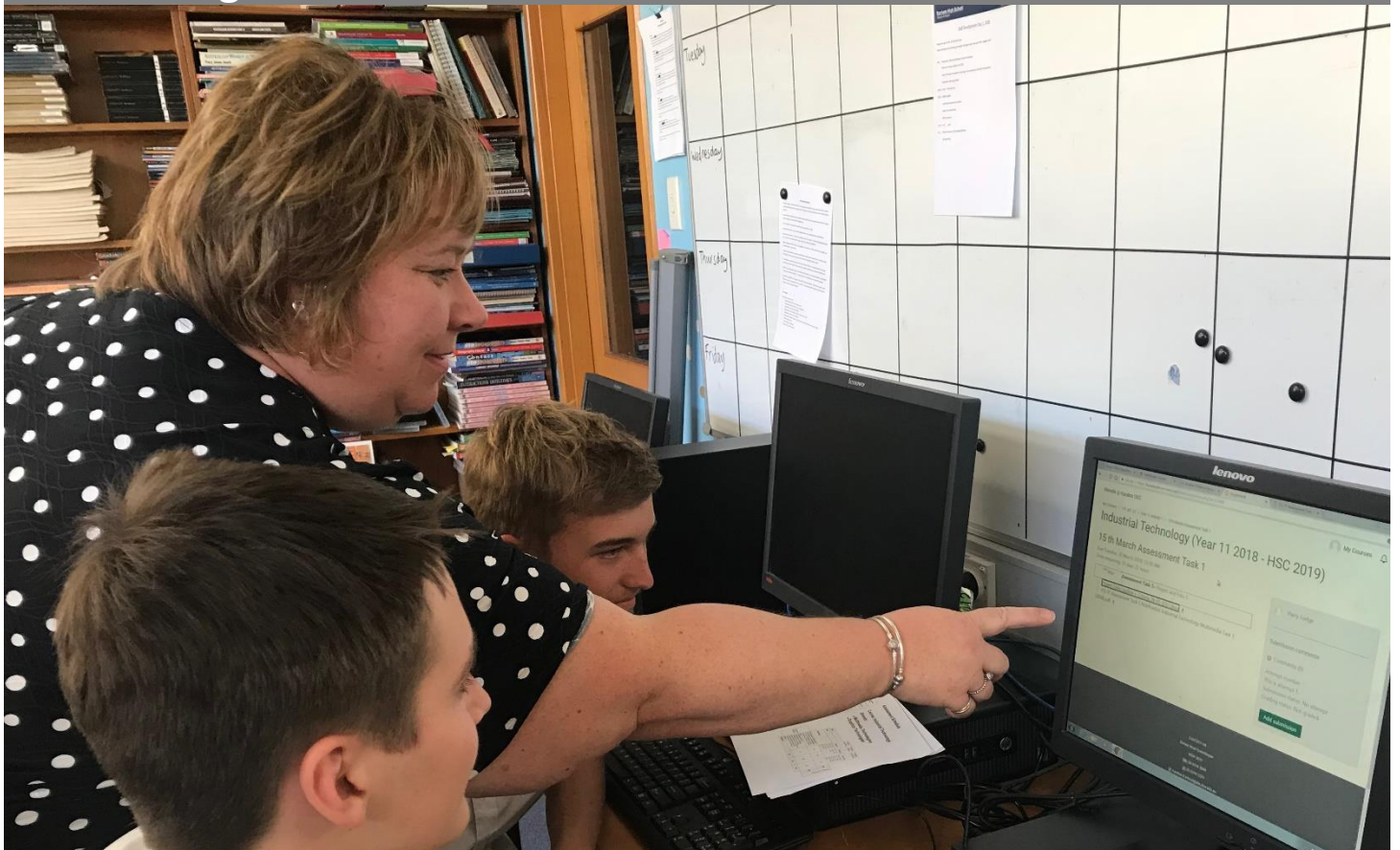




Preliminary Assessment Handbook 2018

Barham High School



Enabling students to successfully transition to future learning and employment

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GENERAL INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of senior students at Barham High School and their parents/caregivers regarding the Preliminary Course Assessment Guidelines and course schedules. It is not definitive and reference should be made to school policy documents for further details. The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware

What is the purpose of this booklet?

The purpose of this booklet is to provide information about:

- School assessment of student progress in the Preliminary and HSC Courses
- Your rights and responsibilities under this system

What are Preliminary and HSC Courses?

- Preliminary Courses are normally completed in Year 11. Students must satisfy the requirements of a Preliminary course before proceeding to the HSC course in that subject.
- Preliminary Courses are assumed knowledge for the HSC Examination.

