

# EVANS RIVER K-12 SCHOOL



## SENIOR SCHOOL ASSESSMENT TASKS

### **STAGE 6 GUIDE ASSESSMENT POLICY & ASSESSMENT SCHEDULES Preliminary & HSC 2024**

# Evans River K-12 School

## Senior School Preliminary & HSC Course Assessment Policy

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# 1 HSC and ATAR Eligibility

## 1.1 Pattern of Study

To be eligible for the Higher School Certificate (HSC), students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the requisite HSC examinations
- Meet the HSC minimum standard of literacy and numeracy within five years of starting the HSC course

Certain patterns of study and course requirements apply:

Satisfactorily completing:

- a Preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- Six units of Board Developed Courses
- Two units of a Board Developed Course in English, or English Studies
- Three courses of two or more units (either Board Developed or Board Endorsed Courses)
- Four subjects

### Specific Rules

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers. The school principal or delegate must ensure that the course is at the appropriate level for the student's experience.

Enrolling in a course that a student is not eligible for could put their HSC at risk, students are responsible for carefully checking their eligibility for all courses they are entered for.

A student may study up to six units of Science in Year 11 and seven units of Science in Year 12. This allows for the study of Science Extension.

Students may study one of, or any combination of, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course, which has been developed to engage high-achieving students and better prepare them for university and careers in STEM. Students must continue studying at least one Science course in year 12 while studying Extension Science.

Those students who take English Studies in the 2022 HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that only two units of Category B courses can be included, and at least two units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will need to sit the optional HSC examination, but will not be able to include any other Category B units and will need at least eight units of Category A courses.

## 1.2 Types of HSC courses

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. These include all Category A and all Category B courses.

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards a student's HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Life Skills Pattern of Study** can be followed by a student who has additional learning needs; they can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and general eligibility and study patterns students will still need to meet to earn a HSC. Students will need to talk with their year adviser, careers adviser and learning and support teacher to find out whether these courses are suitable. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET) courses** can be studied either at school or through TAFE NSW and other training providers. Students will need to check with their school VET coordinator about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam to enable students who choose to sit the exam, to have their results count towards their ATAR.

## 1.3 Understanding HSC pathways

Pathway	Description
Accumulating	Students can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all HSC requirements
Repeating	Students can repeat one or more courses within the five years (see pathway 1) without penalty. The Record of School Achievement (RoSA) will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate the ATAR from the results of the most recent attempt
Transferring credit and recognition of prior learning (RPL)	Students may be able to count courses they did at TAFE or other educational institutions if they're not included as part of the Stage 5 pattern of study, towards their Preliminary or HSC, through RPL or credit transfer. Or, students may not need to complete some course components if they can show that they have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of a HSC course
Accelerating	Students may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate their results
Studying during an apprenticeship or traineeship	Students can complete a school-based apprenticeship or traineeship while studying. These combine paid work and training, lead to a recognised VET credential and count towards their HSC

## 1.4 Australian Tertiary Admission Rank (ATAR)

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95, which indicates a student's placing in the state, relative to all other candidates for the HSC. This ranking is based on the assumption that all Year 10 students from a cohort completed Year 12 and were eligible for an ATAR.

To be eligible for an ATAR a student must complete:

- at least ten units of Board Developed Courses
- at least three courses of two units or greater
- at least eight units of Category A courses
- at least two units of English
- and at least four subjects.

A **subject** is the general name given to an area of study. A **course** is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses:

- The best two units of English and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included

From 2024, the ATAR will be calculated on the students Top 5 best results, irrespective of which category the courses lie.

## 1.5 HSC Minimum Standard

Students need to meet the HSC minimum standard to receive the HSC. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- Students taking an English Life Skills course in Year 12 are exempt from demonstrating the HSC minimum literacy standard.
- Students taking a Mathematics Life Skills course in Year 12 are exempt from demonstrating the HSC minimum numeracy standard.
- Students who do not take a Mathematics Stage 6 course but who are enrolled in four or more Life Skills courses are exempt from demonstrating the HSC minimum numeracy standard.

To be exempt, students need to undertake Life Skills courses to the completion of Year 12.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a RoSA.

## **2 Requirements of Evans River K-12 School**

### **2.1 Satisfactory Record of Attendance**

Satisfactory attendance at school is required to achieve the outcomes of the course.

In circumstances where attendance is deemed unsatisfactory, the principal may decide that sufficient course outcomes have not been achieved.

In this situation the student's pattern of attendance will be reviewed. Following this review the student will be required to justify to the principal that the record of attendance has not impeded achievement of sufficient course outcomes.

Where the principal considers that a student's pattern of attendance could result in the non-completion determination ('N' determination) of a HSC, the student must be warned and (if the student is under 18), the parents or caregiver immediately advised in writing.

Absences through illness/injury may be allowed if considered legitimate. Medical certificates will be accepted as satisfactory evidence of legitimate absence in the event of prolonged/recurring illness/injury.

In cases of prolonged absence and where work is not possible or not done during the period of absence, the principal will decide whether sufficient course outcomes have been met.

Under certain circumstances leave may be granted. This must be discussed and negotiated with the principal in advance. Possible absence, such as that resulting from a student exchange, should be discussed with the principal.

### **2.2 Satisfactory Record of Application**

Satisfactory application is essential for the completion of HSC courses. A judgement will be made by the principal as to whether a student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in a course by the school. In making this judgement, the principal will take into account the degree of effort shown by the student and their attitude to their studies.

