

# ASSESSMENT POLICY & PROCEDURES



## CANTERBURY BOYS HIGH SCHOOL

### PRELIMINARY HSC 2022

**NAME**

**Course requirements for the completion of the Preliminary Higher School Certificate**



# YEAR 11 ASSESSMENT POLICY & PROCEDURES 2022

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# Introduction

## To the Student:

**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 HSC assessment which will occur throughout terms 1, 2 and 3, 2022. Your Higher School Certificate assessment tasks will commence in Term 4, 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.

You are expected to attempt all assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. 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. All set work should be regarded as an essential course requirement, even when it is not included as an assessment task.

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 Year 11 students is unlikely to be approved by the Principal.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student’s attendance has made it impossible for course outcomes to be achieved. NESAs suggest that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- a) failure to complete experiences specified in the syllabus, eg fieldwork, oral presentations, assignments, practical work, participation in class;
- b) non-serious or trivial preparation for exams.

*Remember that it is your responsibility to keep this handbook, to refer to it as necessary and to be familiar with all its contents.*

R Dummett  
**Principal**

M Webster  
**Deputy Principal**

H Kapsimalis  
**Year 11  
Year Adviser**

A Giameos  
**Year 11 Assistant  
Year Adviser**

# Assessment Schedule 2022

Enter the details of your assessment tasks for 2022 on this calendar and use it for planning purposes.

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Term 1 2022</b>	1	<b>No student attendance. Staff attendance only.</b>				
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
<b>Term 2 2022</b>	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
<b>Term 3 2022</b>	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9	<b>Preliminary Yearly Exams</b>				
	10	<b>Preliminary Yearly Exams</b>				

# Eligibility for a RoSA and the HSC

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 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.

# The School's Responsibilities

Canterbury Boys High School has developed an assessment program for each course running. 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 Preliminary Yearly Exams, 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 20%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination.

3

**Scheduling tasks** - Scheduling the assessment tasks for Preliminary HSC 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 *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

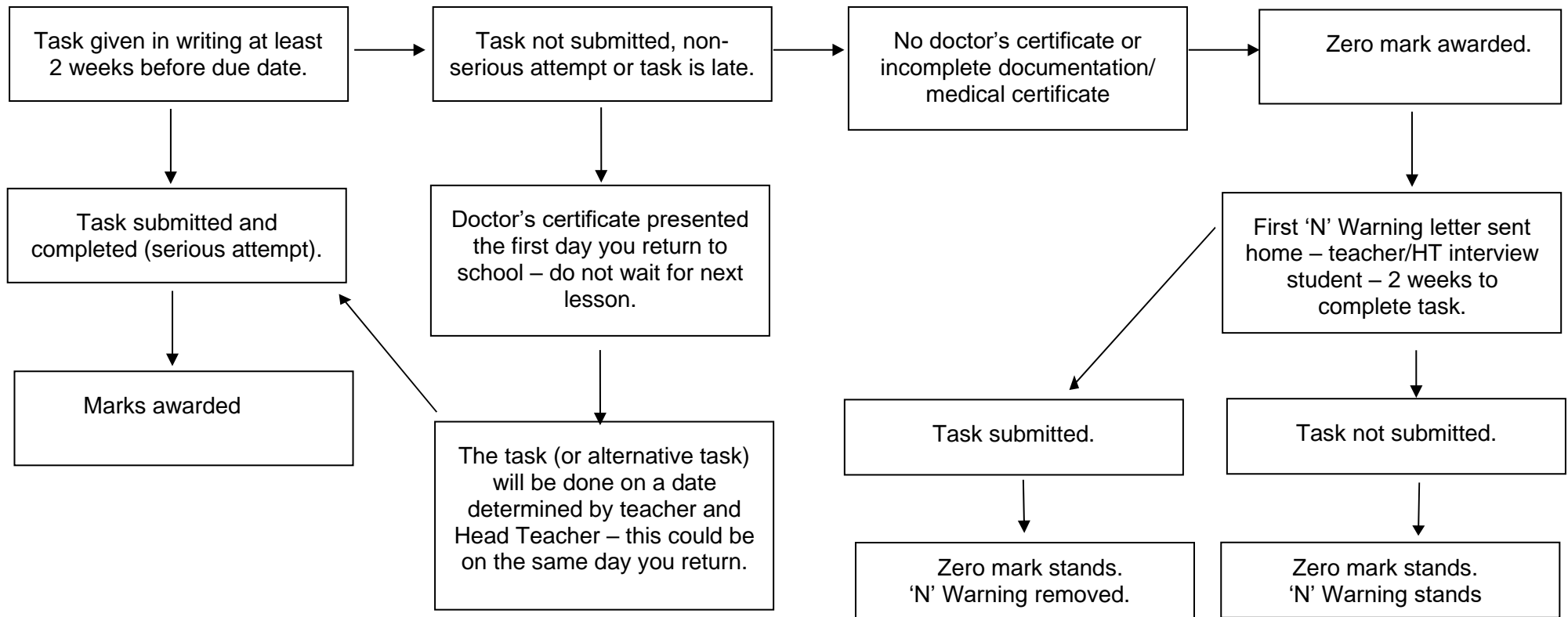
To have successfully “*achieved some or all of the course outcomes*”, you must:

- 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](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](http://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** form 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 Preliminary HSC 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 **Preliminary HSC 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 PRELIMINARY HSC 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:

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## 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.

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## 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:

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**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**

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**NOTE: ATTACH ASSESSMENT NOTIFICATION, TASK AND OTHER RELEVANT DOCUMENTATION**

### **SECTION G NESAs REVIEW PANEL RECOMMENDATION**

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NESAs Review Panel Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

### **SECTION H PRINCIPAL'S DECISION**

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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME PRELIMINARY HSC 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:

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

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Supporting Documentation:

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**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**

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Head Teacher signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**SECTION E NESA REVIEW PANEL RECOMMENDATION**

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NESA Review Panel Coordinator: \_\_\_\_\_ Date : \_\_\_\_\_

**SECTION F PRINCIPAL'S DECISION**

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Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_



# APPEAL FORM

## PRELIMINARY HSC 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:

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### SECTION C BASIS OF APPEAL

Explain in detail the reasons for your appeal:

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**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**

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Head Teacher signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**NOTE: ATTACH SUPPORTING EVIDENCE**

**SECTION F NESAS REVIEW PANEL RECOMMENDATION**

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NESA Review Panel Coordinator: \_\_\_\_\_ Date : \_\_\_\_\_

**SECTION G PRINCIPAL'S DECISION**

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Principal's Signature: \_\_\_\_\_





# Subject Assessment Schedules

# ANCIENT HISTORY

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 8 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Investigating Ancient History</b>	<b>Historical Investigation</b>	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>40</b>	20		20
Source-based skills	<b>20</b>	10		10
Historical inquiry and research	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>		10	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11- 10

# BIOLOGY

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2, Week 2 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Practical Investigation</b> Cells as Basis of Life	<b>Depth Study Presentation</b> Ecosystems	<b>Preliminary Exam</b>
Skills in Working Scientifically	<b>60</b>	20	20	20
Knowledge and Understanding	<b>40</b>	10	20	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

# BUSINESS STUDIES

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Skills Analysis</b> Nature of Business	<b>Business Report</b> Business Planning	<b>Preliminary Exam</b> Nature of Business Business Management Business Planning
Knowledge and understanding of course content	<b>40</b>	10	10	20
Stimulus-based skills	<b>20</b>	5	5	10
Inquiry and research	<b>20</b>	10	10	
Communication of business information, ideas and issues in appropriate forms	<b>20</b>	5	10	5
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		P1, P2, P6, P7, P8,	P1, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

# CHEMISTRY

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9, 2022	Task 2 Term 3, Week 5 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Practical investigation</b> Properties and Structure of Matter	<b>Depth Study Report</b> Quantitive Chemistry Reactive Chemistry	<b>Preliminary Exam</b>
Skills in Working Scientifically	<b>60</b>	20	20	20
Knowledge and Understanding	<b>40</b>	10	10	20
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11

# ECONOMICS

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 7 2022	Task 2 Term 2, Week 9 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Research and Report</b> Topic 1	<b>Skills Analysis</b> Topic 4	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>40</b>	10	10	20
Stimulus-based skills	<b>20</b>	5	10	5
Inquiry and research	<b>20</b>	10	10	
Communication of economic information, ideas and issues in appropriate forms	<b>20</b>	5	5	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		P1, P2, P6, P7, P8,	P1, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

