

# 2019



**RICHMOND HIGH SCHOOL**

**Year 11 – Preliminary HSC**

**ASSESSMENT BOOKLET &  
POLICY INFORMATION**

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RICHMOND HIGH SCHOOL  
PRELIMINARY HSC  
ASSESSMENT HANDBOOK  
2019

## **ABOUT THIS HANDBOOK**

This booklet is designed to give students and their parents information about the Preliminary Higher School Certificate Assessment Program at Richmond High School for the year 2019. Included in this handbook are the general features of assessments together with the specific assessment tasks and their respective weightings for each of the subjects being offered at Richmond High School in 2019.

The handbook is divided into four sections:

1. General Guidelines, Assessment Rules & Responsibilities
2. Illness & Misadventure Process
3. Troubleshooting – questions you are most likely to ask
4. Individual Subject Assessment Summaries arranged in alphabetical order according to subject name.

Students and parents are advised to read this handbook carefully. Note the subject requirements and be aware of the rules governing the whole of the assessment procedure.

Key contact people for support with the Preliminary Assessment Program:

Year Adviser – Mr Harkins  
Year Supervisor – Mr Jack  
Year 11 Assessment Coordinator – Mr Gordon  
Head Teachers

## **PURPOSE OF THE PRELIMINARY YEAR & PRELIMINARY ASSESSMENT**

NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). It is a cumulative credential, meaning it contains a student's record of academic achievement up until they leave school. This could be between the end of Year 10 up until and including some results in Year 12. The Principal must indicate to NESA that all Preliminary requirements have been met to a satisfactory standard.

Students must "apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school." A Principal may determine that, due to absences, course completion criteria may not be met.

The Preliminary Course is a pre-requisite for HSC study. You must satisfactorily meet the requirements of the Preliminary Course before you can enter the HSC Course. If you are deemed unsatisfactory in the Preliminary Course you cannot enter the HSC Course in this school or any other school until the Preliminary Course has been satisfactorily completed.

The assessment mark is a measure of a student's performance at school and as such reflects all aspects of the courses studied. For example, practical work, field work, research skills, oral communication skills and management skills are some of the assessment areas included in the school assessment mark. Also included are results from school examinations, in class tasks, research assignments and homework.

Students will be given advance notice of all assessment tasks that will be used to calculate a final assessment mark for the Preliminary Course. In addition to the advance notice students will also be made aware of the syllabus outcomes being assessed, the due date, the weighting of the task, a marking criteria indicating how the marks can be achieved and clear instructions on how to complete the task.

# COURSE ASSESSMENT REQUIREMENTS

The requirements for Board Developed courses state the components of the assessment in terms of groupings of syllabus outcomes and the weightings to be attached to these components. These components and weightings are listed for you with each subject's assessment summary.

Although the methods and tasks of assessment will vary from subject to subject, in general the following will be considered:

1. Written, practical and/or oral/aural tests
2. Class and/or home assignments
3. Projects
4. Oral presentations

Participation in class may also be assessed in some subjects.

Students at all times will be made aware of the following:

1. The course outcomes to be assessed in any given task
2. When the assessment task will occur
3. The number of marks to be awarded for the task
4. The nature of the task.

## GENERAL POLICY ON ASSESSMENT

### Section 1

The school will decide the assessment tasks and marks to be awarded to each task. These tasks will then form the Assessment program. The Assessment Program for each course should include 3 formal assessment tasks.

### Section 2

The course assessment summary will be given to students before the beginning of the Assessment Program. The Assessment Program for the Preliminary HSC will commence for all subjects at the beginning of Term 1, 2019 and conclude at the end of Term 3 2019.

### Section 3

Students are to be informed of exact times and dates, at least TWO WEEKS in advance of assessment tasks. Where possible no more than two assessment tasks will be scheduled for any one day.

### Section 4

No individual assessment task should be greater than 40%, or less than 10% of the total value of the final assessment unless prior approval has been sought from the Principal (or his nominee).

### Section 5

Any change in a subject Assessment Program should be carried out in consultation with the Year 11 Adviser and Assessment Coordinator. Students will be given advance notice of any changes to the Assessment Program.

## Section 6

All Preliminary assessment tasks except exams will have the Richmond High School **Assessment Cover Sheet** attached. The lower section of this sheet is to be signed, dated and returned to the student upon receipt of the assessment task. No dispute regarding lost tasks will be entered into unless the student can produce a receipt providing evidence that the assessment task was submitted.

## Section 7

To gain the maximum advantage from the assessment program a student must complete all assessment tasks. A student who fails to complete assessment tasks worth **50%** or more of the final course assessment mark may be given a "0" for the whole course. The Year Adviser and the student's parents will be informed in writing by the Faculty concerned of the situation.

## Section 8

If a student fails to submit/attend an assessment task, one of the following courses of action will be undertaken:

- a) The student may be granted an extension of time by the Head Teacher. An Illness / Misadventure form must be completed and submitted together with a Doctor's Certificate.
- b) If no extension of time is granted, the student will receive "0" mark. The student must still submit an outstanding assessment task, although a mark of "0" will be recorded but the student will be deemed as having satisfactorily completed the task. The Year Adviser and the student's parents will be advised in writing by the Faculty concerned whenever a "0" is awarded for an assessment task.
- c) An alternative, equal task may be set by the teacher if there is proven illness or misadventure. This must be approved by the Principal or Deputy Principal. This approval will be in writing.
- d) In exceptional circumstances, the Principal may authorise the use of an estimate based on other appropriate evidence.

## Section 9

Students may be informed of their relative standing upon request, at suitable times during the year, but they are not permitted to know their final assessment mark as submitted to the NESA

## Section 10

If a task does not allow the ranking of students to be effectively determined, additional task/s may be set with **two weeks'** notice being given to all students involved.

## Section 11

A number of tasks in various courses require students to co-operate with each other, and it is a beneficial practice to discuss work set with other students. However, students are required to submit their own work for assessment. They are specifically warned against copying another's work, whether it be another student, published author or outside tutor. Any student found guilty of this offence may be penalised up to 100% of the mark available.

## Section 12

Students experiencing problems regarding assessment tasks should consult firstly with the class teacher. If the problem persists, or you feel that you have been unfairly treated, consult with the appropriate Head Teacher, then with your Year Adviser or Deputy Principal. If these members of staff are unable to resolve the difficulty, then the situation will be referred to the school's Assessment Appeals Committee, which will make any decision necessary.

# RESPONSIBILITIES

## THE SCHOOL'S RESPONSIBILITY

### **Richmond High School is required to:**

1. Provide an ASSESSMENT of students' achievement in each course they presented for the Preliminary HSC. This assessment will be recorded as a GRADE on the student's RoSA (Record of School Achievement).
2. Provide a final course RANK to each student.
3. Provide suitable REPORTING procedures.
4. Provide a REVIEW / APPEALS procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.

