



HENRY KENDALL HIGH SCHOOL

YEAR 12

ASSESSMENT POLICY AND SCHEDULE

2013 – 2014

As at October 2013

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POLICY ON ASSESSMENT PROCEDURES

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is the highest educational award you can gain in New South Wales schools.

The Higher School Certificate is governed by the *Education Act 1990* (NSW), which sets out the general requirements you need to meet to be awarded the Higher School Certificate.

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE (Read Appendix J)

The rules and requirements for eligibility are set out in the Board's publication, the *Assessment, Certification and Examination (ACE) Manual*, which is kept in every secondary school. It is also on the Board's website: www.boardofstudies.nsw.edu.au/manuals/acemannual.html.

To be eligible for the award of the Higher School Certificate you need to have:

- Gained a RoSA or such other qualifications as the Board of Studies considers satisfactory.
- Attend a government school, an accredited non-government school, a school outside New South Wales recognised by the Board or a college of TAFE.
- Satisfactorily completed courses that comprise a pattern of study required by the Board for an award of the Higher School Certificate (see below)
 - Completing the requirements for each course, including any necessary practical or project work
 - Completing tasks designed for the internal assessment program in each HSC course at your school
- Sat for and made a serious attempt at the Higher School Certificate examinations.
- Students must satisfactorily complete a Preliminary 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 from Board Developed Courses.
 - 2 units of a Board Developed Course in English.
 - Three course of 2 unit value or greater (either Board Developed or Board Endorsed).
 - Four subjects.

THE HIGHER SCHOOL CERTIFICATE CURRICULUM

Board Developed Courses

Board Developed Courses are the courses for which the Board of Studies develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also develops Higher School Certificate examinations for most of these courses.

Board Endorsed Courses

- School-designed Courses – These are courses developed by individual schools in response to local interest or need and endorsed by the Board.
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR.

UNITS OF STUDY

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

VET courses are not divided into Preliminary and HSC components and may be counted as Preliminary or HSC courses.

Some 1 unit courses are also offered as Board Endorsed Courses HSC extension courses.

Extension study is available in English, Mathematics, History, Music, some Languages and some VET courses. Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

ASSESSMENT

The Assessment Program is a series of tasks that students must complete in the HSC year of study. Tasks may be in the form of but not limited to assignments, tests, practical tasks, major projects, reports and/or performances. The Assessment Program measures a wide range of syllabus objectives and gives weight and recognition to students' school/class achievements, which may not be adequately measured in a single examination.

You are required to complete school-based assessment tasks for most Board Developed HSC Courses you study. (VET and Life Skills Courses have different requirements). This applies to all school and TAFE students, regardless of the number of units attempted.

School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

For VET courses, you are assessed on your competency in performing work-related tasks. This counts towards your VET qualification but not towards an HSC mark. Students will sit for the Mid Course and Trial Examinations.

ASSESSMENT MARKS

Your school submits your assessment marks to the Board of Studies, calculated from your results on each formal assessment task you undertake as part of your HSC course.

In the case of VET courses studied at school, there is no assessment mark. A student competency schedule forms a record of student achievement in the units of competency for each course. Your school submits to the Board a list of the units of competency you have successfully achieved. This information is used to produce your Certificate or Statement of Attainment. Students can sit for the HSC exam.

In most cases, the assessment mark for a satisfactorily completed course can be used in Illness/Misadventure appeals. In VET, an exam estimate is sent to the Board and can be used in Illness/Misadventure appeals.

At the end of the Higher School Certificate examinations, you may ask for your position in the rank order in each course you have studied based on school assessments. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. Further details about reviews and appeals are on the assessment appeal form, which may be obtained from your school.

THE SCHOOL'S RESPONSIBILITIES

Your school develops an assessment program for each course. This means your school is required to:

- Set tasks that will be used to measure your performance in each component of a course
- Specify the relative value of each of these tasks
- Inform you in writing of:
 - The components and their weightings for each course
 - When assessment tasks will take place

- The mark value of each task in relation to the total number of marks for the course
 - The nature of each assessment task (eg, assignment, test, project, etc)
 - The administrative details associated with each task (eg, student absence, late submission of work, etc)
- Provide adequate notice of the precise timing of each assessment task
 - Keep records of your performance in each task
 - Provide you with information on your progress.

PROCEDURES FOR HENDY KENDALL HIGH SCHOOL ASSESSMENT PROGRAM

- i. At least two Calendar week's notice of the details of the task will be given before each assessment task.

Mid Course Exams in Board Developed courses are mandatory and may be part of the Assessment Schedule for HSC Courses. If used as an Assessment Task they will follow normal Assessment Guidelines

- ii. No assessment task will be scheduled TWO WEEKS PRIOR to and ONE SCHOOL WEEK FOLLOWING the Trial HSC

In the event of any assessment task not being sufficiently discriminating, the school may add an extension to such a task to improve its discriminating ability. In this case the initial task will count for at least 50% of the mark for the completed task. Students will be informed in writing if this becomes necessary.

REPORTING RESULTS

During the course, the school will provide information to students which will show their order-of-merit at that point in time. When students leave a course this may influence rankings. The only accurate rank will be the final one sent to the Board of Studies, which includes all students currently completing the course.

The assessments the school will provide to the Board at the end of the course are intended to measure the students' achievements relative to each other.

STUDENT RESPONSIBILITIES

Students are expected to perform all tasks required and sit for all tests and exams scheduled to be part of this assessment. All assessment tasks are compulsory and must be submitted by the due date. Students will be issued with an Assessment Task Notice (Appendix A), and will be required to sign Assessment Notification and Completion Sheet (Appendix B) when they receive the Assessment Task Notice, submit the task for marking and

when they receive the task back. The tasks are to be submitted to your classroom teacher on or before the time indicated on the Assessment Task Notice. If the classroom teacher is unavailable at that time the Head Teacher will accept the task. Tasks should NEVER be left on a desk or table, for future collection by the teacher.

Students absent from an assessment task or examination will be awarded zero and are required to supply a medical certificate or other documentary evidence to cover the absence. It is the student's responsibility on their **FIRST DAY BACK AT SCHOOL** (after task/examination) to make arrangements through the **Deputy Principal (Curriculum)** for an extension or misadventure application to resolve the task. Applications should be made on the appropriate form – “Application for Special Consideration for HSC Assessment Task” *(see Appendix C)

TASK EXTENSION – Please see flowchart Appendix M

Where a student knows ahead of time that he/she will be absent for a task, (eg, for a family holiday, work placement for VET courses, school sporting activity, course excursion) they must make arrangements prior to the date to complete the task/s at an agreed time. Applications must be made to the Deputy Principal (Curriculum) on the appropriate form (Appendix C) at least **ONE (1) week ahead** of the date proposed for the task.

Where this does not happen, a student will be awarded a zero final mark for the task.

LATE WORK

Students are expected to complete all tasks by the allotted time.

Assignments submitted later will be **assessed diagnostically** but will **receive a zero mark**.

PRACTICAL SUBMISSIONS

Final submission dates for HSC Practical Works to the Board of Studies vary between courses. It is the school's expectation that all practical submissions will be between 90% and a 100% complete by the start of term 3.

Students will be guided and monitored in each course in the development of their practical submission for the HSC. Although this guidance will include advice regarding time management, ultimately it is each student's responsibility to work consistently over the twelve month period and ensure that the submission is completed as early as possible. Failure to manage time effectively or to consistently apply themselves to the submissions development may lead to the application of 'N' warnings in that course.

The expectation that HSC practical submissions will be between 90% and a 100% complete by the start of term 3 is further subject to the Practical Submission Policy of each faculty.

MISADVENTURE – Please see flowchart Appendix L

In the event of a major illness or major problem occurring, the student or parent must contact the Deputy Principal (Curriculum) as soon as possible. It is the student's responsibility on their **FIRST DAY BACK AT SCHOOL** (after task/examination) to make arrangements through the **Deputy Principal (Curriculum)** for a misadventure application. Applications should be made on the appropriate form. *(see Appendix C, L) The Deputy in consultation with the class teacher, Head Teacher and Principal, will either approve or deny the application. Students will be issued with a copy of the application and outcome.

APPEALS

Students can request a review of mark awarded for assessment task (Appendix E). Appeal must be lodged with Deputy Principal (Curriculum) as soon as possible.

SPECIAL PROVISIONS

Students with disabilities may apply to the Board of Studies for Special Provisions. The school will attempt to match these provisions in its assessment and examination program.

THE BOARD'S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS – AWARD OF ZERO MARKS

When the judgement is made that a student has not made a genuine attempt, or does not have a valid reason for not completing a task, or there is evidence of serious malpractice, such as plagiarism and cheating at examinations, then a zero mark should be recorded for that task.

THE 50% RULE

"When a candidate has been given zero marks i.e. NON-ATTEMPT OR NON-SERIOUS ATTEMPT, because of failure to complete or not completed to an acceptable standard, assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily."

In these circumstances the candidate may be ineligible for a Higher School Certificate.

*NB Candidates and parents will be notified, in writing, when tasks are NON-ATTEMPTS, and, when the "50% rule" is in danger of being breached. *(Appendix E)*

When a student has been ill or has been adversely affected during a particular task or is unable to present an assignment for other reasons acceptable to the course supervisor, it will be possible to apply for an extension of time (of up to one week). See Student Responsibilities.

Students absent from an assessment task will receive zero unless an application for special consideration for misadventure/extension with supporting documentation, a medical certificate, or other documentary evidence to cover the absence.

In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal MAY AUTHORISE the use of an estimate for that particular task.

Where special arrangements have been made for a student, his/her performance on the alternate task (or the estimate given) will be used to determine the student's position in the order of merit for that task. When that position is determined, the student will be awarded, and have recorded, the MARK that is most appropriate to that position.

It should be noted that when a task is not completed or the Principal is not prepared to accept the reason for it not being submitted on time, the task will be awarded a zero mark and noted as a NON-ATTEMPT. **When zero marks (for non-attempts and non-serious attempts) are awarded for the equivalent of 50% of the total assessment mark, the Principal cannot certify that the course has been satisfactorily studied. In these circumstances, the course will not be included on the result notice and it may mean the student will not then be eligible for the award of a Higher School Certificate (as 10 units must be satisfactorily presented).** This is referred to as the 50% rule.