# ENGINEERING STUDIES

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2022	Task 2 Term 2, Week 8 2022	Task 3 Term 3, Weeks 9/10 2022
		Engineering Products- Engineering Report	Braking Systems + Model (group task)	<b>Preliminary Examination</b>
Knowledge and understanding of course content	<b>60</b>	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	<b>40</b>	20	20	
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1.1 P2.2 P3.1 P3.2 P3.3 P5.1 P5.2 P6.1 P6.2	P3.2 P4.1 P4.2 P5.2 P6.2	P1.2 P2.1 P3.1 P3.2 P3.3 P4.2 P5.1 P5.2 P6.1 P6.2

# ENGLISH (Advanced)

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 10 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Reading to Write</b>  Multimodal presentation	<b>Narratives that Shape Our World</b>  Hand in Essay	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>50%</b>	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	20%	15%
<b>TOTALS</b>	<b>100</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		EA11-1 EA11-2 EA11-5 EA11-6 EA11-7	EA11-3 EA11-4 EA11-5 EA11-6	EA11-1 EA11-3 EA11-5 EA11-8 EA11-9



# ENGLISH (Standard)

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 10 2022	Task 3 Term 3, Weeks 9/10 2022
		Reading to Write Multimodal presentation	Contemporary Possibilities Hand in Essay	Preliminary Exam
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
<b>TOTALS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		EN11-1 EN11-2 EN11-5 EN11-6 EN11-7	EN11-3 EN11-4 EN11-5 EN11-6	EN11-1 EN11-3 EN11-5 EN11-8 EN11-9

# ENGLISH (Studies)

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1. Week 9 2022	Task 2 Term 3, Week 6 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Achieving through English</b>  Multimodal Presentation (resume, cover letter, mock interview)	<b>Portfolio</b>	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>50%</b>	15%	20%	15%
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	<b>50%</b>	15%	20%	15%
<b>TOTALS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		ES11-1 ES11-2 ES11-6 ES11-9	ES11-1 ES11-3 ES11-4 ES11-5 ES11-7 ES11-10	ES11-1 ES11-3 ES11-4 ES11-6 ES11-8 ES11-9

# FOOD TECHNOLOGY

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2, Week 3 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Food Availability and Selection Case Study</b>	<b>Nutrition Task and Practical Experimentation</b>	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>40</b>	10		30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>		20	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	10	20	
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1.1 P1.2 P4.1 P4.2	P2.1 P3.1 P3.2 P4.3 P4.2 P5.1	P1.1 P1.2 P2.1 P2.2 P3.1 P3.2 P5.1

# INFORMATION PROCESSING AND TECHNOLOGY

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Case Study Presentation</b>	<b>Group Developed Information System and Report</b>	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>60</b>	20	20	20
Knowledge and skills in the design and development of information systems	<b>40</b>	10	20	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		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

# LEGAL STUDIES

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 8 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Skills analysis</b> The Legal System	<b>ICT Research and Multi-Modal</b> Law in Practice	<b>Preliminary Exam</b> Core topics 1,2 &3
Knowledge and understanding of course content	<b>40</b>	10	10	20
Stimulus based skills	<b>20</b>	5	5	5
Research	<b>20</b>	10	10	
Communication	<b>20</b>	5	10	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		P1, P2, P3, P6, P7	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P3, P4, P7, P8, P9

# MATHEMATICS (Advanced)

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 9 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Written Assessment</b> MA-F1 Working with Functions <i>Algebraic Techniques,                      Equations, Inequalities                      and Functions</i>	<b>Investigation</b> MA-T2 Trigonometric Functions and Identities MA-C1 Introduction to Differentiation <i>Trigonometry and                      Calculus</i>	<b>Preliminary Exam</b> Whole Course
Concepts, Skills and Techniques	<b>50</b>	15	15	20
Reasoning and Communication	<b>50</b>	15	15	20
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-4 MA11-5 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9

# MATHEMATICS (Extension 1)

Units: 1

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 9 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>In-Class Assessment</b> Inequalities, Polynomials,	<b>Investigation Assignment</b> Graphical Relationships, Rates of Change with Respect to Time	<b>Preliminary Exam</b> Whole Course
Concepts, Skills and Techniques	<b>50</b>	15	15	20
Reasoning and Communication	<b>50</b>	15	15	20
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		MS11-1 MS11-2 MS11-6 MS11-9 MS11-10	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-4 ME11-6 ME11-7

# MATHEMATICS (Standard)

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 8 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>In-Class Assessment</b> Formulae and Equations, Linear Relationships	<b>Investigation</b> Measurement	<b>Preliminary Exam</b> Whole course
Concepts, Skills and Techniques	<b>50</b>	15	15	20
Reasoning and Communication	<b>50</b>	10	20	20
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		MS11-1 MS11-2 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3, MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10