## THE FACULTY'S RESPONSIBILITY

### **Faculties at Richmond High School are required to:**

1. Determine the tasks on which subject assessments are based and the marks that will be allocated to each task.
2. Translate the components of each subject guide into student tasks and specify values to be applied to each task, consistent with those of the subject guides.
3. Schedule the assessment tasks throughout the course. The schedule for each subject is published in this handbook. Exact dates of tasks will be notified two weeks in advance. Tasks are to be recorded on the calendar maintained in the Deputy Principal's Office and no more than two Assessment Tasks should be scheduled for any one day. Individual faculties will determine the procedure for informing students of dates.
4. Provide a receipt for any assessment task not conducted in class time or in the examination room. A School Cover Sheet is provided for this purpose.
5. Establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks which form part of the assessment program are to be kept in duplicate and files separately for security purposes.
6. Notify students, parent/guardians and the relevant Year Adviser of the award of a "0" mark for any assessment task. This must be in writing.
7. Notify students, parents/guardians and the relevant Year Adviser if a student is in danger of, or does not complete assessment tasks to the value of 50% of the final assessment mark. This must be in writing.
8. Give special consideration to students with a disability and others with special needs after consulting with the Principal or Assessment Coordinator.

9. Ensure that students are not informed of their final assessment mark as submitted to NESA. Only the final rank is to be communicated to students.
10. Avoid changing the published assessment program after its commencement unless:
  - a) The relative value of the task is not altered
  - b) The component weightings are maintained
  - c) Students are informed in writing
  - d) The Principal and the Assessment Coordinator are informed.
11. Make sure assessment tasks discriminate between students.
12. Establish review procedures if a student lodges an appeal within 24 hours of receiving the mark for an individual assessment task.

### **THE STUDENT'S RESPONSIBILITIES**

1. In order to be effectively ranked within the group, all assessment tasks must be presented.
2. Assessment programs result in the ranking of all students within the course of study. The position of a student in the course is more important than the actual mark gained and reported at the end of the Preliminary Course.
3. If, for any reason, you cannot attend or submit a task it is up to you to inform your teacher and the Head Teacher of the Faculty concerned. You may, if you request it, be granted an extension or official leave (in such a case, an alternative date and/or task or estimate will be given). This will be granted ONLY IN EXCEPTIONAL CIRCUMSTANCES. Read Section 8 of the General School Policy.
4. If an extension of time or leave is not granted, penalties will be imposed. (Again see Section 8 of the General School Policy on assessments).
5. It is your responsibility to check with the teachers of your course to see if any assessment tasks have been issued while you were absent from class. No extension or leave will be granted if you fail to carry out this action.
6. The work you submit must be your own. Any material copied without acknowledgment of original source will be regarded as plagiarism and penalties will be imposed. (See Section 11 of the General School Policy).
7. You must make sure you are given a receipt for any assessment task you hand in that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if you cannot produce a receipt.
8. If you have any problems regarding assessment tasks you can approach your teacher, the Head Teacher of the Faculty involved, the Year Adviser or the Assessment Coordinator for Advice.
9. Appeals against marks awarded for an assessment task must be lodged within 24 hours of receiving the marked assessment task. Note 24 hours equals one school day.



# ILLNESS/MISADVENTURE APPEALS

You may lodge an illness/misadventure appeal if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

## A. Lodging an Appeal

All illness/misadventure appeals relating to assessment tasks are to be lodged to the within 48 hours of the due date of the task. A copy of an illness/misadventure form is contained in this booklet. Forms are also available from Head Teachers.

Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the Head Teacher of the faculty concerned.

## B. Grounds for Appeal

The assessment mark is intended to be a measure of your performance in the assessment. Therefore, appeals must relate to illness or misadventure suffered at the time of the assessment task that affected your performance in the task.

*Appeals may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member).
- Regional or State representation at a sporting or cultural event.

*The Appeals process does not cover:*

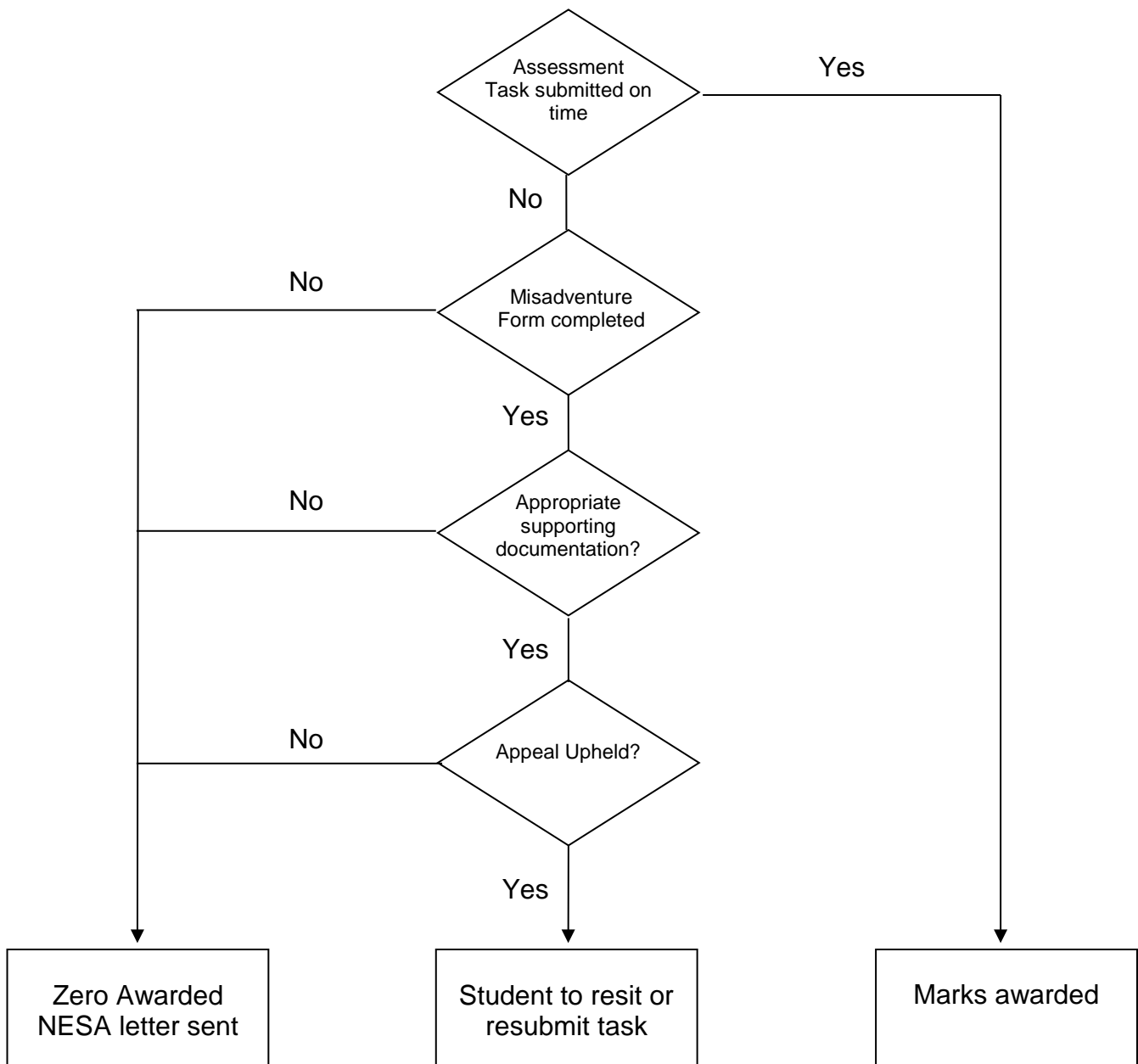
- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

## C. Evidence

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your appeal must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

**Flow diagram for appeals process:**



**D Appeal Results**

Illness/misadventure appeals will be considered by the Head Teacher. If the grounds for appeal are determined to be legitimate and the appeal includes required evidence, the Head Teacher will recommend that the appeal be upheld. The final decision on an appeal will be made by the Deputy Principal.