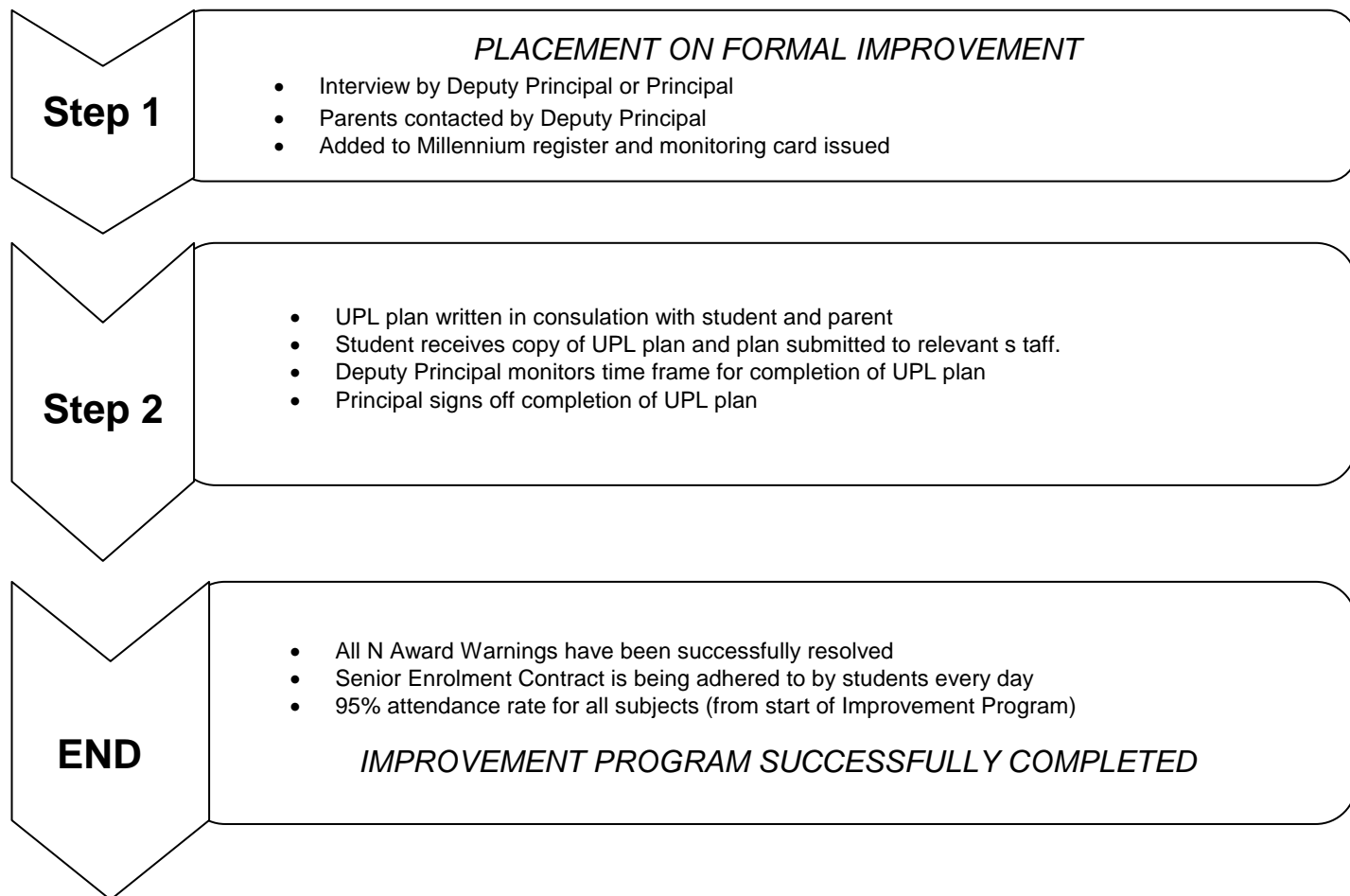
SATISFACTORY COMPLETION OF COURSES

- To receive a result in any course, you must satisfactorily complete that course.
- Satisfactory completion of a course involves:
 - Following the course developed or endorsed by the board; and
 - Applying yourself with diligence and sustained effort to the set tasks provided in the course by the school; and
 - Achieving some or all of the course outcomes.
- Your principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.
- If your principal decides that you have not satisfactorily completed a course, you will receive no results in that course or you will be placed on an Academic Improvement Plan (also known as Unsatisfactory Participation in Learning ie UPL)
- You have the right to appeal to the Board against your principal's decision. If you choose to do so, your principal will explain the appeal mechanism to you.

Academic Improvement Program

Your name is referred to a Deputy Principal for failure to meet Board of Studies course requirements due to:

- misbehaviour/discipline issues resulting in placement on a behaviour level
- N Award warnings
- unsatisfactory attendance – below 90% (without acceptable justification)
- truancy from lessons/school including study periods
- non-compliance with school dress code
- failure to fulfil senior conditions



Consequences for Students who – are placed on or do not meet the requirements of – an Improvement Program:

- year 12 students forfeit the use of their flexible leave
- students over 17 years of age will be required to justify their continued enrolment
- whilst on the improvement program students will not be eligible to represent the school in any extra-curricular activities
- failure to bring suitable work will result in extra day being added to Improvement Program attendance
- failure to attend all prescribed study sessions will result in a parental interview being conducted and a suspension warning will be issued (persistent failure to meet Improvement Program requirements will result in suspension)

MALPRACTICE

According to the Assessment, Certification, Examination (ACE) Manual (2011) malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Possible malpractice will be reported to the Henry Kendall High School Assessment Review Panel. The panel will consist of the Deputy Principal responsible for the cohort, Head Teacher – Teaching and Learning and an additional faculty Head Teacher. The goal of the panel is to thoroughly investigate reports of malpractice and refer all evidence to the Principal for final determination.

Henry Kendall High School emphasises the following;

- * ASSESSMENT TASKS must be the original work of the student concerned. Evidence of plagiarism or collusion between students will automatically lead to referral to the HKHS Assessment Review Panel.
- * EXAMINATIONS AND TESTS will be conducted following the procedures laid down for the conduct of the HSC examination. Students will be issued with a set of examination rules.

- * MISSING CLASSES TO COMPLETE TASKS. Students who truant classes to complete assessment tasks will be awarded '0' for the task being completed.

Candidates who do not comply with these rules, or who cheat in the examinations in any way, will be reported to the Board of Studies. The penalty may be cancellation of papers for the course concerned, or of all papers, and as a consequence the candidate may be ineligible for a Higher School Certificate.

Actions which not only breach the examination rules but which may also be illegal will be reported to the police.

If a serious attempt is not made at an examination, an award in the course concerned may not be received. This may render the candidate ineligible for the award of the Higher School Certificate.

HSC ALL MY OWN WORK

Students are required by the Board of Studies to complete this course as part of their entry into Preliminary and HSC studies. It is expected that students will abide by the ethical academic standards outlined in that course. Students can refresh their knowledge of these practices by logging onto www.boardofstudies.nsw.edu.au.

NB MAKE SURE YOU CHECK DETAILS ABOVE

1. LATE WORK – PENALTIES.
2. 50% RULE for ZERO MARKS (Non-Attempt/Non-Serious Attempt).
3. NON-ASSESSMENT TASKS must be completed – the Principal will not sign satisfactory completion (hence no HSC in that subject) when students neglect non-assessment work.
4. MALPRACTICE.
5. EXAMINATION RULES.
6. HSC ALL MY OWN WORK.

EXPULSION FROM A PARTICULAR SCHOOL

1. This means that the student is expelled from one particular school only. With the exception of the circumstances outlined in 2(b) below, the principal, in conjunction with the Deputy Regional Director or relevant area office staff and the parents or caregiver, must arrange a suitable enrolment for the student in another school or educational facility.
2. The decision to expel a student from the school may be made on the basis of:
 - a) misbehaviour of a student of any age; or
 - b) unsatisfactory participation in learning by a student of post-compulsory age, eg, a documented pattern of non-satisfactory completion, non-serious attempts to meet course requirements for the award of a School Certificate or Higher School Certificate.
3. Prior to making a decision to expel on the grounds set out in 2(b) above, the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student. The student must also be provided with a reasonable period in which to demonstrate an improvement in his or her participation.
4. Where the student is being expelled on the grounds set out in 2(b) above, the arrangement of an alternative placement is the responsibility of the student and the student's parents or caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the principal to readmit the student, recommend expulsion from the government school system or refer the issue to the Deputy Regional Director.
5. The principal will ensure, except as a result of a most serious incident, that all appropriate students welfare strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ANCIENT HISTORY

HSC COURSE 2013-2014

Line 3 and 4

Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Source Analysis	Communication of historical understanding in appropriate forms	Mid-Course Exam Knowledge & understanding of course content	Historical inquiry and research	Trial HSC Exam Knowledge and understanding of course content	
	Term 4 Week 11 2013	Term 1 Week 7 2014	Term 1 Weeks 10/11 2014	Term 2 Week 8 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1.1, H2.1, H3.2, H3.3, H4.1	Outcomes H1.1, H3.1, H3.4, H3.5, H3.6, H4.1, H4.2	Outcomes H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.6, H4.2	Outcomes H1.1, H2.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.2	Outcomes H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.6, H4.2	
Ancient Society	20%				5%	25%
Period Study		10%	10%		5%	25%
Personality		10%	10%		5%	25%
Core Study: Cities of Vesuvius				20%	5%	25%
Marks	20%	20%	20%	20%	20%	100%

Mandatory Components

Communication	–	20%	Source Analysis	–	20%
Historical Research	–	20%	Knowledge and Understanding	–	40%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

BIOLOGY

HSC COURSE 2013-2014

Lines 5

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Research Blue Print for Life	Mid Course Examination	Open Ended Investigation Search for a Better Health	Trial HSC Examination	
	Term 4 Week 10 2013	Term 1 Weeks 10/11 2014	Term 2 Week 8 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1, H4, H13, H14, H15	Outcomes H1, H2, H6, H7, H8, H9, H10, H11, H13, H14	Outcomes H3, H11, H12, H13, H14	Outcomes H1 - H14	
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 	5%	5%	5%	25%	40%
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources 	15%		15%		30%
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	10%	5%	10%	5%	30%
Marks	30%	10%	30%	30%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

BUSINESS STUDIES

HSC COURSE 2013-2014

Line 1 and 4

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Operations – Response and test	Mid-course exam	Finance research and response	Trial HSC Examination	
	Term 4 Week 10 2013	Term 1 Weeks 10/11 2014	Term 2 Week 8 2014	Term 3 Weeks 4/5 2014	
	Outcomes H2, H3, H4, H6, H7, H8, H9	Outcomes H1, H2, H3, H5, H6, H9	Outcomes H1, H3, H6, H7, H8, H9, H10, H11, H12, H13	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course conduct	10%	5%	10%	15%	40%
Stimulus-based skills	5%	5%	5%	5%	20%
Inquiry and research	10%		10%		20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
Marks	30%	15%	30%	25%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.

Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

CHEMISTRY

HSC COURSE 2013-2014

Line 4

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Research Report Topic 1 – Production of Materials	Mid Course Examination	Practical The Acidic Environment	Trial HSC Examination	
	Term 4 Week 9 2013	Term 1 Weeks 10/11 2014	Term 2 Week 4 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1, H3, H4, H5, H9, H13, H14	Outcomes H1 – H12	Outcomes H8, H10, H11, H12, H13, H14, H15	Outcomes H1 – H12	
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 		10%		20%	40%
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources 	15%		20%		30%
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	15%		10%	10%	30%
Marks	30%	10%	30%	30%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

COMMUNITY & FAMILY STUDIES

HSC COURSE 2013-2014

Line 5

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Independent Research Project	Mid-course Examination	Investigation Report	Trial HSC Examination	
	Week: 11 Term: 4 2013	Weeks: 10/11 Term: 1 2014	Week: 9 Term: 2 2014	Weeks: 4/5 Term: 3 2014	
	Outcomes H4.1, H4.2	Outcomes H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H7.1, H7.3, H7.4	Outcomes H2.3, H3.4, H4.1, H4.2, H6.1, H7.2	Outcomes H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H7.1, H7.3, H7.4	
Knowledge and understanding of how the following impact on wellbeing <ul style="list-style-type: none"> resource management positive relationships range of societal factors 		10%	10%	20%	40%
Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 		15%	5%	5%	25%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	20%	5%	5%	5%	35%
Marks	20%	30%	20%	30%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

DESIGN & TECHNOLOGY

HSC COURSE 2013-2014

Line 4

Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Managing the entire Development Process	Innovation Case Study	Half Yearly Examination	Report and Presentation	Trial HSC Exam Knowledge	
	Term 4 Week 9 2013	Term 1 Week 6 2014	Term 1 Weeks 10/11 2014	Term 2 Week 9 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1.1, H3.2, H4.1, H5.1, H5.2	Outcomes H2.1, H2.2, H3.1, H5.2, H6.2	Outcomes H1.1, H4.1, H2.1, H2.2	Outcomes H1.1, H2.1, H2.2, H4.1, H4.2, H4.3, H5.2, H6.1	Outcomes H1.1, H2.1, H2.2, H3.1, H3.2, H5.2, H6.2	
Innovation and Emerging Technologies	5%	10%	10%	5%	10%	40%
Designing and Producing	15%	10%	10%	15%	10%	60%
Marks	20%	20%	20%	20%	20%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

DRAMA

HSC COURSE 2013-2014

Line 3

Assessment Components	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Performance Written Essay	Performance + IP Submission	Mid-course Examination	Group Project + IP Written Submission	Trial HSC Written IP Submission, Group Projects + Logbooks	
	Term 4 Week 10 2013	Term 1 Week 7 2014	Term 1 Weeks 9/10/11 2014	Term 2 Week 8 2014	Term 3 Weeks 4/ 5 2014	
	Outcomes H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	Outcomes H1.3, H1.5, H1.7	Outcomes H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	Outcomes H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	Outcomes H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	5%	10%	15%	5%	5%	40%
Performance		10%		10%	10%	30%
Critically Studying	10%		10%		10%	30%
Marks	15%	20%	25%	15%	25%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

EARTH & ENVIRONMENTAL SCIENCE

HSC COURSE 2013-2014

Line 3

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Investigation	Examination	Investigation	Trial HSC Examination	
	Term 4 Week 8 2013	Term 1 Weeks 10/11 2014	Term 2 Week 6 2014	Term 3 Weeks 4/5 2014	
	Outcomes H11, H12, H13, H14, H15	Outcomes H1 – H10 inclusive	Outcomes H11, H12, H13, H14, H15	Outcomes H1 – H10 inclusive	
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 		10%		30%	40%
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources 	15%		15%		30%
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	15%		15%		30%
Marks	30%	10%	30%	30%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ENGINEERING STUDIES

HSC COURSE 2013-2014

Line 6

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Engineering Report "Civil Structures"	Half Yearly Exam	Research "Telecommunications"	Trial HSC Exam	
	Term 4 Week 9 2013	Term 1 Weeks 10/11 2014	Term 2 Week 9 2014	Term 3 Weeks 4/5 2014	
	Outcomes H3.1, H3.3, H5.1, H5.2, H6.1, H6.2	Outcomes H1.1, H1.2, H2.1, H3.1, H4.1, H4.2	Outcomes H1.1, H2.2, H3.2, H4.3, H5.1, H6.1	Outcomes H1.1, H1.2, H2.1, H3.1, H4.1, H4.2	
Knowledge and understanding of engineering principles and developments in technology	10%	10%	15%	15%	50%
Skills in research, problem solving and communication related to engineering	5%	5%	10%	10%	30%
Understanding the scope and role of engineering including management and problem solving	5%	5%	5%	5%	20%
Marks	20%	20%	30%	30%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ENGLISH (ADVANCED)

HSC COURSE 2013-2014

Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Syllabus Weighting
	Speaking/Writing	Reading/Writing	Reading/Writing	Listening	Viewing and Representing	Trial HSC	
	Term 4 Week 8 2013	Term 1 Week 6 2014	Term 1 Mid-Course Exam Period 2014	Term 2 Week 4 2014	Term 3 Week 1 2014	Term 3 Exam Period 2014	
	Outcomes 4, 10, 12, 13	Outcomes 1, 2A, 6, 8, 12A	Outcomes 3, 4, 11	Outcomes 2, 2A, 5, 9	Outcomes 5, 7, 9	Outcomes 1, 2, 2A, 3, 6, 7, 8, 10, 11, 12A	
AREA OF STUDY: Belonging	Writing 10% Speaking 15%		Reading 5% Writing 5%			Reading 5%	40%
MODULE B: Critical Study of Text		Reading 10% Writing 5%				Reading 5%	20%
MODULE A: Comparative Study of Text and Context				Listening 15%		Writing 5%	20%
MODULE C: Representation and Text					Viewing and Representing 15%	Writing 5%	20%
Marks	25%	15%	10%	15%	15%	20%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ENGLISH (EXTENSION 1)

HSC COURSE 2013-2014

Offline

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	In-class response: critical essay	Mid Course Exam	Tutorial Presentation	Trial HSC Exam	
	Term 1 Week 6 2014	Term 1 Exam Period 2014	Term 2 Week 8 2014	Term 3 Weeks 4/5 2014	
	Outcomes 1, 2, 3	Outcomes 1, 2, 3, 4	Outcomes 1, 2, 4	Outcomes 1, 2, 3, 4	
Knowledge and understanding of complex texts and of how and why they are valued	10%		10%	5%	25%
Skills in: <ul style="list-style-type: none"> Complex analysis Sustained composition Independent investigation 	5%	5%	10%	5%	25%
Marks	15%	5%	20%	10%	50%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ENGLISH (EXTENSION 2)

HSC COURSE 2013-2014

Offline

Assessment Component	Task 1	Task 2	Task 3		Syllabus Weighting
	Viva Voce	Draft Version of the Major Work	Report	Final Version of the Major Work	
	Term 4 Week 8 2013	Term 2 Week 6 2014	Term 2 Week 9 2014	Term 3 Week 1 2014	
	Outcomes 1, 2	Outcomes 1, 2	Outcomes 1, 2	Outcomes N/A	
OBJECTIVE 1: Skills in extensive independent investigation	5%	10%	10%	N/A	25%
OBJECTIVE 2: Skills in sustained compositions	5%	5%	15%	N/A	25%
Marks	10%	15%	25%	N/A	50%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ENGLISH (STANDARD)

HSC COURSE 2013-2014

Lines 1 & 3

Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Syllabus Weighting
	Speaking/Writing	Reading/Writing	Reading/Writing	Listening	Viewing and Representing	Trial HSC	
	Term 4 Week 8 2013	Term 1 Week 6 2014	Term 1 Mid-Course Exam Period 2014	Term 2 Week 4 2014	Term 3 Week 1 2014	Term 3 Exam Period 2014	
	Outcomes 4, 10, 12, 13	Outcomes 1, 6, 8	Outcomes 3, 4, 11	Outcomes 2, 5, 9	Outcomes 5, 7, 9	Outcomes 1, 2, 3, 6, 7, 8, 10, 11	
AREA OF STUDY: Belonging	Writing 10% Speaking 15%		Reading 5% Writing 5%			Reading 5%	40%
MODULE B: Close Study of Text		Reading 10% Writing 5%				Reading 5%	20%
MODULE A: Experience through language				Listening 15%		Writing 5%	20%
MODULE C: Texts and Society					Viewing and Representing 15%	Writing 5%	20%
Marks	25%	15%	10%	15%	15%	20%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

ENGLISH STUDIES

HSC COURSE 2013-2014

Line 2

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Topic 1 Presentation	Topic 2 Portfolio:	Topic 3 Research Essay:	Final Exam:	
	Term 4 Week 10 2013	Term 1 Week 7 2014	Term 2 Week 8 2014	Term 3 Trial Exam Period 2014	
	Outcomes H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	Outcomes H1.4, H2.2, H2.3, H3.1, H4.1	Outcomes H1.1, H1.2, H1.3, H2.1, H4.2	Outcomes H1.1, H1.2, H1.3, H2.1, H3.1, H3.2	
Knowledge and understanding of texts	5%	5%	10%	10%	30%
Skills in reading, listening, viewing, writing, speaking and representing	5%	10%	5%	10%	30%
Skills in using language	5%	10%	10%		25%
Skills in planning and working	5%	5%	5%		15%
Marks	20%	30%	30%	20%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

EXPLORING EARLY CHILDHOOD

HSC COURSE 2013-2014

Line 1

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Design Activity	Research Activity	Half Yearly Exam	Case Study	
	Term 4 Week 8 2013	Term 1 Week 6 2014	Term 1 Weeks 10/11 2014	Term 3 Week 1 2014	
	Outcomes Selected according to modules	Outcomes Selected according to modules	Outcomes Selected according to modules	Outcomes Selected according to modules	
Knowledge and Understanding		10%	25%	15%	50%
Skills	25%	15%		10%	50%
Total	25%	25%	25%	25%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

FRENCH BEGINNERS

HSC COURSE 2013-2014

Line 5

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Speaking Skills	Mid-Course Assessment Listening and Writing Skills	Reading Skills	Trial HSC	
	Term 4 Week 8 2013	Term 1 Weeks 10/11 2014	Term 2 Week 7 2014	Term 3 Weeks 4/5 2014	
	Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Speaking	10%			10%	20%
Listening & Responding		15%	5%	10%	30%
Reading & Responding			20%	10%	30%
Writing		10%		10%	20%
Marks	10%	25%	25%	40%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