In circumstances where application is unsatisfactory, an 'N' determination will be issued for that course(s).

### **2.3 Satisfactory Completion of Course Requirements**

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and achievement, indicated that he/she has followed the course laid down by NESA.

If such evidence does not exist, the school will apply the 'N' determination for the HSC course(s).

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

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

- a) followed the course developed or endorsed by NESA and
- b) applied themselves 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

A student will be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- omission, to a significant degree, of experiences, which are integral requirements of the syllabus, e.g. assignments, practical work, participation in class or online/remote learning
- non-serious attempt or a non-attempt at the examination. Non-serious attempts include frivolous or objectionable material. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will be asked by NESAs to justify why they should receive a result in the course concerned
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of assessment marks available. Failure to make a genuine attempt at a particular task will score zero. It is a matter of the teacher's, in consultation with the head teacher's, professional judgement whether the attempt is a genuine one. The principal will make the final decision

### 3 'N' Determinations

The host school will issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected. It is the student's responsibility to ensure that the course outcomes are met.

Students will be advised as to what is necessary to enable them to meet the requirements satisfactorily. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student makes no attempt to correct the problem and has received at least two official warning letters, the home school principal may apply for an 'N' determination for that course. The student will be notified and informed of the appeal process.

Where a student receives an 'N' determination in a course, that course will not appear on the student's RoSA. The student may not then have the pattern of study necessary to complete the HSC.

In a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute to the required pattern of study. However, an 'N' determination in an Extension course has no effect on the related two unit course.

'N' warning letters may be sent if a teacher has concerns about:

- failure to complete an assessment task, and/or
- non-serious attempts in tasks
- poor performances in class, and/or
- lack of effort and/or interest, and/or
- incomplete or missed work due to frequent absence from class or online/remote learning
- VET or Board Endorsed Course (BEC) studied either at school or TAFE

As with all other courses studied for the HSC, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- the HSC requirements and advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Courses studied at TAFE are either Board Developed or Board Endorsed Courses. Therefore, all courses fall under these same rules for 'N' determinations.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion 'N' determination.



### 3.1 The 'N' Determination Process-Principal's Determination of Non-completion of Course Requirements

This determination process will begin in Term 4 of Year 12. It will normally finish at the end of Term 3 Year 12.

This process outlined in the table below is designed to provide a student with clear information about the steps taken towards an 'N' determination for a HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their teachers in the previous letter and/or further concerns that the teacher has. The purpose of this process is to give a student early warning, to provide them with the time and opportunity to take action to rectify area(s) causing concern, and to provide with the support that a student may need to successfully complete their HSC course.

#### ERCS 'N' Warning Procedures

The 'N' warning procedures are designed to ensure all students are given every opportunity to meet course requirements in partnership with parents/caregivers. Our aim is to minimise the final 'N' determinations at ERCS.

<p>Student fails to submit assessment task without a valid reason (Illness/Misadventure process)</p> <p>OR</p> <p>A student is not considered to be satisfactorily completing a course, with sufficient evidence (Three or more class tasks over 2 weeks) that the student has not:</p> <ul style="list-style-type: none"> <li>A. followed the course developed or endorsed by NESAs;</li> <li>B. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and</li> <li>C. achieved some or all of the course outcomes.</li> </ul>	<p><b>1<sup>st</sup> 'N' Warning Letter</b> Sent to parent/caregiver communicating 0 marks awarded out of % weighted task and action required to complete task, including a copy of the task.</p> <p>OR</p> <p>'N' warning letter sent communicating three or more class tasks linked to course outcomes.</p>
<p>Class teacher and head teacher work with the student and parent/caregiver to satisfy the requirements of the task/s</p>	<p>If teacher deems student satisfactorily completes task/learning objective, 'N' warning is resolved.</p>
<p>Student does not satisfactorily complete course requirements as outlined in Official Warning</p>	<p>If a task is not completed after the first warning letter with teacher support, then a student, parent, teacher conference and improvement program is to be undertaken. The first task can then be included into a <b>2<sup>nd</sup> Warning Letter</b> as an accumulation of not meeting other assessment or class tasks as defined by NESAs Course Completion Criteria A, B &amp; C</p>
<p>Class teacher and head teacher work with the student and parent/caregiver to satisfy the requirements of the task/s</p>	<p>If teacher deems student satisfactorily completes task/learning objective, 'N' warning is resolved, teacher adjusts on Sentral to reflect this and advises head teacher, student, parent/caregiver.</p>
<p>Student does not satisfactorily complete course requirements as outlined in a <b>minimum of two Official Warnings for two or more tasks</b></p>	<p>Principal meets with student and parent/caregiver to provide student with a final opportunity to meet course requirements. Principal makes decision on whether to</p>

'N' determine student based on intervention and documentation

The Principal will explain the Review and Appeals process to the student, which may be used if the student believes that the 'N' determination is incorrect, or if believes that they have been treated unfairly.

### 3.2 Non-completion of HSC Internal Assessment: Review of Non-completion Determinations

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the principal by the date listed in the Higher School Certificate Events Timetable
- If the school upholds the appeal, the school advises NESA by the date stipulated in the Higher School Certificate Events Timetable
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it
- Appeals must reach NESA by the date stipulated in the Higher School Certificate Events Timetable. NESA will advise students and principals of the outcome of any appeal as soon as possible after the HSC examinations

## 4 Guidelines for School-based Assessment

The HSC Course will commence in Term 4 2023 and conclude with the HSC examinations in Term 4 2024.