If the appeal is upheld, arrangements will be made for the student to resit or resubmit the assessment task. In some circumstances an estimate result may be awarded.

## **E. Appeals against Assessment Task Marks**

You may appeal against the mark given in an Assessment Task if you feel it is not a true indication of its worth or if you consider incorrect procedure has been adopted.

Students may request reconsideration of the marks awarded for assessment tasks within 24 hours of the task being returned. The process of reconsideration will involve only the teacher concerned and the Head Teacher of the relevant Faculty.

## **F. Appeals against Final Assessment Ranks**

There are two types of appeal. The first is an appeal to the Assessment Review Committee of Richmond High School. A student may appeal if:

- a) the weightings in the school assessment programs do not confirm with those in the Subject Guide; or
- b) the school's procedures for determining assessments do not conform with its program; or
- c) there are clerical or computational errors.

**There is no appeal at this stage against the marks awarded for individual assessment tasks.** This should have taken place within 24 hours of the assessment task being returned to the student.

The Assessment Review Committee at this school will comprise the Principal (or his nominee), the Deputy Principal of the relevant Year, the Student Adviser of the relevant Year and the Head Teacher of the relevant faculty. The composition of this committee is subject to change from time to time.

You will note that the grounds for an appeal are very limited – this is a decision of NESA not of the school. You will also note when you receive the Principal's letter that the timetable for an appeal is very brief, and you must appeal by the set date.

### **STEPS IN APPEALING:**

1. You should first of all discuss your appeal with the subject teacher concerned, if your objection is to the mark obtained. If your objection is not resolved at this level then the matter should be referred to the Head Teacher of the Faculty.
2. The Head Teacher of the Faculty will advise if you have grounds for proceeding with the appeal. The matter will be discussed with the student, the class teacher and the Head Teacher. If the objection is not resolved at this level the matter will be referred to the Assessment Coordinator.
3. The Assessment Coordinator will determine by discussion with the student, Class Teacher and Head Teacher if the appeal should proceed. If not resolved at this level then it will be referred to an appeals Committee.
4. The Appeals Committee will determine the outcome of the appeal and the result communicated to student, teacher and Head Teacher concerned.

## N-DETERMINATIONS

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks.

A student who fails to fulfil his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfil his/her responsibilities a number of times, the student will receive further N-determination warnings and will be interviewed by the Head Teacher and the class teacher. Parents may also be involved in the interview at this point.
- If a student's course completion is considered to be at high risk, a Deputy Principal will interview the student and issue a final N-determination warning. Parents will be notified. This will be the final opportunity for the student to correct the situation.
- If the situation is not corrected following an interview with the Deputy Principal, the student will be issued with an N-determination by the Principal. This means that the course will not count towards the completion of the Preliminary Higher School Certificate. If a student is left with less than 12 units, in the Preliminary year he/she cannot not receive a Higher School Certificate, unless 2 more units can be achieved in the HSC year. This may involve completing a TAFE course, a VET subject or completing a Preliminary Course, along with the 10 HSC units (in most cases, 5 courses).

## MONITORING STUDENT PROGRESS

All N-determination warnings will be recorded on a school database as part of the process for monitoring student progress. A student receiving N-determination warnings in a number of courses will be interviewed by a Deputy Principal. Parents will be notified of the situation.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**

### G. Malpractice

Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- misuse of electronic devices under exam conditions eg. phones, MP3 players
- deliberately disrupting an assessment task

Where malpractice is deemed to affect part of a task, a mark of "0" for that part of the task may be awarded. The other aspects of the task should be marked in accordance with the marking criteria for that task.

A non-serious attempt at an assessment task may result in a mark of "0" for that task. Completing only the multiple choice section of an exam is not considered a serious attempt at the exam.

**RICHMOND HIGH SCHOOL  
APPLICATION FOR SPECIAL CONSIDERATION FOR  
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject / Course: \_\_\_\_\_ Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ Date of actual submission: \_\_\_\_\_

**Student Statement:** (to be completed by the student)

My appeal is being lodged for the following reason(s):

- |   |  |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank                     |
| <input type="checkbox"/> the awarding of zero   | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark  | <input type="checkbox"/> acceptable reason for non-submission  |

I did not complete / submit the task indicated above on the due date for the following reason (s):

\_\_\_\_\_  
\_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Subject Teacher Statement:**

\_\_\_\_\_  
\_\_\_\_\_

Signature of subject teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Attach supporting documentation (eg, medical certificate) to this sheet and return it to the Head Teacher of the subject.

**Head Teacher Recommendation:**

\_\_\_\_\_  
\_\_\_\_\_

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

**Action Taken by the Assessment Review Committee:**

- |  |  |
|--|--|
| <input type="checkbox"/> non-attempt, zero awarded, U award    | <input type="checkbox"/> late submission, zero awarded |
| <input type="checkbox"/> resit                                 | <input type="checkbox"/> Estimate to be given          |
| <input type="checkbox"/> extension of time granted until _____ |  |
| <input type="checkbox"/> other: _____                          |  |

Signature of DP: \_\_\_\_\_ Date: \_\_\_\_\_

## RICHMOND HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<b><i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</i></b>	<ul style="list-style-type: none"> <li>• Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>• To verify the seriousness of the illness, you will require a medical certificate.</li> </ul>	<ul style="list-style-type: none"> <li>• Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher.</li> <li>• Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence.</li> <li>• After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.</li> </ul>
<b><i>You are absent on day a task is to be submitted.</i></b>	<ul style="list-style-type: none"> <li>• Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<b><i>You become aware of an upcoming absence on the day of a scheduled task.</i></b>	<ul style="list-style-type: none"> <li>• You are to notify class teacher as early as possible.</li> <li>• Written notification of an explanation for the absence including parent's signature is required.</li> </ul> <p><i>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</i></p>	<ul style="list-style-type: none"> <li>• Class teacher and head teacher will make suitable arrangements with you.</li> </ul>
<b><i>You fail to submit an assessment task at the appropriate time.</i></b>	<ul style="list-style-type: none"> <li>• Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher will notify the head teacher.</li> <li>• N-determination warning letter will be sent to your parents along with notification of a ZERO grade.</li> <li>• <b><i>You must still submit task to satisfy HSC requirements.</i></b></li> </ul>
<b><i>You arrive at school to become aware you have accidentally left your task or equipment required to complete a task at home.</i></b>	<ul style="list-style-type: none"> <li>• You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted.</li> </ul>	<ul style="list-style-type: none"> <li>• If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>
<b><i>You experience technical difficulties in publication of task.</i></b>	<ul style="list-style-type: none"> <li>• Always back up work on a computer disk.</li> <li>• Keep draft copies of <u>all</u> work.</li> </ul>	<ul style="list-style-type: none"> <li>• No provision can be made for computer problems.</li> <li>• You <b><i>submit</i></b> hand written copy and any available draft copies.</li> </ul>

