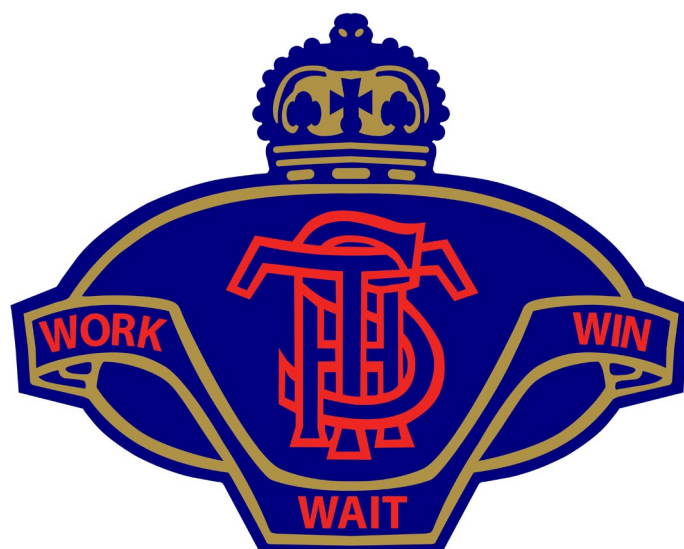


TUMUT HIGH SCHOOL



PRELIMINARY

STAGE 6

ASSESSMENT PROCEDURES AND
SCHEDULES

2020

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Rationale

Tumut High School is focused on raising the academic outcomes and standards for students and preparing them for the challenges and rigours of HSC study in the senior school. The Year 11 and 12 Assessment Policy provides a framework for students, parents and staff to assist in the effective delivery and completion of assessable tasks to a high standard. Tumut High School's Assessment Policy aligns with the Rules and Procedures of the **New South Wales Education Standards Authority (NESA)**.

Year 11 Course and HSC Course

The Higher School Certificate program is divided into two courses, the Year 11 (Preliminary) Course and the HSC Course. **Satisfactory completion** of the Year 11 Course is a **prerequisite** for entry into the HSC Course. The Year 11 Course is to be regarded as assumed knowledge which has been covered by all candidates. NESA Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is to be defined in terms of course content, i.e. the knowledge, skills and understanding of achievable outcomes.

Year 11 and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Tumut High School, the changeover from Year 11 Course to HSC Course will take place after completion of the Year 11 Course, which for most courses is at the beginning of the first week of Term 4. Formal HSC assessment will start at this time, is progressive and will continue to the completion of the HSC Course.

The Record of School Achievement (RoSA)

The (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

<http://educationstandards.nsw.edu.au> (RoSA credential)_

Minimum Standard online tests

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC from 2020.

Students planning to leave school before completing their HSC may also take these tests to show their level of literacy and numeracy skills. For further information on the Minimum standard online tests click on the link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

WHAT IS THE PURPOSE OF THE ASSESSMENT?

The purpose of Assessment is to measure performance:

- Over the whole course rather than as measured by a single end examination; and in wider areas of the course including those which cannot be tested in a formal examination e.g. fieldwork skills, laboratory practical work etc.
- HSC assessment tasks will help you learn, expand your knowledge and encourage you to challenge yourself.
- Show how much you have learnt and where you need to improve.
- Prove you have satisfactorily completed a course.
- Contribute to your final HSC mark.
- Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external HSC exams.

HOW WILL I BE ASSESSED?

- You will be required to complete a set of assessment tasks for each of your subjects e.g. tests, essays, fieldwork, oral reports, etc. The mark you score for each of these tasks will be used by the school as part of your course assessment.
- In a Year 11 course, students will be awarded an A-E grade.
(<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>)
- In an HSC course, 50% of your final mark comes from your assessment marks.
- Tasks will be issued to students with a minimum notice of 2 weeks prior to the submission date.
- Each task will have the syllabus outcomes indicated.
- Tasks other than examinations are accompanied by a comprehensive marking guideline when the task is distributed.
- Students sign the "HSC Assessment Task Register" when the notification is received, on submission or attendance at a task and when they receive task feedback.
- Any required changes to the nature and date of a task are given in writing to all students.
- If a student fails to attend or submit a task on the date published then:
 - The student can access a Misadventure appeal form to document the reason.
 - If the appeal is accepted the task is marked and included in the assessment.
 - If the reason on the appeal is not accepted the task is marked, feedback is given, but zero mark is recorded.
 - If the student does not do the task an N Award warning letter is sent.
 - If a student fails to complete more than 50% of assessment marks they will be given an N Determination in that course.

HOW IS MY FINAL MARK DETERMINED BY NESAS?

Moderating Assessment Marks

For most courses, students complete a program of assessment tasks that are set and marked at their school. Once the assessment program for a course is complete, the school submits total assessment marks for their students. Assessment marks for a course submitted from a particular school are produced under the same conditions so they can be compared. In this way, the submitted marks show both the rank order of students within a particular school/course group and the relative gaps between them.

It is important to note that all schools use different programs of assessment tasks and they all mark slightly differently. This means that students from different schools experienced different assessment conditions. For this reason, all HSC assessment marks that schools submit are adjusted by NESAS using a process called moderation. This moderation process adjusts all of the school assessment marks in each course to a common scale: the examination. Once this is done, direct comparisons can be made between assessment marks awarded by different schools.