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, a maximum weighting of 40% for the Year 11 course and with a maximum weighting of 30% for the Year 12 course.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Tests of limited scope (i.e. include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

### 4.1 Adjustment for Students with Disability

It is a requirement, under the Disability Standards for Education 2005, for schools to ensure that students with a disability can access and participate in education on the same basis as other

students. Some students with additional learning needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- A substitute task assessing the same outcomes may be set if adjustments are not possible due to the student learning from home

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs. Providing adjustment does not restrict a student's access to the full range of grades or marks.

## **4.2 School-based Assessment and Students Undertaking Life Skills courses**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

## **4.3 Assessment Notification, Submission and Feedback**

Students and staff will acknowledge by signature the receipt of a notification, a submission of an assessment task and received feedback, on the class teacher's record sheet. In instances where an assessment task is communicated through a digital medium, students will need to confirm their receipt digitally, as requested by the teacher. When assessment tasks have had to be posted to a student, confirmation of receipt will be sought and recorded by the teacher.

- Students must hand in their assessment tasks to the class teacher on the due date and by the prescribed time. Assessment tasks that are in a digital medium and submitted online must follow the ICT policy (4.4)
- Students must have at least 2 weeks notice of changes to assessment schedules
- Any changes to the assessment schedules must be notified in writing to students
- Students must keep a current timetable of assessment tasks
- Parents/caregivers must be notified by letter when an assessment task is missed or zero score is awarded
- Marked assessment tasks will be returned to each student personally; where this is not possible, feedback may be communicated via online/remote learning
- If a student has concerns about the timing of assessment tasks or the task itself, this must be discussed with the teacher well in advance of the due date for the task
- There is a two week moratorium on all assessment tasks prior to any examination period observed across the school

### **Absences before an Assessment Task**

Students who take a day or timetabled periods off to prepare for assessment tasks are gaining an unfair advantage over other students. The school considers this malpractice. This will result in a zero

mark unless an illness/misadventure claim is accepted.

### **Known Absences**

If a student knows that he/she will be absent for a reason deemed acceptable by the school on the day the assessment task is to be due, the student must negotiate, prior to the due date, an alternative time with the head teacher to complete or submit the task.

### **Unexpected Absences**

The student should contact the school on the day of the task, to explain the absence. Upon the student's return they must complete an Illness/Misadventure Appeal Application form.

For any absence it is the student's responsibility to contact the teacher responsible for administering the task, before or during the next lesson in the subject, where a task has not been completed.

The feedback for each assessment task should include:

- Mark
- Rank
- Feedback where appropriate, which may be written or oral
- Achievement of outcomes assessed

The achievement of syllabus outcomes together with information on assessment and exams will be reported on twice a year.

## **4.4 Information Communication Technology Policy**

Assessment tasks may only be submitted on a digital medium (ie: USB, email etc.), in the following cases:

- the teacher of the course has given permission to the class in writing to submit in digital form, having negotiated an appropriate file format
- the student negotiates and receives in writing, permission to submit in digital form in an agreed file format at least two weeks prior to the due date

A student may only submit in digital form if all the following are satisfied:

- the teacher believes it to be an appropriate form of submission
- the student takes responsibility for the file being in the agreed file format and medium
- the student takes responsibility for replacing digital copies for any lost/crashed data within 24 hours of a written request from the teacher

If a student submits a file that is not in the agreed file format and medium, the assignment will be deemed not to have been submitted. It is the student's responsibility to ensure this condition is satisfied.

Breakdown of a student's computer hardware will only be accepted as a reason for extension if the student submits draft notes on the due date.

## **4.5 HSC Examinations - Accommodation**

Schools must provide suitable accommodation for the HSC examinations. Accommodation must be adequately lit and ventilated and as free as possible from external noise. Accommodation for students requiring disability provisions needs particular attention.

For the health and safety of students and supervisors, this accommodation must comply with COVID-19 social and physical distancing requirements as specified by the Australian Health Protection Principal Committee (AHPPC), supported by NSW Health.

A student's home school provides the examination centre for all of his/her examinations, even if the course is studied through TAFE, another school or a private provider.

## **4.6 Examination Procedures**

Examinations are conducted under conditions that are fair and equal for all students. They are used so that students can demonstrate their knowledge and understanding in a subject. The following

instructions are to be followed so that all students have the best chance to show the outcomes they have achieved.

#### Instructions to Students

1. Only clear containers holding equipment are to be taken into the exam room. No paper to be brought into room. All paper will be supplied
2. All bags to be placed at back of room. Please avoid bringing large bags
3. All material taken into exam room may be examined
4. Mobile phones and smart watches/devices must not be carried on your person and must be turned completely off if left in bags
5. All students are to remain in the exam room for the entire length of the exam
6. All students are to supply an ID card for roll marking. This card should include a photo of the candidate. The student's name should be clearly visible
7. If a student is absent from an exam they must follow the procedures for 'Illness and Misadventure'
8. The only food or drink permitted in exams is water in a clear bottle (unless relevant special provisions have been approved)

#### Special Arrangements for Students with Disabilities

If a student has a disability that may disadvantage them in an exam situation they should contact the school counsellor, learning support teacher, deputy principal or the year adviser to seek disability provisions.

Students may need provisions for:

- Physical disabilities or impairments
- Medical conditions
- Diagnosed learning difficulties, or
- Temporary and emergency-related disabilities, e.g. broken writing arm

Disability provisions may take the form of:

- Separate supervision
- Reader and/or writer
- Additional time and/or rest breaks
- Access to computers or interpreters
- Access to necessary medical equipment, e.g. blood glucose testing equipment, food, and drink for students with diabetes

These apply only where the disability needs a practical arrangement to reduce the student's disadvantage in an exam situation.