## RICHMOND HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<b><i>You are experiencing difficulty in completing a research task.</i></b>	<ul style="list-style-type: none"> <li>You must discuss any difficulties with your class teacher well before the due date.</li> <li><b>Written</b> application for extension may be made to the teacher/head teacher. The Appeals Committee will consider this.</li> <li>This must be submitted at least <b>THREE</b> days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>You will be advised if you have been granted an extension.</li> <li>If an extension is granted, you must submit the task by the new due date.</li> </ul>
<b><i>You submit work which is not your own.</i></b>	<ul style="list-style-type: none"> <li>All materials used in research must be appropriately referenced (including Internet).</li> </ul>	<ul style="list-style-type: none"> <li>Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.</li> </ul>
<b><i>You complete task of poor quality.</i></b>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made for the task.</li> <li>You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration.</li> <li>If you fail to resubmit, you will be issued with an N-determination warning letter.</li> </ul>
<b><i>You are unprepared for an oral task presentation.</i></b>	<ul style="list-style-type: none"> <li>You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li> </ul>	<ul style="list-style-type: none"> <li>If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded and you will be issued with an N-determination warning letter.</li> </ul>
<b><i>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</i></b>	<ul style="list-style-type: none"> <li>It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter.</li> </ul>

# TROUBLE SHOOTING

## QUESTIONS YOU ARE MOST LIKELY TO ASK

In this Section we have anticipated some of the questions that are to be most likely asked about Assessment Tasks and the Assessment Program. Below you will find the answers to the questions students from past years have usually asked about assessment tasks.

### **Q: What is a School Assessment?**

**A:** A School Assessment is a mark calculated by this school, which compares your performance on Assessment Tasks with all other students in your school doing the same course. Assessment tasks will be spread throughout the Preliminary Component of the Course. All the tasks put together are called the Assessment Program.

### **Q: How will the assessment mark be determined?**

**A:** NESA has provided guidelines for every Board course and these have been distributed to every school and college in NSW. Your teachers have used these guidelines to draw up an Assessment Program for each course offered at Richmond High School. Each school throughout NSW must follow the components and the weightings contained in the guidelines, although schools will differ in how they assess the components. (See individual Subject Summaries).

### **Q: How many Assessment Tasks will be used?**

**A:** From 2019, Year 11 students are only required to complete three (3) assessment tasks per course.

### **Q: What if I am absent from an Assessment Task?**

You must try to be present for every Assessment Task. There are very strict rules if you miss a task. The first thing the school will do is to establish if you were absent for a legitimate reason (such as illness or misadventure). If it is considered your absence was not for a legitimate reason, you will receive zero for the task.

If you miss a task through proven illness or misadventure, you will be required, on your return to school to:

- a) complete an illness and misadventure form
- b) complete the task or a substitute task, or
- c) be given an estimate.

You should note that estimates are given only in **exceptional circumstances**. In most cases, a medical certificate will be required. It is better to play it safe and **DON'T MISS AN ASSESSMENT TASK!**

### **Q: What if I hand in a task late?**

**A:** Again very strict rules apply. Zero marks will be awarded unless you submit an illness / misadventure form with supporting documentation, usually in the form of a Doctors Certificate.



**Q: Must I complete all Assessment Tasks?**

**A:** YES! If you do not complete Assessment Tasks totalling at least 50% of the final assessment mark, you will be certified as not have satisfactorily completed the course and you will not qualify for the course to be included in your HSC.

**Q: What does the student have to know about the Assessment Program?**

**A:** Each school has the responsibility to tell the students the following information:

- a) Course outcomes that will be assessed.
- b) How they will be assessed (essays/tests/prac/etc);
- c) The relative value of the tasks;
- d) When they are going to be assessed.

All this information is included in the section detailing the assessment summaries for each course being offered by Richmond High School. The school will also let you know how you are progressing in your Assessment Tasks.

**Q: What if I disagree with a teacher's assessment?**

**A:** The answer to this depends on whether you disagree with the mark awarded or your position in the course.

If you are concerned about the mark, you need to discuss this with your teacher as soon as the work is returned. If you are still concerned you need to pursue the matter within the school, firstly with the Head Teacher of the Subject then with any of the key personnel outlined at the beginning of this handbook. You must do this within 24 hours of receiving your Assessment Task mark.

**Q: What if I repeat or change schools?**

**A:** If you decide to repeat you are assessed in the work completed in the HSC Course during the year in which you repeat. Results from previous years are not included.

If you change schools before the end of July during the HSC Course then the receiving school is responsible for the assessment. It can request information from Richmond High School to help it place you accurately. If you change schools after July during the HSC Course then Richmond High School retains the responsibility for the assessment. Also, you are included in Richmond's candidate list for moderation purposes.

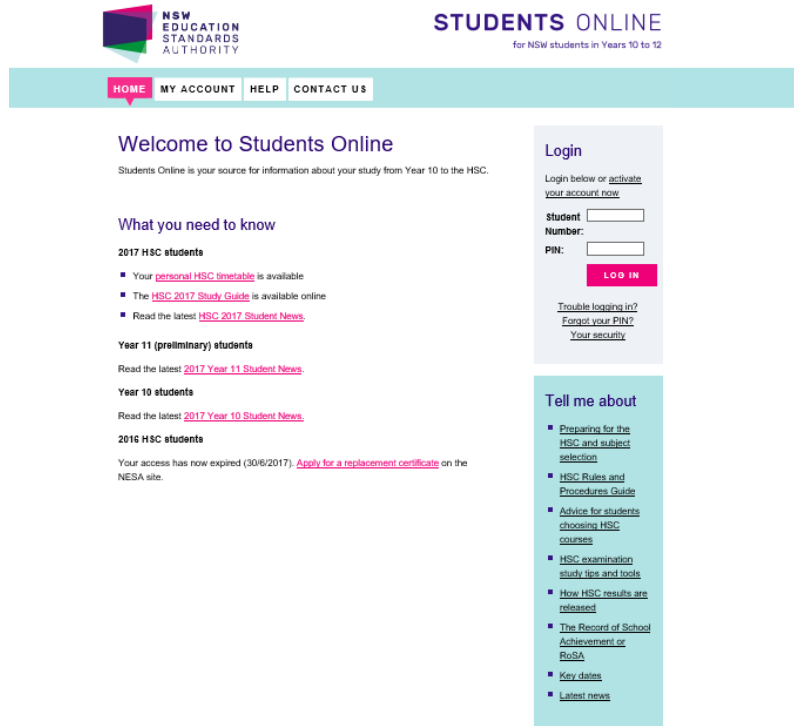
**Q: What if I am having trouble?**

**A:** Do not wait. See your class teacher immediately. If you are still concerned see the Head Teacher of the Subject. Next in line would be your Year Adviser, Deputy Principal and Principal. We will all endeavour to help you sought out your problems, but you must communicate with us.

## Personal Assessment Calendar

Week	Term 1 2019	Term 2 2019	Term 3 2019
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

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



The screenshot shows the homepage of the Students Online portal. At the top left is the NSW Education Standards Authority logo. To its right, the text 'STUDENTS ONLINE' is displayed, with a subtitle 'for NSW students in Years 10 to 12'. Below this is a navigation bar with links for 'HOME', 'MY ACCOUNT', 'HELP', and 'CONTACT US'. The main content area is divided into several sections: 'Welcome to Students Online' with a brief description; 'What you need to know' with links for '2017 HSC students', 'Year 11 (preliminary) students', 'Year 10 students', and '2016 HSC students'; a 'Login' section with fields for 'Student Number' and 'PIN', and a 'LOG IN' button; and a 'Tell me about' section with a list of links including 'Preparing for the HSC and subject selection', 'HSC Rules and Procedures Guide', 'Advice for students choosing HSC courses', 'HSC examination study tips and tools', 'How HSC results are released', 'The Record of School Achievement or RoSA', 'Key dates', and 'Latest news'.