For more information on Moderation please click the link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

WHAT ARE MY RIGHTS AND RESPONSIBILITIES AS A STUDENT?

RIGHTS

- To be informed of the assessment policies of the school and NESAs.
- To receive clear guidelines relating to requirements of each assessment task.
- To be given a minimum of 2 weeks' notice of an assessment task.
- To receive feedback that assists them to review their work.
- To appeal marks for an individual task at the time it is returned to them.
- To request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.
- To request their rank in a subject area.

RESPONSIBILITIES

- To complete the All My Own Work program prior to commencing the HSC program of study
- To become familiar with and follow the school's assessment policies and the Rules and Procedures for the HSC Candidates booklet.
- To ensure they follow the Course Completion Criteria as below;
 - (a) followed the course developed or endorsed by the NESAs; 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.
- To complete all set tasks on time, or talk to their teachers about **Misadventure or Request for Extension procedures**.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

Notice of assessment

Students will receive a minimum of two weeks' written notice for any variation to the Assessment Schedule and/or assessment task.

Return of completed tasks

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

Feedback

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or verbal.

Submission of Assessment Tasks

The due date and time for an assessment task is published on the Assessment Task Notification provided by the teacher. It is the student's responsibility to hand in all tasks on the day they are due following the assessment task submission instructions.

If a student is absent or unable to submit the task on the due date they are to follow the school assessment appeal process.

'N' Determinations

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' Determination was given. The words 'Not completed' will appear next to each 'N' Determined course.

If a student is given an 'N' Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

<http://educationstandards.nsw.edu.au>

'N' Warning Letters

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. 'N' Warning Letters will only be issued to students for failure to complete assessment tasks or coursework.

If a student has not completed over 50% of tasks by the end of the assessment period, or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by NESAs.

Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an Assessment Task by the due date, or their performance in an Assessment Task may be affected by illness or misadventure. The school has a process to support these students.

A student may submit a Misadventure or Request for Extension form (**See Appendix 1**) if they are affected by:

- Illness – either personal or the illness of a family member
- Bereavement
- Sporting representation – for school approved activities
- School Excursions
- Other – events that have adversely affected a student’s completion or performance in a task that are worthy of consideration.

The Misadventure or Request for Extension process

It is a student’s responsibility to collect a Misadventure or Request for Extension form from the Assessment Coordinator or Deputy Principal.

If a student **knows that they will be absent for a task** they need to complete and submit the form **prior to their leave or absence**.

If a student is **unable to attend school on the day of a task**, they will need to complete and submit an Illness and Misadventure form **within two school days of their return to school**.

If a student’s **performance in a task is affected**, they will need to complete and submit a Misadventure form **within two school days of the date of the task**.

Students are required to support their application with relevant and appropriate documentation.

Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Statutory Declaration
- Parent declaration
- School representation note
- Sport representation note

Notes

- a. Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- b. Medical certificates and/or other supplementary evidence will be requested to cover absences, illness or misadventure.
- c. The NSW Education Standards Authority guidelines of illness and misadventure shall form the basis for determination of applications.
- d. Holidays are not considered acceptable reasons for absence as per the Department’s guidelines unless the period of leave has been approved by the Principal by completion of Application for Extended leave.

Loss of marks for late submission of tasks

If a task is handed in late, and the appeal is denied:

1 or more school days late = 100% deduction. A zero mark is recorded and the class teacher will issue an 'N' Determination Letter. Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a Record of School Achievement in the subject concerned.

Appeals regarding Assessment Marks on Individual Tasks

A student who believes that he or she has been incorrectly marked on a task must appeal to the class teacher within one week of the task being returned. If the class teacher cannot satisfactorily resolve the issue, the Head Teacher for the course is to adjudicate on the matter. If the issue remains unresolved it is to be referred to the Principal.

The School will adhere to the following guidelines:

- Appeals need to be lodged in writing on the appropriate form (Appeals against Assessment Task Determination) within one (1) week of the date the mark was received.
- The school (Learning and Wellbeing Coordinator) will provide support in preparing an appeal if requested.
- Appeals will be reviewed within two (2) weeks of being received.
- The outcome of the appeal will be notified to the appellant in writing within one (1) week of the review.

Assessment Task Template

All assessment tasks issued at Tumut High School use a common Assessment Task Template (**see Appendix 2**). Assessment tasks provide students with all of the information they need to complete the task including the task weighting, due date, a description of the task, an assessment criteria, the syllabus outcomes assessed, submission instructions, and the marking guidelines the teacher will use to assess the completed task. Students are also required to sign that the work they are submitting is their own and is not plagiarised.

ASSESSMENT RANKS AND MARKS

Students will receive their final assessment rank in their final school report. Assessment marks submitted to NESA are confidential.

Assessment Schedules

At the beginning of the Year 11 and HSC course, students are issued with assessment schedules for each subject. This information is provided to students and parents to inform them of the number and nature of tasks that students will have to complete.

Access to Technology

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assessments. Students are able to access computers, the internet and printing facilities in the school library and Senior Study before school, at recess and lunch as well as in any non-face to face lessons. If students or parents have concerns about the requirements of a particular task, please contact your child's teacher.