## 4.7 Other Circumstances

The following will occur when there has been:

## **Students who Change Courses**

Students, who have commenced a course after the assessment period has begun, will be credited with an estimate for the missed tasks. The estimate will be based on the student's achievement in completed tasks i.e. the student will receive a mark in the missed task equivalent to that of the rank they achieve in completed tasks.

## **Invalid, Unreliable Results**

If the results of an assessment task are deemed to be invalid or unreliable by the teacher/head teacher, an alternative task may be set. This would only be done in extreme circumstances. Results of assessment tasks that have been completed by students will not be discarded and will be held in faculty assessment files. The task will be returned to the student.

# **5 Alternative Submission Date of Assessment Tasks**

## **5.1 Illness**

If a student is applying for an extension to an assessment task due to illness, and the teacher considers the student to have a valid reason, the principal may decide that an extension of time may be granted or a mark may be awarded based on a substitute task. Students must apply for an extension on the day of their return after an illness.

If students are applying for an extension due to illness the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events/illness that may affect their performance/completion of the task
- Complete the Illness/Misadventure Appeal Application form and attach any supporting documentation (Forms are available from the subject head teacher)
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate. If the application is approved the head teacher will either:
  - Allow the student to do the same task, if applicable or,
  - Allow the student to do a suitable replacement task or,
  - In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence

Failure to apply for an extension on the day of return from an illness will lead to a zero for that task.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

## **5.2 Misadventure or Unforeseen Circumstance**

There must be a valid reason in order to apply for an extension to an assessment task. In such cases the

following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events or circumstances that may affect their performance/completion of the task
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Student to discuss the reason with the head teacher of the subject and complete the Illness/Misadventure Appeal Application stating the reason why an extension or alternative date is sought and attach any supporting documentation. Forms are available from the subject head teacher or Deputy Principal
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate
- If approved, the principal will notify the head teacher of the subject who will either:
  - Allow the student to do the same task, if applicable, or
  - Allow the student to do a suitable alternative task, or
  - In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

Submitting an application for a late assessment does not necessarily mean that an extension will be granted.

The student will be informed of the outcomes of the illness/misadventure appeal within two weeks of it being submitted.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

### **5.3 Managing the Impact of School Endorsed Activities**

This section includes information pertaining to work placement, TAFE mandatory tasks, sporting representation, debating and public speaking.

If a student is involved in a school endorsed activity, it is their responsibility to complete, by the set date, any assessment tasks that may be due in their absence. They must see the teacher/s involved as soon as they are aware of these commitments and negotiate a solution if the task is an in-class activity or exam. Any hand-in assessment task will be expected on the due date or before.

For work placement, the course teacher will supply a document that must be signed by all class teachers acknowledging the absence. This will give the student an opportunity to speak to all class teachers about work that may be missed and assessment task issues. It is the student's responsibility to catch up on any work missed.

Being involved in a school endorsed activity is not a reason for late assessment. Being able to manage these commitments successfully requires careful forward planning by the student and communication with the teachers involved. It is essential that teachers are aware of students' progress and work efforts and they must be informed of impending absence prior to any school endorsed activity.

In the case of a suspension the student must indicate to the principal, upon being suspended, if they will miss any assessment tasks during the suspension period. If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on the due date. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the principal, and in negotiation with the relevant head teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

### **5.4 Other Circumstances**

#### **Absences from School with No Acceptable Explanation**

This will result in a zero mark being recorded. The assessment task however must still be attempted in order for course outcomes assessment to be completed.

### **An Absence from School when Task/Calendar is Handed Out**

The schedule of tasks/calendar will be posted in a prominent position (e.g. the main teaching room, senior study room, student notice board, etc.), for all students studying the course. Students are expected to consult the schedule of tasks regularly and to keep a current timetable of assessment tasks. This will also be shared to students through the agreed online/remote learning platform. Following an absence, a student must consult the subject teacher and the posted schedule of tasks to ensure the student's calendar remains accurate.

### **Non-completed Tasks**

If the progress of a task is interrupted (e.g. by a fire), then this task is to be abandoned and an alternative task may be scheduled.

### **Disputes/Problems**

Any dispute/problem arising out of late submission of any task or absence from a task, will be resolved by a committee consisting of the principal (or nominee), deputy principal and a head teacher from outside the Key Learning Area concerned.

## **6 Assessment Appeals**

### **6.1 School-based Assessment Appeals**

Students who wish to challenge aspects of their assessment for a course, should immediately lodge their grievance with the appropriate subject head teacher, who will notify the School Assessment Appeals Panel.

For the purpose of reviewing assessment marking/ranking, a School Assessment Appeals Panel will be established comprising:

- the principal or nominee
- the deputy principal
- an independent head teacher

The School Review must ensure that

- assessment was in accordance with the school's and NESAs policies/procedures
- There are no computational or clerical errors

A student seeking a review must make the request within two days of the task being returned. A student has five school days to lodge an appeal in relation to an assessment task review. The appeal will be conducted by the School Assessment Appeals Panel. Students may appeal to NESAs for further review of school assessment procedures for HSC assessments.

### **6.2 VET Frameworks and TAFE Courses Appeals**

Students have access to an appeal process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the principal clearly stating the grounds for the appeal. Appeals must be lodged within five days from the date of the assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel



may call for the student and the assessor to present their views before reaching a decision.

