

ASSESSMENT POLICY & PROCEDURES



CANTERBURY BOYS HIGH SCHOOL

COLLEGE 2021/2022

NAME

Course Requirements for the completion of the Higher School Certificate

HSC Assessment Policy and Procedures 2021/22

Canterbury Boys' High School

Address for correspondence:

Canterbury Boys High School, Holden Street, Canterbury NSW 2193

Telephone: (02) 9798 8444

Email: canterburb-h.school@det.nsw.edu.au

Website: <https://canterburbh.schools.nsw.gov.au/>

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YEAR 12 ASSESSMENT POLICY & PROCEDURES 2021-22

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Introduction

Student assessment provides evidence for making judgement about student achievement. It also allows students to be aware of their progress towards meeting outcomes and helps teachers plan for effective teaching and learning. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

This booklet contains important information about your Preliminary and HSC assessment. The Preliminary assessment tasks will occur throughout Term 4, 2021 and Term 1 2022. Your Higher School Certificate assessment tasks will occur in Terms 2 and 3 in 2022.

This booklet will help you to set yourself up for success. A planner is provided on page 5. Complete it and use it for planning and studying purposes. Familiarise yourself with each relevant course schedule and seek clarification from your class teacher or the Head Teacher of the course **before** the task is attempted.

Your Year Adviser and the Careers Adviser are available to assist you if you have any concerns or problems regarding your Higher School Certificate, the Australian Tertiary Admission Rank (ATAR) or whether your pattern of study best suits the career path you wish to take. It is most important to keep your Year Adviser up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies.

Regular attendance, greater than 85%, is essential for success. If you are going to be absent for an extended period of time, you must seek approval from the Principal first. Extended leave for College students is unlikely to be approved by the Principal.

HSC school-based assessment in College rewards consistent, diligent performance. Assessment tasks may assess aspects of the course that are not examined in the Higher School Certificate examination. Not every piece of work completed will be part of the “assessment” mark: Some work is set to practise skills so that the students can see how well they understand the topic. Students are required to be diligent and complete all tasks presented to them. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task.

We wish you every success with your studies.

R Dummett
Principal

C Dwyer
Deputy Principal

H Shuhevych
College 2, Year Adviser

Assessment Schedule 2021/22

Enter the details of your assessment tasks for 2021/22 on this calendar and use it for planning purposes.

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 4 2021	8					
	9					
	10					
Term 1 2022	1	No student attendance. Staff attendance only.				
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11	PRELIMINARY HSC EXAMS				
Term 2 2022	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2022	1					
	2					
	3					
	4					
	5					
	6	HSC TRIAL EXAMS				
	7					
	8					
	9					
	10					

CBHS Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well-planned and meaningful. At Canterbury Boys High School, we strongly believe that it is important for all boys to have homework designed to meet specific learning goals. The amount of homework and time spent on it should vary with the student's age and developmental level.

Time expectations for homework

The teacher will indicate the time that most students should require for the completion of the task which is assigned. The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for catching-up missed work in their own time.

Years 11–12

2 - 3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many use vacation time on long-term assessment tasks.

Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using a diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a valid problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson eg exceptional family commitments, co-curricular and extra-curricular activities, feeling unwell, work is too difficult, and you need help etc. Your teacher will be as understanding as possible.
- Ask your teacher in advance for an extension of time. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

The Homework Centre

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30-4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre as required – it is not a permanent commitment and students are not required to stay the full time.

Eligibility for a RoSA and the HSC

Eligibility for a Record of School Achievement

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the HSC.

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12. The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any uncompleted Year 11 or Year 12 courses and the date of leaving school.

To be eligible for a RoSA at Canterbury Boys High School you must ensure that you satisfy all of these requirements:

- completed the mandatory curriculum requirements for Years 7 to 10
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with the requirements of the Education Act.
- have satisfactorily completed the HSC: All My Own Work program (or its equivalent) if entered for at least one Year 11 course.

Eligibility for a Higher School Certificate

You may sit for your Higher School Certificate over College One and College Two. HSC pathways may be appropriate for some students where HSC studies are undertaken over a period of up to five years.