The Preliminary Courses offered in 2018 are:

Biology	Investigating Science	DISTANCE EDUCATION
Business Studies	Legal Studies	Industrial Technology Multimedia
Chemistry	Mathematics	
English Advanced	Mathematics Extension	VET COURSES
English Extension	Mathematics Standard	Construction
English Standard	Modern History	Hospitality
English Studies	PDHPE	Metal & Engineering
Industrial Technology Timber	Sport Lifestyle & Recreation	Primary Industries
		EVET Screen & Media

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by the Board; 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.

N Award – Non completion of a Preliminary Course

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A letter will be sent detailing the tasks, requirements or outcomes not yet completed or achieved and/or for which a genuine attempt has not been made, the action required by the student and the date to be completed by.

A minimum of two course-specific warnings must be issued prior to a final “N” determination being made for a course.



Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an “N” (non-completion of course) determination. An “N” determination will mean:

- That the course will not be outlined on the student’s Record of Achievement
- May make the student ineligible to proceed to the Higher School Certificate Course
- May make the student ineligible for the award of Higher School Certificate

Once the “N” warning is redeemed it is removed.

Students are assessed from the beginning of the Preliminary Course.

1. What is an Assessment Mark?

- An Assessment Mark represents your achievement of outcomes listed in the syllabus for each course studied.

2. What is the purpose of Assessment Marks?

- To allow a wide range of subject skills and knowledge to be assessed.
- Assessment takes place at stages throughout the course, rather than by a single examination at its end.

3. Are non-assessment tasks important?

- Yes! You must satisfy ALL the requirements of a syllabus – this includes all in class and homework tasks set by your teachers.
- Failure to complete these tasks, such as classwork and homework set by your teachers, means that the Board of Studies requirements for completing an HSC or Preliminary Course are not satisfied.

4. How will assessments be compiled?

- Each Faculty, using Board of Studies guidelines, has developed procedures for compiling an Assessment Mark by the end of each course.
- Guidelines indicate the outcomes being assessed in each assessment task, what percentage of the final mark each of these areas is worth, and what forms of assessment will be used.
- Details of the procedures used for each Subject are included in this booklet

5. When will assessment take place?

- For the Preliminary courses, assessment may begin in Term 1 in Year 11 and will be completed by Term 3 in Year 11.
- A period of TWO WEEKS prior to the End of Course examination will be kept free of other assessment tasks

6. How will I be notified of impending assessment tasks?

- You will receive written notice of impending Assessment Tasks at least two weeks before the due date. The only exception to this is the End Of Course exams where students are informed many weeks in advance.
- Notice will be given in a standardised format across all subjects. It will include information regarding outcomes, timeframes, marking schemes and clearly outlined expectations.
- Following an absence from class or school, students should ensure that they have not missed notification of a forthcoming assessment task.



7. How will assessment results be reported to students?

- Except under extenuating circumstances, all assessment tasks will be returned to you within two weeks of the submission date.
- Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed except in some vocational education courses.
- Cumulative rankings will be given after each assessment task and will be indicated on each report sent home during the Preliminary Course.

8. What provisions are made for assessment work affected by illness or misadventure?

Procedure to be followed if you are absent on the day that an assessment task is:

- To be completed at school or**
 - To be submitted before 8.50 am.**
- You should telephone the school on or before the day (talk to the classroom teacher, relevant Head Teacher, Deputy Principal or Principal) and explain the reason for absence. If the task has been completed, every effort should be made to get the task delivered to school before 8.50 am or at least on the same day (if email is not an option).
 - On the day you return to school obtain an Illness/misadventure form from the HT concerned (or copy one from your assessment booklet see appendix 3).
 - Supporting evidence should be sought (medical certificate or parental /guardian letter).
 - The Illness/misadventure form with supporting evidence should be returned to the HT on the next school day.
 - The form will be considered by the HT and a decision issued promptly to the class teacher.
 - You may be granted an extension and/or alternate date to sit the task or similar task or the task accepted without penalty if it has been completed.



Procedure to be followed if you complete an in class task or hand in task by the due date but believe that illness/misadventure has impacted on your performance:

- Obtain an Illness/misadventure form from the HT concerned (or copy one from your assessment booklet see appendix 3).
- Supporting evidence should be sought (medical certificate or parental /guardian letter).
- The Illness/misadventure form with supporting evidence should be returned to the HT on the next school day.
- The students work will be marked using the same scale as for the other students and the result compared with past results. The class room teacher and HT will decide
- whether to:
 - i. **leave the mark as it is**
 - ii. **scale the mark up**
 - iii. **complete another comparable assessment task**
- The student will be advised of the decision and given 24 hours to consider it.
- If a disagreement occurs the student may follow the appeal process.