If the student appeal is upheld, the Registered Training Organisation (RTO) arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the trainee has the right to lodge a further appeal with Tamworth RTO. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

## 7 Cheating and Plagiarism

### 7.1 What is Cheating in HSC Assessment?

Cheating is any dishonest behaviour which gives a student an unfair advantage over others. What constitutes cheating during examinations and tests is generally well understood by students, but there are other types of behaviours which are considered to be cheating. Some of these include:

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

Most of the above actions can be jointly described as plagiarism.

### 7.2 What is Plagiarism?

Plagiarism is an act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source. (Creative works may include published and unpublished written documents, interpretations, computer software, designs, music, sounds, images, photographs, and ideas gained through working with another person or in a group. These works may be in print and/or electronic media.)

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. An example of collusion would be if you helped out a friend and let him copy your most recent assignment, even if you remind him to change the words to make it look like his own before he hands it in.

#### The Internet and Plagiarism

The internet is a valuable source of information and an effective research tool. However, because electronic information is easily available does not make it 'free'. Information you find online should be referenced just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way as other, print based, information.

Sometimes a student might accidentally plagiarise. This is usually the result of a lack of academic writing skills, inexperience, sloppy note taking, or a combination of these. It is important that students learn and follow the rules for the acknowledgement of written works for their individual subjects.

### 7.3 General Principles for Acknowledgement

In all written work submitted for assessment students must show the sources of their material. The

principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

## 7.4 Common Knowledge

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common knowledge consists of information from a field of study as well as common-sense observations. Standard information includes, for instance, the major facts of history. The dates of the first World War (1914-1918) and the fact that the ANZACs landed on the Gallipoli Peninsula on 25th April 1915 – both are facts available in many reference books – do not need to be acknowledged, even if you have to look up the information. Folk literature, which is popularly known and cannot be traced to particular writers, is considered common knowledge. This would include nursery rhymes, fairy tales, and any stories from the oral tradition of literature. Even if you read these things in printed form, documentation is not needed.

A common-sense observation, such as the idea that weather affects people's spirits does not require acknowledgement. But a scientist's findings about the effects of high humidity on people with blood pressure, will require acknowledgement.

Students may use common knowledge as their own, even if they have to look it up in a reference book. For example, a student may not know the dates of the French Revolution or the standard definition of photosynthesis, although these are considered common knowledge. If the student looks them up in a dictionary or reference book, they do not need to acknowledge the source.

## 7.5 Knowing What to Acknowledge

When writing a research essay, students may use information from three kinds of sources:

- their independent thoughts and experiences
- common knowledge, the basic information people share and
- other people's independent thoughts and experiences

Of the three, only the third must be acknowledged, the works of others. Teachers will speak to students about how they want the works of others acknowledged.

## 7.6 How Cheating and Plagiarism in School Assessment Tasks will be Dealt With

Staff at Evans River K-12 expect that submitted assessment tasks will be the independent work of that student, and that they have written their response in their own words. As indicated, where there is proven dishonesty the following will occur:

- Copied assignments will be given a zero
- If student A copies student B's assignment, both students may get zero
- Assignments copied in whole or large part from books or articles will receive zero

The same essay may not be submitted for assessment in two different subjects.

## 8 Who to Contact

Further advice or clarification can be obtained from:

*ER K-12 Senior School HSC Course Assessment Policy*

- The head teacher of subjects
- Careers advisor/NESA contact
- Deputy principal
- NESA Liaison Officer – Heidi O'Brien

## SCHEDULE OF TASKS

### 9.1 Ancient History – 2 Unit

PRELIMINARY COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	<b>Source Analysis</b>	AH11-1, AH11-4, AH11-6, AH11-7, AH11-8, AH11-9	Term 1, Week 5	30%
2	<b>Historical Investigation</b>	AH11-3, AH11-5, AH11-7, AH11-8, AH11-9, AH11-10	Term 1, Week 8	30%
3	<b>Yearly Examination</b>	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	Term 1, Week 10	40%

HSC COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	<b>-Source Analysis</b>	AH12-6, AH12-7, AH12-9, AH12- 10	Term 2, Week 4	25%
2	<b>Historical Analysis</b>	AH12-1, AH12-3, AH12-5, AH12- 7, AH12-8, AH12-9	Term 2, Week 8	20%
3	<b>Historical Inquiry</b>	AH12-2, AH12-4, AH12-5, AH12- 6, AH12-8, AH12-9	Term 3, Week 3	25%
4	<b>Trial HSC Examination</b>	AH12-1, AH12-2, AH12-3, AH12- 4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	Term 3, Week 5	30%

### 9.2 Biology – 2 Unit

<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	<b>Field Study: Depth Study</b>	BIO11-1, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-10	T1 Week 1	35%
2	<b>Practical Investigation: Enzymes</b>	BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-8, BIO11-9	T1 Week 7	35 %
3	<b>Yearly Examination</b>	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	T1 Week 10	30%

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	<b>Model Building and Research</b>	BIO12-2, BIO12-3, BIO12-4, BIO12-6, BIO12-7, BIO12-12	T2 Wk5	25 %
2	<b>Depth Study</b>	BIO12-1, BIO12-3, BIO12-4, BIO12-6, BIO12-7, BIO 12-13	T2 Wk9	25 %
3	<b>Infectious Disease Research</b>	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-14	T3 Wk2	20 %
4	<b>Trial HSC Examination</b>	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	T3 Wk5	30 %