**As from 2019 RoSA credentials are provided to students electronically as a PDF via Students Online. If you have not done this already, please register for Students Online ASAP to update your personal details e.g. mobile number, email address.**

Students Online is your source for information about your study from Year 10 to the HSC.

Find information about:

- your course enrolments
- your Year 10 and 11 grades and HSC marks (You are also able to generate an eRecord PDF of your results to date.)
- your personal HSC timetable
- your HSC assessment ranks
- how the HSC works, preparing for exams and more

Students Online is developed and delivered by the NESAs, Teaching and Educational Standards NSW (formerly known as the NESAs NSW / NESATES)

Students Online is a service that allows you to view and change information held by the Board about your Year 10, Year 11 and HSC enrolment e.g. adding your mobile number and/ or adding your personal email address. To ensure security and confidentiality, a PIN is required in addition to your student number to access the site.

Click on 'activate your account now'

# Activate your account

The screenshot shows the 'STUDENTS ONLINE' homepage for NSW students in Years 10 to 12. The navigation bar includes 'HOME', 'MY ACCOUNT', 'HELP', and 'CONTACT US'. The main heading is 'Welcome to Students Online' with a sub-heading 'Students Online is your source for information about your study from Year 10 to the HSC.' Below this, there are sections for 'What you need to know' with links for '2017 HSC students' and 'Year 11 (preliminary) students'. On the right, a 'Login' box contains a 'LOG IN' button and links for 'Trouble logging in?', 'Forgot your PIN?', and 'Your security'. Two red arrows originate from the title 'Activate your account' and point to the 'activate your account now' link and the 'LOG IN' button.

Year 10, 11 and 12 students in NSW are eligible for a Students Online account.

Have a pen ready or phone to record your log in details, which includes your NESA Student Number. You will need to submit your given name(s), family name, school and date-of-birth. You will then be emailed an activation link to the email that has been registered on NESA. Take note of the email address this link will be sent too. It could be your school or personal email account. You will need to create a six-digit PIN e.g. birthday 160696 or any six-digit number between 100000 and 999999 You must remember this.

This screenshot shows the 'Account activation' section of the Students Online website. It features a heading 'Activate your Students Online account' and introductory text about account eligibility and activation. Below the text is a form titled 'Activate my account' with the following fields: 'School' (a dropdown menu showing 'Richmond High School, RICHMOND, NSW'), 'Given Name(s)' (a text input field with a note: 'Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max''), 'Last Name' (a text input field), and 'Date of birth' (a date picker showing 'Day', 'Month', and '2001'). A 'SUBMIT' button is located below the form.

**Account activation**

Thank you.

Your NESA Student Number is [REDACTED]

An account activation email will be sent shortly to [REDACTED]@education.nsw.gov.au

This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.

Then go to the indicated email address (this could be your DET or personal) open the link in your email and enter your NESA Student Number to create your six-digit PIN.

Record your NESA Student Number and keep it in a safe place

## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

#### 2017 HSC students

- Your [personal HSC timetable](#) is available
- The [HSC 2017 Study Guide](#) is available online
- Read the latest [HSC 2017 Student News](#).

#### Year 11 (preliminary) students

- Having trouble logging in?
  - Forgot your pin?
  - Can't remember if you created an account?
- Click on one of these options**

**Or Contact NESA** on 1300 13 83 23  
Between 9.00 am to 5.00 pm, Monday to Friday.

### Login

Login below or [activate your account now](#)

Student Number:

PIN:

**LOG IN**

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

If you cannot access your school email address or your personal details are incorrect in your account, please contact Mrs Cullen, Mr Gordon or the Careers Adviser

If you have issues logging on, contact Mrs Cullen, Mr Gordon or the Careers Adviser to check how your details are officially recorded, particularly your given name and email address. For example, if your full name is 'Maxwell Anthony Smith', the school may have supplied your 'Given Name(s)' to the Board as 'Maxwell Anthony', 'Maxwell', or even 'Max'

You need your Student Number and your PIN to log in each time you want to access NSW Student Online

***Year 12 – After you have left school.....if you change your details and you wish to receive an ATAR, you must also advise UAC of your new address by logging onto UAC.***

## **HSC ALL MY OWN WORK PROGRAM**

### Completing assessment tasks honestly

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

Richmond High School will deliver the HSC All My Own Work Program early in Term 1 of the Preliminary Year to all mainstream Year 11 students.

# COURSE ASSESSMENT SCHEDULES 2019

**Please Note:** the Outcome descriptions for each CODE for each Course Syllabus is available at:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

# ANCIENT HISTORY

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10
<b>Knowledge and understanding of the course content</b>	<b>40</b>		20	20
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	<b>20</b>		10	10
<b>Historical inquiry and research</b>	<b>20</b>	20		
<b>Communication of historical understanding in appropriate forms</b>	<b>20</b>	10		10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		AH11.2-AH11.9	AH11.2, AH11.4, AH11.6, AH11.9	AH11.1, AH11.3, AH11.5, AH11.6, AH11.9, AH11.10
<b>Type of Task</b>		Historical Investigation	Source analysis and extended response	Yearly Examination



# BIOLOGY

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 9/10
<b>Knowledge and Understanding of Course Content</b>	<b>40</b>	10	10	20
<b>Skills in Working Scientifically</b>	<b>60</b>	20	20	20
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		Skills BIO11-4, BIO11-5, BIO11-6, BIO11-7  K&U BIO11-8, BIO11-9	Skills BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7  K&U BIO11-8, BIO11-9, BIO11-10	Skills BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7  K&U BIO11-8, BIO11-9, BIO11-10, BIO11-11
<b>Type of Task</b>		Topic Test	Depth Study Report	Exit Examination

# BUSINESS SERVICES

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Business Services – 240 Indicative Hours

This course provides students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

These are competency-based courses. This is a competency-based course. Students are continually assessed on the achievement of competencies at school or in the workplace by a variety of methods.

#### Competency-based Assessment

In a competency-based course, assessment of competencies is standards referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency Assessment tasks may include:

Observation of practical work	Project assessment	Oral questioning	Role Plays
Work placement journal	Tests/Quizzes	Portfolios	Written assignments
Oral Presentations			

Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

**Regular attendance is a necessity**, so that regular ongoing assessment of competencies can be undertaken.

Students have the opportunity to resubmit work if they have been deemed not yet competent.

If all course competencies are achieved students receive an AQF Certificate, which is recognised nationally. Students who do not achieve all competencies receive a statement of attainment.

The record of students achieving competencies is electronically lodged with the NESA and the Registered Training Organisation.

#### Work Placement

Work placement is a **mandatory** requirement of each VET course. A minimum of 70 hours work placement is required for a 240-hour course in an appropriate workplace. This is usually 35 hours in the preliminary course and 35 hours in the HSC course. Work placement enables students to progress toward the achievement of industry competencies and to practise skills acquired in the classroom or workshop. **Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years, otherwise they will not receive their HSC.**

#### HSC Examination

VET courses have an **optional** HSC examination. Students may withdraw from the optional HSC examination following the Trial HSC examinations. Students must complete the Optional HSC Exam Withdrawal Form and give it to their teacher. Schools must provide an estimated mark for all students entered for the optional HSC examination. **The Trial Exam mark is also sent to NESA as the 'HSC Estimate Mark.** This mark will be an estimate of likely performance in the HSC examination and will be used only in the case of an illness/misadventure appeal. Only one VET Framework course can contribute to the calculation of the ATAR.