To be eligible for a HSC at the end of College Two, you must ensure that you satisfy these requirements:

- have gained the RoSA or such other qualifications as the NESA considers satisfactory
- satisfactorily completed the NESA *All My Own Work Program*
- have demonstrated a minimum standard of literacy and numeracy
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC:
 - satisfactorily completed at Preliminary level any subject you study at Higher School Certificate level
 - complete Preliminary Units that total 12 Units
 - study HSC subjects that total at least 10 Units
 - study at least 6 Units of Board Developed Courses
 - study at least 2 Units of English
 - study at least 4 subjects
 - study at least 3 courses of 2 Unit value or greater
 - satisfactorily complete course requirements & assessment requirements for each course.
- sit and make a serious attempt at the HSC exams.

The School's Responsibilities

Canterbury Boys High School has developed an assessment program for each course. The school's responsibilities include providing information to students in relation to the following:

1

Number of tasks - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three to four tasks of various types (e.g. formal examinations, practical tests, oral tests), including the Trial HSC exam, are sufficient to assess the components of a 2-unit course. For 1-unit courses, two to three tasks are sufficient

2

Weightings - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

3

Scheduling tasks - Scheduling the assessment tasks for College courses, being mindful of the demands these tasks will place on students and teachers.

4

Written advice to students - Providing students with written advice about the school's requirements for assessment in each course. This is generally provided to students 2 weeks prior to a task.

5

The advice given to students must include:

- i. The components and their weightings as specified in the assessment and examination materials on the NSW Education Standards Authority website
- ii. The general nature of each assessment task
- iii. A schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
- iv. The weight value of each task in relation to the total weighted mark for the course
- v. Details of administrative arrangements associated with each task
- vi. Details of the school's policy on malpractice in assessment tasks
- vii. Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded

6

Appropriate procedures: Marking, recording, reporting

Marking of assessment tasks will be completed in accordance with the prescribed marking criteria. Students will be provided with their raw mark for each assessment task. Each student should receive clear feedback on their performance in every task. This feedback should indicate the student's attainment in the task relative to the outcomes and the student's relative position within the school group (rank order sheet published).

The Student's Responsibilities

Students have a range of responsibilities in relation to the successful attainment of the HSC credential. These include:

1

FAMILIARITY WITH ASSESSMENT POLICY

You must be familiar with the assessment policies set out in this book for each subject you take.

2

ATTENDANCE

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

PUNCTUALITY

Be on time for assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being late and give you a note to that effect.

4

ATTENDANCE ON DAY OF TASK

Be present for all in-school assessment tasks. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See Section 5 of this booklet: *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.

5

HAND IN TASKS

Submit any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher to inform them of your absence. Submit the task on **your first day back at school**. You must then see the Head Teacher/Deputy Principal to apply for Illness/Misadventure on your return to school.

6

SATISFACTORY COMPLETION OF COURSE

Meet the requirements to satisfactorily complete all courses.
See Section: Satisfactory Completion of a Course

7

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task and apply for an alternative task time before the due date.

8

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task, or, have suffered a misadventure immediately prior to the day of an assessment task, **you must inform the Deputy Principal on the day of the task prior to the completion of the task.** You may **not** apply for Illness/Misadventure **after** the assessment. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate, upon your return to school.

9

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

10

CHECKING OF TASKS

Check the marking of each task when it is returned to you. Check your assessment rank when it is given to you.

12

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be considered and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. All of the class will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may submit draft work for marking. Student need to liaise with their teachers to negotiate the cut-off for when drafts will be accepted by teachers.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

WORK PLACEMENT, KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the "record of issue/collection" form.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher Science/PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

5

RETURNING OF A MARKED TASK

On the day you receive a marked task back, teachers will provide you with your task and feedback. It is your responsibility **at that time** to:

- Check marks have been correctly added and match the marks given by the teacher
- Ask questions about the marking of a question if you are concerned or confused

6

APPEALS

Any complaints or questions about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks. The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned, and the NESAs coordinator.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESAs.

Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an **Assessment**. However, if you are ill or have a misadventure occur, **contact your teacher or the Head Teacher of the faculty by 8.40am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well. Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 8.40am, you must see the Deputy Principal with your Doctor's Certificate and ask for an **Illness/Misadventure Application** form. You are then to complete this form in consultation with the DP.

4

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

5

The Illness/Misadventure Application will go to a panel and either be accepted or declined. If it is accepted you will be awarded a mark for the task. If the application is declined you will be awarded zero mark for this task. Students may appeal against the panel's decision by lodging an **ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

7

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction without evidence of "work in progress" is not a reason for late submission. "Lost work" without a backup copy will not be accepted as a reason for late submission.