## 9.3 Business Studies – 2 Unit

<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Case Study Business Report (Management)	P1 P4 P5 P8 P9	Term 1 Week 3	30%
2	Developing a Business Plan	P1 P4 P8 P9 P10	Term 1 Week 8	30%
3	Examination	P1 P2 P3 P4 P5 P6 P8 P9 P10	Term 1 Week 10	40%

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Topic Test (Operations)	H2 H3 H4 H7 H8 H9	Term 2 Week 4	20%
2	Case Study Business Report (Marketing)	H3 H4 H5 H6 H8 H9	Term 2 Week 8	25%
3	Case Study Business Report (Finance)	H5 H8 H9 H10	Term 3 Week 3	25%
4	Trial HSC Examination	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	Term 3 Week 5	30%

## 9.4 Community and Family Studies – 2 Unit

PRELIMINARY COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	Interview Analysis	P4.1, P4.2, P6.1	T4 Wk 10	30%
2	Case Study	P2.1, P2.3, P4.2	T1 Wk 8	35%
3	Preliminary Yearly Exam	P1.1 to P6.2	T1 Wk 10	35%

HSC COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	Groups In Context Investigation	H1.1, H2.2, H3.3, H5.1	T2 Wk 7	30%
2	Independent Research Project	H4.1, H4.2	T2 Wk 10	20%
3	Social Impact of Technology Case Study	H2.3, H3.4, H4.1, H4.2	T3 Wk 3	20%
4	Trial HSC Examination	H1.1 - H6.2	T3 Wk 5	30%

## 9.5 Design & Technology – 2 Unit

PRELIMINARY COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	Introductory Design Project	P1.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2	T4 Week 9	20%
2	Research Assignment	P3.1, 6.2, 4.3, 6.2	T1 Week 4	20%
3	Completion of Minor Design Project	P1.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2	T1 Week 9	35%
4	Written Examination	P1.1, 2.1, 2.2, 4.3, 5.2	T1 Week 10	25%

HSC COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	Design Processes and Brief	H1.1, 3.2, 4.1, 4.2, 5.1, 5.2	T2 Week 5	20%
2	Report – Innovation and Emerging Technology	H2.2, 3.1, 6.2	T2 Week 7	30%
3	Project Presentation	H1.1, 2.1, 2.2, 6.1, 6.2	T3 Week 3	40%
4	Trial HSC – Written Examination	All	T3 Week 5	10%



## 9.6 Earth and Environmental Science – 2 Unit

PRELIMINARY COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	Practical skills task	EES 11/12-1, EES 11/12-2, EES 11/12-3, EES 11/12-4, EES 11/12-5, EES 11-8	T4 Wk10	30%
2	Depth study/Field trip	EES 11/12-1, EES 11/12-2, EES 11/12-3, EES 11/12-4, EES 11/12-5, EES 11/12-6, EES 11/12-7, EES 11-11	T1 Wk4	40%
3	Examination	EES 11/12-4, EES 11/12-5, EES 11/12-6, EES 11/12-7, EES 11-9, EES 11-10	T1 Wk10	30%

HSC COURSE				
Task No	Type of Task	Outcomes	Date Due	Value %
1	Practical Skills investigation	EES11/12-1, EES11/12-6, EES11/12-9	T2 Wk4	25 %
2	Depth Study	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-6	T2 Wk9	25%
3	Secondary-sourced investigation	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-7, EES11/12-11	T3 Wk2	25%
4	Trial HSC Examination	EES11/12-3, EES11/12-6, EES11/12-9, EES11/12-9, EES11/12-10, EES11/12-11.	T3 Wk5	25%

## 9.7 English Advanced - 2 Unit

PRELIMINARY COURSE				
Task No.	Assessment Task	Outcomes	Date Due	Value %
1	Reading to Write Portfolio	EA11-2, EA11-3, EA11-6, EA11-9	T1 Week 2	30%
2	Narratives that shape our world +ORT - Multimodal Presentation	EA11-3, EA11-4 EA11-7, EA11-9	T1 Week 5	40%
3	Yearly Exam	EA11-1, EA11-1, EA11-5, EA11-6, EA11-7	T1 Week 10	30%

HSC COURSE				
Task No.	Assessment Task	Outcomes	Date Due	Value %
1	Texts and Human Experiences + ORT - Multimodal Presentation	EA12-2, EA12-3 EA12-6, EA12-9	T2 Week 6	25%
2	Craft of Writing Portfolio and Reflection	EA12-3, EA12-5, EA12-8	T2 Week 10	25%
3	Module B Critical Study of Literature - In class extended response	EA12-3, EA12-4, EA12-5 EA12-7, EA12-9	T3 Week 1	25%
4	Trial HSC Exam	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	T3 Week 5	25%

## 9.8 English Standard - 2 Unit

<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Assessment Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Reading to Write Portfolio	EN11-1, EN11-3, EN11-4, EN11-9	T1 Week 2	30%
2	Contemporary Possibilities + ORT - Multimodal Presentation	EN11-2, EN11-3 EN11-6, EN11-7	T1 Week 5	40%
3	Yearly Exam	EN11-1, EN11-1, EN11-5, EN11-6, EN11-8	T1 Week 10	30%

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Assessment Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Texts and Human Experiences + ORT - Multimodal Presentation	EN12-2, EN12-3 EN12-6	T2 Week 6	25%
2	Craft of Writing Portfolio and Reflection	EN12-3, EN12-4, EN12-5, EN12-7 EN12-9	T2 Week 10	25%
3	Module B Close Study of Literature - In class extended response	EN12-3, EN12-5, EN12-8	T3 Week 1	25%
4	Trial HSC Exam	EN12-1, EN12-5, EN12-7, EN12-8	T3 Week 5	25%