Procedure to be followed if you are seeking an extension before the due date because you believe illness/misadventure would:

- i. **impact the mark if you were to have to sit and /or submit the task on the due date or**
 - ii. **prevent you sitting and /or submitting the task on the due date.**
- You should discuss your situation at the earliest possible time with your classroom teacher and/or the HT.
 - Obtain an Illness/misadventure form from the HT concerned (or copy one from your assessment booklet see appendix 3).
 - Supporting evidence should be sought (medical certificate or parental /guardian letter).
 - The Illness/misadventure form with supporting evidence should be returned to the HT at least 3 days before the task is due.
 - You may be asked to produce evidence of the progress you have made on the set task.
 - You may be granted an extension or asked to submit, or sit the task on the due date.

Procedure to be followed if a student is taken ill during an assessment task:

- If the student has not sighted the task then he or she will be required to complete it at the earliest possible convenient time.
- If the student has sighted, but not commenced the task, a decision will be made by the teacher and HT whether the student does the same task later, is given an alternate comparable task or is given an estimate.
- If the student has completed all or a majority of the task they may submit an Ill/misadventure form as above.

9. How should an Assessment Task be submitted?

- All Assessment Tasks must be handed in by 8.50am on the day the task is due, unless they are in-class tasks
- Any hand-in component of any task must be handed in by 8.50am on the day the task is due
- It's your responsibility to collect a signed receipt (Appendix 1) when you hand in your task. This is your proof that you have handed the task in.



10. What happens if my Assessment Task is late?

- Unless there are extenuating circumstances, a ZERO mark will be awarded (see Question 8).
- You will still be required to complete the task so that your achievement of course outcomes can be assessed.
- Technology failure – for example, computer, printer, e-mail failure – is not an acceptable reason for late submission of a task.
- Students are strongly advised to allow adequate time for completion, printing and e-mailing of tasks prior to the due date, and to maintain a back-up copy of all tasks.

11. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?

- In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- A ZERO mark may be awarded for all or part of the task
- Parents will be notified in writing by the Head Teacher when a zero mark is given.

12. What is plagiarism?

- Plagiarism is a form of malpractice and cheating
- The Board of Studies requires that all students sitting for the HSC must have completed the “HSC: All My Own Work” course before commencing Preliminary courses
- Plagiarism includes the following practices:
 - copying, buying, stealing or borrowing someone else’s work in part or in whole and presenting it as your own work
 - using material directly from books, journals or the internet without acknowledging the source
 - submitting work that contains a large contribution from another person – such as parent, tutor or another student – who is not acknowledged
 - paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals. (BOS ‘HSC: All My Own Work’)
- Penalties for plagiarism may include
 - the school may refuse to certify a project as ‘authentic work’
 - a ZERO mark may be awarded for all or part of the task

13. What happens if a student does not make a serious attempt to complete an assessment task?

- All students are expected to make a serious attempt at all tasks. A non-serious attempt will immediately result in a Board of Studies warning letter being sent home and places a student in danger of receiving an “N” award (unsatisfactory) for that course - see course completion criteria (b) & (c).

14. What happens to assessments if I change schools or repeat courses?

- No action is necessary for students who transfer to another school before assessments begin. You will be assessed by your new school.
- The Board of Studies provides guidelines for assessing students who transfer at a later stage of a course.
- If you repeat a Higher School Certificate course, the Assessment Mark will be based only on work done in the most recent attempt.



15. What records are the school required to keep?

- The school must keep a record of all Assessment Marks that students gain in every assessment task of each HSC course.
- The school is not required to keep documentary evidence of work submitted by each student. This work would normally be returned to students following assessment.

16. Do school Preliminary Course Assessment marks appear on the HSC?

- No! Preliminary Course Assessment marks are retained by the school.
- Any student who does not fulfil the assessment requirements of a Preliminary Course may not be eligible to undertake the HSC in that Course.

17. Must I attend school regularly?

- Yes! You are expected to be present on each school day unless you are ill. In simple terms it is not possible for any student to successfully complete the outcomes of the courses they are studying if they are missing a lot of school – see course completion criteria (b).

18. What are my options if I fail to satisfy the requirements of a Preliminary or HSC course?

- **OPTION 1:** Repeat the course in a later year, and “accumulate” the HSC over a longer period – up to 5 years.
- **OPTION 2:** Repeat all Preliminary courses or all HSC courses.
- **OPTION 3:** Negotiate with the Principal to continue “On Probation” during Term 4 of the Preliminary Course.

19. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form.
- The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgement by a panel of at least 3 members of staff.
- The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- In the event that a student is not satisfied with this process an appeal to the Board of Studies is then possible.

20. What happens if there is a problem that affects all students in a particular assessment task?

- In the first instance if a student or a group of students have a concern about a task, they should discuss the situation with the classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form if appropriate.
- If a teacher believes that the results of a task are either invalid or questionable they will bring it to the attention of the students and immediately refer the matter to the Head Teacher.
- In either of the above cases the matter must then immediately be reported to the Deputy Principal and to the Principal for a judgment.



21. What happens if an appeal is successful?

- If a successful appeal affects the rankings of any other students in the course, then all students in the course will be advised of their revised rankings.

22. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or Deputy Principal or Principal.
- You may then wish to complete an Appeal Form, which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgment.
- In the event that a student is not satisfied with this process an appeal to the Board of Studies is then possible.

23. How do I find out my final assessment ranking?

- After the final Preliminary assessment, you can obtain your rank order for assessment in each course.

24. What can I do if I feel that my final assessment ranking is incorrect?

- If you feel that your final rank in any course is not correct, you should talk to your teacher and you may apply to your Principal for a review
- There is no provision for a review of the marks you received for individual assessment tasks. Reviews are limited to the assessment process. The only matters the school will consider are whether or not:
 - a. the weightings specified by the school in its assessment program conform with the Board's requirements as detailed in the relevant syllabus
 - b. the procedures used by the school for determining the final assessment mark comply with its stated assessment program
 - c. computational or other clerical errors have been made in the determination of the assessment mark.
- If you are dissatisfied with the outcome of the school review, you may advise your Principal that you wish an appeal to be sent to the Board of Studies. You cannot appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:
 - I. the school review process was adequate for determining items (a), (b) and (c) above
 - II. the conduct of the review was proper in all respects
- The Board will not revise the assessment marks or rank order. If the appeal is upheld, the Board will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form which can be obtained from your school. Appeals to the Board must be lodged at the school by the date on the form. No extension will be considered.



PRELIMINARY COURSE GRADES

Schools are responsible for awarding each student who completes a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved using the Common Grade Scale for Preliminary Courses.

After the conclusion of the Preliminary Course, students are able to access their grades using the Students Online section of the NESA website.

If you have any questions about the grade you have been awarded, contact your Year Adviser in the first instance. There is a formal 'appeals against grades' mechanism to the Board, and the school can provide you with the criteria, details and timeframe for this.

The Common Grade Scale describes performance at each of five grade levels:

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



FINAL NOTE

Considerable effort has been put into trying to make the Barham High School Assessment Procedures fair, rational and thorough. It is important that the principles of assessment are clear to everyone; that is students, parents and staff.

We are more than happy to discuss any queries or concerns at any time.

Approached positively, the assessment procedures provide a sound structure for student learning. Students will have regular and progressive goals, a steady feedback of information on their progress and should achieve a feeling of fulfilment as the course progresses.

Ultimately, the responsibility for completion and/or submission of assessment tasks rests with the individual student. It is not up to teachers or parents to ensure that work is done as required. To help them keep track of work, students will be given a diary in which to keep a record of tasks as they are given.

If you have any concerns with any aspect of the assessment procedures please talk to your class teacher, Year Adviser, the Deputy Principal or the Principal.



ENGLISH/HSIE FACULTY

Head Teacher: Ms Carmen Batty

- ★ Business Studies
- ★ English – Advanced
- ★ English – Standard
- ★ English – Studies
- ★ English – Extension
- ★ Legal Studies
- ★ Modern History

BUSINESS STUDIES

TASK	WEIGHT	DUE DATE
Media file and Business Report	40%	T2 W4
Business Plan	30%	T3 W5
Yearly Exam	30%	T3 W10

OUTCOMES

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

ENGLISH ADVANCED

TASK	WEIGHT	DUE DATE
Reading to Write: Imaginative response	30%	T1 W8
Narratives that Shape Our World	40%	T2 W9
Yearly Exam	30%	T3 W10

OUTCOMES

A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH STANDARD

TASK	WEIGHT	DUE DATE
Reading to Write: Imaginative response	30%	T1 W8
Contemporary Possibilities Multimodal Task	40%	T2 W9
Yearly Exam	30%	T3 W10

OUTCOMES

A student:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH STUDIES

TASK	WEIGHT	DUE DATE
Written Report	30%	T1 W8
Multimodal Task	40%	T2 W9
Yearly Exam	30%	T3 W10

OUTCOMES

A student:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



ENGLISH EXTENSION

TASK	WEIGHT	DUE DATE
Imaginative response	30%	T1 W10
Multimodal Task	40%	T2 W9
Essay	30%	T3 W7

OUTCOMES

A student:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

LEGAL STUDIES

TASK	WEIGHT	DUE DATE
The Australian Legal System	30%	T1 W10
The Individual & the Law	30%	T2 W8
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- P1 Identifies and applies legal concepts and terminology
- P2 describes the key features of Australian & international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of the law in encouraging co-operation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

MODERN HISTORY

TASK	WEIGHT	DUE DATE
Investigating Modern History	30%	T1 W9
Historical Investigation	30%	T2 W8
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history



MATHEMATICS/MUSIC FACULTY

Head Teacher: Mr Don Taylor

- ★ Mathematics Standard
- ★ Mathematics
- ★ Mathematics Extension
- ★ Music 1



MATHEMATICS STANDARD

TASK	WEIGHT	DUE DATE
Task 1 - Test	30%	T1 W10
Simulation Assignment	30%	T2 W5
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS

TASK	WEIGHT	DUE DATE
Task 1 - Test	30%	T2 W3
Task 2 - Test	30%	T3 W2
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus

MATHEMATICS EXTENSION

TASK	WEIGHT	DUE DATE
Task 1 - Test	30%	T1 W10
Task 2 – Test	30%	T2 W10
Task 3 – Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- PE1 appreciates the role of mathematics in the solution of practical problems
- PE2 uses multi-step deductive reasoning in a variety of contexts
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
- PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 determines derivatives which require the application of more than one rule of differentiation
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

MUSIC 1

TASK	WEIGHT	DUE DATE
Performance & Composition	30%	T1 W7
Viva Voce & Aural	30%	T2 W3
Performance, Aural, Viva Voce and Composition	40%	T3 W10
OUTCOMES		
<p>A student:</p> <ul style="list-style-type: none"> P1 performs music that is characteristic of the topics studied P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles P5 comments on and constructively discusses performances and compositions P6 observes and discusses concepts of music in works representative of the topics studied P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied P8 identifies, recognises, experiments with and discusses the use of technology in music P9 performs as a means of self-expression and communication P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities P11 demonstrates a willingness to accept and use constructive criticism 		



SCIENCE, CAREERS, VISUAL ARTS FACULTY

Relieving Head Teacher: Mrs Raelene Farrant

- ★ Biology
- ★ Chemistry
- ★ Investigating Science
- ★ Physics

BIOLOGY

TASK	WEIGHT	DUE DATE
Practical Test	30%	T1 W9
Depth Study	30%	T2 W7
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

CHEMISTRY

TASK	WEIGHT	DUE DATE
Practical Test	30%	T2 W2
Depth Study	30%	T2 W10
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

INVESTIGATING SCIENCE

TASK	WEIGHT	DUE DATE
Practical Test	30%	T2 W2
Depth Study	30%	T2 W10
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

INS11-1 develops and evaluates questions and hypotheses for scientific investigation

INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11-5 analyses and evaluates primary and secondary data and information

INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed



TAS/PDHPE FACULTY

Head Teacher: Mr Brendan Yu

- ★ Industrial Technology Timber
- ★ PDHPE
- ★ SLR
- ★ VET Construction
- ★ VET Hospitality
- ★ VET Metal & Engineering
- ★ VET Primary Industries

INDUSTRIAL TECHNOLOGY TIMBER

TASK	WEIGHT	DUE DATE
Industry Study	20%	T2 W4
Practical Projects	40%	T3 W5
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- P1.1 Describes the organisation and management of an individual business within the focus area industry
- P1.2 Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 Describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 Works effectively in team situations
- P3.1 Sketches, produces and interprets drawings in the production of projects
- P3.2 Applies research and problem-solving skills
- P3.3 Demonstrates appropriate design principles in the production of projects
- P4.1 Demonstrates a range of practical skills in the production of projects
- P4.2 Demonstrates competency in using relevant equipment, machinery and processes
- P4.3 Identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 Uses communication and information processing skills
- P5.2 Uses appropriate documentation techniques related to the management of projects
- P6.1 Identifies the characteristics of quality manufactured products
- P6.2 Identifies and explains the principles of quality and quality control
- P7.1 Identifies the impact of one related industry on the social and physical environment
- P7.2 Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

PHYSICAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

TASK	WEIGHT	DUE DATE
Health Promotions	35%	T2 W6
First Aid & the Body	25%	T3 W5
Yearly Exam	40%	T3 W10

OUTCOMES

A student:

- P1 identifies and examines why people give different meanings to health and to physical activity
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 recognises that health is determined by sociocultural, economic and environmental factors
- P4 identifies aspects of health over which individuals can exert some control
- P5 plans for and can implement actions that can support the health of others
- P6 proposes actions that can improve and maintain personal health
- P7 explains how body structures influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

SPORT, LIFESTYLE & RECREATION (SLR)

TASK	WEIGHT	DUE DATE
Module Task 1	30%	T1 W10
Module Task 2	35%	T2 W10
Module Task 3	35%	T3 W10

OUTCOMES

A student:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical education
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 Describes administrative procedures that support successful performance outcomes
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 Describes how social influences impact on the nature of sport in Australia
- 2.5 Describes relationships between anatomy, physiology and performance
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 3.3 Measures and evaluates physical performance capacity
- 3.4 Composes, performs and appraises movement
- 3.5 Analyses personal health practices
- 3.6 Assesses and responds appropriately to emergency care situations
- 3.7 Analyses the impact of professionalism in sport
- 4.1 Plans strategies to achieve performance in sport
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 Accepts responsibility for personal and community health
- 5.2 Willingly participates in regular physical activity
- 5.3 Values the importance of an active lifestyle
- 5.4 Values the features of a quality performance
- 5.5 Strives to achieve quality in personal performance



The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

General

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

Framework and Non Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

Note: Students must complete a 240 hour course and sit the optional HSC examination, for it to contribute to the ATAR

Only ONE Category B course may be used towards the student's ATAR.

Board Endorsed Courses cannot be used towards the ATAR.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not yet competent following an assessment task.

No grades or marks are awarded through competency based assessments. The school will provide an assessment schedule for each VET course.

Optional External HSC Examination

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the Board of Studies, Teaching and Educational standards (BOSTES) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses. A course induction will be delivered by course trainers at the beginning of the each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.



Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction.

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Freedom of information and Privacy

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

Credit Transfer and Recognition of Prior Learning (RPL)

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction

School Based Apprenticeships and Traineeships (SBAT's)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work. SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Becoming a School Based Apprentice or Trainee

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT. Students wanting to find out more information regarding SBATs should contact the school's SBAT contact person. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier

From January 2015, all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation will have a Unique Student Identifier (USI). The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

Smart and Skilled is being implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school. This may impact on positions available within industry sectors for SBATs.

Certificate II in Construction Pathways CPC20211

Assessment Plan		Evidence gathering technique							
Competency Code	Unit of Competency	Observation of practical work	Project assessment	Oral Questioning	Written assignment	Role play, oral presentation	Third party report	Self-Assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry	✓		✓	✓		✓	✓	Yes
Cluster 1 – Getting started in the construction industry									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
Cluster 2 – Measure up									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
Cluster 3 – Reading plans and levelling									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
Cluster 4 – Prepare to concrete									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
Cluster 5 – Group Project									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
Cluster 6 – Working Effectively									
CPCCCM1012A	Work effectively and sustainably in the construction industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
Cluster 7 – Joinery									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
COCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	

Additional requirements for HSC purposes	Dates
Work Placement (Compulsory for the HSC) – 70 hours in total	Term 2 Wk 8 Term 3 Wk 6

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

Certificate II in Hospitality SIT20216

Assessment Plan		Evidence gathering technique							
Competency Code	Unit of Competency	Observation of practical assessment	Project assessment	Oral Questioning	Written assignment	Role play, oral	Third party report	Self-Assessment	HSC Examinable
Cluster 1 – Working Together									
BSBWOR203	Work Effectively with others			✓	✓				YES
BSBCMM201	Communicate in the Workplace			✓	✓				YES
Cluster II – Safe & Hygienic food preparation									
SITXFSA001	Use hygienic practices for food safety	✓	✓		✓				YES
SITHCC001	Use food preparation equipment	✓	✓		✓				YES
SITCFSA002	Participate in safe food handling practices	✓	✓		✓				YES
Cluster III – Café skills									
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓	✓		YES
Cluster IV – Safe work practices									
SITXWHS001	Participate in safe work practices	✓		✓	✓				YES
BSBSUS201	Participate and serve non-alcoholic beverages	✓		✓	✓				YES
Cluster V – Interacting with diverse customers									
SITXCCS003	Interact with customers	✓		✓	✓				YES
SITXCOM002	Show social and cultural sensitivity	✓		✓	✓				
Cluster VI – Safely serving food and beverages									
SITHFAB007	Serve Food and beverage	✓	✓	✓	✓				YES
Cluster VII – Environmental practices									
BSBUS201	Participate in environmentally sustainable work practices			✓	✓				YES
Cluster VIII – Keeping up to date in industry									
SITHIND002	Source and use information on the hospitality industry				✓				YES
Cluster IX – Use hospitality skills effectively									
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓		
Additional requirements for HSC purposes									
Work Placement (Compulsory for the HSC) – 70 hours in total		Term 2 Wk 8 Term 3 Wk 6							

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20213 Certificate II in Hospitality or a Statement of Attainment towards SIT20216 Certificate II in Hospitality.

Certificate I in Engineering MEM10105

Assessment Plan		Evidence gathering technique							
Competency Code	Unit of Competency	Observation of practical work	Project assessment	Oral Questioning	Written assignment	Role play, oral presentation	Third party report	Self-Assessment	HSC Examinable
Cluster 1 – Working Safely									
Pre-requisite	Manufacturing, engineering and related services industries induction			✓	✓				YES
MEM13014A	Apply principles of occupational health and safety in the work environment	✓		✓	✓				YES
MEM11011B	Undertake manual handling	✓		✓	✓			✓	
Cluster II – Using Hand Tools									
MEM14004A	Plan to undertake a routine task	✓	✓	✓				✓	YES
MEM18001C	Use hand tools	✓	✓	✓	✓				YES
Cluster III – Using Power Tools									
MEM18002B	Use power tools/hand held operations	✓	✓	✓	✓				YES
MEM12023A	Perform engineering measurements	✓	✓	✓	✓				YES
Cluster IV – Calculating and Cutting									
MEM05005B	Carry out mechanical cutting	✓	✓	✓					
MEM12024A	Perform computations	✓			✓				YES
Cluster V – Welding									
MEM05012C	Perform routine manual metal arc welding	✓	✓	✓	✓				
MEM07032B	Use workshop machines for basic operations	✓	✓	✓	✓				
Cluster VI – Skills into Action									
MEM15002A	Apply quality systems	✓						✓	YES
MEM15024A	Apply quality procedures	✓						✓	YES
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓					✓	✓	YES
Cluster VII – Interpret Technical Drawing (HSC unit only)									
MEM09002B	Interpret technical drawing				✓				YES
OPTION									
MEM05004C	Perform routine oxy acetylene welding	✓	✓		✓	✓			
Additional requirements for HSC purposes									
Work Placement (Compulsory for the HSC) – 70 hours in total		Term 2 Wk 8 Term 3 Wk 6							

Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering.

Certificate II in Rural Operations AHC21216

Assessment Plan		Evidence gathering technique							
Competency Code	Unit of Competency	Observation of practical work	Project assessment	Oral Questioning	Written assignment	Role play, oral presentation	Third party report	Self-Assessment	HSC Examinable
Cluster I – Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		
Cluster II – Working in the industry									
AHCWRK209	Participate in environmentally sustainable work practices	✓		✓	✓	✓	✓		
AHCWRK204	Work effectively in the industry	✓			✓		✓		
Cluster III – Weather									
AHCWRK201	Observe and report on weather	✓			✓		✓		
Cluster IV – Chemicals									
AHCCHM201	Apply chemicals under supervision	✓			✓	✓			
AHCPMG201	Treat Weeds	✓			✓	✓			
Cluster V – Healthy Animals									
AHCLSK202	Care for health and welfare of livestock	✓			✓		✓		
AHCLSK205	Handle livestock using basic techniques	✓			✓		✓		
AHCLSK206	Identify and mark livestock	✓			✓		✓		
Cluster VI – Tractors									
AHCMOM202	Operate tractors	✓		✓	✓				
AHCMOM304	Operate machinery and equipment	✓		✓	✓				
Cluster VII – Feed and Water Livestock									
AHCLSK211	Provide feed for livestock	✓		✓	✓				
AHCLSK209	Monitor water supplies	✓		✓	✓				
Cluster VIII – Fencing									
AHCINF202	Install, maintain and repair farm fencing	✓	✓		✓				
AHCINF201	Carry out basic electric fencing operations	✓	✓		✓				
Cluster VII – Showing Livestock									
AHCLSK316	Prepare livestock for competition	✓	✓	✓					
Additional requirements for HSC purposes									
Work Placement (Compulsory for the HSC) – 70 hours in total		Term 2 Wk 8 Term 3 Wk 6							

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC21216 Certificate II in Rural Operations or a Statement of Attainment towards AHC21216 Certificate I in Rural Operations.



COURSES BY EXTERNAL PROVIDERS

Contact: Mrs Janet Hildebrand

- ★ Industrial Technology Multimedia (Karabar)
- ★ EVET Screen & Media

The external providers for these courses will be developing the assessment schedules for these courses and will be forwarding to the students and the school. It is important that the students in these courses keep in contact with their teachers.