FRENCH CONTINUERS

HSC COURSE 2013-2014

Line 5

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Speaking Skills	Reading and Writing Skills	Listening Skills	Trial HSC	
	Term 4 Week 8 2013	Term 1 Weeks 10/11 2014	Term 2 Week 7 2014	Term 3 Weeks 4/5 2014	
	Outcomes 1.1, 1.2, 1.3, 1.4, 4.1	Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking	10%			10%	20%
Listening & Responding			10%	15%	25%
Reading & Responding		15%	15%	10%	40%
Writing		10%		10%	15%
Marks	10%	25%	25%	40%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

GENERAL MATHEMATICS I

HSC COURSE 2013-2014

Lines 1 & 5

Assessment Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Class Assessment	Mid Course Exam	Class Assessment	Trial HSC	
	Term 4 Week 9 2013	Term 1 Week 10/11 2014	Term 2 Week 5 2014	Term 3 Weeks 4/5 2014	
	Outcomes AM3, AM4, AM5, FM4, FM5	Outcomes AM3,AM4,AM5 FM4, FM5, PB2, DS4, DS5, DS6	Outcomes DS4, DS5, DS6, MM4, MM5, MM6	Outcomes AM3 – AM5, FM4, FM5, PB2, DS4 – DS6, MM4 – MM6, FSHe1 – FSHe3, FSRe1 – FSRe3	
Concepts, Skills & Techniques	5%	15%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
Marks	10%	30%	20%	40%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

GENERAL MATHEMATICS II

HSC COURSE 2013-2014

Lines 1 & 5

Assessment Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Class Assessment	Mid Course Exam	Class Assessment	Trial HSC	
	Term 4 Week 9 2013	Term 1 Week 10/11 2014	Term 2 Week 5 2014	Term 3 Weeks 4/5 2014	
	Outcomes AM3, AM4, AM5, FM4, FM5	Outcomes AM3,AM4,AM5 FM4, FM5, PB2, DS4, DS5, DS6	Outcomes DS4, DS5, DS6, MM4, MM5, MM6	Outcomes AM3 – AM5, FM4, FM5, PB2, DS4 – DS6, MM4 – MM6, FSHe1 – FSHe3, FSRe1 – FSRe3	
Concepts, Skills & Techniques	5%	15%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
Marks	10%	30%	20%	40%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

HISTORY - EXTENSION

HSC COURSE 2013-2014

Offline

Assessment Component	Task 1.1	Task 2	Task 1.2	Task 3	Syllabus Weighting
	Historical Investigation Proposal	Extended Response	Historical Investigation	Trial HSC Examination	
	Term 1 Week 3 2014	Term 1 Weeks 10/11 2014	Term 3 Week 2 2014	Term 3 Weeks 4/5 2014	
	Outcomes E1.1, E2.3	Outcomes E1.1, E2.2, E2.3	Outcomes E1.1, E2.1, E2.2, E2.3	Outcomes E1.1, E2.2, E2.3	
Knowledge and understanding of significant historical ideas and processes		5%		5%	10%
Skills in: Designing, undertaking and communicating historical inquiry	5%		35%		40%
Marks	5%	5%	35%	5%	50%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

HOSPITALITY (240 hours)

HSC COURSE 2013-2014

COURSE: HSC Hospitality – BOS Food and Beverage Stream - Café Fundamentals - SIT20207

This course will undergo major revision in 2013 by the Board of Studies. The following information is a guide only

Please note: The changes will be according to the new statewide upgrade qualifications as per the Student Declaration form. This information is current as at October 2013.

Assessment Events Certificate II in Hospitality SIT20207 OR Statement of Attainment towards Certificate II in Hospitality SIT20207		Event 8	Event 9	Event 10	Event 11	Event 12	Event 13	Event 14
		Hospitality Industry Research/ Green Skills	Role Plays & Research	Work * Placement II	Half Yearly Exam	Food Safety Practical & Case Study	Trial HSC Exam	Industry Ready Function & Portfolio
		Date: Week: 8 Term: 4	Date: Week: 6 Term: 1	Date: Week: 6 and 7 Term: 4	Date: Week: 9 and 10 Term: 1	Date: Week: 4 and 5 Term: 3	Date: Week: 4 and 5 Term: 3	Date: Week: 6 Term: 3
Code	Unit of Competency							
SITXENV001A	Participate in an environmentally sustainable workplace	✓						
SITHACS006B	Clean premises and equipment	✓						
SITHIND001B	Develop and update hospitality industry knowledge							✓
SITXADM002A	Source and present information							✓
SITXCOM001A	Work with colleagues and customers		✓					
SITXCOM002A	Work in a socially diverse environment		✓					
SITXCOM004A	Communicate on the telephone		✓					
SITXFSA001A	Implement food safety procedures					✓		
SITHIND002A Apply hospitality skills in the workplace (Collect evidence for Certificate II only)								✓

Depending on the achievement of units of competency, the possible qualification outcome is a (Certificate II in Hospitality SIT20207) or a Statement of Attainment towards (Certificate II in Hospitality SIT20207).

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOS/ reporting requirements

*** Selected units only, to be confirmed by your teacher**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

HSC COURSE 2013-2014

Line 6

Assessment Component	Task 1	Task 2	Task 3	Syllabus Weighting
	Project Folio Management	Written and Practical Skills Assessment	Trial HSC Exam	
	Term 1 Week 6 2014	Term 2 Week 9 2014	Term 3 Week 4/5 2014	
	Outcomes H3.2, H3.3, H4.3, H5.1, H5.2, H6.2	Outcomes H1.2, H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H6.1	Outcomes H1.1, H1.2, H1.3, H3.1, H3.2, H4.3, H5.1, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	5%	10%	25%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	30%	30%	0%	60%
Marks	35%	40%	25%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

INFORMATION PROCESSES AND TECHNOLOGY

HSC COURSE 2013-2014

Line 5

Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Practical Test	Research Task	Half Yearly Exam	Major Project	Trial HSC Exam	
	Term 4 Week 7 2013	Term 1 Week 7 2014	Term 1 Weeks 9/10 2014	Term 2 Week 7 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1.1, H1.2, H2.2	Outcomes H1.1, H1.2, H2.1, H3.1, H4.1	Outcomes All	Outcomes H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	Outcomes All	
Project Work				18%	2%	20%
Information Systems and Databases	10%		5%		5%	20%
Communication Systems		10%	5%		5%	20%
Option Strands				32%	8%	40%
Marks	10%	10%	10%	50%	20%	100%

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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

LEGAL STUDIES

HSC COURSE 2013-2014

Line 6

Assessment Components	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Crime Case Study	Human Rights: Presentation of a contemporary issue	Focus Study 1: Mid-course Examination	Focus Study 2: Research and oral task	Trial HSC Examination	
	Term 4 Week 8 2013	Term 1 Week 6 2014	Term 1 Weeks 10/11 2014	Term 2 Week 6 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1, H2, H4, H5, H6, H7, H8, H9	Outcomes H3, H4, H5, H6, H7, H8, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes H1, H2, H4, H5, H6, H7, H8, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	10%	5%	15%	5%	25%	60%
Research	5%	5%		10%		20%
Communication	5%	5%		10%		20%
Marks	20%	15%	15%	25%	25%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**
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HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

MATHEMATICS

HSC COURSE 2013-2014

Lines 1

Assessment Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Class Assessment	Mid Course Exam	Class Assessment	Trial HSC	
	Term 4 Week 9 2013	Term 1 Week 10/11 2014	Term 2 Week 5 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1, H4, H5, H6, H7, H9	Outcomes H1, H2, H3, H4, H5, H6, H7, H8	Outcomes H1, H2, H3, H4, H5, H6, H8, H9	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9	
Concepts, Skills & Techniques	5%	15%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
Marks	10%	30%	20%	40%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**

Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

MATHEMATICS EXTENSION 1

HSC COURSE 2013-2014

Off Line

Assessment Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Class Assessment	Mid Course Exam	Class Assessment	Trial HSC	
	Term 4 Week 9 2013	Term 1 Week 9 2014	Term 2 Week 5 2014	Term 3 Weeks 4/5 2014	
	Outcomes HE1, HE2, HE7	Outcomes HE1, HE2, HE3, HE7	Outcomes HE1, HE2, HE3, HE5, HE6, HE7	Outcomes HE1, HE2, HE3, HE4, HE5, HE6, HE7	
Concepts, Skills & Techniques	5%	15%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
Marks	10%	30%	20%	40%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.

Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

MATHEMATICS EXTENSION 2

HSC COURSE 2013-2014

Off Line

Assessment Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Class Assessment	Mid Course Exam	Class Assessment	Trial HSC	
	Term 4 Week 9 2013	Term 1 Week 9 2014	Term 2 Week 5 2014	Term 3 Weeks 4/5 2014	
	Outcomes E1, E2	Outcomes E1, E2, E3, E4	Outcomes E1, E2, E3, E4, E5, E6	Outcomes E1, E2, E3, E4, E5, E6, E7, E8, E9	
Concepts, Skills & Techniques	5%	15%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
Marks	10%	30%	20%	40%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.

Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

METAL AND ENGINEERING (240 hours)

HSC COURSE 2013-2014

COURSE: Higher School Certificate – Metal & Engineering

This course will undergo major revision in 2013 by the Board of Studies. The following information is a guide only.

This information is current as at October 2013. The changes will be according to new statewide upgrade qualifications.