## 9.9 English Studies - 2 Unit

<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Assessment Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Creative Writing + Reflection	ES11-1, ES11-4, ES11-7, ES11-10	T1 Week 2	30% (Cont'd) (Cont'd) (Cont'd)
2	Multimodal Presentation	ES11-2, ES11-6, ES11-3, ES11-5, ES11-8	T1 Week 6	30%
4	Portfolio	ES11-1, ES11-4, EN11-5, ES11-8	T1 Week 10	40%

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Assessment Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Texts and Human Experiences ORT-Multimodal Presentation	ES12-2, ES12-4, ES12-6, ES12-8	T2 Week 5	40%
2	Writing Portfolio and Reflection	ES12-3, ES12-7, ES12-9, ES12-10	T3 Week 3	40%
3	Trial HSC Exam	ES12-1, ES12-5, ES12-8, ES12-9	T3 Week 5	20%

## 10.0 Exploring Early Childhood

<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Assessment Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Research & presentation (Core) Assignment Pregnancy & Childbirth	P1.2, 1.4, 2.1, 5.1, 6.1, 6.2	T4 Week 9	30%
2	Research & Analysis (Core) Practical Activities Child Development	P1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 4.1,	T1 Week 3	40%
3	Starting School	P1.3, 1.4, 2.1, 2.3, 2.3, 2.4, 4.2,6.2	T1 Week 10	30%

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Assessment Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Children's Literature	H1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 4.2, 6.2	T2 Week 4	20%
2	Children's Services Industry Assignment	H1.2, 2.1, 2.4, 4.1, 6.1	T2 Week 8	20%
3	Food and Nutrition. Play	H1.2, 1.3, 2.4, 2.5, 6.1	T3 Week 2	30%
4	Trial HSC Exam	H1.2,1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	T3 Week 5	30%

## 10.1 Food Technology

PRELIMINARY COURSE				
Task No.	Assessment Task	Outcomes	Date Due	Value %
1	Food Availability and Selection Report and Practical Preparation	P1.1, P1.2, P4.1, P4.2, P4.3	T4 Week 9	30%
2	Food Quality Experiment Design and Practical Preparation	P2.2, P3.2, P4.1, P4.4, P5.1	T1 Week 5	30%
3	Preliminary Exam	P1.1, P1.2, P2.1, P2.2, P3.1	T1 Week 10	40%

HSC COURSE				
Task No.	Assessment Task	Outcomes	Date Due	Value %
1	Australian Food Industry Practical & Theory Task	H1.2, H1.4, H3.1, H5.1	T2 Week 4	20%
2	Food Manufacture Research & Practical Task	H4.2, H1.1, H5.1	T2 Week 7	20%
3	FPD CNI Food Product Design & Evaluation	H2.1, H3.2, H4.1, H1.3	T3 Week 3	30%
4	Trial HSC Exam	H1.1, H1.3, H1.4, H2.1, H4.2	T3 Week 5	30%

**10.2 Marine Technology – 2 Unit**

<b>PRELIMINARY COURSE</b>			
<b>Task No.</b>	<b>Type of Task</b>	<b>Date Due</b>	<b>Value %</b>
1	Skills and knowledge test	T4 Wk9	30%
2	Practical task	T1 Wk3	35%
3	Examination task	T1 Wk10	35%

<b>HSC COURSE</b>			
<b>Task No</b>	<b>Type of Task</b>	<b>Date Due</b>	<b>Value %</b>
1	Practical task	T2 Wk3	30%
2	Investigation task	T2 Wk10	40%
3	Skills and knowledge test	T3 Wk4	30%

**10.3 Mathematics (Advanced)**

<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Test 60 mins Algebraic Techniques, Intro to Functions, Linear, Quadratic & Cubic Functions, Further Functions & Relations (F1)	MA11 - 1,2	T4 Week 10	30%
2	Project Calculus - Derivatives (C1)	MA11 - 2,5,8,9	T1 Week 6	30%
3	Preliminary Exam All Topics (F1,E1,C1,T1,T2,S1)	MA11 - 1,2,3,4,5,6,7	T1 Week 10	40%

### **Mathematics (Advanced)**

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Test 60 mins Modelling Investments & Loans, Arithmetic & Geometric Sequences & Series, Financial Applications of Sequences & Series (M1)	MA12 - 2,4	T2 Week 4	15%
2	Project Functions	MA12 - 1,5,9,10	T2 Week 9	25%
3	Test 2 hrs Graphing Techniques, Trigonometric Functions & Graphs, Differentiation of Trigonometric, Exponential & Logarithmic Functions, Rules of Differentiation, The First & Second Derivative, Applications of the Derivative (C2,C3,F2)	MA12 - 1,5,6	T3 Week 2	30%
4	Trial HSC 3 hours All Topics (M1,F2,T3,C2,C3,C4)	MA12 - 1,2,3,4,5,6,8,10	T3 Week 5	30%

## **10.4 Mathematics Standard**



<b>PRELIMINARY COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Test 60 mins Earning & Managing Money, Formulae & Equations (F1.2,A1)	MS11 - 1,5,6	T4 Week 10	30%
2	Project Measurement (M1)	MS11 - 3,4,9,10	T1 Week 6	30%
3	Preliminary Exam All Topics (F1,A1,M1,M2,S1,S2,A2)	MS11 - 1,2,3,4,5,6,7,8	T1 Week 10	40%