Satisfactory Completion of a Course

1

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; *and*
- (c) Achieved some or all of the course outcomes.

2

To have successfully “*followed the course developed or endorsed by NESAs*”, you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

3

To have successfully “*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*”, you must:

- Complete all assessments.
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

4

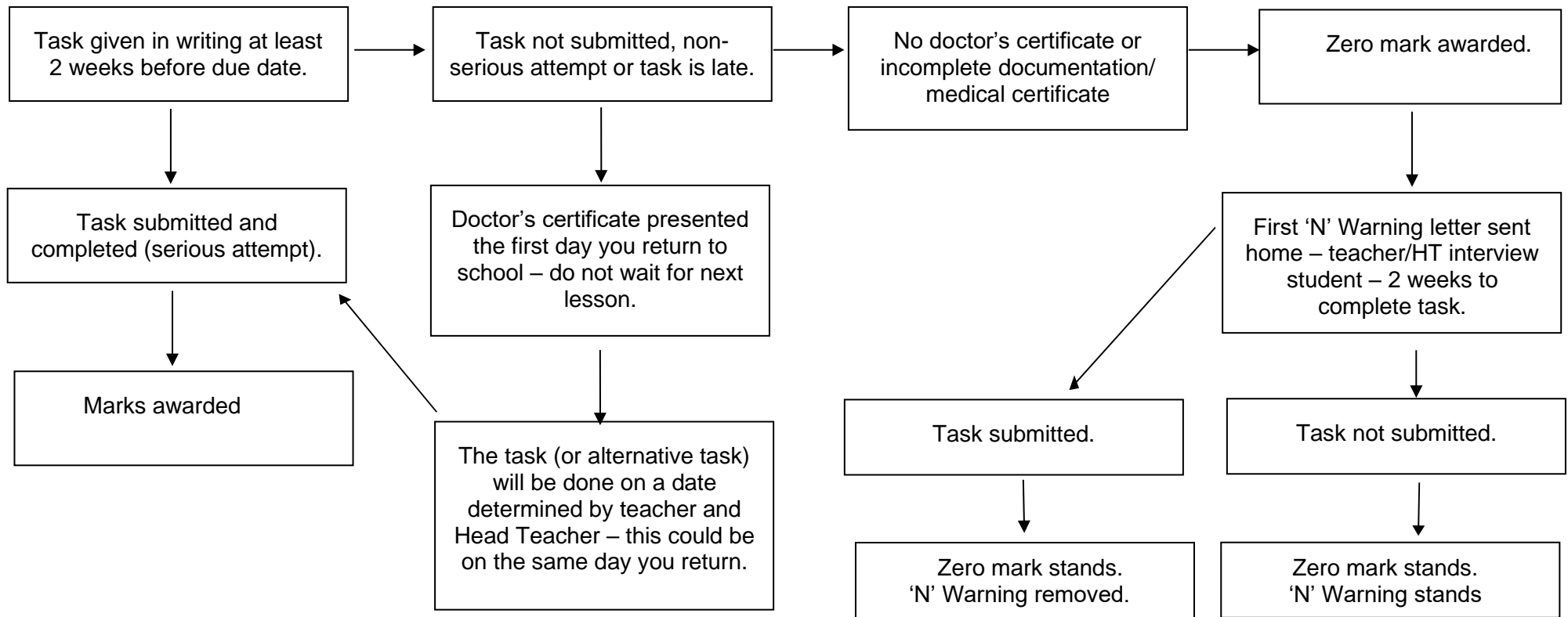
To have successfully “*achieved some or all of the course outcomes*”, you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

5

- A failure to meet these requirements will see N Warning letters sent to students and their parents/carers.
- Students will be given the opportunity to correct the problem indicated on the N-Warning Letter.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and an N Determination may be issued.

N Determination Procedures Flow Chart



If two N Warning letters are sent for any course, the deputy principal interviews student and contacts parents.
 If a third N Warning is sent for any course, the principal contacts parents to discuss the N-Determination process in detail.
 Failure to improve and complete outstanding tasks may result in an N Determination.

Cheating or Malpractice

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

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.

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

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

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

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own.

All students who are found to have engaged in cheating and malpractice will be recorded in NESA's Register of Malpractice, as required by their guidelines.