What is Malpractice?

In accordance with NESAs requirements, all students must complete the All My Own Work program prior to commencing their HSC program of study.

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, however, there are other types of behaviour that are also considered cheating.

Examples of malpractice include:

- Copying someone's work in part or in whole, and presenting it as their own.
- Using material directly from books, journals or the internet without reference to the source.
- Building on the ideas of another person without referencing the source.
- Purchasing, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person – parent, coach, tutor has contributed substantially.
- Using words, ideas, designs or workmanship of others in practical and performance tasks without acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting others to engage in malpractice.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task, or partial loss of marks. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the appeal's panel at the school that the submitted work in question is their own.

Examinations

Examinations (exams) are used to assess student knowledge. Exams may be written, verbal or practical and vary in the length of time. Exams may be conducted throughout the year, from in class topic tests to formal examinations at the end of Year 11 courses and the Trial HSC Examination period (early Term 3).

Rules for Senior Examinations

General:

- It is the responsibility of the student to ensure they receive an exam timetable. These will be provided electronically to the student's Portal email address and in hard copy.
- Students are to check the timetable carefully and note the days and times of exams.
- It is the responsibility of the student to ensure that they attend all required exams.
- Students must be in attendance 10 minutes prior to the commencement of each exam.
- Students are not required to attend school when they do not have an exam.
- School uniform is to be worn for all written exams.

Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to misadventure. Estimates may be given or an alternate task may need to be undertaken.
- Students who are late for an exam will not be given extra time.

Procedures and Conduct:

- Students are to attend the examination 10 minutes prior to the start of their exam.
- Bags are to be left outside.
- Mobile phones and smart watches are to be switched off and left in bags or placed in a designated storage place.
- Enter in an orderly fashion and occupy your allocated seat.
- Ensure that you know your student number. Student numbers are to be used on all examination papers.
- Be sure to make effective use of the reading time given at the commencement of each written paper to acquaint yourself with the questions/ requirements.
- Read all instructions carefully. Remember that supervisors are not permitted to interpret questions.
- Write in black pen only. Pencil should only be used for diagrams or if directed.
- A supervisor may accompany students who need to leave the exam room to go to the toilet etc. for the duration of their absence. Toilet breaks will be recorded by the exam supervisor.
- Students are expected to behave in a polite and courteous manner at all times and must not act in any way that is likely to disturb the work of any other student or upset the conduct of the exam.
- Pencil cases must be clear (see through). A clear plastic bag can be used.
- Only approved calculators may be used. These will be checked at the start of each exam.

Year 11 Students must remain in the exam room for the duration of the examination.

Year 12 Students are not allowed to leave the exam room during the first 30 minutes or the last 15 minutes of an exam.

FEED FORWARD

Formal Assessment Task Preparation

Teachers will prepare students for their formal assessment tasks in the following ways:

- Composing and teaching the faculty program relating to the outcomes, concepts and activities addressed in the program.
- Providing relevant and appropriate written and/or verbal feedback on learning activities.
- Indicating to students the preferred method of submission for draft feedback.

The teacher will not:

- Be expected to provide feedback of any kind on the formal assessment task question or draft responses to the formal assessment task question within three school days of the task due date.
- Co-construct, write or rewrite parts of the student's work.
- Indicate grades, bands or marks on draft work but rather provide comments and strategies to improve work.
- Accept more than two draft submissions from each student, with the exception of Major Work Projects.
- Prioritise feedback to support students moving up to the next level of accomplishment. Students who undertake all prescribed feedback should understand this does not guarantee them full marks but instead should improve the overall quality of their response.

Students will prepare for their formal assessment task in the following ways:

- Engaging with the entire program of teaching and learning activities as taught by their teacher including reflecting on marking guidelines provided with the task.
- Asking relevant questions and listening to and engaging in class discussion with their peers and teacher regarding the learning activities, concepts and practice questions.
- Evaluating the quality of their classwork based on scaffolds, criteria lists and checklists provided by their teacher.
- Completing home study tasks to develop knowledge and understanding of concepts, content and skills.



ASSESSMENT OF VET COURSES

FRAMEWORKS

VET courses are competency-based. No internal assessment mark is required for these courses. NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that, for each student, a competency-based approach to assessment be used.

In a competency-based course, assessment of competencies is criterion referenced. Thus a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent against the performance criteria set out for the elements of competency within each unit of competency. This judgement is made on the basis of evidence which may be in a variety of forms. The teacher will keep a record of all units of competency achieved. There is no pass or fail mark, therefore a course mark and rank is not allocated. For this reason, the assessment schedule for Higher School Certificate VET courses is in a different format to other NESAs Courses.

Students may be assessed when they are ready rather than at a prescribed time and may be reassessed for competency if they are deemed 'not yet competent'.

For a student to be considered to have satisfactorily completed their VET course, there must be sufficient evidence that the student has:

- followed the course as specified by attempting the required units of competency;
- demonstrated that they have applied themselves to the set tasks and experiences with diligence and sustained effort;
- undertaken the mandatory work placements (a total of 70 hours for Years 11 and 12). Work placement times will be negotiated with the classroom teacher and COMPACT.
- achieved some or all of the course outcomes.