Assessment Events for Statement of Attainment towards Certificate II Engineering MEM20105 (MEM05)		Event 7	Event 8	Event 9	Event 10	Event 11
		Hacksaw	* Work Placement 2	Mid Year Exam	Skills Activity 2	Trial HSC Exam
		Week: 3 Term:1	Week:3, 4, 5 Term: 4	Week: 9/10 Term: 1	Week: 4 Term: 3	Week: 4/5 Term: 3
Code	Unit of Competency					
MEM05006B	Perform brazing and or silver soldering	X				
MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities	X				
MEM16007A	Work with others in a manufacturing, engineering or related environment		X			
MEM11011B	Undertake manual handling				X	
MEM07032B	Use workshop machines for basic operations				X	
MEM09002B	Interpret technical drawing				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II Engineering MEM20105 (or if you are an SBAT a Certificate II Engineering MEM20105)

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOS/reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

MODERN HISTORY

HSC COURSE 2013-2014

Line 6

Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Source Analysis	Research and in-class essay	Mid-course Exam - Personalities in the 20 th Century question - Core Questions	Source study and in-class essay	Trial HSC Exam	
	World War I: 25%	National Studies: 25%	Personalities in the Twentieth Century: 25%	International Studies in Peace and Conflict: 25%		
	Term 4 Week 9 2013	Term 1 Week 6 2014	Term 1 Weeks 10/11 2014	Term 2 Week 9 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1.1, H1.2, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	Outcomes H1.2, H2.1, H3.1, H3.2, H4.2	Outcomes H1.1, H1.2, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	Outcomes H2.1, H3.3., H3.5, H4.2	Outcomes All outcomes	
Knowledge and understanding of course content	10%	10%	5%	5%	10%	40%
Source-based skills	10%				10%	20%
Historical inquiry and research		5%		10%	5%	20%
Communication of historical understanding in appropriate forms		5%	10%	5%		20%
Marks	20%	20%	15%	20%	25%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

MUSIC 1

HSC COURSE 2013-2014

Line 5

Assessment Components	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Presentation of performance representing current topic. Musicology submission	Composition Activities representing Topic 1	Mid Course Examination Presentation of Elective 1 Written Exam	Elective 1 (Performance or Viva Voce or Composition)	Trial HSC Written Exam and presentation of Elective 2 and 3 (Performance or Viva Voce or Composition)	
	Term 4 Week 9 2013	Term 1 Week 7 2014	Term 1 Weeks 10/11 2014	Term 2 Week 9 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1, H2, H7, H9	Outcomes H2, H3, H5, H7	Outcomes H4, H5, H6	Outcomes H1, H2, H3, H4, H5, H6, H7, H8	Outcomes H1, H2, H3, H4, H5, H6, H7, H8	
	H2, H4, H5, H6, H7, H10, H11	H10, H11	H8, H10, H11	H9, H10, H11	H9, H10, H11	
Performance core	10%					10%
Composition Core		10%				10%
Musicology Core	10%					10%
Aural Core			15%		10%	25%
Elective 1*			5%	10%		15%
Elective 2*					15%	15%
Elective 3*					15%	15%
Marks	20%	10%	20%	10%	40%	100%

* **Electives** : Performance, Musicology Viva Voce or Composition Submission

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

HSC COURSE 2013-2014

Line 6

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Data Analysis In-Class	Mid Course Exam	Interview Report	Trial HSC Exam	
	Course Component Core 1 – Health Priorities	Course Component Core 1 – Health Priorities Core 2 – Factors Affecting Performance	Course Component Core 2 – Factors Affecting Performance Option 3 – Sports Medicine	Course Component Core 1 – Health Priorities Core 2 – Factors Affecting Performance Option 2 – SPAAS Option 3 – Sports Medicine	
	Term 4 Week 8 2013	Term 1 Week 10/11 2014	Term 2 Weeks 5 2014	Term 3 Weeks 9/10 2014	
	Outcomes H1, H2, H14, H16	Outcomes H2, H3, H4, H5, H7, H8, H9, H10, H11, H15	Outcomes H7, H8, H11, H13, H17	Outcomes H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H14, H15, H16, H17	
Knowledge and understanding of the factors that affect health and the way the body moves.	5%	5%	10%	20%	40%
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity.	5%	5%	10%	10%	30%
Skills in critical thinking, research and analysis.	10%	5%	10%	5%	30%
Marks	20%	15%	30%	35%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.** Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

PHYSICS

HSC COURSE 2013-2014

Line 4

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Research Space	Mid Course Examination	Open Ended Investigation Student Choice	Trial HSC Examination	
	Term 4 Week 9 2013	Term 1 Weeks 10/11 2014	Term 2 Week 9 2014	Term 3 Weeks 4/5 2014	
	Outcomes H11, H12, H13, H14	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes H11, H12, H13, H14	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 		10%		30%	40%
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources 	15%		15%		30%
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	15%		15%		30%
Marks	30%	10%	30%	30%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

PRIMARY INDUSTRIES - Horticulture

HSC COURSE 2013-2014

COURSE: HSC Certificate II in Horticulture AHC20410

This information is current as at October 2013.

Assessment Events for Certificate II in Horticulture AHC20410		Event 7	Event 8	Event 9	Event 10	Event 11	Event 12
		Don't fence me in.	Plants and Soil testing	Work Placement 2	Half Year Exam	Plant pests and diseases	Trial Exam
		Week Term	Week Term	Week Term	Week Term	Week Term	Week Term
Code	Unit of Competency						
AHCWRK205A	Participate in workplace communications					X	
AHCPMG202A	Treat plant pests, diseases and disorders					X	
AHCNSY201A	Pot up plants		X				
AHCPGD201A	Plant trees and shrubs		X				
AHCNSY203A	Undertake propagation activities		X				
AHCWRK201A	Observe and report on weather	X					
AHCWRK204A	Work effectively in the industry	X					
AHCINF202A	Install, maintain and repair fencing	X					

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Agriculture RTE 20103.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOS/reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

SOCIETY & CULTURE

HSC COURSE 2013-2014

Line 3

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Research & Report Core	Written Task – Depth Study I	Half Yearly Examination	Trial HSC Examination	
	Term 4 Week 9 2013	Term 1 Week 7 2014	Term 1 Weeks 10/11 2014	Term 3 Weeks 4/5 2014	
	Outcomes H1, H6, H7, H8, H9, H10, H11	Outcomes H2, H3, H4, H5, H7, H8, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H10	
Knowledge and understanding of course content	15%	15%	10%	10%	50%
Application and evaluation of social and cultural research methodologies	10%	10%	5%	5%	30%
Communication of information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
Marks	30%	30%	20%	20%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

SPORT, LIFESTYLE & RECREATION

HSC COURSE 2013-2014

Line 3

Assessment Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Outdoor Education In-Class	Aquatics Training In-Class	Individual Games & Sport Applications	Final Exam	
	Term 4 Week 10 2013	Term 1 Week 7 2014	Term 2 Week 7 2014	Term 3 Week 5 2014	
	Outcomes 1.3, 1.6, 2.2, 2.3, 3.6, 4.2, 4.3, 5.2, 5.3	Outcomes 1.1, 1.3, 2.3, 3.1, 4.1, 4.4, 4.5, 5.3, 5.4, 5.5	Outcomes 1.1, 1.2, 1.3, 3.1, 4.1, 4.4, 4.5	Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 4.1, 4.5	
Knowledge & Understanding	5%	5%	5%	35%	50%
Skills	15%	15%	20%		50%
Marks	20%	20%	25%	35%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**

Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

VISUAL ARTS


HSC COURSE 2013-2014

Line 4

Assessment Components	Task 1	Task 2	Task 3	Task 4		Task 5	Syllabus Weighting
	Development of body of work	Development of body of work	Mid-course Examination	Development of body of work	Display Checkpoint	Trial HSC	
	Term 4 Week 8 2013	Term 1 Week 6 2014	Term 1 Weeks 9/10/11 2014	Term 2 Week 9 2014	Term 3 Week 1 2014	Term 3 Weeks 4/5 2014	
	Investigations of artmaking practice evident in Visual Art Process Diary (VAPD) including experiments with materials, written reflections and explanations, research and explanations research about related artists' practice 10% BoW Started – 1 artwork complete	Including VAPD and works under development. Art criticism and Art History 50% BoW complete	Art Criticism and art history. Essay based on class work and/or case study content	Works under development; VAPD, oral or written presentation about intentions, conceptual framework relationships, and viewpoint/s. (70 - 90% complete)	90% - 100% complete	Art criticism and art history & Body of Work Presentation 100% complete	
	Outcomes H1, H2, H3, H4	Outcomes H1, H2, H3, H4, H5, H7, H8, H9, H10	Outcomes H7, H8, H9	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10		Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Artmaking	10%	15%		20%		5%	50%
Art Criticism and Art History		10%	10%	10%		20%	50%
Marks	10%	25%	10%	30%		25%	100%

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

APPENDIX A ASSESSMENT PROFORMA

<p style="text-align: center;">HENRY KENDALL HIGH SCHOOL – ASSESSMENT TASK (Name of Faculty) (Course name) – HSC COURSE 2012-2013</p>			
<p>Module/Unit: (Synopsis)</p>			
<p>Task Number: (eg, 1)</p>	<p>Weighting: (Task value)</p>	<p>Date/Timing: (eg, 21/06/13, Periods 4/5)</p>	
<p>Outcomes to be Assessed (Syllabus outcomes being assessed by task)</p> <ul style="list-style-type: none">••••••			
<p>Task Description (What you are to do)</p>			
<p>Resources/References Suggestions (Where you might find information – not the only sources)</p> <ul style="list-style-type: none">••••			
<p>Assessment Criteria or Starting Ideas (What you should be thinking about)</p> <ul style="list-style-type: none">•••••••••••			

APPENDIX C APPLICATION FOR SPECIAL CONSIDERATION REQUEST



HENRY KENDALL HIGH SCHOOL

APPLICATION FOR SPECIAL CONSIDERATION FOR HSC COURSE ASSESSMENT TASK

- Complete the following form with your teacher.
- Have teacher and HT of the subject sign the form.
- Attach relevant documentation to form and hand in to DP for consideration.

STUDENT NAME: _____ DATE OF ASSESSMENT TASK: _____

COURSE: _____ TEACHER: _____

TASK NUMBER: _____

DESCRIPTION OF TASK:

REASON FOR EXTENSION:

(Documentary evidence from Parent/Doctor should be provided, except in exceptional circumstances)

☐ Excursion ☐ Illness ☐ Leave ☐ Misadventure ☐ Workplacement ☐ Other

☐ Medical Certificate ☐ Parent Contact ☐ Statutory Declaration ☐ Other

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: _____

✂ -----

1. I have noted the above request and **HAVE/HAVE NOT** granted an extension of time.

COMMENT (Optional): _____

EXTENSION TIME: _____ days To be submitted on or before: _____

OR

2. MISSED ASSESSMENT TASK – NO VALID REASON

Task to be completed or submitted on or before _____

TEACHER: _____ HEAD TEACHER: _____ DATE: _____

DEPUTY PRINCIPAL (CURRICULUM): _____ DATE: _____



**HENRY KENDALL HIGH SCHOOL
NOTIFICATION OF CHANGE TO LISTED ASSESSMENT TASK DETAILS
STAGE 6**

Faculty: _____

Subject: _____

Course: _____

Teacher(s): _____

Details of change to listed Assessment Task details

Reasons for change from listed Assessment Task details

Student consent statement

The changes listed above do not disadvantage me and I have taken note of the new details.

Student Signatures (use back of sheet if more signatures are required)

Head Teachers Signature: _____

Deputy Principal (Curriculum) Signature: _____

[Copies to be kept by Deputy Principal (Curriculum) and Head Teacher]

NB: Have you completed the checklist over page?