Serious and Non-Serious Attempts

Students should enter an assessment task knowing they **MUST** make a genuine effort at the task or exam. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts they will be asked to justify why they should receive a result in the task or course concerned.

Approved Equipment for Assessment/Exams

Only approved equipment can be used in Preliminary and HSC assessments and examinations.

It is the student's responsibility to ensure they know what equipment is permitted. Mobile phones, smartwatches and other electronic devices are not permitted in examinations.

The scientific calculators in the link below are approved for use in the 2022 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

A full list of the equipment required for each subject in the HSC Exams can be found at this link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Instruction booklets or cards (eg reference cards) on the operation of calculators are **NOT** permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

Disability Provisions

If you have a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Deputy Principal or Learning and Support Teacher about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

The school will provide students with their 'time to rest' provisions **within their own classroom** during in-class assessments. During examination periods, students will be provided with small group supervision.

Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- Your Year Adviser

It is most important to keep your Year Adviser up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies.

Information is located:

- NESA website – www.nesa.nsw.edu.au
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- HSC Assessment Policy and Procedures – spare copies with the Year Adviser and Deputy Principal and on school website
- Faculty Assessment Schedules

Vocational Education and Training (VET):

Students have three opportunities to successfully complete a competency or cluster assessment task.

If a student wishes to appeal a decision they must:

1. first obtain a copy of the Student Assessment Appeal form for VET courses
2. then follow the school review and appeals process.

Misadventure Procedures

The **Application for Alternative Assessment Task/Time** letter should be used when a student cannot meet a deadline for a valid reason such as conflicting school commitments. Any application of an extension of time is required **before** the task due date.

If you know you are going to be absent for any period of time, seek approval from the Deputy Principal first.

If there is a valid reason for the non-completion of a task, an **Application for Illness/ Misadventure for College Assessment Task** form needs to be completed. The form and all supporting documentation is to be submitted to the Deputy Principal on the first day back after the absence, otherwise a zero mark will be awarded. The application will go to a panel for a recommendation to be made to the Principal.

An appeal about the panel's decision can be made using the **College Assessment Appeal Form**. This form must be given to the Principal within 3 days of being informed of the decision.



APPLICATION FOR ILLNESS AND MISADVENTURE FOR COLLEGE ASSESSMENT TASK

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher: _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C DETAIL OF ILLNESS/MISADVENTURE

Explain, in detail, the reason you were unable to submit the assessment task by the due date OR the reason you believe your performance in the assessment was affected.

Clearly indicate whether you are applying for ILLNESS or MISADVENTURE consideration.

SECTION D SUPPORTING EVIDENCE

Complete either section **D1** or **D2** based on the supporting evidence you are supplying.

D.1: Independent evidence of Illness (e.g. Doctor's Certificate)

Name of Doctor/Health professional supplying the Medical Certificate: _____

Address of Practice: _____

Phone Number of Practice: _____ Date of Consultation : _____

Reason provided by Doctor: _____

Dates student was unavailable for school: _____

NOTE: ATTACH ORIGINAL DOCTOR'S CERTIFICATE

D.2: Evidence of Misadventure (e.g. Family emergency)

Type of misadventure: _____ Date of misadventure event: _____

Type of supporting evidence included:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION E STUDENT DECLARATION

I declare that I have read the information in the College Assessment Information Booklet relating to Illness/Misadventure applications. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESAs Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for illness/misadventure consideration.

Student name: _____ Student Signature: _____

Parent/Carer Signature: _____ Date: _____

SECTION F HEAD TEACHER RESPONSE

NOTE: ATTACH ASSESSMENT NOTIFICATION, TASK AND OTHER RELEVANT DOCUMENTATION

SECTION G NESAs REVIEW PANEL RECOMMENDATION

NESAs Review Panel Coordinator: _____ Date: _____

SECTION H PRINCIPAL'S DECISION

Principal's Signature: _____ Date: _____



APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME COLLEGE ASSESSMENT TASK

When a student is aware that they are unable to sit or hand in any assessment task due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task. This form is to be given to the **Head Teacher** of the subject concerned **prior to the deadline of the task.**

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

Reason for non-attendance or inability to hand in task:

Supporting Documentation:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION C STUDENT DECLARATION

I declare that I have read the information in the College Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for alternative task/time consideration.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION D HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

SECTION E NESAS REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION F PRINCIPAL'S DECISION

Principal's signature: _____ Date: _____



APPEAL FORM

COLLEGE ASSESSMENT TASK

This document must be submitted to the principal within one (1) week of a student receiving his assessment results.

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number: _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C BASIS OF APPEAL

Explain in detail the reasons for your appeal:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION D STUDENT DECLARATION

I declare that I have read the information in the College Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESAs Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION E HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

NOTE: ATTACH SUPPORTING EVIDENCE

SECTION F NESAS REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION G PRINCIPAL'S DECISION

Principal's Signature: _____



Subject Assessment Schedules

English (Standard)

Units: 2

Preliminary & HSC 2021-2022

Components (as per syllabus)	Preliminary Weighting %	Task 1: Term 1 Week 2 2022	Task 2 Term 1 Week 5 2022	Task 3 Term 4 Week 11 2022	HSC Weighting %	Task 1 Term 2 Week 4 2022	Task 2 Term 2 Week 8 2022	Task 3 Term 3 Week 2 2022	Task 4 Term 3 Week 6 2022
		Contemporary Possibilities	Reading to Write	Preliminary HSC Examination		Texts and human experiences	The Craft of Writing	Language, Culture and Identity	Trial HSC Examination
		Hand in Essay	Multimodal presentation			Multimodal presentation	In-class creative response	Hand in Essay	
Knowledge and understanding of course content	50%	15%	20%	15%	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%	50%	10%	15%	15%	10%
TOTALS	100	35	35	30	100	25	25	25	25
Outcomes Assessed		EN11-3, EN11-4, EN11-5, EN11-6	EN11-1, EN11-2, EN11-5, EN11-6, EN11-7	EN11-1, EN11-3, EN11-5, EN11-8, EN11-9		EN12-1, EN12-2, EN12-7	EN12-1, EN12-4, EN12-5,	EN12-1, EN12-6, EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9

Food Technology

Units: 2

Preliminary & HSC 2021-2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1 Week 3 2022	Task 2 Term 1 Week 8 2022	Task 3 Term 1 Week 11 2022	HSC Weighting %	Task 1 Term 2 Week 5 2022	Task 2 Term 2 Week 10 2022	Task 3 Term 3 Week 4 2022	Task 4 Term 3 Week 6 2022
		Food Availability and Selection Case Study	Nutrition Task and Practical Experimentation	Preliminary HSC Examination		Australian Food Industry Report and Practical Task	Food Manufacturing Case Study and Practical Task	Food Product Development Research Article and Practical Task	Trial HSC Examination
Knowledge and understanding of course content	40	10		30	40	10		10	20
Knowledge and skills in designing, researching, analysing and evaluating	30		20	10	30		10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20		30	10	10	10	
TOTALS	100	20	40	40	100	20	20	30	30
Outcomes Assessed		P1.1, P1.2, P4.1, P4.2	P2.1, P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P4.4, P5.1		H1.1, H.1.2	H1.4, H3.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H5.1

Information Processing and Technology

Units: 2

Preliminary & HSC 2021-2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1 Week 2 2022	Task 2 Term 1 Week 8 2022	Task 3 Term 1 Week 11 2022	HSC Weighting %	Task 1 Term 2 Week 5 2022	Task 2 Term 2 Week 10 2022	Task 3 Term 3 Week 4 2022	Task 4 Term 3 Week 6 2022
		Case Study Presentation	Group Developed Information System and Report	Preliminary HSC Examination		Communicat ion System and Project Management Questions	Database Project	Option Topic Case Study	Trial HSC Examination
Knowledge and understanding of course content	60	20	20	20	60	20	10	10	20
Knowledge and skills in the design and development of information systems	40	10	20	10	40		15	15	10
TOTALS	100	30	40	30	100	20	25	25	30
Outcomes Assessed		P1.1, P1.2, P2.1, P2.2	P1.1, P1.2, P2.1, P2.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2		H1.1, H1.2, H2.1, H3.1, H4.1, H5.1	H2.2, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2