Students will receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency will lead to a Certificate 1 or 2 at AQF level or a Statement of Attainment towards the AQF qualification that will be issued by the NSW Education Standards Authority (NESA).

Provision for 'N' determination and student warnings applies to these courses.

Students will nominate during the Higher School Certificate year whether they will attempt the external examination. The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to the student's eligibility to receive AQF qualifications. The marks achieved by the student in the examination are used as the sole basis for determining the contribution of the course to the student's ATAR obtained in the Trial Higher School Certificate. VET examinations are submitted to NESA to be used only in the case an estimate is required due to illness or misadventure during the Higher School Certificate.



TUMUT HIGH SCHOOL

ASSESSMENT NOTIFICATION AND COMPLETION SHEET

Course: _____ Class: _____

Teacher: _____

Task Number: _____ Task Description: _____

Date Due: _____ Task Value: _____ Weighting: _____ %

<i>Student Name</i>	Notice Received (Date/Student Signature)	Task Submitted (Date/Student Signature)	Task Handed Back (Date/Student Signature)



Appendix 1 – Misadventure Form Template



TUMUT HIGH SCHOOL MISADVENTURE OR EXTENSION REQUEST FOR ROSA, PRELIMINARY AND HSC COURSE ASSESSMENT TASK

Student's Name: _____ Year: _____

Course: _____ Task Number: _____

Teacher Name: _____ Due Date: _____

NATURE OF TASK (please select from below)

- | | | |
|--------------------------------|-------------------------------------|-----------------------------|
| • Analysis Report | • Group Project | • Programming Task |
| • Application of Methodologies | • Historiography | • Reading |
| • Body of Work Development | • Historical & Critical Research | • Research & Design |
| • Class Assessment | • Historical Investigation Proposal | • Research Project |
| • Composition | • Historical Investigation Product | • Research Report |
| • Case Study | • Industry Study | • Secondary Research |
| • Course Test | • Independent Research | • Speaking |
| • Critical Analysis | • Individual Project | • Skills and Knowledge Test |
| • Data Interpretation | • Interpretation & Synthesis | • Source Analysis |
| • Design | • IP Submission | • Submission |
| • Display | • Listening Task | • Topic Test |
| • Excursion Report | • Log Book submission | • Trial HSC |
| • Experimental Report | • Mid-Course Exam | • VAPD |
| • Experimentation | • Module Display & PDD | • View |
| • Fieldwork | • Open Ended Investigation | • Viva Voce |
| • Film Viewing | • Oral Presentation | • Writing Portfolio |
| • Folio Work | • Performance Improvement Project | • Written Report |
| • Food Preparation | • PIP Research | • Written Response |
| • Geography Writing | • Practical Data Analysis | • Yearly Exam |
| • Group Performance | • Presentation | |

REASON FOR EXTENSION

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Excursion – Teacher Signature: _____ | <input type="checkbox"/> Leave |
| <input type="checkbox"/> Work Placement – Teacher Signature: _____ | <input type="checkbox"/> Misadventure |
| <input type="checkbox"/> Illness | <input type="checkbox"/> Other |

Include explanation: _____

Documentary evidence should be provided, except in exceptional circumstances. The following is attached:

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Medical Certificate | <input type="checkbox"/> Other |
| <input type="checkbox"/> Statutory Declaration | |

In applying for this extension I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Teacher/Head Teacher Recommendation

Reason for decision

- | | |
|--|-------|
| • Complete a substitute task | _____ |
| • Estimate to be given | _____ |
| • Zero Marks to be awarded | _____ |
| • Sit or submit the task without penalty | _____ |

Task to be completed and submitted on or before: _____

Teacher's signature: _____ Date: _____

Head Teacher's signature: _____ Date: _____

Assessment coordinator's signature: _____ Date: _____

TUMUT HIGH SCHOOL
APPEAL AGAINST ASSESSMENT TASK DETERMINATION

Student's Name: _____ Course: _____

Date of Assessment Task: _____ Nature of Task: _____
(test, essay, practical, etc.)

Reason for Appeal:

Signed: _____ Dated: _____

❖ **Please attach documentary evidence to support your appeal**

<p>Date received by Assessment Co-ordinator _____</p> <p>Date of Review: _____</p> <p>Date of Notification: _____</p>
--

PRELIMINARY



ASSESSMENT TASK CALENDAR 2020

Preliminary Assessment Task Calendar
2020

TERM 1 WEEK	ASSESSMENT TASKS DUE EACH WEEK
1 (27 - 31/1) (No Students 27 & 28)	
2 (3 - 7/2)	
3 (10 - 14/2)	
4 (17 - 21/2)	
5 (24 - 28/2)	
6 (2 - 6/3)	
7 (9 - 13/3)	English Studies, Work Studies
8 (16 - 20/3)	Biology, Music 1, Mathematics: Advanced & Standard
9 (23 - 27/3)	English: Advanced & Standard, Ancient History, PDHPE, SLR
10 (30/3 - 3/4)	Mathematics Extension, Chemistry, Agriculture, Business Studies, Modern History, English Ext
11 (6 - 10/4)	Geography, Drama, Legal Studies, Industrial Technology, CAFS