<b>HSC COURSE</b>				
<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Project Investments, Trigonometry (F4,M6)	MS2-12 - 3,4,5,10	T2 Week 5	20%
2	Test 90 mins Ratios & Rates, Investments, Trigonometry (F4,M6,M7)	MS2-12 - 3,4,5	T2 Week 9	30%
3	Project Networks and Critical Paths (N1,N2,N3)	MS2-12 - 8,10	T3 Week 2	20%
4	Trial HSC Exam 2 hrs 30 mins All Topics (F4,F5,M6,M7,N2,N3,S4,S5)	MS2-12 - 1,2,3,4,5,6,7,8	T3 Week 5	30%

## 10.5 Physics

PRELIMINARY COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	<b>Practical Task</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4, PH11/12-7, PH11/12-8	T4 Week 10	30 %
2	<b>Depth Study</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4, PH11/12-6 PH11/12-7, PH11/12-8	T1 Week 6	40%
3	<b>Yearly Examination</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4, PH11/12-6 PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	T1 Week 9	30%

HSC COURSE				
Task No.	Type of Task	Outcomes	Date Due	Value %
1	<b>Building Investigation</b>	PH11/12-2 PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	T2 Wk4	30 %
2	<b>Depth Study</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-13	T2 Wk9	20 %
3	<b>Research Task</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4, PH11/12-5 PH11/12-7, PH12-15	T3 Wk3	20 %
4	<b>Trial HSC Examination</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4, PH11/12-6 PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	T3 Wk5	30 %

## 10.6 Sport Lifestyle Recreation

Task No.	Type of Task	Outcomes	Date Due	Value %
1	Aquatics Safety Theory & Practical	1.3, 3.1, 3.6, 4.5	Week 4 Term 1	25%
2	Athletics Practical	1.1, 1.3, 3.1	Weeks 7-10 Term 1	25%
3	Sports Administration	1.1, 1.3, 4.2, 4.5	Week 8 Term 2	20%
4	Trial HSC Examination	1.6, 2.1, 2.2, 2.5, 4.1, 4.5	Week 5 Term 3	30%

## 10.7 Visual Arts

Preliminary				
Task	Outcome/Content	Outcomes	Due Date	Weighting
1	Da Vinci to Duchamp: Short written response/Visual Arts Diary/Body of Work Portfolio 1	P1, P4, P6, P7, P8, P9	T4 Wk 10 14/12/23	30%
2	Spirit of Place/Patterns of Practice: Extended written response /Visual Arts Diary/Body of Work Portfolio 2	P2, P3, P5, P8,P9, P10	T1 Wk5 28/2/23	30%
3	The Female Form Extended written response /Visual Arts Diary/Body of self-portrait	P3, p5, p8, p10	T1 Wk10 20/3/23	30%
4	Preliminary Examination	All outcomes	T1 Wk 11	10%

HSC COURSE				
Task No.	Assessment Task	Outcomes	Date Due	weighting %
1	Artwork and Visual Art Diary	H1,3,6,7,9	T2	20%
2	Case Study	H7,8	T2	20%
3	Trial HSC	H7-10	T3	30%
4	Body of Work and VAPD	H1-10	T3	30%

**10.8 Work studies - Year 11 Work Studies - 2 Uni**

<b>Task No.</b>	<b>Type of Task</b>	<b>Date Due</b>	<b>Value %</b>
1	Theory Assignment Employers Report	Term 1	10% 20%
2	Theory Assignment Work Placement – Employer’s Report	Term 2	15% 20%
3	Theory Assignment Work Placement - Employers Report	Term 3	25% 10%

**Mandatory Work Placement is a component of this course**

**Year 12 Work Studies - 2 Unit**

<b>Task No.</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Date Due</b>	<b>Value %</b>
1	Theory Assignment Personal Finance	4, 5, 7, 8, 9	T1 Week 7	30%
2	Team Enterprise Project	2, 5, 6, 7, 8, 9	T2 Week 10	40%
3	Examination	1, 2, 3, 4, 5, 6, 7, 8, 9	T3 Week 6	30%

# EVANS RIVER K-12 SCHOOL

## ILLNESS/MISADVENTURE FORM

ILLNESS

MISADVENTURE

This form is to be used only when a student has not submitted, completed or been present for an Examination or Assessment Task.

**Tick the appropriate box.**

Name: ..... Course: .....

Number of Task: ..... Nature of Task: .....

Due Date: ..... Due Time: .....

I declare that I was absent from school on ..... and/or failed to complete, submit or be present for: an examination/assessment task (delete whichever is not applicable) for the following reasons:

.....  
.....  
.....

*The following documentary evidence is attached (eg: doctor's certificate, funeral notice, letter from parent or guardian explaining/supporting misadventure criteria, etc)*

.....  
.....

The school was contacted by phone yes no *date of contact:*.....

Student's signature: .....

Parent/Guardian's signature: .....

Date: .....

DECISION: .....

.....  
.....

HEAD TEACHER'S SIGNATURE: .....DATE: .....

PRINCIPAL/DEPUTY'S SIGNATURE: ..... DATE: .....



**Please sign and return to Mr Swanbury**

**EVANS RIVER K-12 SCHOOL**

**Senior Studies 2024**

**Assessment Policy**

I \_\_\_\_\_ have read and understood  
the Assessment Policy and Individual Course Assessment Policies for all the subjects I  
am studying.

Signature:

Date: