



Western Access Program  
Collaborative • Connected • Innovative

2019

# YEAR II ASSESSMENT POLICY AND SCHEDULE

Peak Hill / Yeoval / Tottenham / Trundle / Tullamore



VERSION 2: 07/02/2019

This policy is designed to provide a summary of the assessment procedures for all students studying courses at schools within the Western Access Program. There are Assessment Schedules for each course in this policy.

## ELIGIBILITY REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate students must have:

- Gained the Record of School Achievement or such other qualifications as the NSW Educational Standard Authority (NESA) considers satisfactory
- Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or college of TAFE
- Satisfactorily completed HSC: All My Own Work or its equivalent
- Satisfactorily completed courses that comprise the pattern of study required by NESA for the award of Higher School Certificate
- Sit for and made a serious attempt at the requisite HSC examinations.

*Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.*

## PATTERN OF STUDY

To qualify for the Higher School Certificate, you must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least 6 units of Board Developed Courses
- At least 2 units of a Board Developed Course in English \*
- At least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- At least four subjects.

\*Satisfactory completion of English Studies fulfils English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC. English Studies does not meet UAC requirements for two units of English for the calculation of an ATAR.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- A wider range of syllabus outcomes than may be measured by external examination alone
- Multiple measures and observations made through the HSC course rather than a single assessment event.

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to

several outcomes, to award marks in accordance with marking guidelines and to provide constructive feedback to students on their performance highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response.

## ASSESSMENT PROCEDURES

Year 11: Assessment tasks will be scheduled from Year 11 Term 1 until Year 11 Term 3. These assessments will be based on the Year 11 course only.

HSC: Assessment tasks will be scheduled to begin Year 11 Term 4 until Year 12 Term 3. These assessments will be based on the HSC course only.

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses may require minor changes to aspects of some of the set assessment tasks. Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks.

## ASSESSMENT NOTIFICATION

The Course Coordinator will distribute the 'Assessment Task' form (see Appendix), outlining the nature of the task, the outcomes assessed and the marking criteria to all students and Co-Teachers. Each assessment task has two dates: Date Distributed and Due Date. Students will receive an 'Assessment Task Notification & Acknowledgement' form (see Appendix) and will sign and date when they receive the assessment task. Students must read all information provided and seek clarification of any issues before they sign the form. The Co-Teacher will also sign and date the form prior to sending it to the Course Coordinator.

Students will receive a **minimum of two weeks' notice** for tasks, advising the due date, type of task, weighting of each task, assessment marking guidelines and outcomes being assessed.

All assessment tasks are to be made available digitally via email and Google Classroom. If a student is absent, when the assessment task is distributed, the Co-Teacher will make them aware when they return to school and the student should seek out their Co-Teacher to discuss the task and sign & date the 'Assessment Task Notification and Acknowledgement' form (see Appendix). They may request an 'Appeal' form (see Appendix) if they feel they have been disadvantaged.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must contact the Course Coordinator concerned, to ensure that the correct information is received, and to apply for necessary re-arrangements to the scheduling of each task. Extensions are not provided for unauthorised leave from school.

## ASSESSMENT SUBMISSION

Students will submit assessment tasks by handing in to the school office by 9am Wednesday of the week they are due with a completed 'Assessment Coversheet' form (see Appendix). Office staff will sign and date the receipt, giving the student their section and retaining the top with the task. Assessments will be given to the Co-Teacher.

Co-Teachers will send the task to the Course Coordinator. The task will be scanned and emailed to the Course Coordinator that day and the hard copy will be posted to the Course Coordinator. School Staff (Co-Teacher or In School Access Coordinator -ISAC) will inform Course Coordinator on the day of the task due date if any students have not submitted.

Assessment tasks submitted after the due date, or missed if an in-class task will receive a mark of zero '0'. The Course Coordinator will generate an N-warning letter if tasks are not submitted by the due date, requesting the student completes the requirements by a new due date.

Students must make a serious attempt at all assessment tasks.

Students are responsible to make copies of all assessment materials prior to submission. In the event of an assessment being lost in transit, the copy serves as an accepted copy of the completed assessment. In the case of examinations, it is the Co-Teacher's responsibility to ensure copies of all examinations are made and kept until the original has been marked and feedback provided to students. All in-class tasks completed under examination conditions must be completed under the same conditions by all students at all schools. This includes, but is not limited to, the duration of time spent on reading/writing/practical tasks, access to support materials, and the use of names or NESA numbers to identify students' work.

## ASSESSMENT FEEDBACK

The Course Coordinator will assess the work submitted and **provide timely feedback** (recommended two weeks) to students about what they are able to do and what they need to do in order to improve their level of performance.

Students have the right to:

- receive feedback that assists them to review their work
- query the mark for an individual task at the time it is returned to them
- request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

The Course Coordinator will record assessment marks on the WAP Sentral.

Students do not receive their final HSC assessment mark, they do receive their course rank.

## HSC: ALL MY OWN WORK & MALPRACTICE

All senior students must have completed NSW Educational Standard Authority course HSC: All My Own Work. Work submitted for assessments task must be the student's own work.

Malpractice is the term used by NESA to describe situations where a student has submitted work which is not all their own work.

Malpractice includes:

- Cheating in examinations
- Plagiarism or using material directly from books, journals, CDs, or the internet without reference to the source
- Submitting work composed by someone other than the student
- Offering false documentation or explanation in support of an appeal
- Non-serious attempt in an examination or assessment task, where work presented contains frivolous and/or objectionable material
- Assisting another student to engage in malpractice.

A student involved in malpractice in the HSC examination will be disqualified from an award in that subject. Likewise, a student involved in malpractice within the school context of internal assessment will be given a mark of zero '0' for the task or the part of the task. This will be decided by the Assessment Committee.

Course Coordinators will inform the Head Teacher Access immediately and send copies of the task in question. Additionally:

- The information will be entered into Schools Online Register of Malpractice in HSC Assessment Tasks
- A warning letter will be sent detailing further responsibilities required of the student
- Schools will follow the procedures of their Discipline/Welfare Policy.

WAP attempts to assist students to avoid malpractice by:

- Ensuring all students have completed HSC: All My Own Work to be eligible for the HSC
- Teachers constantly reminding students of good and ethical practice
- Displaying signs in appropriate areas, explaining aspects of good practice.

## ACCIDENT/MISADVENTURE-INTERNAL ASSESSMENT

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent documentary evidence that is handed in to support the misadventure claim. If the illness/misadventure application is deemed to be valid, and therefore upheld, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day or, in exceptional circumstances, an estimate will be used based on assessment evidence. Invalid reasons for illness/misadventure will result in a mark of zero '0' for that task. A student who submits work late or misses an assessment task or examination without explanation will receive a zero '0' mark and have the task recorded as a non-attempt. On some occasions students are sick on the day of examinations or have significant issues that prevent them submitting work on time. If this happens students need to contact their school immediately and in the case of illness, provide a medical certificate.

When the student returns to school he/she must see the Head Teacher In School Access Coordinator immediately to complete the 'Appeal' form (see Appendix).

## APPEALS PROCEDURES

Marks awarded for each assessment task can only be queried at the time the task is returned to the students. Any student who wishes to appeal against the conditions, administration or marking of a task, must do so at the time of the task, or when the task is returned to that student by completing the 'Appeal' form (see Appendix). The student needs to discuss the concern with the Course Coordinator, Co-Teacher or In School Access Coordinator who will then refer the matter to be considered by the Assessment Panel.

The Assessment Panel will consist of the Principal of the home school of the student, the Principal of the Course Coordinator and the Head Teacher Access. The student will be informed of the result of their appeal within one week. It is important to understand that NESAs has specifically stated that a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark or grade awarded, will not be subject to review as part of this process. Students are able to appeal an assessment decision based on a misadventure. Details for this can be found on the NESAs Assessment Certification and Examination: <https://ace.nesa.nsw.edu.au/appeals>.

In the event of any appeal, NESAs requires the school to ascertain that the weightings specified by the assessment policies of each course conform with NESAs requirements; the procedures used by the

school for determining the final assessment mark conform with its stated policy: there are no computational or computer errors in the determination of the assessment mark.

Provided that the school has fulfilled these conditions, no changes will be made to the assessment mark. The student may make a subsequent appeal to NESAs, but only on the grounds that the review made by the school did not comply with NESAs requirements. NESAs will not change the school assessment marks but, if some changes are considered necessary, may request the school to conduct a further review using amended procedures. The review process is to be completed before the end of the school year.

## COMPLETING COURSE REQUIREMENTS

### Non-completion of Course Requirements

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs. Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with **diligence and sustained effort to the set tasks and experiences provided in the course** by the school. Any course for which the Principal makes an 'N' Determination will not appear on any NESAs credential. Students who receive an 'N' Determination in any Year 11 course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Students who receive an 'N' Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences **in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.**

### N-Warnings

If it appears that a student is at risk of not meeting the course requirements, a warning must be given. The Course Coordinator will follow the WAP process to issue a warning letter. Your School Principal will sign and distribute this letter.

If, at any time, it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a course on Higher School Certificate eligibility. The Principal must:

- advise the student in writing a time for the problem to be corrected
- advise the parent/caregiver in writing (if the student is under 18 years of age)

- request from the student/parent a written acknowledgement of the warning
- issue at least one follow-up warning letter
- retain copies of the warning notice(s) and other relevant documentation.

### **Principal's Determination**

The Principal's Determination is the initial decision made by the Principal under delegated authority from NESAs. Where a Principal has determined that a student has not satisfied NESAs's requirements in a course, the Principal must advise NESAs on the appropriate schedule.

### **Review of 'N' Determination**

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 NESAs timetable of actions for schools
- If the school upholds the appeal, the school advises the NESAs by the date stipulated in the NESAs timetable of actions for schools
- If the appeal is declined, the student may appeal to NESAs. The NESAs review will focus on whether the school review properly and correctly considered the matters before it
- Appeals must reach NESAs by the date stipulated in the NESAs timetable of actions for schools. NESAs will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following:

- student appeals against 'N' Determinations
- student appeals against assessment rankings in HSC courses.

### **Completion of Appeal Forms**

The Principal's Determination Form should be completed and a copy given, together with the Student Appeal Form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent/caregiver in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESAs will review appeals only on the information submitted with the School Review Principal's Report Form and the Student Appeal Form.

No further information will be sought, thus copies of all warning letters must be provided. If a student does not wish to appeal, the Determination Form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination Form, the Student Appeal Form and the School Review Principal's Report Form should be retained at the school. Notification must be sent to NESAs so that the 'N' Determination can be removed. Principals are to complete and send to NESAs the appropriate page of the School Review Principal's Report Form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the



Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs. The appropriate forms relating to 'N' Determinations must be submitted to NESAs by the dates specified in the NESAs timetable of actions for schools.

## NON-COMPLETION OF ASSESSMENT TASKS

### Action to be taken by students when work is submitted late

It is the responsibility of the student to submit work by 9:00am Wednesday of the week of the assessment is date. Any task submitted late will receive a mark of zero '0' for the task.

Students who feel they have a valid reason for submitting a task late should follow the procedures as set out under the heading 'Appeal' form (see Appendix).

### Illness / Misadventure Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control e.g. illness or accident may wish to apply for special consideration. Students must formally apply by completing the 'Appeal' form (see Appendix). The application form is available from the Head Teacher In School Access Coordinator (ISAC) and must be submitted **within two school days** of the students' return to school. The ISAC must give the application to the Head Teacher Access who will consult with the Assessment Panel to make a determination. Where possible the student or parent/caregiver should contact their ISAC (e.g. by phone) on or before the assessment date to explain the extenuating circumstances.

It is important to note that:

- Students must pursue the illness/misadventure process. There is no onus on the Co-Teacher or Course Coordinator to instigate this process.
- In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.
- Work submitted late without an application for illness/misadventure will receive a zero '0'; and an N-Warning letter will be sent to the student's home address.
- Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent documentary evidence that is handed in to support the misadventure claim. If the illness/misadventure deemed to be valid, and therefore upheld, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day or, in exceptional circumstances, an estimate will be used based on assessment evidence.
- Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

### Extension of Time Requested by Students

Notice of foreseeable absences must be brought to the attention of the Co-Teacher or Course Coordinator. Students who cannot submit the task on or by the due date, for reasons beyond their

control, can make a written application for an extension of time to complete the task at **least two days** prior to the due date, on the 'Appeal' Form (see Appendix)

It is the student's responsibility to plan around foreseeable absences.

### **Process to apply for 'Appeal' Form**

1. Students must inform their Co-Teacher and Course Coordinator immediately and fully complete the 'Appeal' Form attaching any relevant documentation.
2. Students must ensure that parents/caregivers have signed the form
3. The student must submit the form to the ISAC who will sign it and then pass the application to the Head Teacher Access who will consult with the Assessment Panel to make a determination.
4. The student, Co-Teacher and Course Coordinator will be notified of the decision.

### **Criteria for Course Coordinators Giving Substitute Tasks**

Where the result of an Assessment Task was affected for valid reasons by absence or other misadventure preventing presentation of part (or all) of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence.

Any substitute task should:

- Be based on the same components or outcomes as the original task
- Test or measure the same knowledge or skills as the original task
- As far as possible, be of comparable standard to the original task
- Be assessed in the same manner as the original task.

### **Computer Failures**

Technical failures will not constitute sufficient grounds for the granting of an extension or misadventure. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed backup copies.

### **Submission of non-written tasks**

Students must ensure that electronic files are operable on standard school equipment. This must be checked before submission.

Each student is responsible for maintaining an updated copy of his or her assessment task on a suitable medium in a suitable program e.g. Word. Where a computer/printer malfunction occurs the backup copy must be submitted.

### **Non-Attempt or Non Serious Attempt at an Assessment Task**

In the event of a student not attempting or not making a serious attempt on an Assessment Task, the Course Coordinator will:

- Award zero '0' for that task

- Record a zero '0' mark in the assessment record for the student
- Students who make a non-genuine attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by NESAs
- Inform the parents/caregivers of the situation using an 'N-Warning' letter.

### **Invalid or Non-Discriminating Assessment Task**

In the case of invalid or non-discriminating tasks, the WAP Assessment Panel may authorise an additional task or an adjustment of the course weightings. Adequate warning must be given to students for an additional task. In extreme circumstances the Head Teacher Access may allow an invalid task to be completely disregarded.

### **Disability Provisions**

NESA may approve special examination provisions for the HSC Examinations if a student has a special need that would, in a normal examination situation, prevent him or her from:

- (a) reading the examination questions; and/or
- (b) communicating his or her responses.

Principals have the authority to decide on and to implement special provisions for school-based assessment tasks including examinations.

# ASSESSMENT SCHEDULE FOR VET COURSES

## Formal Assessment

Assessment in VET courses is competency based. This means that students need to demonstrate that they have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment.

Students may be deemed 'Competent' if performance in all required assessment activities is satisfactory, OR 'Not Yet Competent' if students are still developing skills and/or their performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal Assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The Trainer will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Alternately, students will be supplied with a competency log for maintaining a record of units achieved. Students are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. Students will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency, will lead to** a Certificate at AQF Level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standard Authority on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by the trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and processes.

**Work Placement** is a mandatory HSC component. A minimum of 70 hours must be completed during a 240 hour course.

Note that:

- Students will not be permitted to participate in a Work Placement if they are not deemed 'work ready' by the trainer

- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards the student's HSC pattern of study. However, they will still receive a 'Statement of Attainment', which indicates the units of competency achieved towards the qualification
- the scheduled date for Work Placement is shown in the assessment summary.

**The Optional HSC Examination is:**

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only
- The satisfactory completion of the course will still appear on student's HSC if the optional examination is not undertaken.

If students intend to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students will be asked to complete a trial examination to practise appropriate written tasks under examination conditions to determine the estimated mark.

# YEAR 11 ASSESSMENT SCHEDULE SUMMARY 2019

WK	TERM 1 2019	TERM 2 2019	TERM 3 2019
1	HEAT WEEK		WORK STUDIES
2			
3			
4			
5		AGRICULTURE ENGLISH STUDIES MATHEMATICS STANDARD	CONSTRUCTION
6			
7	CONSTRUCTION HOSPITALITY METAL AND ENGINEERING SPORT, LIFESTYLE AND RECREATION	COMMUNITY AND FAMILY STUDIES METAL AND ENGINEERING SPORT, LIFESTYLE AND RECREATION VISUAL DESIGN WORK STUDIES	AGRICULTURE BIOLOGY ENGLISH STUDIES METAL AND ENGINEERING SPORT, LIFESTYLE AND RECREATION VISUAL DESIGN
8	BIOLOGY COMMUNITY AND FAMILY STUDIES ENGLISH STUDIES	CONSTRUCTION HOSPITALITY	CHEMISTRY
9	ANCIENT HISTORY CHEMISTRY ENGLISH STANDARD PRIMARY INDUSTRIES VISUAL DESIGN	ANCIENT HISTORY ENGLISH STANDARD PRIMARY INDUSTRIES	AGRICULTURE ANCIENT HISTORY BIOLOGY COMMUNITY AND FAMILY STUDIES CONSTRUCTION ENGLISH STANDARD MATHEMATICS STANDARD METAL AND ENGINEERING MODERN HISTORY PRIMARY INDUSTRIES WORK STUDIES
10	HOSPITALITY MATHEMATICS STANDARD	CHEMISTRY MODERN HISTORY	
11	MODERN HISTORY		

# AGRICULTURE

COURSE COORDINATOR: Natasha Shankelton				TASK 1	TASK 2	TASK 3							
				Systems Experiment & Report	Farm Case Study	Yearly Examination							
COMPONENT	SYLLABUS WEIGHTING			Due: Term 2 Week 5	Due: Term 3 Week 7	Due: Term 3 Week 10							
Knowledge and understanding of course content	40			10	10	20							
Knowledge, understanding and skills required to manage agricultural production systems	40			10	15	15							
Skills in effective research, experimentation and communication	20			10	5	5							
<b>TOTAL</b>	<b>100%</b>			<b>30</b>	<b>30</b>	<b>40</b>							
OUTCOMES ASSESSED				P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1							
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	TOPIC 1 INTRODUCTION TO AGRICULTURE					TOPIC 2 – PLANT PRODUCTION						
	ASSESSMENT												
	DATES	ACCESS CAMP			WP								
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	TOPIC 2 – PLANT PRODUCTION				TOPIC 3 – ANIMAL PRODUCTION							
	ASSESSMENT					TASK 1 DUE							
	DATES					WP							
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	TOPIC 3 – ANIMAL PRODUCTION	TOPIC 4 – FARM CASE STUDY					EXAMINATION PREPARATION & REVISION					
	ASSESSMENT							TASK 2 DUE			TASK 3 DUE		
	DATES							WP		QUARANTINE WEEK	YEARLY EXAMINATIONS		

# ANCIENT HISTORY

COURSE COORDINATOR: Gaye Rush		TASK 1					TASK 2			TASK 3			
		Source Analysis					Research and Extended Response			Yearly Examination			
COMPONENT		SYLLABUS WEIGHTING					Due: Term 1 Week 9		Due: Term 2 Week 9		Due: Term 3 Week 10		
Knowledge and understanding of course content		40					20				20		
Historical skills in the analysis and evaluation of sources and interpretations		20					5		5		10		
Historical inquiry and research		20					10		10				
Communication of historical understanding in appropriate forms		20					5		5		10		
<b>TOTAL</b>		<b>100%</b>					<b>40</b>		<b>20</b>		<b>40</b>		
<b>OUTCOMES ASSESSED</b>						AH11-6 AH11-7 AH11-9 AH11-10		AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9		AH11-1 AH11-2 AH11-6 AH11-7 AH11-9			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	INVESTIGATING HISTORY					INVESTIGATING ANCIENT HISTORY: CASE STUDY LIST A: THE CELTS						
	ASSESSMENT									TASK 1 DUE			
	DATES			ACCESS CAMP			WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	HISTORICAL INVESTIGATION					INVESTIGATING ANCIENT HISTORY: CASE STUDY LIST B:TEOTIHUACAN						
	ASSESSMENT									TASK 2 DUE			
	DATES						WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	FEATURES OF ANCIENT SOCIETIES DEATH AND FUNERARY CUSTOMS –EGYPT					FEATURES OF ANCIENT SOCIETIES POWER AND IMAGE – EGYPT						
	ASSESSMENT									TASK 3 DUE			
	DATES						WP		QUARANTINE WEEK	YEARLY EXAMINATIONS			



# BIOLOGY

Course Coordinator: Gemma Loud		TASK 1	TASK 2	TASK 3
		Practical Investigation Enzymes	Field Booklet and Report	Examination (Module 1 – 4)
Component	Syllabus Weighting	Due: Term 1 Week 8	Due: Term 3 Week 7	Due: Term 3 Week 10
Working Scientifically	60%	20	20	20
Knowledge and Understanding	40%	10	20	10
<b>Total</b>	<b>100%</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11-7/12, BIO11-8	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	MODULE 1: CELLS AS THE BASIS OF LIFE						MODULE 2: ORGANISATION OF LIVING THINGS				
	ASSESSMENT	HEAT WEEK		ACCESS CAMP			WORK PLACEMENT	TASK 1: ASSESSMENT DAY WEDNESDAY 13 MARCH	TASK 1: DUE WEDNESDAY 20 MARCH			
				TASK 1: DISTRIBUTE								
DEPTH STUDIES: 6 HOURS												

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	MODULE 2: ORGANISATION OF LIVING THINGS			MODULE 3: BIOLOGICAL DIVERSITY							
	ASSESSMENT						WORK PLACEMENT		TASK 2: DISTRIBUTE			
DEPTH STUDIES: 3 HOURS												

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	MODULE 4: ECOSYSTEMS DYNAMICS							EXAMINATION REVISION			
	ASSESSMENT			TASK 2: FIELD WORK WEDNESDAY 7 AUGUST			WORK PLACEMENT	TASK 2: DUE WEDNESDAY 4 SEPTEMBER		YEARLY EXAMINATIONS		
		DEPTH STUDIES: 6 HOURS										

# CHEMISTRY

COURSE COORDINATOR: Valeena Baker		TASK 1	TASK 2	TASK 3
		Depth Study: <i>Meaning in Matter</i>	Collated Practical Reports	Yearly Examination
		Infographic and Biography	10 Practicals from Modules 1-4	Examination
COMPONENT	SYLLABUS WEIGHTING	Due: Term 2 Week 2	Due: Term 3 Week 4	Due: Term 3 Week 9
Knowledge and understanding of the fundamentals of chemistry and the trends and driving forces in chemical interactions	40	10	20	10
Develop skills in applying the processes of questioning and predicting, planning investigations, conducting investigations, processing and analysing data or information, problem solving, and communicating.	60	20	20	20
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>40</b>	<b>40</b>
<b>OUTCOMES ASSESSED</b>		CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	MODULE 1: PROPERTIES AND STRUCTURE OF MATTER										MODULE 2:	
	ASSESSMENT	CH11-2, CH11-3, CH11-4, CH11-7, CH11-8. (8 HRS DEPTH STUDY)											
	DATES			ACCESS CAMP			WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	MODULE 2: INTRODUCTION TO QUANTITATIVE CHEMISTRY				MODULE 3: REACTIVE CHEMISTRY							
	ASSESSMENT	CH11-1, CH11-2, CH11-4, CH11-6, CH11-9. (3HRS DEPTH STUDY)				CH11-2, CH11-3, CH11-4, CH11-10. (4 HRS OF DEPTH STUDY)							
	DATES		TASK 1 DUE				WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	MODULE 3: REACTIVE CHEMISTRY		MODULE 4: DRIVERS OF REACTIONS				REVISION		YEARLY EXAMINATIONS			
	ASSESSMENT					CH11-1, CH11-5, CH11-6, CH11-7, CH-11				TASK 3 DUE			
	DATES				TASK 2 DUE		WP		QUARANTINE WEEK	YEARLY EXAMINATIONS			

# COMMUNITY AND FAMILY STUDIES

COURSE COORDINATOR: Trish Morgan								TASK 1	TASK 2	TASK 3			
								Interview Design, conduct and analyse an interview	Case Study Leadership	Yearly Examination			
COMPONENT				SYLLABUS WEIGHTING				Due: Term 1 Week 8	Due: Term 2 Week 7	Due: Term 3 Week 10			
Knowledge and understanding of course content				40%				15	15	10			
Skills in critical thinking, research methodology, analysing and communicating				60%				20	20	20			
<b>TOTAL</b>				<b>100%</b>				<b>35</b>	<b>35</b>	<b>30</b>			
OUTCOMES ASSESSED								P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	RESOURCE MANAGEMENT							INDIVIDUALS AND GROUPS				
	ASSESSMENT												
	DATES			ACCESS CAMP			WP		TASK 1 DUE				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	INDIVIDUALS AND GROUPS							FAMILIES & COMMUNITIES				
	ASSESSMENT												
	DATES						WP	TASK 2 DUE					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	FAMILIES & COMMUNITIES							REVISION				
	ASSESSMENT										TASK 3		
	DATES						WP		QUARANTINE WEEK	YEARLY EXAMINATIONS			

# CONSTRUCTION

COURSE COORDINATOR: Leisa Rowlands			TASK 1	TASK 2	TASK 3	TASK 4
CODE	COMPETENCY	HOURS	Tool Box	Levelling	Concreting	Yearly Examination
			DUE: Term 1 Week 7	DUE: Term 2 Week 8	DUE: Term 3 Week 5	DUE: Term 3 Week 9&10
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15	✓	✓	✓	✓
CPCCWHS1001	Prepare to work safely in the construction industry	10	✓	✓	✓	✓
CPCCCA2011A	Handle carpentry materials	20	✓			
CPCCCA2002B	Use carpentry tools and equipment	10	✓			
CPCCCM2001A	Read and interpret plans and specifications	20		✓		
CPCCCM2006B	Apply basic levelling procedures	15		✓		
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	25			✓	
CPCCCM1015A	Carry out measurements & calculations	20			✓	
<b>TOTAL</b>		<b>125</b>				

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC		CLUSTER 1: WORKING SAFELY IN THE CONSTRUCTION INDUSTRY			CLUSTER 2: WHITE CARD	CLUSTER 3: TOOLS AND MATERIALS						
	DATES			ACCESS CAMP			WP	ASSESSMENT DAY TOOL BOX					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	CLUSTER 3: TOOLS AND MATERIALS				CLUSTER 4: READING PLANS AND LEVELLING							
	DATES						WP		ASSESSMENT DAY LEVELLING				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	CLUSTER 5: PREPARE FOR CONCRETING									ALL		
	DATES						ASSESSMENT DAY CONCRETING	WP		QUARANTINE WEEK	YEARLY EXAMINATIONS		

## Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes		Dates							
Work Placement (compulsory for the HSC) - 70 hours in total.		Term 2, Week 6							
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Term 3, 2020							
Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry (white card)	✓		✓	✓		✓	✓	Yes
<b>Cluster 1: Getting Started in the Construction Industry</b>									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
<b>Cluster 2: Measure up</b>									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
<b>Cluster 3: Reading plans and levelling</b>									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
<b>Cluster 4: Prepare to Concrete</b>									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
<b>Cluster 5: Group Project</b>									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
<b>Cluster 6: Working Effectively</b>									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
<b>Cluster 7: Option 1-Joinery</b>									
CPCCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	
<b>Cluster 7: Option-2 - Brick and block laying-</b>									
CPCCCBL 2001 A	Handle and prepare brick laying material	✓	✓		✓			✓	
CPCCCBL 2002 A	Use bricklaying and block laying tools and equipment	✓	✓		✓			✓	

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.

# ENGLISH STANDARD

COURSE COORDINATOR: Helen Johnson		TASK 1		TASK 2		TASK 3							
		Reading to Write: Distinctive Voices Speech and Reflection Task		Module A: Contemporary Possibilities Multimodal Presentation		Module B: Close Study of Literature Yearly Examination							
COMPONENT		SYLLABUS WEIGHTING		DUE: Term 1 Week 9		DUE: Term 2 Week 9		DUE: Term 3 Week 9 - 10					
Knowledge and understanding of course content		50		15		20		15					
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		50		15		20		15					
<b>TOTAL</b>		<b>100</b>		<b>30</b>		<b>40</b>		<b>30</b>					
<b>OUTCOMES ASSESSED</b>				EN11-3, EN11-5, EN11-9		EN11-1, EN11-2, EN11-3, EN11-5, EN11-7		EN11-1, EN11-3, EN11-5, EN11-6, EN11-8					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	COMMON MODULE: READING TO WRITE - DISTINCTIVE VOICES											
	ASSESSMENT										TASK 1 DUE		
	DATES			ACCESS CAMP			WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	MODULE A: CONTEMPORARY POSSIBILITIES											
	ASSESSMENT									TASK 2 DUE			
	DATES						WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	MODULE B: CLOSE STUDY OF LITERATURE - JASPER JONES											
	ASSESSMENT									TASK 3 DUE			
	DATES						WP		QUARANTINE WEEK	YEARLY EXAMINATIONS			

# ENGLISH STUDIES

COURSE COORDINATOR: Christina Baldwinson		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
		<b>Multimodal Presentation: Mock Interview</b>	<b>Formal Examination</b>	<b>Collection of Classwork</b>
<b>COMPONENT</b>	<b>SYLLABUS WEIGHTING</b>	DUE: Term 1 Week 8	DUE: Term 2 Week 5	DUE: Term 3 Week 7
Knowledge and understanding of course content	50	15	15	20
Skills <ul style="list-style-type: none"> <li>Comprehending Texts</li> <li>Communicating Ideas and</li> <li>Using Language Accurately, Appropriately and Effectively</li> </ul>	50	15	15	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>OUTCOMES ASSESSED</b>		ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-10	ES11-2, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	MANDATORY - ACHIEVING THROUGH ENGLISH: ENGLISH IN EDUCATION, WORK AND COMMUNITY										
	ASSESSMENT	HEAT WEEK					WP		TASK 1 DUE			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	ELECTIVE MODULE D - DIGITAL WORLDS: ENGLISH AND THE WEB										
	ASSESSMENT					TASK 2 DUE	WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	ELECTIVE MODULE F - MITUNES AND TEXT: ENGLISH AND THE LANGUAGE OF SONG										
	ASSESSMENT						WP	TASK 3 DUE				

# HOSPITALITY

<b>COURSE COORDINATOR:</b> Catherine Doyle			<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
			<b>Cluster 1 Working Together</b>	<b>Cluster 2 – Part A Safe and hygienic food preparation</b>	<b>Cluster 2 – Part B Safe and hygienic food preparation</b>
<b>CODE</b>	<b>COMPETENCY</b>	<b>HOURS</b>	DUE: Term 1 Week 7	DUE: Term 1 Week 10	DUE: Term 2 Week 8
BSBWOR203	Work effectively with others	15	✓		
BSBCMM201	Communicate in the Workplace	15	✓		
SITXFSA001	Use hygienic practices for food safety	10		✓	
SITHCCC001	Use food preparation equipment	20			✓
SITXFSA002	Participate in safe food handling practices	15			✓
SITHIND003	Use hospitality skills effectively (Holistic)	20	Ongoing Evidence Collection		

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM 1</b>	<b>TOPIC</b>	CLUSTER 1: WORKING TOGETHER										
	<b>ASSESSMENT</b>							<b>AT1 THEORY</b>			<b>AT2 PART A PRACTICAL</b>	
	<b>DATES</b>						WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM 2</b>	<b>TOPIC</b>	CLUSTER 2: SAFE AND HYGIENIC FOOD PREPARATION										
	<b>ASSESSMENT</b>								<b>AT2 PART B PRACTICAL</b>			
	<b>DATES</b>						WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM 3</b>	<b>TOPIC</b>	CLUSTER 3: CAFÉ SKILLS										
	<b>ASSESSMENT</b>											
	<b>DATES</b>						WP		QUARANTINE WEEK	<b>YEARLY EXAMINATIONS</b>		



# Assessment Summary for SIT20316 Certificate II in Hospitality

SIT20316 Certificate II in Hospitality	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test,	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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## Cluster 1 **Working Together** new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

## Cluster 2 **Safe and hygienic food preparation-new cluster**

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

## Cluster 3 **Café Skills- new assessment requirement**

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

## Cluster 4 **Safe and Sustainable work practices**

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

## Cluster 5 **Interacting with diverse customers**

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

## Cluster 6 **Serving food and beverages – new assessment requirement**

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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## Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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## Cluster 8 **Use hospitality skills effectively – new assessment requirement**

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
SIT20316 Certificate II in Hospitality	Public Schools NSW Wagga Wagga RTO 90333			Version 2.0 November 2018			

# MATHEMATICS STANDARD

<b>COURSE COORDINATOR:</b> Elaine Bates and Gerry Capell		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
		<b>Open Book Test</b>	<b>Investigation</b>	<b>Yearly Examination</b>
<b>COMPONENT</b>	<b>SYLLABUS WEIGHTING</b>	Due: Term 1 Week 11	Due: Term 2 Week 10	Due: Term 3 Weeks 10
Understanding, Fluency and Communication	50	10	10	30
Problem Solving, Reasoning and Justification	50	20	20	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>OUTCOMES ASSESSED</b>		MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM 1</b>	<b>TOPIC</b>	HEAT WEEK	MS-A1 FORMULAE AND EQUATIONS MS11-1, MS11-9, MS11-10			MS-A2: LINEAR RELATIONSHIPS		MS-F1 (F1.1): INTEREST AND DEPRECIATION		MS-M1: APPLICATIONS OF MEASUREMENT (M1.1) PRACTICALITIES OF MEASUREMENT		
	<b>ASSESSMENT</b>						WP					AT1 – 30%
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM 2</b>	<b>TOPIC</b>	MS-M1 APPLICATIONS OF MEASUREMENT: PERIMETER, AREA AND VOLUME			MS-M1 APPLICATIONS OF MEASUREMENT: UNITS OF ENERGY AND MASS		MS-F1 MONEY MATTERS: EARNING AND MANAGING MONEY		MS-F1 MONEY MATTERS: BUDGETING AND HOUSEHOLD EXPENSES			
	<b>ASSESSMENT</b>					AT2 – 30%	WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM 3</b>	<b>TOPIC</b>	MS-M2 WORKING WITH TIME		MS-S1 DATA ANALYSIS: CLASSIFYING AND REPRESENTING DATA		MS-S1 DATA ANALYSIS: EXPLORING AND DESCRIBING DATA ARISING FROM A SINGLE CONTINUOUS VARIABLE		MS-S2 RELATIVE FREQUENCY AND PROBABILITY		YEARLY EXAMINATION		
	<b>ASSESSMENT</b>						WP				AT3 – 40%	

# Assessment Summary for MEM 10105 Certificate I Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2, Week 6
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Worksheets	Self-assessment	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the eBos records				Y	Y		Y

### Cluster 1 Working Safely in the Metals Industry

MEM 13014A Apply principles of occupational health and safety in the work environment	Y	Y		Y	Y		Y
MEM 1101B Undertake manual handling	Y	Y		Y	Y		

### Cluster 2 Using Hand Tools

MEM 14004A Plan to undertake routine task	Y	Y		Y	Y		Y
MEM18001C Use hand tools	Y	Y		Y	Y		Y

### Cluster 3 Using Power Tools

MEM 18002B Use power tools/hand held operations	Y	Y		Y	Y		Y
MEM 12023A Perform engineering measurements	Y	Y		Y	Y		Y

### Cluster 4 Calculating and Cutting

MEM05005B Carry out mechanical cutting	Y	Y		Y	Y		
MEM 12024A Perform computations	Y	Y		Y	Y		Y

### Cluster 5 Workshop machines

MEM05012C Perform routine manual metal arc welding	Y	Y		Y	Y		
MEM07032B Use workshop machines for basic operations	Y	Y		Y	Y		

### Cluster 6 Skills into Action

MEM15002A Apply quality systems	Y	Y		Y	Y		Y
MEM 15024A Apply quality procedures	Y	Y		Y	Y		Y
MEM16007A Work with others in manufacturing, engineering or related environment	Y	Y		Y	Y		Y

### Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the eBOS record

MEM09002B Interpret technical drawings					Y		Y
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Option 8b MEM05007C Perform manual heating and thermal cutting (2 units)	Y	Y		Y	Y		
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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.

# METAL AND ENGINEERING

COURSE COORDINATOR: Jaimilee Elwin			TASK 1	TASK 2	TASK 3	Task 4
			Camping Stool	Hobby Vice	Camping Trailer	Yearly Examination
CODE	COMPETENCY	HOURS	Term 1 Week 7	Term 2 Week 7	Term 3 Week 7	Term 3 Week 9/10
MEM13014A	Apply principles of occupational health and safety in the work environment	15	✓			✓
MEM 11011B	Undertake manual handling	5	✓			✓
MEM18001C	Use hand tools	20		✓		✓
MEM14004A	Plan to undertake a routine task	10		✓		✓
MEM18002B	Use power tools/hand held operations	20			✓	✓
MEM12023A	Perform engineering measurements	15			✓	✓

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	HEAT WEEK	<b>CLUSTER 1 – WORKING SAFELY</b> MEM13014A- APPLY PRINCIPLES OF OCCUPATIONAL HEALTH AND SAFETY IN THE WORK ENVIRONMENT MEM 11011B UNDERTAKE MANUAL HANDLING									
	ASSESSMENT						WP	PRACTICAL ASSESSMENT DAY				
			WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
TERM 2	TOPIC	<b>CLUSTER 2 – USING HAND TOOLS</b> MEM18001C- USE HAND TOOLS      MEM14004A- PLAN TO UNDERTAKE A ROUTINE TASK										
	ASSESSMENT						WP	PRACTICAL ASSESSMENT DAY				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	<b>CLUSTER 3 – USING POWER TOOLS</b> MEM18002B- USE POWER TOOLS/HAND HELD OPERATIONS      MEM12023A- PERFORM ENGINEERING MEASUREMENTS										
	ASSESSMENT						WP	PRACTICAL ASSESSMENT DAY		YEARLY EXAMINATIONS		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11

# MODERN HISTORY

COURSE COORDINATOR: Mitchell Thomas							TASK 1	TASK 2	TASK 3			
							Source Task	Historical Investigation	Yearly Examination			
COMPONENT						SYLLABUS WEIGHTING	DUE: Term 1 Week 11	DUE: Term 2 Week 10	DUE: Term Week 9/10			
Knowledge and understanding of course content						40	15		25			
Historical skills in the analysis and evaluation of sources and interpretations						20	10	5	5			
Historical inquiry and research						20		20				
Communication of historical understanding in appropriate forms						20	5	5	10			
<b>TOTAL</b>						<b>100</b>	<b>30</b>	<b>30%</b>	<b>40%</b>			
<b>OUTCOMES ASSESSED</b>							MH11-4, MH11-5, MH11-7, MH11-9	MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-9			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	HEAT WEEK	1 - INVESTIGATING MODERN HISTORY – THE NATURE OF MODERN HISTORY				3 – SHAPING OF THE MODERN WORLD TOPIC 5: WORLD WAR 1					
	DATES			ACCESS CAMP			WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	3 – SHAPING OF THE MODERN WORLD TOPIC 5: WORLD WAR 1				2 – HISTORICAL INVESTIGATION						
	DATES						WP				TASK 2 DUE	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	1 - INVESTIGATING MODERN HISTORY – CASE STUDIES (B) B8: THE CUBAN REVOLUTION				1 - INVESTIGATING MODERN HISTORY – CASE STUDIES (A) A1: THE DECLINE AND FALL OF THE ROMANOV DYNASTY						
	DATES						WP		QUARANTINE WEEK	YEARLY EXAMINATIONS		

# PDHPE

COURSE COORDINATOR: Lucy Dempsey					TASK 1		TASK 2		TASK 3			
					Core 2: The Body in Motion Research Task		Core 1: Better Health for Individuals Research Essay		Yearly Examination			
COMPONENT			SYLLABUS WEIGHTING		DUE: Term 1 Week 10		DUE: Term 2 Week 9		DUE: Term 3 Week 9/10			
Knowledge and Understanding of Course Content			40%		10		10		20			
Skills in critical thinking, research, analysis and communicating			60%		20		20		20			
<b>TOTAL</b>			<b>100%</b>		<b>30</b>		<b>30</b>		<b>40</b>			
OUTCOMES ASSESSED					P7, P8, P16, P17		P1, P2, P3, P4, P15		P1-12, P15, P16, P17			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	HEAT WEEK	CORE 2: THE BODY IN MOTION (OUTCOMES: P7, P8, P9, P10, P11, P16, P17)									
	DATES			ACCESS CAMP			WP					TASK 1: RESEARCH TASK (30%)
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	CORE 1: BETTER HEALTH FOR INDIVIDUALS (OUTCOMES: P1, P2, P3, P4, P5, P6, P15, P16)										OPTION 3: FITNESS CHOICES
	DATES						WP				TASK 2: RESEARCH ESSAY (30%)	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	OPTION 3: FITNESS CHOICES (OUTCOMES: P5, P6, P10, P15, P16, P17)		OPTION 1: FIRST AID (OUTCOMES: P6, P12, P15, P16)			CONSOLIDATION WEEK	REVISION				YEARLY EXAMINATIONS
	DATES						WP		QUARANTINE WEEK			

# PRIMARY INDUSTRIES

COURSE COORDINATOR: Mitchell McAlister			TASK 1	TASK 2	TASK 3
			WHS and Weather	Chemicals	Working in Industry
CODE	COMPETENCY	HOURS	DUE: Term 1 Week 9	DUE: Term 2 Week 9	DUE: Term 3 Week 9
AHCWHS201	Participate in WHS Processes	15	✓		
AHCWRK209	Participate in environmentally sustainable work	15			✓
AHCWRK205	Participate in workplace communications	10			✓
AHCWRK204	Work effectively in the industry	20			✓
AHCCHM201	Apply chemicals under supervision	20		✓	
AHCCPM201	Treat Weeds	10		✓	
AHCWRK201	Observe and report on weather	15	✓		

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	WHS & WORKING IN INDUSTRY										
	DATES	HEAT WEEK		ACCESS CAMP			WP				TASK 1 DUE	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	CHEMICALS										
	DATES			PRACTICAL DAY			WP			TASK 2 DUE		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	WEATHER										
	DATES			PRACTICAL DAY			WP		QUARANTINE WEEK	YEARLY EXAMINATIONS		

# Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2, Week 6
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2020

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable

Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. **Qualification Packaging Rules:**

<https://training.gov.au/Training/Details/AHC20116>

## Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
--	---	--	---	---	--	---	--	---

## Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

## Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
---	---	--	--	---	--	---	--	---

## Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			

## Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y	Y		Y			Y	Y
AHCLSK205 Handle livestock using basic techniques	Y	Y		Y			Y	
AHCLSK206 Identify and mark livestock	Y	Y		Y			Y	
AHCLSK204 Carry out regular livestock observations	Y	Y		Y			Y	

## Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM302 Operate machinery and equipment	Y		Y	Y				
AHCBIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				

## Cluster 8 Feed and Water Livestock

AHCLSK211 Provide feed for livestock	Y		Y	Y				
AHCLSK209 Monitor water supplies	Y		Y	Y				

## Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture.



# SPORT, LIFESTYLE AND RECREATION

COURSE COORDINATOR: Cassie Hinchley						TASK 1		TASK 2		TASK 3		
						Fitness: Fitness Testing and Training Plan		Sports Administration: Design and Administer a Sports Initiative		Individual Sports and Applications: Topic Test		
COMPONENT			SYLLABUS WEIGHTING			DUE: Term 1 Week 7		DUE: Term 2 Week 7		DUE: Term 3 Week 7		
Knowledge and Understanding			50			15		15		20		
Skills			50			15		15		20		
<b>TOTAL</b>			<b>100</b>			<b>30</b>		<b>30</b>		<b>40</b>		
OUTCOMES ASSESSED						1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 5.2		1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5		1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	HEAT WEEK										
	ASSESSMENT	FITNESS										
				AT1 HAND OUT			WP	TASK 1 DUE				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	SPORTS ADMINISTRATION										
	ASSESSMENT		AT 2 HAND OUT				WP	TASK 2 DUE				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	INDIVIDUAL GAMES AND SPORTS APPLICATIONS										
	ASSESSMENT		AT3 HAND OUT				WP	TASK 3 DUE		YEARLY EXAMINATIONS		

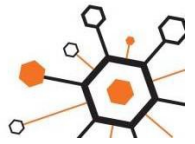
# VISUAL DESIGN

COURSE COORDINATOR: Kim Williams		TASK 1						TASK 2		TASK 3			
		Graphic Design: Illustration						Wearable Design: Clothing		Interior Design: Lamp			
COMPONENT		SYLLABUS WEIGHTING		DUE: Term 1 Week 9						DUE: Term 2 Week 7		DUE: Term 3 Week 7	
Design and Making		70		20						25		25	
Critical and Historical Studies		30		10						10		10	
<b>TOTAL</b>		<b>100</b>		<b>30</b>						<b>35</b>		<b>35</b>	
OUTCOMES ASSESSED				DM 1, DM 2, DM 3, DM 4, DM 5 CH 1, CH 2, CH 3						DM 1, DM 2, DM 3, DM 4, DM 5 CH 1, CH 2, CH 3, CH 4		DM 1, DM 2, DM 3, DM 4, DM 5 CH 1, CH 2, CH 3, CH 4	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	GRAPHIC DESIGN											
	DATES	HEAT WEEK		ACCESS CAMP			WP			TASK 1 DUE			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	WEARABLE DESIGN											
	DATES		SCHOOL VISIT				WP	TASK 2 DUE					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	INTERIOR DESIGN							EXTERIOR DESIGN				
	DATES		SCHOOL VISIT				WP	TASK 3 DUE	QUARANTINE WEEK	YEARLY EXAMINATIONS			

# WORK STUDIES

COURSE COORDINATOR: Crystal Stanford						TASK 1		TASK 2		TASK 3		
						Job Application		Research Task		Work Journal		
COMPONENT					SYLLABUS WEIGHTING	DUE: Term 2 Week 7		DUE: Term 3 Week 1		DUE: Term 3 Week 10		
Knowledge and Understanding					30	10		10		10		
Skills					70	20		20		30		
<b>TOTAL</b>					<b>100</b>	<b>30</b>		<b>30</b>		<b>40</b>		
OUTCOMES ASSESSED						3, 4, 5, 7		1, 2, 5, 8		5, 6, 9		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	CORE: MY WORKING LIFE					MODULE 1: IN THE WORKPLACE					
	KEY DATES	HEAT WEEK		ACCESS CAMP			WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	MODULE 2: PREPARING JOB APPLICATIONS					MODULE 3: WORKPLACE COMMUNICATION					
	KEY DATES						WP	TASK 1 DUE				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	MODULE 4: TEAMWORK AND ENTERPRISE SKILLS					MODULE 5: MANAGING WORK AND LIFE COMMITMENTS					
	KEY DATES	TASK 2 DUE					WP				TASK 3 DUE YEARLY EXAMINATION	

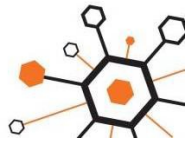
# APPENDIX



**Assessment Task**  
**(SUBJECT HEADING)**

Course Coordinator:		Co-Teacher:	
Date Distributed:		Due Date:	
Assessment Task Number:		Weighting:	

Syllabus Area:
Type of Task:
Task Description:
You will be assessed on how well you: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Outcomes being assessed: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>



## Assessment Task Notification & Acknowledgement

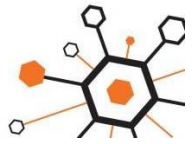
Subject: \_\_\_\_\_ School: \_\_\_\_\_  
 Course Coordinator: \_\_\_\_\_ Year: \_\_\_\_\_  
 Assessment Task Number: \_\_\_\_\_ Weighting: \_\_\_\_\_  
 Due Date of Task: \_\_\_\_\_ Date of Distribution: \_\_\_\_\_

Details of Task: \_\_\_\_\_

### Co-Teacher:

Please complete sections A, B, C and D of this form in its entirety and return to the Course Coordinator

A	Co-Teacher: _____	School: _____	
	Details of Assessment Task: _____		
	Received Date: _____	Due Date: _____	
B	Please tick: Received assessment task with marking criteria <input type="checkbox"/>	Please tick: Assessment task received within allowed timeframe <input type="checkbox"/>	
	Student Name	Student Signature	Date Received
C			
D	Name of Co-Teacher	Co-Teacher Signature	Date sent to Coordinator



## Appeal Form

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Course Coordinator:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_ **Task Description:** \_\_\_\_\_

**Reason for appeal:**

- Illness
- Misadventure
- Process
- Extension
- Other \_\_\_\_\_

**Were special provisions provided for this assessment task?** YES / NO

**Details for appeal:** \_\_\_\_\_

**Student Statement:** How did this misadventure affect your performance?

\_\_\_\_\_

**What is the desired outcome by student?** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent / Caregiver Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- Medical Certificate or supporting documentation is attached
- Submission is within timeframes outlined in the assessment guidelines

---

**A VC is held to determine the outcome of the appeal by the Assessment Panel**

**Principals:** \_\_\_\_\_

**Appeal Outcome:**  Upheld  Dismissed

**Recommendation:**

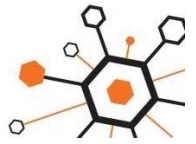
- Zero marks to be awarded for completed task
- Marks to count
- Rank to count
- Estimate to be given
- Alternative task to be set
- Ranking to be maintained
- Task to be completed, ranking maintained
- Other \_\_\_\_\_

**Comment:** \_\_\_\_\_

\_\_\_\_\_

**HTA Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- copy to Principal, Head Teacher, CC and CoT and ISAC
- copy filed in student file



## Assessment Coversheet

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Course Coordinator: \_\_\_\_\_  
Year: \_\_\_\_\_ Assessment Task Number: \_\_\_\_\_  
Due Date: \_\_\_\_\_ Number of Pages: \_\_\_\_\_  
Student Signature: \_\_\_\_\_

*By signing this form you acknowledge that the work you are submitting is free from plagiarism and you are adhering to the Western Access Program Assessment Policy.*

Appeal form submitted: YES / NO

Received by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

-----

**STAFF MEMBER** please complete and detach this section and file for receipt of task.

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Course Coordinator: \_\_\_\_\_  
Year: \_\_\_\_\_ Assessment Task Number: \_\_\_\_\_  
Due Date: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

*By signing this form you acknowledge that the work you are submitting is free from plagiarism and you are adhering to the Western Access Programs' Assessment Policy.*

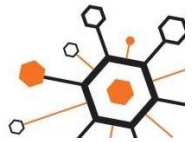
Student Signature: \_\_\_\_\_

Appeal form submitted: YES / NO

Received by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Signature: \_\_\_\_\_





## Change of Assessment Task

Course Coordinator:	School:
Subject:	Year Group:
Assessment Task Details:	
Outline of Reason/s for the change of assessment:	
Original Due Date:	

### Course Coordinator's Process Checklist:

Please tick when completed

- Have you spoken to the Head Teacher Access?
- Have you spoken to your school Principal?
- Have you spoken to your In-School Access Coordinator (ISAC)?
- Has your Principal approved the change of ASSESSMENT?
- Upon approval from the Head Teacher Access you agree to immediately contact **all students** to notify them of the change of ASSESSMENT task. Please include a new Assessment Task Notification & Acknowledgment Form and if any changes have been made to the Assessment Task include the new version.
- Upon approval from the Head Teacher Access you agree to immediately contact **all Co-Teachers** to notify them of the change of ASSESSMENT task.

Approved: Y / N

Signatures: _____	_____	_____	Date: _____
_____	_____	_____	_____
	Supervisor	Principal	Course Coordinator Head Teacher Access

### Head Teacher Access Process Checklist:

Please tick when completed

- |   |             |
|---|-------------|
| <input type="checkbox"/> Course Coordinator has contacted all students            | Date: _____ |
| <input type="checkbox"/> Course Coordinator has contacted all co-teachers         | Date: _____ |
| <input type="checkbox"/> The change of date has been noted in the Weekly Bulletin | Date: _____ |
| <input type="checkbox"/> Received a copy of the new assessment task               | Date: _____ |