Mathematics Extension 1

Units: 1

HSC 2022

Components (as per syllabus)	HSC Weighting %	Task 1 Term 1 Week 6 2022	Task 2 Term 2 Week 6 2022	Task 3 Term 3 Week 1 2022	Task 4 Term 3 Week 4 - 5 2022
		In-Class Assessment <i>Vectors</i> <i>Proof by Mathematical</i> <i>Induction</i>	Open Book Assessment <i>Further Calculus Skills</i> <i>Solids of Revolution</i> <i>Differential Equations</i>	Investigation <i>Projectile Motion</i>	Trial HSC Examination <i>All Topics</i>
Understanding, Fluency and Communication	50	15	10	10	20
Problem Solving, Reasoning and Justification	50	10	15	10	10
TOTALS	100	25	25	20	30
Outcomes Assessed		ME12-1 ME12-2 ME12-7	ME12-1 ME12-4 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7

Modern History Units: 2

Preliminary & HSC 2021-2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1 Week 2 2022	Task 2 Term 1 Week 8 2022	Task 3 Term 1 Week 11 2022	HSC Weighting %	Task 1 Term 2 Week 5 2022	Task 2 Term 2 Week 10 2022	Task 3 Term 3 Week 6 2022
		Historical source analysis <i>Investigating Modern History</i>	Research and multi-modal presentation <i>Historical Investigation</i>	Preliminary HSC Examination <i>Investigating Modern History</i> <i>Shaping of the Modern World</i>		Research and extended response <i>Core Study: Power and Authority in the Modern World</i>	Historical source analysis <i>National Study – Russia and the Soviet Union</i>	Trial HSC Examination
Knowledge and understanding of content	40	20		20	40	10	20	10
Source-based skills	20	10		10	20	5	5	10
Historical inquiry and research	20		20		20	20		
Communication of historical understanding in appropriate forms	20		10	10	20	5	5	10
TOTALS	100	30	30	40	100	40	30	30
Outcomes Assessed		MH11-2, MH11-4, MH11-5, MH11-6, MH11-9	MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10		MH12-1, MH12-5, MH12-6, MH12-8, MH12-9	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9, MH12-10

Music

Units: 2

Preliminary & HSC 2021-2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1 Week 3 2022	Task 2 Term 1 Week 7 2022	Task 3 Term 1 Week 11 2022	HSC Weighting %	Task 1 Term 2 Week 5 2022	Task 2 Term 2 Week 10 2022	Task 3 Term 3 Week 3 2022	Task 4 Term 3 Week 6 2022
		Rock music & Music of another culture: Reggae	Technology & its influence on music	Yearly Exam: Aural Skills exam plus compulsory performance		An Instrument & its repertoire	Music for small ensembles	Popular music	Trial HSC Examination: Aural skills exam & **3 electives (5% each)
Musicology	25%	25%			10%	10%			
Performance	25%		10%	15%	10%		10%		
Composition	25%		25%		10%			10%	
Aural Skills	25%			25%	25%				25%
Electives					45%	10%	10%	10%	15%**
TOTALS	100	25%	35%	40%	100	20%	20%	20%	40%
Outcomes Assessed		P4, P5, P6, P7, P11	P1, P3, P4, P7, P8, P9, P10, P11	P1 - P11		H4, H5, H6, H7, H11	H1, H3, H7, H9, H10, H11	H3, H4, H5, H6, H7, H8, H10	H1-H11

Personal Development Health Physical Education

Units: 2

Preliminary & HSC 2021-2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1 Week 2 2022	Task 2 Term 1 Week 6 2022	Task 3 Term 1 Week 11 2022	HSC Weighting %	Task 1 Term 2 Week 5 2022	Task 2 Term 2 Week 10 2022	Task 3 Term 3 Week 4 2022	Task 4 Term 3 Week 6 2022
		Research and PowerPoint task Core Topic 1 Better Health for Individuals	Exam Style Questions Core Topic 2 The Body in Motion	Preliminary HSC Examination Core 1 & 2 Option 1 & 2		Interactive ICT Task Option 1 Sport Medicine	Research and Written Task Core Topic 2 Factors Affecting Performance	Exam Style Questions Core Topic 1 Health Priorities in Australia	Trial HSC Examination Core Topic 1&2 Option 1 & 2
Knowledge and understanding of course content	40	10	15	15	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	20	20	20	60	15	15	10	20
TOTALS	100	30	35	35	100	25	25	20	30
Outcomes Assessed		P1 P2 P3 P4 P5 P6 P15 P16	P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P13 P14 P15 P16 P17		H8 H13 H16 H17	H7 H8 H9 H10 H11 H16 H17	H1 H2 H3 H4 H5 H14 H15 H16	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 H16 H17