HENRY KENDALL HIGH SCHOOL

Student Appeal Form

Preliminary and HSC Courses

This form should be completed only if the student feels that he/she has met the assessment criteria requirements as detailed in the assessment task, and is requesting a review of the assessment mark.

This form is to be completed and signed by student and parent.

Student Name: _____

Class: _____

In lodging an appeal, you are asking the Deputy Principal (Curriculum) to reconsider the decision re assessment mark. The Deputy Principal (Curriculum), in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Deputy Principal (Curriculum) will decide whether there is sufficient evidence to change the original assessment mark.

I wish to have the Deputy Principal (Curriculum) reconsider the decision re assessment mark in the following course:

Course Name

Course Number

--	--

Student Statement in Support of Appeal

You need to detail how you have completed all and/or assessment task requirements.

My appeal is based on the following grounds:

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(Additional pages may be stapled if more space is needed)

The Deputy Principal (Curriculum) will advise you of the outcome of the School Review of your appeal within one week. If the Deputy Principal (Curriculum) declines your appeal you may ask to have the matter reviewed by the Principal. The Principal will notify you of the outcome of your appeal. The Principal's decision is final.

Student's Signature_____ **Date:**_____

Parent/Caregiver's Signature _____ **Date:** _____
(If student is under 18 years of age)

APPENDIX F 'N' AWARD WARNING LETTER

(Sample)



HENRY KENDALL HIGH SCHOOL

Faunce Street, GOSFORD 2250

Telephone: (02) 4325 2110 Fax: (02) 4323 2685

Email: henrykenda-h.school@det.nsw.edu.au Website: www.henrykenda-h.schools.nsw.edu.au

ABN: 17 049 765 167

(Parent/Caregiver)
(Address)
(Suburb)(Postcode)

Dear Parent/Caregiver

I am writing to advise you that your son/daughter (student's name) in Year 12 is in danger of not meeting the course completion criteria for the Higher School Certificate in Stage 6 (course).

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as official warning number 1 we have issued concerning (student's name) for Stage 6 (course).

A minimum of two course-specific warnings must be issued prior to final 'N' (non-completion) determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12 students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient, tasks worth in excess of 50% must be completed.

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

A x followed the course developed or endorsed by the Board

B ✓ applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school

C ✓ achieved some or all of the course outcomes

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for (student's name) to satisfy the Course Completion Criteria, the following listed tasks, requirements, or outcomes need to be satisfactorily completed.

Please discuss this matter with (student's name) and contact the school if further information or clarification is needed

Yours sincerely,

Mr X XXXXX
Teacher

Mr X XXXXX
Head Teacher

Ms D Loveridge/Mr R Cox
Deputy Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes needs to be satisfactorily completed by (student's name);

Course Requirement/s	Course Requirement/s Initial Due Date	Action Required by Student	Due Date for Completion
(Task and Weighting)	(Date)	(Details)	(Date)

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

Requirements for the Satisfactory Completion of a Higher School Certificate Course

- I have received the letter dated (date) indicating the (student's name) is in danger of not having satisfactorily completed Stage 6 (course)
- I am aware that this course may not appear on his Higher School Certificate Record of Achievement.
- I am also aware that the 'N' (non-completion of course) determination may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian signature: _____ Date: _____

Student signature: _____ Date: _____

APPENDIX G USE OF COMPUTER TECHNOLOGY GUIDELINES

GUIDELINES FOR USING COMPUTER TECHNOLOGY FOR COMPLETING ASSESSMENT TASKS AND ASSIGNMENTS

Students at Henry Kendall High School are strongly encouraged to use computer technology to complete their assignments and assessment tasks.

Students should consider the following when completing assignments using computing technology:

"ASSESSMENT TASKS must be the original work of the student concerned. Evidence of plagiarism or collusion between students will automatically lead to the task being classified as a non-attempt."

The above is an extract from Henry Kendall High School's "Policy on Assessment Procedures". Examples of the above could include copying large amounts of information from the Internet or copying another student's work and changing only minor details. A bibliography at the end of the task should acknowledge all sources. An example of how to cite Internet sources is shown in student diaries.

The malfunction or unavailability of computing equipment cannot be used as a legitimate excuse for the late submission of work. To overcome possible problems students are encouraged to:

- 1) start assignments as early as possible;
- 2) save their files to more than one source, eg, USB thumb drive;
- 3) create and keep print-outs of their work during the process of completing the assignment to act as evidence of work previously completed;
- 4) keep an up-to-date process diary and/or log book (including problems experienced) as required by some courses such as Design and Technology, Industrial Technology and Computing courses;
- 5) be prepared to use non-computing methods if all else fails.

Students wishing to email their assignment to a teacher must gain permission from the teacher beforehand. It is important for students to realise that it is the teacher's final decision regarding the format that will be accepted for any task. If agreed to, the process of emailing a task must be completed 24 hours before the due date to allow the teacher to reply with a "Confirmation of Receiving Assessment Task" message.

(October 2012)

Chris Myers – HT Computing Studies



HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Henry Kendall High School assessment document for 2013-2014.

I am aware of the requirements for each course, and I have noted in particular the sections relating to "**Late Work**", and the "**Board's Policy on Non-Attempts**", as again outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

BOARD'S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPT

A candidate receives zero marks for an assessment task:

- For non completion of a task by the due date, or
- Because of the standard of work that task will be considered to be a NON-ATTEMPT.

"When a candidate has been given zero marks (ie, NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily."

In these circumstances the candidate may be ineligible for a Higher School Certificate.

NB Candidates and parents will be notified, in writing, when tasks are NON-ATTEMPTS, and, when the "50% rule" is in danger of being breached.

_____ Signed (Student)

Parent/Caregiver Name

Parent/Caregiver Signature

Date _____

(This page to be left in the booklet. A separate COLOUR sheet enclosed is to be completed and returned to the Front Office)

2.20 Recognition of Prior Learning (RPL) / Credit Transfer (CT)

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work.

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification.

If through previous study, work or life experiences, students have already developed high level skills in units of competency those skills may be recognised so students do not have to repeat the training. All students **must** be informed of their right to claim recognition of prior learning (RPL) /Credit Transfer. For the HCC RTO this occurs during the VET Student Orientation that takes place in Term 1 at the beginning of the course in the Preliminary year and as students begin their HSC course studies in Term 4.

RPL/CT Process

Students wishing to claim RPL/CT must:

- complete the Board of Studies Application for Recognition of Prior Learning (RPL) and/ or Credit Transfer within School Certificate (SC) or Higher School Certificate (HSC) VET Courses
- if relevant, complete the HCC Student Application for Recognition of Prior Learning (RPL) for Work Placement
- attach relevant evidence and submit the application to their VET teacher/VET Coordinator.

The assessment of a student's claim for RPL must comply with procedures and requirements of the Australian Recognition Framework and the Board of Studies. Further information is available at:

http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html and
<http://www.boardofstudies.nsw.edu.au/manuals/acemanual.html>

The school RPL panel will review the application and need to verify that the student's skills/knowledge and evidence are at an appropriate industry standard. This may mean that the student has to negotiate appropriate assessment arrangements with the VET teacher, remembering that the cost of this assessment activity has to be met by the student. This application/s will then be forwarded to the RTO for verification. The outcome of the decision will be discussed with the student and a written response provided.

The flow diagrams on the following pages illustrate the BOS/RTO accepted procedures.

Options for RPL/CT

There are a number of different ways in which prior learning can be recognised and/or assessed. Whichever method is used, assessors should ensure that the quality of the learning outcome or competency is not undermined or comprised.

Credit transfer and advanced standing validate the knowledge and skills held as a result of formal and informal training, work experience and/or life experiences. The options for assessing prior learning are:

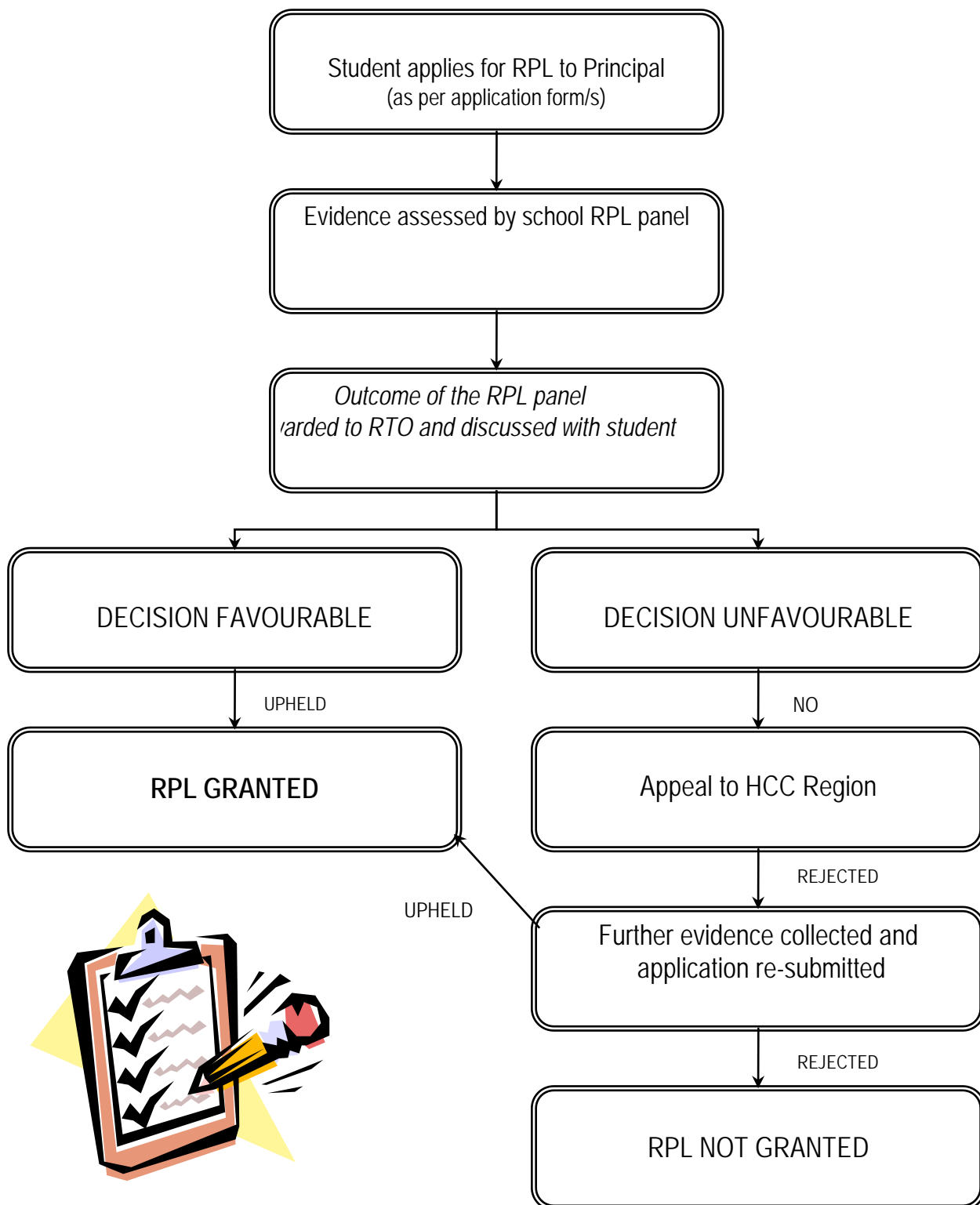
- **Credit transfer:** when an accredited certificate is presented, transfer is automatic. Hunter/Central Coast Region will recognise qualifications issued by other RTOs as a part of mutual recognition agreements.
- **Advanced standing based on application alone:** if the application, with supporting evidence, is of high quality and clearly demonstrates the applicant's claims, assessment will be based on the application alone. It may be necessary for an assessor to meet with the applicant to clarify some points of concern
- **Advanced standing based on application and assessment:** once an analysis of the application is completed the assessor may decide that the evidence does not fully support the applicant's claim. The teachers will arrange an opportunity for the student to demonstrate their claim (challenge test).