TERM 2 WEEK	ASSESSMENT TASKS DUE EACH WEEK
1 (27/4 – 1/5) (No Students 27/4)	
2 (4 – 8/5)	
3 (11 – 15/5)	Visual Arts
4 (18 - 22/5)	Food Technology
5 (25 – 29/5)	SLR, Legal Studies
6 (1 – 5/6)	Mathematics: Advanced & Standard, English Studies
7 (8 – 12/6)	Modern History, Business Studies, Ancient History, Work Studies
8 (15 – 19/6)	Biology, Music 1, Drama, Geography, CAFS
9 (22 – 26/6)	English: Advanced, Standard & Extension 1
10 (29/6 – 3/7)	Industrial Technology, Visual Arts, Mathematics Extension 1

TERM 3 WEEK	ASSESSMENT TASKS DUE EACH WEEK
1 (20 – 24/7) (No Students 22 nd)	
2 (27/7 – 31/7)	PDHPE
3 (3 – 7/8)	
4 (10 – 14/8)	Food Technology, Chemistry
5 (17 – 21/8)	Work Studies
6 (24 – 28/8)	Industrial Technology, Agriculture,
7 (31/8 – 4/9)	English Studies
8 (7 – 11/9)	
9 (14 – 18/9) 10 (21 – 25/9)	<p style="text-align: center;">YEARLY EXAMINATIONS</p> <p style="text-align: center;">Biology, PDHPE, Geography, Modern History, Ancient History, Visual Arts, Drama, CAFS, Food Technology, Agriculture, SLR, Business Studies, Music 1, Chemistry, Legal Studies; Mathematics: Advanced, Standard, Extension 1; English: Advanced, Standard, Extension 1</p>

TUMUT HIGH SCHOOL



PRELIMINARY ASSESSMENT SCHEDULES & OUTCOMES 2020

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

AGRICULTURE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Farm Case Study	Soil & Plant Production Research	Yearly Examination
		Term 1 : 2020 Week 10	Term 3 : 2020 Week 6	Term 3 : 2020 Week 9-10
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	15%	10%	15%
Skills in effective research, experimentation and communication	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		P1.1, P1.2, P2.1, P2.3, P3.1, P5.1	P2.1, P3.1, P5.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1

Preliminary Assessment Schedule

Outcomes

AGRICULTURE

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit in production
- P3.1 describes the role of decision making in the management and marketing of agricultural products in response to consumer & market requirement
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 identifies the role of associated technologies and technologies and technological innovation in producing and marketing agricultural products

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

ANCIENT HISTORY

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Source Analysis Investigating Ancient History	Research & Essay Historical Investigation	Yearly Examination
		Term 1 : 2020 Week 9	Term 2 : 2020 Week 7	Term 3 : 2020 Week 9-10
Knowledge & 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%
TOTAL	100%	40%	20%	40%
OUTCOMES ASSESSED BY THE TASK		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

Preliminary Assessment Schedule Outcomes

ANCIENT HISTORY

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposed ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past.
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

BIOLOGY

Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Practical Investigation	Depth Study Field Trip report	Yearly Examination
		Term 1 : 2020 Week 8	Term 2 : 2020 Week 8	Term 3 : 2020 Week 9-10
Knowledge and Understanding	40%	10%	10%	20%
Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		BIO 11/12-1, BIO 11/12-2, BIO11/12-3, BIO11/12-7, BIO11-9	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

Preliminary Assessment Schedule Outcomes

BIOLOGY

HSC and Preliminary Course Outcomes: Working Scientifically

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Preliminary Outcomes: Knowledge and Understanding

- 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 relationship 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

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule

BUSINESS STUDIES

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Stimulus Response & Terminology	Business Research Task	Yearly Examination
		Term 1 : 2020 Week 10	Term 2 : 2020 Week 7	Term 3 : 2020 Week 9 - 10
Topic Focus		Nature of Business	Business Planning	All Topics
Knowledge and understanding of course content	40%	10%	10%	20%
Inquiry and research	20%		20%	
Stimulus-based skills	20%	20%		
Communication of business info, ideas and issues in appropriate forms	20%		10%	10%
TOTAL	100%	30%	40%	30%
OUTCOMES ASSESSED BY THE TASK		P1, P2, P6, P8	P2, P4, P5, P6, P7, P8, P9	P1 to P10

Preliminary Assessment Schedule Outcomes

BUSINESS STUDIES

- 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

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule

CHEMISTRY

Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Depth Study Research Task: The History of the Periodic Table	Depth Study Practical & Report Task	Yearly Examination
		Term 1 : 2020 Week 10	Term 3 : 2020 Week 4	Term 3 : 2020 Week 9-10
Knowledge and Understanding	40%	10%	10%	20%
Working Scientifically	60%	15%	25%	20%
TOTAL	100%	25%	35%	40%
OUTCOMES ASSESSED BY THE TASK		CH11/2-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11/12-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11-12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1 TO CH11/12-7, CH11-8 TO CH11-11

Preliminary Assessment Schedule Outcomes

CHEMISTRY

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/1-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