# MODERN HISTORY

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 8 2022	Task 2 Term 3, Week 5 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Historical Source Analysis</b> Investigating Modern History	<b>Historical Investigation</b>	<b>Preliminary Exam</b>
Knowledge and understanding of content	<b>40</b>	20		20
Source based skills	<b>20</b>	10		10
Historical inquiry and research	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>		10	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		MH11-2, MH11-4, MH11- 5, MH11-6, MH11-9	MH11-3, MH11-5, MH11- 6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11- 3, MH11-4, MH11-5, MH11-6, MH11-7, MH11- 9, MH11-10

# PERSONAL DEVELOPMENT HEALTH PHYSICAL EDUCATION

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Research and written task</b>  Better Health for Individuals.	<b>Presentation</b>  The Body in Motion.	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>40</b>	15	15	10
Skills in critical thinking, research, analysis and communicating	<b>60</b>	20	20	20
<b>TOTALS</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		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, P17

# PHYSICS

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 7, 2022	Task 2 Term 2, Week 10 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Depth Study</b> Kinematics	<b>Research Assignment</b> Waves	<b>Preliminary Exam</b>
Skills in Working Scientifically	<b>60</b>	30	15	15
Knowledge and Understanding	<b>40</b>	10	15	15
<b>TOTALS</b>	<b>100</b>	40	30	30
<b>Outcomes Assessed</b>		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12/6 PH11/12-7 PH11-8	PH11/12-6 PH11/12-7 PH11-10	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11

# SOFTWARE DESIGN AND DEVELOPMENT

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2, Week 2 2022	Task 2 Term 3, Week 4 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Concepts and Issues in the Design and Development of Software Presentation</b>	<b>Group Programming Portfolio Developing Software Solutions</b>	<b>Preliminary Exam</b>
Knowledge and understanding of course content	<b>50</b>	20	10	20
Knowledge and skills in the design and development of software solutions	<b>50</b>	10	30	10
<b>TOTALS</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		P1.1 P1.3 P2.1 P3.1 P4.3 P6.1	P4.1 P4.2 P4.3 P5.1 P5.2 P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P5.1, P5.2, P6.1, P6.2, P6.3

# SPORT LIFESTYLE AND RECREATION

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Ongoing, Terms 1 to 3, 2022	Task 2 Term 1, Weeks 9 - 10	Task 3 Term 2, Week 9
		<b>Practical Sports Skills/Knowledge</b>  Topic – Games and Sports Application 1 and 2	<b>Injury Treatment written &amp; applied exam</b>  Topic – First Aid & Sports Injuries	<b>Resistance Training Program</b>  Topic - Resistance Training
Knowledge and understanding	<b>50</b>	10	20	20
Skills	<b>50</b>	30	10	10
<b>TOTALS</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		1.1 1.3 2.3 4.1 4.2 4.4	1.3 2.5 3.6 4.2 4.4 4.5	1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3 4.4

# VISUAL ARTS

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2, Week 2 2022	Task 2 Term 3, Week 8 2022	Task 3 Term 3, Weeks 9/10 2022
		<p align="center"><b>Developing a Contemporary Practice</b></p> <p>Submission of two artworks in two different forms. Appropriation VAPD record of the development of a research-based practice</p>	<p align="center"><b>Exploring Representation</b></p> <p>Submitted artwork(s) exploring historical and contemporary representations of a chosen theme/s  VAPD – documented research related to student artworks in chosen forms</p>	<p align="center"><b>Preliminary Exam</b></p>
Artmaking	50	20	30	
Art Criticism and Art History	50		10	40
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1 P2 P3 P4 P5 P6	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P7 P8 P9 P10

## WORK STUDIES

Units: 2

Preliminary HSC 2022

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2022	Task 2 Term 2, Week 9 2022	Task 3 Term 3, Weeks 9/10 2022
		<b>Research and report</b>  My Working Life	<b>Research and brochure</b>  Workplace Communication	<b>Preliminary Exam</b>  Core topic and Modules 1, 3, 6
Knowledge / understanding	<b>30</b>	10	10	10
Stimulus based skills	<b>70</b>	30	20	20
<b>TOTALS</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		1, 3, 4, 5	1, 2, 5, 6, 7, 9	1, 2, 3, 4, 5, 6, 7, 8, 9

***Preliminary HSC Assessment Policy and Procedures 2022***

**Canterbury Boys' High School**

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1/2/22