BOS and school regulations.

#### ***Plan Your Work***

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

#### ***Acknowledge Your Sources of Information with correct referencing***

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assessments, you must cite and reference those sources.

## Appendix 3 - Referencing

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All research assessments must contain references; an unreferenced assessment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assessments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

### Referencing Methods

There are several different referencing methods. Your teacher, or Ms Jeffrey, will assist you with how to reference. Listed below are some examples of referencing styles.

[Oxford \(footnote/bibliography\)](#); [Harvard \(in-text\)](#); [APA \(American Psychological Association\)](#)

### What kind of information should I reference?

<b>Reference when you are using words or ideas from:</b>	<b>No need to reference:</b>
<ul style="list-style-type: none"><li>• books and journal articles;</li><li>• newspapers and magazines;</li><li>• pamphlets or brochures;</li><li>• films, documentaries, television programs or advertisements;</li><li>• web pages or computer-based resources;</li><li>• letters or emails;</li><li>• personal interviews;</li><li>• reference when you reprint any diagrams, illustrations, charts or pictures.</li></ul>	<ul style="list-style-type: none"><li>• when you are writing your own observations or experiment results (for example, a report on a field trip);</li><li>• when you are writing about your own experiences (for example, a reflective journal);</li><li>• when you are writing your own thoughts, comments or conclusions in an assessment;</li><li>• when you are evaluating or offering your own analysis;</li><li>• when you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore;</li><li>• when you are using generally accepted facts or information (this will vary in different disciplines of study).</li></ul>

### Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

### Why writing in 'your own words' is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you will be penalised by your teachers.

### Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

- present them between quotation marks and follow them with a citation
- use quotation marks even when you borrow a phrase or a single, special word
- always include page numbers in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White" followed by a quotation from White or your paraphrase or summary of White's ideas.

### **Learn to make effective notes from sources**

Students often plagiarise unintentionally when they take 'word-for-word' notes from sources and then simply reproduce these in their assignments. To make sure that you don't accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method:

- Divide your page into 3 columns.
- Write the notes from a source in the **first** column.
- Record the page number(s) in the **second** column.
- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author's.

Example of a 'split-page':

<i>Bibliographic Details of the Source:</i>		
<i>Your notes from the Source</i>	<i>Page No.</i>	<i>Your comments, reflections or questions about the information</i>

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from and all the information needed for referencing that source. You won't want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time!

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can't change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use 'in-text' referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the author's name and the page number between brackets. This will help you reference the information when you use it in an assignment.

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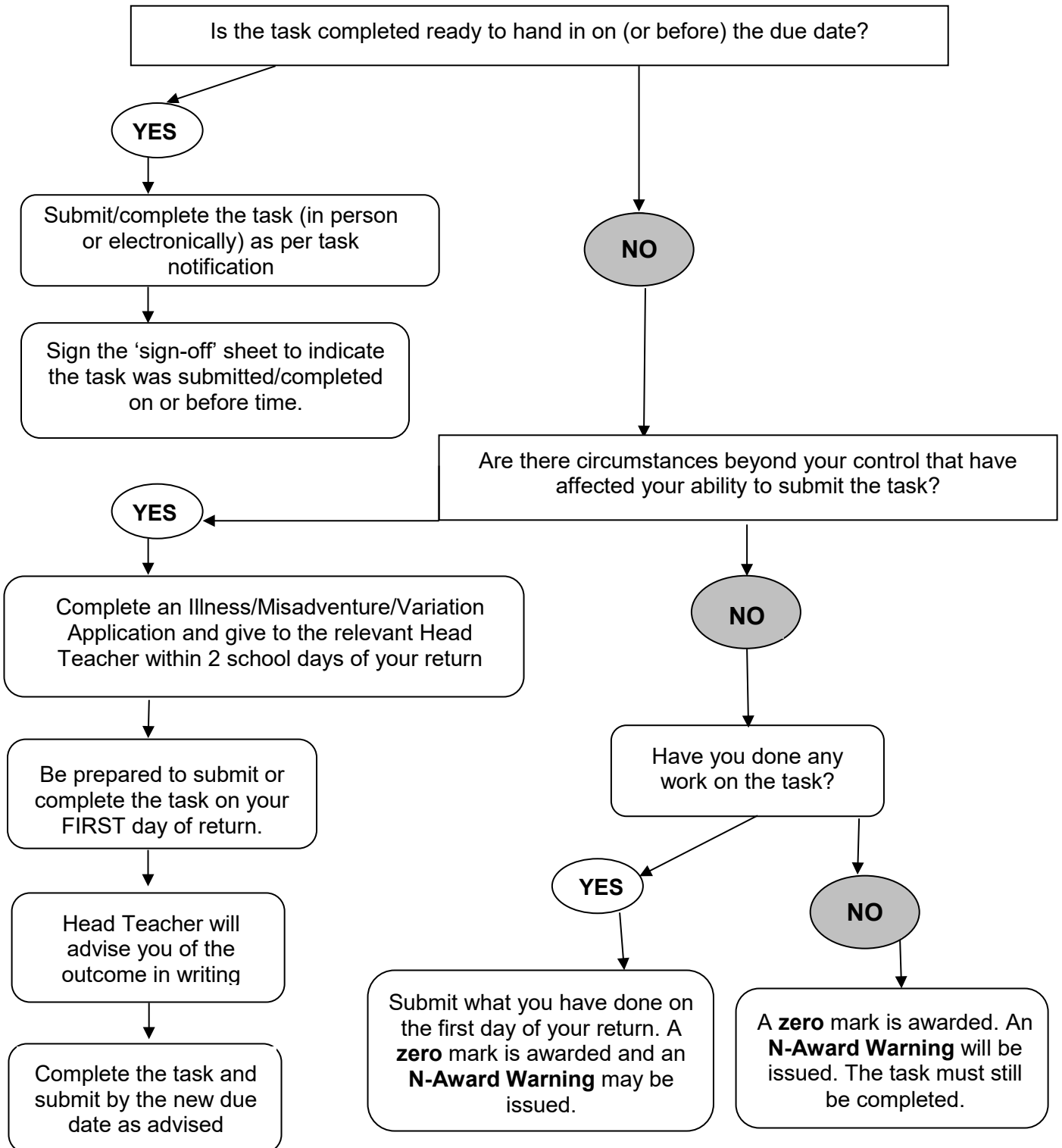
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# ASSESSMENT TASK FLOWCHART

## STUDENTS



## Subject: Ancient History

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Source analysis</b> Investigating Ancient History	<b>Presentation</b> Historical Investigation	<b>Yearly Examination</b>	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> AH11-6 AH11-7 AH11-9 AH11-10	<b>Outcomes assessed</b> AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	<b>Outcomes assessed</b> AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Subject: Biology

Task Number		1	2	3
Timing		Term 1 Week 8	Term 3 Week 2	Term 3 Weeks 9-10
Task Description		Practical report – Transport across cell membranes	Variation within species	Yearly Examination
Outcomes Assessed		BIO 11-1, BIO 11-2 BIO 11-3, BIO 11-5 BIO 11-7, BIO 11-8	BIO 11-1, BIO 11-2 BIO 11-3, BIO 11-4 BIO 11-5, BIO 11-6 BIO 11-7, BIO 11-10	All outcomes
<b>Knowledge and understanding:</b> <ul style="list-style-type: none"> <li>- Structure and function of organisms</li> <li>- Earth’s biodiversity and effect on evolution</li> </ul>	<b>40</b>	5	10	25
<b>Skills in:</b> <ul style="list-style-type: none"> <li>- Questioning and predicting</li> <li>- Planning investigations</li> <li>- Conducting investigations</li> <li>- Processing data and information</li> </ul>	<b>25</b>	15	10	
<b>Skills in:</b> <ul style="list-style-type: none"> <li>- Analysing data and information</li> <li>- Problem solving</li> <li>- Communicating</li> </ul>	<b>35</b>	10	15	10
Marks	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

Preliminary Assessment



## Subject: Business Studies

Components	Task 1	Task 2	Task 3	Weighting %	
	<b>Research Task</b> Nature of Business	<b>In-class extended response</b> Business Management	<b>Small Business Plan</b> Business Planning		
	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 9/10		
	<b>Outcomes assessed</b> P1, P2, P7	<b>Outcomes assessed</b> P4, P5, P8, P9	<b>Outcomes assessed</b> P3, P4, P6, P8, P9, P10		
Knowledge and understanding of course content	10	20	15	<b>45</b>	
Stimulus-based skills		5	5	<b>10</b>	
Inquiry and research	10	5	10	<b>25</b>	
Communication of business information, ideas and issues in appropriate forms	5	5	10	<b>20</b>	
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>	

## Subject: Chemistry

Component	TASK 1	TASK 2	TASK 3	Weighting %
	Research Task  Model 1 Properties and structure of matter	DEPTH STUDY:  PRACTICAL TASK with report  Module 2 –Quantitative Chemistry Module 3 – Reactive Chemistry	Yearly Examination	
	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
	Outcomes assessed: CH11/12-1 CG11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-6 CH11/12-7 CH11-9	Outcome assessed  CH11/12-1 to CH11/12-11	
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	10	10	20	40
Total %	25	35	40	100

# Subject: Community and Family Studies

Syllabus Components/ Topics	Syllabus Weighting	Task 1	Task 2	Task 3
		Case Studies	Exam	Interviews& Report
		<i>Due: Week 8 Term 1</i>	<i>Due: Week 10 Term 2</i>	<i>Due: Weeks 9/10 Term 3</i>
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• <i>Resource management</i></li> <li>• <i>Positive relationships</i></li> <li>• <i>Range of societal factors</i></li> <li>• <i>Nature of groups, families and communities</i></li> </ul>	<b>40%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
Skills in: <ul style="list-style-type: none"> <li>• <i>Applying management processes to meet the needs of individuals, groups, families and communities</i></li> <li>• <i>Planning to take responsible action to promote wellbeing</i></li> </ul>	<b>25%</b>	<b>10%</b>	<b>5%</b>	<b>10%</b>
Knowledge and understanding about: <ul style="list-style-type: none"> <li>• <i>research methodology and</i></li> </ul> Skills in: <ul style="list-style-type: none"> <li>• <i>researching, critical thinking, analysis and communicating</i></li> </ul>	<b>35%</b>	<b>5</b>	<b>20%</b>	<b>10%</b>
	<b>Task Value 100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes to be assessed</b>		1.1, 1.2, 4.2, 6.2	2.2, 2.3, 2.4, 3.2, 5.1	2.1, 3.1, 4.1, 4.2, 5.1

School Name: Kariong Mountains HS

Student Competency Assessment Schedule

Course: Preliminary Construction

2020

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B
		Safety	Organise to Communicate
Assessment due		Week: Term:	Week: Term:
Code	Unit of Competency		
CPCCWHS1001	Prepare to work safely in the construction industry	X	
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X	
CPCCCA2002B	Use carpentry tools and equipment	X	
CPCCCM1012A	Work effectively and sustainably in the construction industry	X	
PCCCM1013A	Plan and organise work		X
CPCCCM1014A	Conduct workplace communication		X

Yearly Examination
Week: Term:
HSC Examinable Units of Competency

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

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Preliminary Assessment

# Subject: Design and Technology

Syllabus Components/ Topics	Syllabus Weighting	Task 1	Task 2	Task 3
		Design Task 1	Design Task 2	Yearly Examination
		<b>Outcomes</b> P1.1, P2.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	<b>Outcomes</b> P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	<b>Outcomes</b> P2.2, P5.2, P6.2, TBC
<b>Due Date</b>		<b>Week 2 Term 2</b>	<b>Week 6 Term 3</b>	<b>Exam Period Term 3</b>
Knowledge and understanding of course content	<b>40</b>	<b>5</b>	<b>10</b>	<b>25</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>60</b>	<b>30</b>	<b>30</b>	
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>

## Subject: Drama

Task number	Task 1- Improvisation, Playbuilding and Acting	Task 2- Elements of Production in Performance	Task 3- Theatrical Traditions and Performance Styles	
Nature of task	<p><b>Presentation of Group Performance: Improvisation</b></p>	<p><b>Design Brief based on a selected monologue or duologue and performance.</b></p> <p>Students are to develop and record the design and production element of putting their script to stage. This will include the director's notes, set and costume design. Students will also perform script using these production and design elements.</p>	<p><b>Task 1: Play/Theatrical Style Performance Essay:</b></p> <p>Essay based on play and theatrical style/s explored In class.</p> <p><b>Task 2- Individual essay response</b> (exam conditions)</p>	
Timing	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 9/10- Yearly Exam Period</b>	
Outcomes assessed	P1.2, P1.3, P1.5 P2.4, P,3.1	P1,4, P.1.6, P.2.2, P.2.3	P1.2, P1.4, P1.5, P2.2, P3.1, P3.2, P3.3	
Components				Weighting %
Making	20	10	10	<b>40</b>
Performing	10	10	10	<b>30</b>
Critically Studying	10	10	10	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

Preliminary Assessment

## Subject: Earth and Environmental Science

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Practical Skills Test</b>	<b>Research and Presentation</b>	<b>Yearly Examination</b>	
	Earth's Resources  In-class assessment of aspects relating to: rock and mineral properties, soil features, graphing and mapping skills	Plate Tectonics  Presentation / Media creation task on the processes that drive plate tectonics in different settings and the features that are used to determine this.	All topics  Skills and knowledge formal examination in Preliminary Examination block	
	Term 1, Week 10	Term 3, Week 3	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> EES11/12 1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8	<b>Outcomes assessed</b> EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-9 EES11-10	<b>Outcomes assessed</b> EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11	
Skills in Working Scientifically	20	25	15	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

Preliminary Assessment

## Subject: English – Advanced

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	<b>Reading to Write Imaginative text and reflection</b>	<b>Critical Study Multimodal presentation</b>	<b>Yearly Examination</b>	
<b>Outcomes Assessed</b>	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7	EA11-1, EA11-2 EA11-3, EA11-4, EA11-5, EA11-6, EA11-7. EA11-8	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## Subject: English – Extension

Task Number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of Task</b>	<b>Imaginative response</b>	<b>Multimodal Presentation on Related Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	
<b>Outcomes Assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
<b>Components</b>				
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Subject: English - Standard

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	<b>Reading to Write Imaginative text and reflection</b>	<b>Module B – Close Study of a Text Multimodal presentation</b>	<b>Yearly Examination</b>	
<b>Outcomes Assessed</b>	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	EN11-1, EN11-2, EN11-3 EN11-4, EN11-5, EN11-6 EN11-7, EN11-8	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9-10	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Subject: English Studies

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Module 1 – Achieving through English  <b>Multimodal Presentation</b>	Module 2 – English and Film  <b>Written Report</b>	Module 3 – English and the Sciences  <b>Portfolio Collection (All Modules)</b>	
<b>Outcomes Assessed</b>	ES11-2, ES11-3, ES11-4, ES11-6	ES11-1, ES11-5, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-8, ES11-9, ES11-10	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Subject: Geography

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> Biophysical Interactions	<b>Senior Geography Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 3, Week 5	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Geographical tools and skills	5	10	5	<b>20</b>
Geographical inquiry and research, including fieldwork	5	10	5	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

School Name: Kariong Mountains HS

Student Competency Assessment Schedule

Course: Preliminary Hospitality- Food and Beverage Stream

2020

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: Term:	Week: Term:	Week: Term:	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Preliminary Assessment

## Subject: Investigating Science

Component	Task 1	Task 2	Task 3	Weighting %	
	Depth Study Research and Presentation Module 1	Practical Investigation  Modules 2	Yearly Examination  Modules 1–4		
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10		
	<b>Outcomes assessed</b> INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9	<b>Outcomes assessed</b> INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9 INS11-8 INS11-9	<b>Outcomes assessed</b> INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11		
Skills in Working Scientifically	10	20	20	<b>60</b>	
Knowledge and Understanding	20	20	10	<b>40</b>	
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>	

## Subject: Legal Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> The Legal System	<b>Case Study</b> The Individual and the Law	<b>Yearly Examination</b> The Legal System The Individual and the Law The Law in Practice	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Subject: Mathematics Advanced

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Class test</b> Topic: F1	<b>Assignment/ investigation</b> Topic: T1, T2	<b>Yearly Examination</b> Topics: F1, T1, T2, C1, E1	
	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9/10	
	<b>Outcome(s) assessed</b> MA11-1 MA11-2 MA11-8 MA11-9	<b>Outcome(s) assessed</b> MA11-1 MA11-3 MA11-4 MA11-8 MA11-9	<b>Outcome(s) assessed</b> MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-8 MA11-9	
Understanding, Fluency and Communicating	20	10	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

Preliminary Assessment



## Subject: Mathematics Extension

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Assignment/ Investigation</b> Topic: F1	<b>Class test</b> Topics: F2, T1	<b>Yearly examination</b> Topics: F1, F2, T1, T2, C1, A1	
	Term 1, Week 11	Term 2, Week 7	Term 3, Week 9/10	
	<b>Outcome(s) assessed</b> ME11-1 ME11-2 ME11-6 ME11-7	<b>Outcome(s) assessed</b> ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	<b>Outcome(s) assessed</b> ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communicating	10	20	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **Subject: Mathematics Numeracy**

Assessment schedule to be provided by NESAs in the future.

## Subject: Mathematics Standard

Components	Task 1	Task 2	Task 3	Weighting %
	Modelling Task	Investigation Task	Yearly Examination	
	Topic: A2 – Linear Relationships	Topic: F1.2 – Earning and Managing Money F1.3 – Budgeting and Household Expenses	Topics: All topics - F1, A1, A2, S1, S2, M1, M2	
	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9/10	
	Outcomes assessed MS11-3 MS11-4 MS11-9 MS11-10	Outcomes assessed MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	Outcomes assessed MS11-1 to MS11-10	
<u>Understanding, Fluency and Communicating</u>	15	15	20	50
<u>Problem Solving, Reasoning and Justification</u>	15	15	20	50
Total %	30	30	40	100

## Subject: Modern History

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Essay</b>	<b>Research and presentation</b>	<b>Yearly Examination</b>	
	Investigating Modern History	Historical Investigation		
	Term 1, Week 10	Term 3, Week 5	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> MH11-6 MH11-7 MH11-9 MH11-10	<b>Outcomes assessed</b> MH11-2 MH11-4 MH11-6 MH11-8 MH11-9 MH11-10	<b>Outcomes assessed</b> MH11-1 MH11-3 MH11-5 MH11-9	
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research		15	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Subject: Music 1

	<b>Weighting</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Date</b>		<b>Term 1, Week 11</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 9/10</b>
<b>Task Type</b>		<b>a) Performance b) Musicology Research</b>	<b>a) Composition b) Viva Voce</b>	<b>a) Performance b) Aural Exam</b>
<b>Outcomes Assessed</b>		P1, P4, P5, P6, P7	P2, P3, P4, P5, P6, P7	P1, P4, P6, P7, P8
<b>Components</b>				
Performance	<b>25</b>	10		15
Musicology	<b>25</b>	10	15	
Composition	<b>25</b>		25	
Aural	<b>25</b>			25
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

**School: Kariong Mountains HS**

**Student Competency Assessment Schedule**

**Course: Music Industry – Preliminary course**

**2020**

Assessment Tasks for Certificate III Music CUA30915		Cluster A	Cluster B	Cluster C	Cluster D
		I didn't do it	We thought they knew how to rock in Shelbyville...	I forgot my swimsuit too, but I improvised	This thing practically writes itself
		Term: Week:	Term: Week:	Term: Week:	Term: Week:
Code	Unit of Competency				
BSBWHS201	Contribute to health and safety of self and others	X			
CUACMP301	Implement copyright arrangements	X			
CUAIND303	Work effectively in the music industry	X			
CUAMLT302	Apply knowledge of style and genre to music industry practices		X		
CUAMPF302	Prepare for performances		X		
CUAMPF303	Contribute to backup accompaniment		X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Music CUA30915 or a Statement of Attainment towards Certificate III Music CUA30915.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Preliminary Assessment

## Subject: PDHPE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Research and Report</b> Influences on the health of individuals	<b>Practical Workshop and Analysis</b> Physical fitness, training and movement efficiency	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	P1 - P6, P15, P16	P7 - P11, P16, P17	P1–P12, P14 – P17	
<b>Component</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	15	15	30	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Subject: Photography, Video and Digital Imaging

	Weighting	Task 1	Task 2	Task 3
<b>Task Date</b>		<b>Term 1, Week 11</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 9/10</b>
<b>Task Type</b>		<b>Practical Display/ Written Submission</b>	<b>Practical Display/ Written Submission</b>	<b>Practical Display/ Written Submission</b>
<b>Outcomes Assessed</b>		M1, M2, M4, M6 CH1, CH2, CH3	M1, M4, M5, M6 CH1, CH2, CH4, CH5	M1, M3, M4, M5 CH1, CH2, CH3
<b>Components</b>				
Art Criticism and Art History	<b>30</b>	10	10	10
Artmaking	<b>70</b>	20	20	30
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

Preliminary Assessment



# Subject: Physics

Component	Task 1	Task 2	Task 3	Weighting %
	Research and Presentation  Kinematics	Depth Study Practical Investigation and Report  Dynamics	Yearly Examination	
	Term 1, Week 4	Term 2, Week 5	Term 3, Weeks 9/10	
	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	Outcomes assessed PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Subject: Society and Culture

Components	Task 1	Task 2	Task 3	Weighting %
	<b>In Class Topic Test</b> The Social and Cultural World	<b>Research Task and Essay</b> Personal and Social Identity	<b>Yearly Examination</b>	
	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> P1, P3, P6, P9, P10	<b>Outcomes assessed</b> P1, P2, P3, P5, P8, P10	<b>Outcomes assessed</b> P3, P4, P7, P8, P9	
Knowledge and understanding of course content	10	20	20	<b>50</b>
Application and evaluation of social and cultural research methods	10	10	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Student Competency Assessment Schedule

**School: Kariong Mountains HS**

**Course: Preliminary - Sport Coaching**

**2020**

Assessment Tasks for Sport Coaching-Certificate III, SIS30519		Cluster A	Cluster B	Cluster C	Cluster E
		Tournament Time	Playing it Safe		
		Week: 11 Term: 1	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO003	Meet participant coaching needs		X		
BSBRK401	Identify risk and apply risk management procedures		X		
Insert Unit Code	Insert 1st Cluster C elective			X	
HLTAID003	First Aid (to be outsourced to a private RTO)				<b>Credit Transfer</b> (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30519 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS20513.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Preliminary Assessment

## Subject: Sport, Lifestyle and Recreation

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 9/10	
<b>Type of task</b>	Implement Game strategies	Implement a fitness program	Preliminary Examination	
<b>Related Outcomes</b>	3.1, 4.1, 4.4	1.3, 2.5, 3.6, 4.2, 4.5	1.1, 1.2, 1.3, 1.6 2.1, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	
<b>Syllabus Content Area &amp; Weighting</b>	Games and Sports Applications 1	Fitness	ALL	
<b>Task weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Component</b> Knowledge & understanding of: <ul style="list-style-type: none"> <li>• the factors that influence health and participation in physical activity</li> <li>• the principles and processes impacting on the realisation of movement potential</li> </ul>		10	40	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• analysing and implementing strategies that promote health, physical activity and enhanced performance</li> <li>• influence the participation and performance of self and others</li> </ul>	30	20	0	<b>50</b>
<b>Component weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Subject: Visual Arts

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Portfolio of Experimental Works</b>  Submission of 5–10 exploratory artworks  Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames	<b>Extended Written Response</b>  Using research on selected artists as the basis for an in-class extended response  Analysis of the Artist / World relationship through the Postmodern Frame with reference to a range of contemporary artist's practice  Submission of research	<b>Submitted Artwork/s and VAPD and Yearly Visual Art Examination</b>  Submission of completed artwork(s) and VAPD with a Yearly Exam	
<b>Timing</b>	Term 2, Week 2	Term 2, Week 10	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	P1,P3, P4, P5, P6	P8, P9	P1, P2, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting %
Artmaking	20		30	<b>50</b>
Critical and Historical Study	10	30	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Subject: Work Studies

	<b>WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Task Date</b>		<b>Term 1, Week 11</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 9/10</b>
<b>Type of Task</b>		<b>Research Task</b>	<b>In Class Project</b>	<b>Work Experience Diary</b>
<b>Outcomes Assessed</b>		P4, P5, P7, P9 TBC	P1, P4 TBC	P3, P9 TBC
<b>Components</b>				
Finance	33.3%	15.3%	13%	5%
Job Seeking and Work Experience	33.3%	10%		23.3%
Living out of Home	33.3%	8%	20.3%	5%
<b>Total</b>	100%	33.3%	33.3%	33.3%

## ASSESSMENT CALENDAR FOR 2020 – PRELIMINARY COURSE

	Term 1	Term 2	Term 3
<b>Week 1</b>			
<b>Week 2</b>		Design and Technology Visual Arts	Biology Earth & Environmental Science
<b>Week 3</b>			
<b>Week 4</b>	Physics		
<b>Week 5</b>		Business Studies Physics	Modern History Geography
<b>Week 6</b>			Design and Technology English Studies
<b>Week 7</b>	SLR Business Studies	Mathematics Advanced Mathematics Extension Mathematics Standard Society & Culture SLR	
<b>Week 8</b>	Biology CaFS Chemistry Geography		
<b>Week 9</b>	English Investigating Science Society & Culture		Final Assessment
<b>Week 10</b>	Ancient History Drama Earth & Environmental Science Mathematics Advanced Mathematics Standard Modern History	Assessment Block	Final Assessment
<b>Week 11</b>	Legal Studies Mathematics Extension Music 1 PDHPE PVDI Work Studies		

Assessment Block = Ancient History CaFS Chemistry Drama English Investigating Science Legal Studies Mathematics Advanced Mathematics Extension Mathematics Standard Music PDHPE PVDI SLR Visual Arts Work Studies

## GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A 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 teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series' of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, 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 (analysis/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

Preliminary Assessment



# Illness/ Misadventure/Variation Form

This form should be used when students have missed or are unable to complete an assessment task on the due/scheduled date.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task No: \_\_\_\_\_ Date Scheduled: \_\_\_\_\_

Reasons for Failure to meet Requirements:

## Supporting Evidence must be attached e.g. medical certificate

Signature Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Parent: \_\_\_\_\_

*Please return to the **Head Teacher** no later than 2 days after the scheduled date of the Assessment Task. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher at least one week **BEFOREHAND**.*

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Head Teacher Recommendation:

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal / DP Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Appeal Panel Decision:

Signed: \_\_\_\_\_  
Principal / DP                      Year Advisor                      HT on Panel

Preliminary Assessment