Students do not receive an assessment mark for VET courses.

**School Name: Richmond High School**

**COURSE: Preliminary Business Services**

**Student Assessment Schedule 2019**

Assessment Tasks for Certificate II in Business BSB20115		Cluster A	Cluster B	Cluster C
		Prepared for work	Working effectively	Communicating in the workplace
		Week: 11 Term: 1	Week: 3/4 Term: 3	Week: 10 Term:4
Code	Unit of Competency			
BSBWHS201	Contribute to health and safety of self and others	X		
BSBWOR204	Use business technology	X		
BSBITU201	Produce simple word processed documents		X	
BSBITU202	Create and use spreadsheets		X	
BSBINM201	Process and maintain workplace information		X	
BSBCMM201	Communicate in the workplace			X
BSBCUS201	Deliver a service to customers			X

Yearly Exam
Week:9/10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

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

**Mandatory Work Placement**  
**Block 1 3/06/19 - 7/06/19**  
**Block 2 11/11/19 - 15/11/19**

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.

# BUSINESS STUDIES

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 6	Term 3 Week 3	Term 3 Week 9/10
<b>Knowledge and understanding of course content</b>	<b>40</b>	10	10	20
<b>Stimulus-based skills</b>	<b>20</b>	10		10
<b>Inquiry and research</b>	<b>20</b>	10	10	
<b>Communication of business information, ideas and issues in appropriate forms</b>	<b>20</b>		10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		P2, P7, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P10
<b>Type of Task</b>		Media File	Business Plan	Yearly Examination

# CHEMISTRY

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 9/10
<b>Knowledge and Understanding of Course Content</b>	<b>40</b>	10	10	20
<b>Skills in Working Scientifically</b>	<b>60</b>	20	20	20
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		Skills CH11-4, CH11-5, CH11-6, CH11-7  K&U CH11-8, CH11-9	Skills CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7  K&U CH11-8, CH11-9, CH11-10	Skills CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7  K&U CH11-8, CH11-9, CH11-10, CH11-11
<b>Type of Task</b>		Topic Test	Depth Study Report	Yearly Examination

# COMMUNITY AND FAMILY STUDIES

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 6	Term 2 Week 5	Term 3 Week 9/10
<b>Knowledge &amp; understanding of how the following impact on wellbeing:</b> <ul style="list-style-type: none"> <li>• resource management</li> <li>• positive relationships</li> <li>• social factors</li> <li>• groups, families and communities</li> </ul>	<b>40</b>	10	15	15
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• applying management processes to meet the needs of individuals, groups, families &amp; communities</li> <li>• planning to take responsible action to promote wellbeing</li> </ul>	<b>25</b>	10	5	10
<b>Knowledge &amp; understanding about research methodology &amp; skills in researching, critical thinking, analysing &amp; communicating</b>	<b>35</b>		20	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
<b>Focus Areas</b>		Resource Management	Individual and Groups	All
<b>Outcomes Assessed</b>		1.1 1.2 4.2 5.1 6.1	2.1 2.3 4.1 4.2	1.1 2.1 2.2 2.3 3.1 6.1 6.2
<b>Type of Task</b>		Decision Analysis	Research & Written Report	Yearly Examination

# COMPUTING APPLICATIONS PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Content	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 2 Week 4	Term 3 Week 7	Term 3 Week 9/10
<b>Knowledge and understanding outcomes and course content</b>	<b>50</b>	15	20	15
<b>Skills outcomes and course content</b>	<b>50</b>	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		1.1 1.2 1.3 2.1 3.1 3.2 4.1 5.1	1.1 1.3 2.1 2.2 2.3 3.1 3.2 4.1 4.2 5.1	1.1 1.2 1.3 2.1 2.3 3.1 3.2 3.3 4.1 4.3 5.1
<b>Type of Task</b>		Class tasks addressing - Hardware, Software, Graphics and Spreadsheets	Practical tasks addressing - Desktop Publishing, Databases, Communications and Multimedia	Yearly Examination

# CONSTRUCTION

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

#### Construction – 240 Indicative Hours

This course provides students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

These are competency-based courses. This is a competency-based course. Students are continually assessed on the achievement of competencies at school or in the workplace by a variety of methods.

#### **Competency-based Assessment**

In a competency-based course, assessment of competencies is standards referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency Assessment tasks may include:

Observation of practical work	Project assessment	Oral questioning	Role Plays
Work placement journal	Tests/Quizzes	Portfolios	Written assignments
Oral Presentations			

Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

**Regular attendance is a necessity**, so that regular ongoing assessment of competencies can be undertaken.

Students have the opportunity to resubmit work if they have been deemed not yet competent.

If all course competencies are achieved students receive an AQF Certificate, which is recognised nationally. Students who do not achieve all competencies receive a statement of attainment.

The record of students achieving competencies is electronically lodged with the NESA and the Registered Training Organisation.

#### **Work Placement**

Work placement is a **mandatory** requirement of each VET course. A minimum of 70 hours work placement is required for a 240-hour course in an appropriate workplace. This is usually 35 hours in the preliminary course and 35 hours in the HSC course. Work placement enables students to progress toward the achievement of industry competencies and to practise skills acquired in the classroom or workshop. **Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years, otherwise they will not receive their HSC.**

#### **HSC Examination**

VET courses have an **optional** HSC examination. Students may withdraw from the optional HSC examination following the Trial HSC examinations. Students must complete the Optional HSC Exam Withdrawal Form and give it to their teacher. Schools must provide an estimated mark for all students entered for the optional HSC examination. **The Trial Exam mark is also sent to NESA as the 'HSC Estimate Mark.** This mark will be an estimate of likely performance in the HSC examination and will be used only in the case of an illness/misadventure appeal. Only one VET Framework course can contribute to the calculation of the ATAR.

Students do not receive an assessment mark for VET courses.



**School Name: Richmond High School**

**COURSE: Preliminary Construction**

**Student Competency Assessment Schedule 2019**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C
		Safety	Organise to Communicate	Reading Plans and Calculating
		Week: 2-ongoing Term: 1	Week: 9-ongoing Term: 2	Week: 5-ongoing Term: 3
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		
CPCCCM1013A	Plan and organise work		X	
CPCCCM1014A	Conduct workplace communication		X	
CPCCCM2001A	Read and interpret plans and specifications			X
CPCCCM1015A	Carry out measurements and calculations			X

Yearly Examination
Week: 9-10 Term: 3
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.**

**Mandatory Work Placement**  
**Block 1 24/06/19 - 28/06/19**  
**Block 2 18/11/19 - 22/11/19**

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.