When considering RPL applications for Credit Transfer or Advanced standing:

- The evidence must be clearly documented
- The evidence must directly relate to the learning outcomes and competency standard for the qualification
- There is no potential for injury or danger to public health and safety, and no significant occupational health and safety issues in relation to demonstration of competency.

Flowchart for the process of Recognition of Prior Learning (RPL)

NB Credit transfer is automatically recognised by RTO



Teacher Checklist - Recognition of Prior Learning /Credit Transfer

- ☐ Student issued with relevant BOS /HCC Application/s for Recognition of Prior Learning/Credit Transfer.
- ☐ Teacher provides support to student, including guided access to units of competency found in Syllabus Part A and B, or the relevant Training Package.
- ☐ Student prepares evidence of their prior learning. These may be records and reports from other RTO's and/or records of employment and life skills/experiences.
- ☐ Does the evidence presented support the claim for RPL/CT?
- ☐ Does the presented evidence justify a special assessment (challenge test) activity to allow review of the student's competency? If yes, organise an assessment opportunity for the student.
- ☐ Teacher ensures completion of remaining sections of relevant Application form/s. This may be in conjunction with other school personnel.
- ☐ School VET Committee (eg VET teacher, VET Coordinator, Principal) make an initial determination of student's RPL/CT claim.
- ☐ Student names and course details listed on Student Summary Form and attached to completed set of school RPL/CT forms, are then forwarded to RTO for verification.
- ☐ Student Summary Form, verified and signed by RTO returned to school, student notified, documents filed at school in student file.
- ☐ Student/s notified of decision.
- ☐ If RPL/CT accepted, "RPL /Credit transfer" noted in the student competency records (SCR) and the master record on eBOS VCS.

Student Checklist - Recognition of Prior Learning/Credit Transfer

- ☐ Complete an application form/s for RPL/CT, available from your teacher.
- Attach relevant documents such as:**
- ☐ Copies (not originals) of certificates or records of training completed.
- ☐ For Work Placement RPL applications completed Student Activity Record Sheet/s
- ☐ Letter/s of support from employers. Note: These should be on letterhead.
- Documentary evidence of life experience which may include:
- ☐
 - Work experience reports, samples of work, certificates, references from work/others, commendations, awards, other documentation that you may like to be considered, eg: log books, pay slips, taxation records, photographs. Where possible work place documents should be on letterhead.
- ☐
 - A list of contact names and phone numbers of employees/workmates/teachers/who could verify your skills.
- OR**
- ☐
 - I can demonstrate these skills to prove I am competent, and will undertake a challenge test as negotiated with my teacher.

Student Application for Recognition of Prior Learning (RPL) for Work Placement

Teacher Section

I have personally spoken to the employer to verify all the following information:

- ☐ The named student has met the requirements for recognition of student's employment for work placement purposes as detailed in the Board of Studies ACE Manual (Section 8.4.7.2).
- ☐ The minimum length of total hours of employment is greater than the minimum hours required for work placement
- ☐ The employment is being undertaken during the duration of the course
- ☐ The workplace supervisor has provided evidence of the range of syllabus learning outcomes and diversity of experiences that have been addressed during the student's employment (see Appendix A - Student Activity Records)
- ☐ The principal purpose of the employment function is related to the industry area of the course
- ☐ The enterprise providing the employment operates for commercial purposes and under commercial constraints or in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
- ☐ The student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.

Employer Section

This student is undertaking a Vocational Education and Training (VET) course as part of their HSC study. Mandatory work placement is a requirement of this course. The student's part-time work in a relevant industry can be used to meet the work placement requirements of their course.

1. Please complete the following details to assist the student gain this recognition:

- Date when employment commenced: _____
- Is the student currently employed with your organisation ☐ Yes ☐ No
- Average number of hours worked per week? _____

2. On the attached *Student Activity Record Sheet/s* complete the employer section to support the student's record of skills and activities that they have satisfactorily performed during the employment period.

Workplace	Student
Company Name: _____	Name: _____
Contact Name: _____	School: _____
Address: _____	Course: _____
Telephone: _____	Teacher: _____
Employer Signature: _____	Teacher Signature: _____
Date: _____	Date: _____

NB: Should the student have any concerns regarding the results of this application, they may lodge a Hunter Central Coast Region RTO appeal form to the principal within 10 days of the date of this decision.

Student Summary Form –

Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within School Certificate (SC) or Higher School Certificate (HSC) VET Courses

School to attach as the cover page of Student RPL/CT applications

School: _____ Date : _____

Student name	Course	RTO RPL Outcome To be completed by the RTO

VET Coordinator:	Signature:	Date:
Principal:	Signature:	Date:
RTO:	Signature:	Date:

STUDENT ACTIVITY RECORD SHEET

- Use the record sheet below to record a description of two different activities that you undertake in the workplace related to *(Insert name of unit of competency)*.
- Some examples have been listed in the first column; however you are not limited to only these activities.
- Be specific by naming the types of equipment/goods you have been able to access.
- Your teacher may also ask you some questions relevant to your work place.
- Remember to *ask your supervisor/employer to sign/date in the table and below the table. An additional comment is optional.*

Elements for Unit of Competency	Activity 1	Activity 2	Student to initial and date	Supervisor to sign & date
(insert elements form unit of competency, add additional rows as required)				

Student Performance (please circle):

Satisfactory

Not satisfactory

Feedback: _____

Workplace Representative details

Name:

Phone:

Workplace Representative details

Name:

Phone:

APPENDIX J APPLICATION FOR RECOGNITION OF PRIOR LEARNING (RPL) AND/OR CREDIT TRANSFER WITHIN SC OR HSC VET COURSES



Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within School Certificate (SC) or Higher School Certificate (HSC) VET Courses

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of Recognition of Prior Learning (RPL) and credit transfer within SC or HSC Vocational Education and Training (VET) courses.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed this application should be retained on record by the school or college and the RTO.

SECTION 1 – Student, school or college, and RTO details

Student's name: _____	BOS student number: _____
School or college: _____	School Year/Grade: _____
RTO responsible for VET course delivery and assessment: _____	

SECTION 2 – SC/HSC VET course & AQF VET qualification details

BOS VET Course Name: _____
Course indicative hours: _____
Pattern of study: _____ units/SC indicative hours x _____ year(s)
BOS VET course number: _____
Intended AQF VET qualification (code and title): _____

SECTION 3 – Optional HSC examination (for Industry Curriculum Frameworks)

Indicate whether the student intends to sit the HSC examination for the VET course.

BOS VET examination course number: _____

- ☐ yes – indicate the calendar year the student will sit the exam: _____
- ☐ no
- ☐ unsure

Note: To be eligible to sit the optional HSC examination, students must meet the requirements of the respective HSC VET course from the syllabus that applies to the year that the HSC examination will be undertaken.

SECTION 4 – Evidence for Recognition of Prior Learning (RPL) and/or credit transfer

It is the student's responsibility to provide evidence to the school or college and the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application – see below.

Examples of evidence for RPL include:

- ☐ course outlines, reports and result transcripts
- ☐ references from industry/employers
- ☐ outline of experiences including times/dates, places and contacts
- ☐ outline of skills and knowledge
- ☐ other _____.

Forms of evidence for credit transfer are:

- ☐ formal AQF VET Certificate and Transcript of Competencies achieved
- ☐ AQF VET Statement of Attainment showing competencies achieved.

SECTION 5 – SC/HSC VET course requirements

To gain credit towards the SC/HSC from the SC/HSC VET course the student must meet **ALL** course requirements including:

- compulsory and elective units of competency to meet the indicative hour requirements of the SC/HSC VET course
- HSC requirements and advice for examinable units of competency (for Industry Curriculum Framework courses)
- work placement requirements (where required).

These requirements may be met through credit transfer, RPL or further study as a part of the HSC program.

The RTO delivering the SC/HSC VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO's policies which comply with AQTF standards for RTOs

SECTION 5 (a) – compulsory and elective units of competency to meet the SC/HSC indicative hour requirements of the course					
This work sheet should be used to record details of how the SC/HSC course requirements for the VET course will be addressed (either by credit transfer, RPL or through further study as a part of the SC/HSC program).					
BOS VET Course Name: _____			(_____ indicative hours)		
SC/HSC course requirements – compulsory and elective unit(s) of competency				SC/HSC course requirements will be met through: (indicate the SC/HSC indicative hours in the relevant column)	
Compulsory units of competency					
Unit code	Unit title	SC/HSC indicative hours	credit transfer	RPL	through further study
[Insert additional rows as required]					
SC/HSC indicative hours sub-total:					
Elective units of competency					
(list the elective units of competency to be included in the SC/HSC course to meet the SC/HSC indicative hour requirements – refer to the HSC VET syllabus or SC/HSC Board Endorsed Course description)					
[Insert additional rows as required]					
Total SC/HSC indicative hours:					

SECTION 5 (b) – HSC Requirements and Advice (for Industry Curriculum Frameworks)

Where a unit of competency has been awarded through RPL or credit transfer the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Requirements and Advice and for providing a program that enables the student to address the identified gaps.

HSC Requirements and Advice gap program

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps.

SECTION 5 (c) – Work placement (where required)

Mandatory work placement requirements for the VET course: _____ hours

Quantity of credit awarded by RPL: _____ hours

Gap to meet HSC course work placement requirements
(minimum work placement hours minus hours awarded by RPL): _____ hours

Work placement gap planning

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with timelines in the Preliminary/HSC Event Timetable.