APPENDICES

APPENDIX	DESCRIPTION
1	Assessment Task Notification/Receipt
2	Record of Issue of Task Notification
3	Record of Task Submission
4	Illness/Misadventure Form
5	Appeal Form



Appendix 1



BARHAM HIGH SCHOOL

- Assessment Task Notification –

Name: _____

Subject: _____

Type of Assessment Task: _____

Date of Assessment Task: _____

Work to be assessed: _____

Method of Assessment: _____

Equipment to bring: _____

Teacher: _____ Issue date: _____



BARHAM HIGH SCHOOL

- Assessment Task Submission Receipt –

This receipt must be retained by the student as proof of having handed in the Assessment Task.
This is to certify that I have received the Assessment Task described below

Candidates Name: _____

Subject: _____

Title of Assessment Task: _____

Due Date: _____

Date Received: _____ Time Received: _____

Signature of Receiving Teacher: _____

Date: _____



Appendix 2



BARHAM HIGH SCHOOL

- Record of Issue of Task Notification -

Name: _____

Subject: _____

Type of Assessment Task: _____

Date of Assessment Task: _____

Work to be assessed: _____

Equipment to bring: _____

Teacher: _____

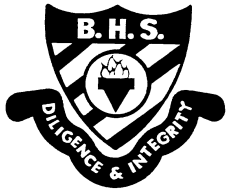
Issue Date: _____

I have received the above assessment task notification:

Name:	Signature:	Date:	Name:	Signature:	Date:



Appendix 3



BARHAM HIGH SCHOOL
- Record of Task Submission –

Name: _____

Subject: _____

Type of Assessment Task: _____

Date of Assessment Task: _____

Work to be assessed: _____

Equipment to bring: _____

Teacher: _____ Issue Date: _____

Assessment Tasks Submission

Name:	Time:	Date:	Name:	Time:	Date:

Appendix 4



BARHAM HIGH SCHOOL

- Illness/Misadventure Form –

Name: _____ Date: _____

Subject: _____

This form must be submitted if you:

1. Were absent on the day through illness/misadventure that an assessment task was to be completed or handed in at school
2. Complete an in-class task or hand in task and believe illness/misadventure has impacted your result.
3. Are seeking an extension before a task is due because of illness/misadventure.

This form must be collected from the HT concerned (or copied from your Assessment booklet) on the first available opportunity.

Preliminary

HSC

Assessment Task:

Teacher:

Due Date:

Head

Teacher:

Outline reason for illness/misadventure:

Independent evidence of illness/misadventure:

- | | |
|--|--------|
| 1. Doctor Certificate | YES/NO |
| 2. Letter from parent/guardian | YES/NO |
| 3. School notified on/before (if applicable) | YES/NO |

I declare all information I have supplied is true

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Recommendation and Decision

Head Teacher:

Class Teacher:

Deputy Principal

Head Teacher informs student of decision

Head Teacher:

Student:



Appendix 5



BARHAM HIGH SCHOOL

- Appeal Form –

Name:

Date:

If you are appealing against an assessment mark or grade you must complete sections A and B. For other appeals complete section B only.

SECTION A

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You must seek advice from your class teacher and Head Teacher before you complete this form. the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments

Course Name:

Task Description:

Task Number:

SECTION B

Details of you appeal:

Supporting documentation (List the documents that you are attaching to this appeal)

Office Use Only

Decision:		Reasons:	
Declined/Upheld			
Name:		Signed:	



ASSESSMENT SCHEDULE FOR PRELIMINARY COURSES 2018

	Week	English Advanced	English Standard	English Studies	Mathematics Standard	Mathematics	Mathematics Extension	VET Construction	Chemistry	Investigating Science	Business Studies	VET Metal & Engineering	Legal Studies	SLR	Biology	Industrial Technology Timber	PDHPE	Modern History	English Extension	Mathematics Extension	VET Hospitality	VET Primary Industries	Music			
Term 1 2018	1																									
	2																									
	3																									
	4																									
	5																									
	6																									
	7																									
	8	X	X	X																				X		
	9															X			X							
	10					X								X	X					X	X					
	11	CrossRoads – No Assessment Tasks																								
Term 2 2018	1																									
	2								X	X																
	3					X																		X		
	4										X						X									
	5					X																				
	6																	X								
	7														X											
	8	VET Workplacement												X	VET Workplacement						X	VET Workplacement				
	9	X	X	X																X						
	10								X	X					X							X				
Term 3 2018	1																									
	2					X																				
	3																									
	4																									
	5										X					X	X									
	6	VET Workplacement – No Assessment Tasks																								
	7																			X						
	8																									
	9																									
	10	Preliminary Exam Period													X	Preliminary Exam Period										