COMMUNITY AND FAMILY STUDIES

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Resource Management In class task	Individuals and Groups	Yearly Examination
		Term 1 : 2020 Week 11	Term 2 : 2020 Week 8	Term 3 : 2020 Week 9 - 10
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	25%	25%	10%
TOTAL	100%	35%	35%	30%
OUTCOMES ASSESSED BY THE TASK		P1.1, P1.2, P3.2, P4.1	P3.1, P4.1, P4.2, P6.2	P2.2, P2.4, P3.1, P1.1, P1.2, P3.2, P4.1, P3.3, P4.1, P4.2, P6.2

Preliminary Assessment Schedule Outcomes

COMMUNITY AND FAMILY STUDIES

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of family and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance well-being
- P6.2 uses critical thinking skills to enhance decision making

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule

DRAMA

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Theatrical traditions and performance styles: Performance Essay	Improvisation, Play building, and Acting: Group Performance and Logbook	The Elements of Production: <i>Ruby Moon</i> Design Project & Essay
		Term 1 : 2020 Week 11	Term 2 : 2020 Week 8	Term 3 : 2020 Week 9 - 10
Making	40%	10%	10%	20%
Performing	30%	10%	20%	
Critically Studying	30%	20%		10%
MARKS	100%	40%	30%	30%
OUTCOMES ASSESSED BY THE TASK		P1.6, P2.4, P3.1, P3.2, P3.3, P3.4	P1.1, P1.2, P1.3, P1.5, P1.6, P2.3	P1.4, P2.1, P2.2, P3.2

Preliminary Assessment Schedule

Outcomes

DRAMA

- P1.1 develops acting skills in order to adopt and sustain a variety of characters roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house, technical staff and produces
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experience of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australia and other societies by raising awareness and expressing ideas about issues of interest

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

ENGLISH - ADVANCED

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Reading to Write Writing Portfolio	Narratives that Shape our World Multimodal presentation	Yearly Examination
		Term 1 : 2020 Week 9	Term 2 : 2020 Week 9	Term 3 : 2020 Week 9 - 10
Knowledge and understanding or 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%	20%	15%	15%
TOTAL	100%	35%	35%	30%
OUTCOMES ASSESSED BY THE TASK		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3. EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8

Preliminary Assessment Schedule Outcomes

ENGLISH - ADVANCED

- 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 synthesises 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.

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

ENGLISH EXTENSION 1

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Imaginative Response	Multimodal Task	Yearly Examination
		Term 1 : 2020 Week 10	Term 2 : 2020 Week 9	Term 3 : 2020 Week 9 - 10
Knowledge and understanding of texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%
OUTCOMES ASSESSED BY THE TASK		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11.3, EE-4, EE11-5

Preliminary Assessment Schedule Outcomes

ENGLISH EXTENSION 1

- 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, interpretative 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

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule

ENGLISH - STANDARD

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Writing Portfolio Reading to Write	Multimodal Presentation Contemporary Possibilities	Yearly Examination
		Term 1 : 2020 Week 10	Term 2 : 2020 Week 9	Term 3 : 2020 Week 9 - 10
Knowledge and understanding or 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%
TOTAL	100%	30%	40%	30%
OUTCOMES ASSESSED BY THE TASK		EN11-3, EN11-5, EN11-4 EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8

Preliminary Assessment Schedule

Outcomes

ENGLISH - STANDARD

- 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 effect 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 persona 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

ENGLISH STUDIES

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Written Report Mandatory Module: Achieving through English	Multimodal Presentation Elective Module: Part of a Family	Collection of classwork All modules
		Term 1 : 2020 Week 7	Term 2 : 2020 Week 6	Term 3 : 2020 Week 7
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-4, ES11-6, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10

Preliminary Assessment Schedule

Outcomes

ENGLISH STUDIES

- 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 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule
FOOD TECHNOLOGY

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Food Quality	Nutrition	Yearly Examination
		Term 2 : 2020 Week 4	Term 3 : 2020 Week 4	Term 3 : 2020 Week 9-10
Knowledge and understanding of course content	40%	15%	10%	15%
Knowledge and skills designing, researching	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5%	15%	10%
TOTAL	100%	30%	35%	35%
OUTCOMES ASSESSED BY THE TASK		P2.2, 3.2, 4.1, 4.4	P1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.3, 5.1	All Outcomes

Preliminary Assessment Schedule Outcomes

FOOD TECHNOLOGY

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological and social and economic factors
- P2.1 explains the role of food nutrient in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals and diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment and applies suitable techniques, and utilises safe hygiene practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the functional properties of food products
- P5.1 generates ideas and develops solutions to a range of food situations

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

GEOGRAPHY

Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Research Task	Senior Geography Project	Final Examination
		Term 1 : 2020 Week 11	Term 2 : 2020 Week 8	Term 3 : 2020 Week 9-10
Topic Focus		Biophysical Interactions	Biophysical Interactions Global Challenges & Senior Geography Project	Biophysical Interactions Global Challenges
Knowledge and understanding of course content	40%	15%	10%	15%
Geographical tools and skills	20%	5%	10%	5%
Geographical inquiry and research, including fieldwork	20%	5%	10%	5%
Communication of geographic information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	40%	30%
OUTCOMES ASSESSED BY THE TASK		P1, P2, P3, P6, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7 P8, P9, P10, P12