# DRAMA

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 2 Week 2	Term 2 Week 9	Term 3 Week 9/10
<b>Marking</b>	<b>40</b>	20	20	
<b>Performing</b>	<b>30</b>	20	10	
<b>Critically Studying</b>	<b>30</b>			30
<b>Total</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P1.3, P1.6, P2.1, P2.3	P1.4, P1.5, P2.2, P2.4	P13.1, P3.2, P3.3
<b>Type of Task</b>		Theatrical Styles Group Performance	Presentation of Individual Project	Written Response Yearly Examination

# EARTH AND ENVIRONMENTAL SCIENCE PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 9/10
<b>Knowledge and Understanding of Course Content</b>	<b>40</b>	10	10	20
<b>Skills in Working Scientifically</b>	<b>60</b>	20	20	20
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		Skills EES11-4, EES11-5, EES11-6, EES11-7  K&U EES11-8, EES11-9	Skills EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7  K&U EES11-8, EES11-9, EES11-10	Skills EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7  K&U EES11-8, EES11-9, EES11-10, EES11-11
<b>Type of Task</b>		Topic Test	Depth Study Report	Yearly Examination

# ENGLISH ADVANCED

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9-10
<b>Knowledge and understanding of course content</b>	<b>50</b>	15	15	20
<b>Skills in responding to texts and communicating ideas across all modes</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		EA11-1, EA11-3, EA11-4 EA11-5, EA11-9, EA-11- 10	EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
<b>Type of Task</b>		Writing Portfolio	Multimodal Presentation	Yearly Examination

# ENGLISH EXTENSION 1

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 10	Term 3 Week 6	Term 3 Week 9-10
<b>Knowledge and understanding of course content</b>	<b>50</b>	15	20	15
<b>Skills in responding to texts and communicating ideas across all modes</b>	<b>50</b>	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		EE11-1, EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5, EE11-6
<b>Type of Task</b>		Imaginative Response – Core Module	Multimodal presentation – Independent Project and Core Module	Yearly Examination

# ENGLISH STANDARD

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9-10
<b>Knowledge and understanding of course content</b>	<b>50</b>	15	15	20
<b>Skills in responding to texts and communicating ideas across all modes</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7 , EN11-10	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
<b>Type of Task</b>		Writing Portfolio	Multimodal Presentation	Yearly Examination

# ENGLISH STUDIES

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 2 Week 9-10	Term 3 Week 6	Term 3 Week 9-10
<b>Knowledge and understanding of course content</b>	<b>50</b>	15	20	15
<b>Skills in responding to texts and communicating ideas across all modes</b>	<b>50</b>	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6 ES11-7, ES11-8, ES11-9, ES11-10	ES11-1, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9
<b>Type of Task</b>		Multimodal Presentation	Portfolio Collection	Yearly Examination

# EXPLORING EARLY CHILDHOOD PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due Date</b>		Term 1 Week 5	Term 2 Week 4	Term 3 Week 9/10
<b>Knowledge and Understanding</b>	<b>50</b>	10	20	20
<b>Skills</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
<b>Focus Areas</b>		Pregnancy and Child Birth	Child Growth & Development	Promoting Positive Behaviour
<b>Outcomes Assessed</b>		P1.1 P1.4 P2.1 P5.1 P6.1 P6.2	P1.2 P1.3 P1.4 P2.2 P2.3 P2.4 P4.1 P4.2 P5.1	1.1 1.2 1.3 1.4 1.5 2.1 2.4 3.1 6.2
<b>Type of Task</b>		Research Assignment	Case study & Observation	Yearly Examination



# FOOD TECHNOLOGY PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weightings	Task 1	Task 2 Part A	Task 2 Part B	Task 3
<b>Task Due Date</b>		Term 1 Week 6	Term 2 Week 3	Term 2 Week 5	Term 3 Week 9/10
<b>Food Availability and selection</b>	30	25			5
<b>Food Quality</b>	40		20	15	5
<b>Nutrition</b>	30				30
<b>Total</b>	100	25	20	15	40
<b>Outcomes Assessed</b>		P1.1 P1.2 P4.2	P2.2 P3.2 P4.1 P4.4	P4.1 P4.4	All
<b>Type of Task</b>		Research Task	Functional Properties Report	Practical – Lemon Meringue Pie	Yearly Examination

# HOSPITALITY

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Hospitality – Food and Beverage Stream, 240 Indicative Hours

This course provides students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

This is a competency-based course. Students are continually assessed on the achievement of competencies at school or in the workplace by a variety of methods.

#### Competency-based Assessment

In a competency-based course, assessment of competencies is standards referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency Assessment tasks may include:

Observation of practical work	Project assessment	Oral questioning	Functions
Work placement journal	Tests/Quizzes	Portfolios	Written assignments
Oral Presentations	Role Plays		

Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

**Regular attendance is a necessity**, so that regular ongoing assessment of competencies can be undertaken.

Students have the opportunity to resubmit work if they have been deemed not yet competent.

If all course competencies are achieved students receive an AQF Certificate, which is recognised nationally. Students who do not achieve all the competencies received a statement of attainment.

The record of students achieving competencies is electronically lodged with the NESA and the Registered Training Organisation.

#### Work Placement

Work placement is a **mandatory** requirement of each VET course. A minimum of 70 hours work placement is required for a 240-hour course in an appropriate workplace. This is usually 35 hours in the preliminary course and 35 hours in the HSC course. Work placement enables students to progress toward the achievement of industry competencies and to practise skills acquired in the classroom or workshop. **Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years, otherwise they will not receive their HSC.**

#### HSC examination

VET courses have an **optional** HSC examination. Students may withdraw from the optional HSC examination following the Trial HSC examinations. Students must complete the Optional HSC Exam Withdrawal Form and give it to their teacher. Schools must provide an estimated mark for all students entered for the optional HSC examination. **The Trial Exam mark is also sent to NESA as the 'HSC Estimate Mark.** This mark will be an estimate of likely performance in the HSC examination and will be used only in the case of an illness/misadventure appeal. Only one VET Framework course can contribute to the calculation of the ATAR.

Students do not receive an assessment mark for VET courses.

**School Name: Richmond High School**

**Course: Preliminary Hospitality- Food and Beverage Stream**

**Student Competency Assessment Schedule 2019**

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: 2 - ongoing Term: 1	Week: 1 - ongoing Term: 2	Week: 1 - ongoing Term: 3	
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.**

**Mandatory Work Placement**  
**Block 1 10/06/19 - 14/06/19**  
**Block 2 25/11/19 - 29/11/19**

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.

# INDUSTRIAL TECHNOLOGY

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Term 2 Week 3	Term 3 Week 8	Term 3 Week 10
<b>Industry Study</b>	<b>15</b>	5	10	
<b>Design</b>	<b>10</b>		10	
<b>Management and Communication</b>	<b>20</b>	10	10	
<b>Industry related Manufacturing Technology</b>	<b>15</b>			15
<b>Production</b>	<b>40</b>	15	15	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>45</b>	<b>25</b>
<b>Outcomes Assessed</b>		P3.1 P4.1 P5.1	P2.1 P3.1 P4.1 P5.1 P5.2	ALL
<b>Type of Task</b>		Design Project I and Folio	Design Project II and folio	Yearly Examination

# INVESTIGATING SCIENCE

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 9/10
<b>Knowledge and Understanding of Course Content</b>	<b>40</b>	10	10	20
<b>Skills in Working Scientifically</b>	<b>60</b>	20	20	20
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		Skills INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-6, INS11-7  K&U INS11-8, INS11-9	Skills INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-6, INS11-7  K&U INS11-8, INS11-9, INS11-10	Skills INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-6, INS11-7  K&U INS11-8, INS11-9, INS11-10, INS11-11
<b>Type of Task</b>		Topic Test	Depth Study Report	Yearly Examination