Preliminary Assessment Schedule

Outcomes

GEOGRAPHY

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and / or oral, cartographic and graphic forms

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule
INDUSTRIAL TECHNOLOGY

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Project 1 with Related Management Folio	Project 2 with Related Management Folio	Yearly Examination
		Term 1 : 2020 Week 11	Term 2 : 2020 Week 10	Term 3 : 2020 Week 6
Industry Study	15%		5%	10%
Design	10%	10%		
Management and Communication	20%	10%	10%	
Production	40%	10%	10%	20%
Industry Related Manufacturing Technology	15%		5%	10%
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P5.1, P5.2	P3.1, P4.1, P4.2, P4.3, P6.2	P1.1, P1.2, P3.1, P6.1, P6.2, P7.1, P7.2

Preliminary Assessment Schedule Outcomes

INDUSTRIAL TECHNOLOGY

- 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.

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule
LEGAL STUDIES

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Research And Oral Presentation	Group work And Research	Yearly Examination
		Term 1 : 2020 Week 11	Term 2 : 2020 Week 5	Term 3 : 2020 Week 9 - 10
Topic Focus		The Individual and The Law	The Law In Practice	All Topics
Knowledge and understanding of course content	40%	10%	10%	20%
Inquiry and research	20%	10%	10%	
Communication of information, issues and ideas in appropriate forms	20%	5%	5%	10%
Analysis and evaluation	20%	5%	5%	10%
Total	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		P1, P6, P7, P8, P9, P10	P1, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10

Preliminary Assessment Schedule Outcomes

LEGAL STUDIES

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and 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 law in encouraging cooperation 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

MATHEMATICS ADVANCED

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Class Task	Investigation Task	End of Preliminary Examination
		Term 1 : 2020 Week 8	Term 2 : 2020 Week 6	Term 3 : 2020 Week 9 - 10
Understanding Fluency and Communication	50%	15%	15%	20%
Reasoning and Communication	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		MA 11 -1 MA 11-2 MA 11-9	MA 11-1 MA 11-5 MA 11-8 MA 11-9	MA 11-1, MA 11-2 MA 11-3, MA 11-4 MA 11-5, MA 11-6 MA 11-7, MA 11-8 MA 11-9

Preliminary Assessment Schedule
Outcomes

MATHEMATICS ADVANCED

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the uses of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule
MATHEMATICS EXTENSION 1

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 2
		Class Task	Assignment / Investigation	Yearly Examination
		Term 1 : 2020 Week 10	Term 2 : 2020 Week 10	Term 3: 2020 Week 9 - 10
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		ME 11-1, ME 11-2, ME 11-7	ME 11-1, ME 11-3, ME 11-6, ME 11-7	ME 11-1, ME 11-2, ME 11-3, ME 11-4 ME 11 -5, ME 11-6 ME 11-7

Preliminary Assessment Schedule
Outcomes

MATHEMATICS EXTENSION 1

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

TUMUT HIGH SCHOOL
Preliminary Assessment Schedule
MATHEMATICS STANDARD

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3
		Course Task	Investigation	Yearly Examination
		Term 1 : 2020 Week 8	Term 2 : 2020 Week 6	Term 3 : 2020 Week 9 - 10
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100 %	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		MS11-1, MS11-3, MS11-4, MS11-6, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

Preliminary Assessment Schedule

Outcomes

MATHEMATICS STANDARD

- 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

MODERN HISTORY

Assessment Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Source Analysis Investigating Modern History	Research & Essay Historical investigation	Yearly Examination
		Term 1 : 2020 Week 10	Term 2 : 2020 Week 7	Term 3 : 2020 Week 9 - 10
Knowledge and understanding of course content	40%	15%	5%	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%
TOTAL	100%	35%	25%	40%
OUTCOMES ASSESSED BY THE TASK		MH11-6, MH11-7, MH11-10	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9

Preliminary Assessment Schedule Outcomes

MODERN HISTORY

- 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

MUSIC 1

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		An Instrument & It's Repertoire/Musical Concepts	Music for Radio, Film, Television & Multimedia	Yearly Examination
		Term 1 : 2020 Week 8	Term 2 : 2020 Week 8	Term 3 : 2020 Week 9-10
Performance	25%	10% Performance (One Piece)		15% Performance (One Piece)
Composition	25%		25% Notated Composition	
Musicology	25%	15% Viva Voce	10% Written Analysis of Composition	
Aural	25%			25% Written Aural Exam
TOTAL	100%	25%	35%	40%
OUTCOMES ASSESSED BY THE TASK		P1,P4,P5,P6,P9	P2,P3,P5,P6,P7	P1,P4,P6,P7,P8, P9

Preliminary Assessment Schedule
Outcomes
MUSIC 1

- P1** Perform music that is characteristic of topics studied
- P2** Observe, reads, interprets and discusses simple musical scores characteristics 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Better Health for Individuals In Class Task	Body in Motion/Fitness Choices Take Home Task	Yearly Examination
		Term 1 : 2020 Week 9	Term 3: 2020 Week 2	Term 3: 2020 Week 9-10
Knowledge & understanding of course content	40%	10%	10%	20%
Skills in critical thinking analysing and communicating	60%	25%	25%	10%
TOTAL	100%	35%	35%	30%
OUTCOMES ASSESSED BY THE TASK		P2, P3, P4, P5, P6, P15,P16	P8, P10, P11,	P1, P3, P4, P5, P8, P9, P10, P11, P12, P17

Preliminary Assessment Schedule Outcomes

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

- P1 identifies and examines why people give different meanings to health and 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 composition 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

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

SPORT, LIFESTYLE AND RECREATION

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Aquatics Practical Task	Coaching In Class Task Presentation & Demonstration	Yearly Examination
		Term 1 : 2020 Week 9	Term 2 : 2020 Week 5	Term 3 : 2020 Week 9 - 10
Knowledge and Understanding of course content	40%	10%	10%	20%
Skills in critical thinking, analysing and communicating	60%	25%	25%	10%
MARKS	100%	35%	35%	30%
OUTCOMES ASSESSED BY THE TASK		P2.2, P3.3, P4.1	P1.1, P1.3, P2.1, P3.2	P1.1, P1.3, P2.1, P2.2 P3.1, P3.2, P3.3, P4.1

Preliminary Assessment Schedule Outcomes

SPORT, LIFESTYLE AND RECREATION

- P1.1 applies the rules and conventions that relate to participation in a range of physical activities
- P1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- P1.3 demonstrates ways to enhance safety in physical activity
- P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- P1.6 describes administrative procedures that support successful performance outcomes
- P2.1 explains the principles of skill development and training
- P2.2 analyses the fitness requirements of specific activities
- P2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- P2.4 describes how societal influences impact on the nature of sport in Australia
- P3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- P3.2 designs programs that respond to performance needs
- P3.3 measures and evaluates physical performance capacity
- P3.6 assesses and responds appropriately to emergency care situations
- P4.1 plans strategies to achieve performance goal
- P4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- P4.4 demonstrates competence and confidence in movement contexts
- P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

VISUAL ARTS

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Documenting Practice	Research & Analysis	Investigating Artmaking Exam & Critical/Historical Exam
		Term 2: 2020 Week 3	Term 2: 2020 Week 10	Term 3: 2020 Week 9 - 10
Artmaking including Conceptual Frameworks and Frames	50%	25%		25%
Art Criticism / Art History including Conceptual Framework and Frames	50%	10%	25%	15%
TOTAL	100%	35%	25%	40%
OUTCOMES ASSESSED BY THE TASK		P1, P3, P7, P9	P8, P10	P2, P4, P5, P6, P8, P10

Preliminary Assessment Schedule Outcomes

VISUAL ARTS

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

TUMUT HIGH SCHOOL

Preliminary Assessment Schedule

WORK STUDIES

Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Research Task	Curriculum Vitae	Research Task
		Term 1 : 2020 Week 7	Term 2 : 2020 Week 7	Term 3 : 2020 Week 5
Knowledge and understanding of work, the work environment and the skills for employment	15%	5%	5%	5%
Knowledge and understanding of employment options, career management, life planning and further education and training	15%	5%	5%	5%
Skills for success in the workplace	35%	10%	10%	15%
Skills in Critically assessing personal and social influences on individuals and groups	35%	10%	10%	15%
MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED BY THE TASK		P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9

Preliminary Assessment Schedule Outcomes

WORK STUDIES

- P1 investigate a range of work environments
- P2 examines different types of work and skills for employment
- P3 analyses employment options and strategies for career management
- P4 assesses pathways for further education, training and life planning
- P5 communicates and uses technology effectively
- P6 applies self-management and teamwork skills
- P7 utilises strategies to plan, organise and solve problems
- P8 assesses influences on people's working lives
- P9 evaluates personal and social influences on individuals and groups

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you 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 including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your 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 you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You 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 Standards Authority (NESA) 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 your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you 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 course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Yr 12 Workplace simulation THS
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	3-8-19 to 14-8-19

	Observation of practical	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral	Supplementary	Evidence	Other, HSC examinable
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Cluster 1 Getting Along

BSBWOR203 Work effectively with others				Y				Y
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Cluster 2 Safe and hygienic food preparation

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				Y
SITXFSA002 Participate in safe food handling practices	Y	Y		Y				Y

Cluster 3 Safe and sustainable work practices

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

Cluster 4 Preparing quality simple dishes

SITHCCC002 Prepare and present simple dishes	Y	Y		Y				
SITXINV002 Maintain the quality of perishable items	Y	Y		Y				

Cluster 5 Producing menu Items – new assessment requirement

SITHCCC005 Prepare dishes using basic methods of cookery	Y			Y		Y		Y Portfolio
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Cluster 6 Cleaning the kitchen

SITHKOP001 Clean kitchen premises and equipment	Y	Y		Y				Y
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Cluster 7 Preparing appetisers and salads - new assessment requirement

SITHCCC006 Prepare appetisers and salads	Y			Y		Y		Portfolio
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Cluster 8 Sandwich preparation

SITHCCC003 Prepare and present sandwiches	Y	Y		Y				
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Cluster 9 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y				Y
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Cluster 10 Use cookery skills effectively - new assessment requirement

SITHCCC011 Use cookery skills effectively (holistic)	Y	Y				Y		Portfolio
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