# LEGAL STUDIES

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9/10
<b>Knowledge and understanding of course content</b>	<b>40</b>	10	10	20
<b>Analysis and evaluation</b>	<b>20</b>		10	10
<b>Inquiry and research</b>	<b>20</b>	10	10	
<b>Communication of legal information, issues and ideas in appropriate forms</b>	<b>20</b>	10	5	5
<b>Total</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		P.1, P.2, P.3, P.8, P.9	P.4, P.5, P.6, P.8, P.9	P.1, P.2, P.3, P.4, P.5, P.6, P.7, P.9, P.10
<b>Type of Task</b>		Research and In-Class Essay	Research and Written/ Oral Presentation	Yearly Examination

# MATHEMATICS ADVANCED

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 7	Term 2 Week 9/10	Term 3 Week 9/10
<b>Knowledge and Skills</b>	<b>50</b>	15	15	20
<b>Reasoning</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-6 MA11-8 MA11-9	MA11-1 MA11-3 MA11-4 MA11-5 MA11-6 MA11-8 MA11-9
<b>Type of Task</b>		Test 1 "Open Book" Exam	Assignment	Yearly Examination

# MATHEMATICS EXTENSION 1

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 6	Term 2 Week 6	Term 3 Week 9/10
<b>Knowledge and Skills</b>	<b>50</b>	15	15	20
<b>Reasoning</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		1.4E, 2.6-2.10, 5.6-5.9	6.6,6.7E, 18.1, 16.1-16.3	1.4E, 2.6-2.10, 5.6-5.9, 9.6, 6.6,6.7E, 18.1, 16.1-16.3
<b>Type of Task</b>		Test 1 "Open Book" Exam	Assignment	Yearly Examination



# MATHEMATICS STANDARD PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 7	Term 2 Week 9/10	Term 3 Week 9/10
<b>Knowledge and Skills</b>	<b>50</b>	15	15	20
<b>Reasoning</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		F1.2, MS-A1, M1.1, M1.3, MS-S2	F1.2, M1.1, M1.3, F1.3	M1.2, S1.1, MS-A2, F1.1, S1.2, MS-M2, F1.3
<b>Type of Task</b>		Test 1 Study Guided Exam	Assignment	Yearly Examination

# MODERN HISTORY

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 2 Week 4	Term 2 Week 10	Term 3 Week 9/10
<b>Knowledge and understanding of the course content</b>	40	20		20
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	20	10		10
<b>Historical inquiry and research</b>	20		20	
<b>Communication of historical understanding in appropriate forms</b>	20		10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		MH11-2 MH11-3 MH11-4 MH11-6 MH11-10	MH11-3 MH11-5 MH11-6 MH11-8 MH11-9	MH11-1 MH11-3 MH11-5 MH11-6 MH11-7 MH11-9
<b>Type of Task</b>		Source Analysis and Extended Response	Historical Investigation	Yearly Examination

# MUSIC

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9-10
<b>Aural</b>	25			25
<b>Performance</b>	25			25
<b>Composition</b>	25		25	
<b>Musicology</b>	25	25		
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>50</b>
<b>Outcomes Assessed</b>		P2, P4, P5, P6, P8, P10	P3, P4, P8, P10	<b>Aural:</b> P4, P5, P6, P8, P10  <b>Performance:</b> P1, P4, P7, P9, P10, P11

# PDHPE PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10
<b>Knowledge and Understanding</b>	<b>40</b>	10	10	20
<b>Critical Thinking</b>	<b>15</b>	5	5	5
<b>Research</b>	<b>15</b>	5	5	5
<b>Analysis</b>	<b>15</b>	5	5	5
<b>Communicating</b>	<b>15</b>	5	5	5
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1, P2, P3, P4, P5, P15, P16	P7, P8, P9,P10, P11, P16, P17	All
<b>Type of Task</b>		Scaffolded Topic Test	Objective Responses	Yearly Examination

# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Task Due</b>		Week 10 Term 1	Week 10 Term 2	Week 10 Term 3
<b>Photography &amp; Making</b>	<b>60</b>		35	25
<b>Critical &amp; Historical Studies</b>	<b>40</b>	30		10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		CH 1-5	M 1-6	M 1-6 CH 1-5
<b>Type of Task</b>		Research and Study	Practical	Practical & Critical & Historical Studies

# PHYSICS

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Week 9/10
<b>Knowledge and Understanding of Course Content</b>	<b>40</b>	10	10	20
<b>Skills in Working Scientifically</b>	<b>60</b>	20	20	20
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		Skills PH11-4, PH11-5, PH11-6, PH11-7  K&U PH11-9, PH11-10	Skills PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7  K&U PH11-8, PH11-9, PH11-10	Skills PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7  K&U PH11-8, PH11-9, PH11-10, PH11-11
<b>Type of Task</b>		Topic Test	Depth Study Report	Yearly Examination

# SOCIETY AND CULTURE

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 2 Week 3	Term 3 Week 6	Term 3 Weeks 9/10
<b>Knowledge and understanding of course content</b>	<b>50</b>	15	10	25
<b>Communication of information, ideas and issues in their appropriate forms</b>	<b>20</b>	5	10	5
<b>Application and evaluation of social and cultural research methods</b>	<b>30</b>	10	15	5
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		P1, P2, P5, P6, P7, P8, P10	P2, P3, P5, P8, P10, P11	All outcomes
<b>Type of Task</b>		Skills and Knowledge Test	Research Task	Yearly Examination

# SPORT, LIFESTYLE AND RECREATION PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
<b>Games and Sport Applications</b>	<b>35</b>	35		
<b>Resistance Training</b>	<b>30</b>		30	
<b>Sports Coaching and Training</b>	<b>35</b>			35
<b>Total</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>
<b>Outcomes Assessed</b>		1.1, 1.3, 3.1, 4.4	2.1, 2.2, 2.3, 3.2, 3.3	1.1, 1.3, 3.4, 4.2, 4.4, 5.4
<b>Type of Task</b>		Sport Research Task	Programming and Participation in Resistance Training	Design and deliver a Coaching Session



# TEXTILES AND DESIGN

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 10	Term 3 Week 5	Term 3 Weeks 9-10
<b>Knowledge and understanding of course content</b>	50	5	10	35
<b>Skills and knowledge in the design, manufacture and management of textile products</b>	50	20	30	
<b>Task Value</b>	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
<b>Focus Areas</b>		Design	Properties and Performance	All
<b>Outcomes Assessed</b>		P1.1, P1.2, P2.1, P2.2, P2.3	P3.1, P3.2, P4.1, P6.1	P3.1, P3.2, P4.1, P5.1,P5.2, P5.5, P6.1
<b>Type of Task</b>		Project 1  Portfolio & Practical	Project 2  Portfolio & Practical	Yearly Examination

# VISUAL ARTS

## PRELIMINARY ASSESSMENT SCHEDULE

### 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10
<b>Art Making</b>	<b>50</b>	15	15	20
<b>Art Criticism Art History</b>	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1 P2 P3 P4 P9 P10	P5 P6 P7 P8 P9	All
<b>Type of Task</b>		Art Making	Written	Yearly Examination

# VISUAL DESIGN PRELIMINARY ASSESSMENT SCHEDULE 2019

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Task Due</b>		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
<b>Design &amp; Making</b>	70	25	25	20
<b>Critical &amp; Historical Studies</b>	30	10	10	10
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		DM 1,2, 3,4,5,6 CH 1,2,3,4	DM 1,2, 3,4,5,6 CH 1,2,3,4	DM 1,2, 3,4,5,6 CH 1,2, 3,4
<b>Type of Task</b>		Designing & Making	Designing & Making	Designing & Making / Critical & Historical Studies