SECTION 6 – Optional HSC examination (where relevant)

It is the responsibility of the school or college/RTO delivering the HSC course to determine an appropriate estimated examination mark and manage HSC examination preparation for students who intend to undertake the VET course HSC examination and who have been awarded RPL/credit transfer for examinable units of competency.*

- ☐ An appropriate procedure to determine an estimated examination mark for the student has been identified.
- ☐ A program to support the student's HSC examination preparation is available.

Outline the learning opportunities/program that will be provided to the student to support their HSC examination preparation.

* Note – Students may elect to undertake the optional HSC examination until the day of the examination. It is advisable to plan for the examination for all the students who are eligible to undertake it.

SECTION 7 – Student/school or college/RTO sign-off

The outcome of the application for RPL/credit transfer within the SC/HSC VET course as detailed above, and any programs identified to address gaps in the SC/HSC course requirements and/or HSC examination preparation (where relevant) have been agreed to by all parties involved.

Student's name: _____

Student's signature: _____

Date: _____

Principal's name: _____

Principal's signature: _____

Date: _____

RTO representative's name: _____

RTO representative's signature: _____

Date: _____

SCHOOL OR COLLEGE/RTO USE ONLY

Action	Initial	Date
RPL/credit transfer determinations have been documented in Section 5a of this document.		
RPL/credit transfer outcomes have been reported through <i>Schools Online</i> or the RTO's processes for TAFE NSW.		
This application, along with the evidence for RPL/credit transfer as noted in Section 4 has been filed at the school or college/RTO.		

REQUIREMENTS OF THE *EDUCATION ACT 1990* IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE

Higher School Certificate – section 95

Higher School Certificates are to be granted by the Board of Studies to students who:

- (a) have been granted a School Certificate, or who have attained such other qualifications as the Board considers satisfactory; and
- (b) have attended a government school, or registered non-government school to which a current certificate of accreditation applies, or school outside New South Wales recognised by the Board, or a TAFE establishment within the meaning of the *Technical and Further Education Commission Act 1990*; and
- (c) have participated, to the Board's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate; and
- (d) have been accepted by the Board as having satisfactorily completed those courses of study; and
- (e) have, to the Board's satisfaction, undertaken the requisite examinations or other forms of assessment; and
- (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Board.

The Board may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Board, be justified.

Curriculum for Higher School Certificate candidates – section 12

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

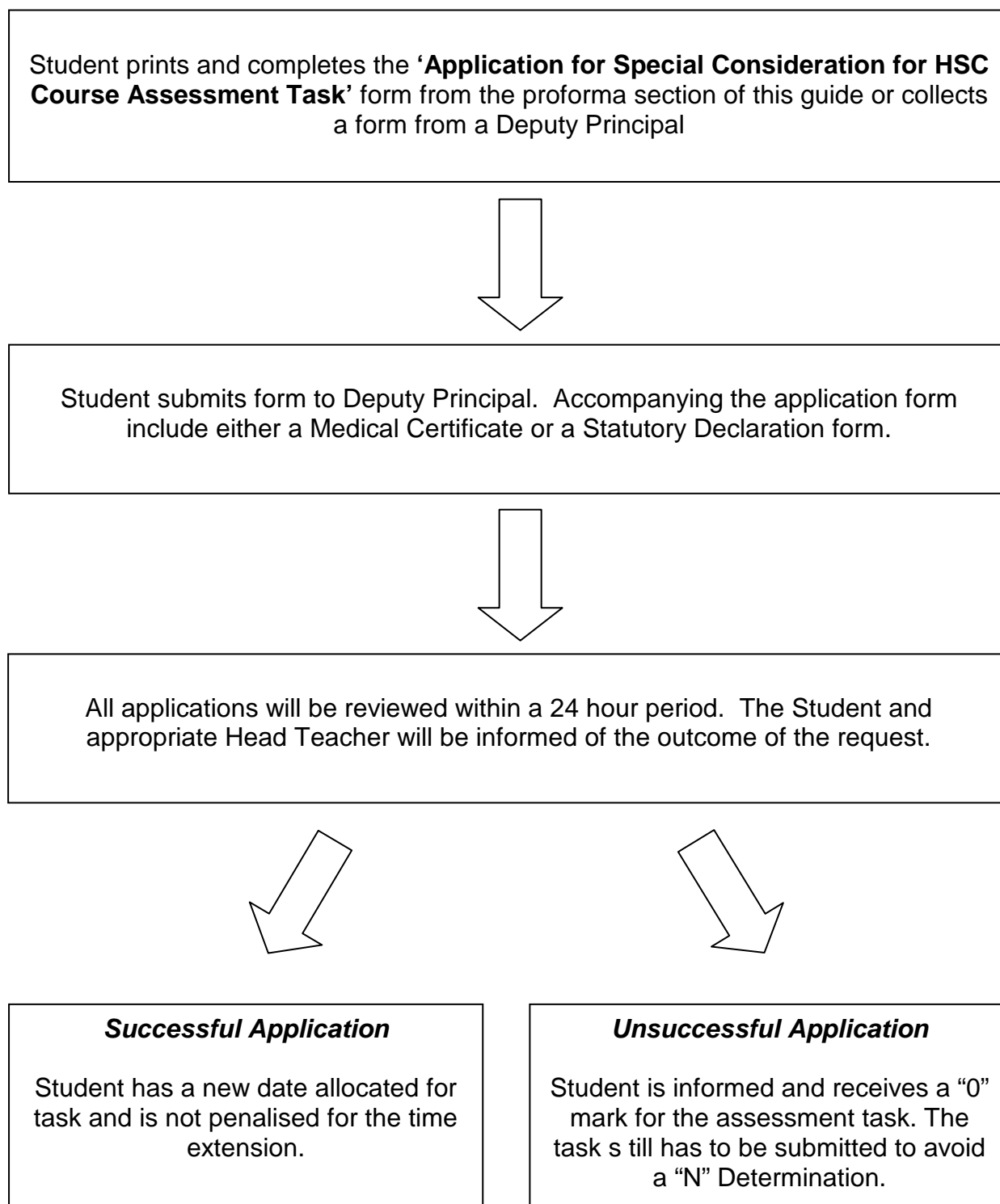
- (a) courses of study of a general description, as determined by the Minister on the recommendation of the Board, are to be provided for each student in each Year
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Board
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Board and approved by the Minister.

These requirements are articulated in Attachment 2.

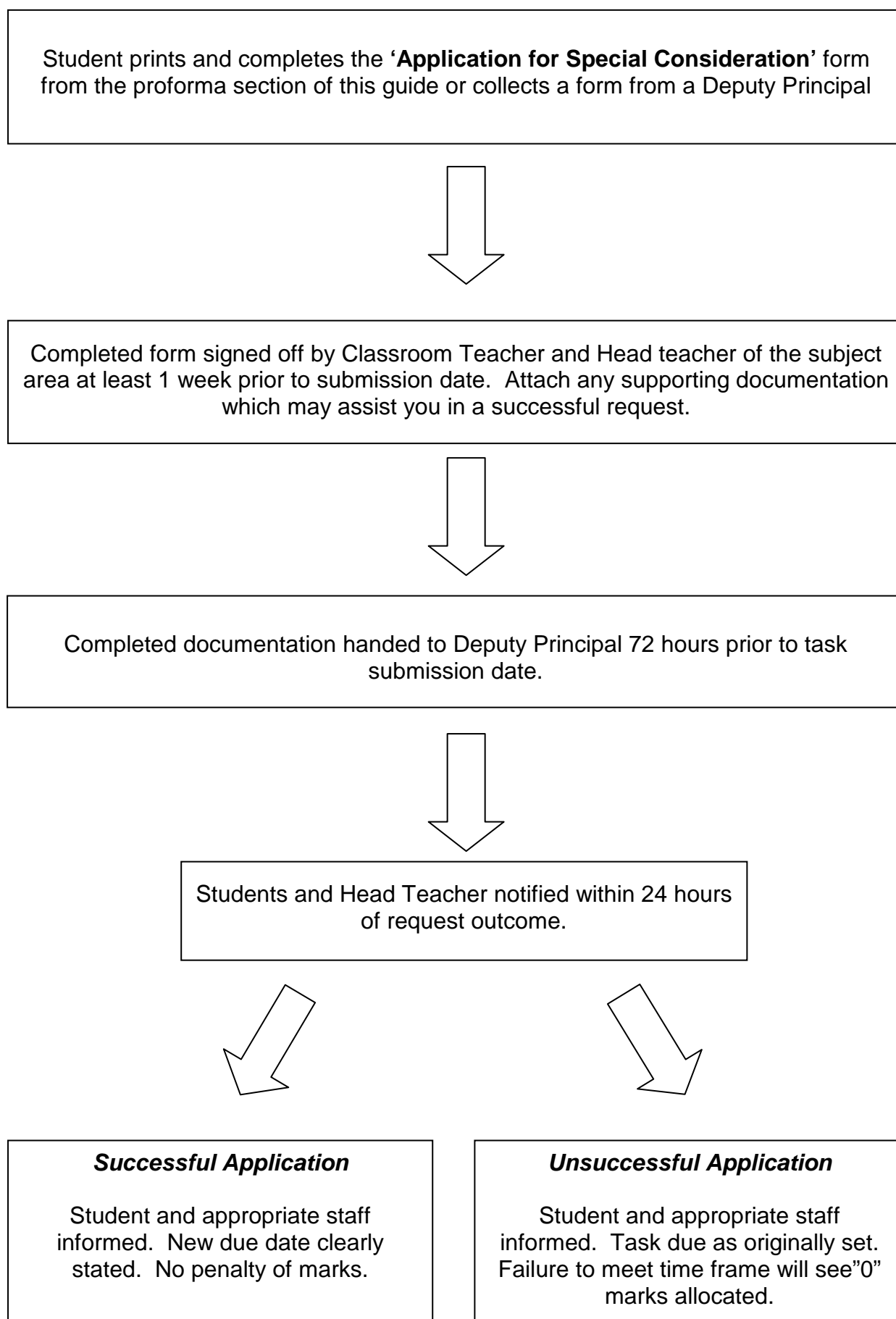
PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE 2014 HIGHER SCHOOL CERTIFICATE

✓	Do your students who complete the Higher School Certificate in 2014 meet the following pattern of study requirements?
	At least 12 units of Preliminary courses and 10 units of HSC courses
	At least 2 units of a Board Developed Course in English, (or 2 units of the Content Endorsed Course <i>English Studies</i> where schools are involved in the pilot study for the course), at both Preliminary and HSC level
	At least 4 subjects – at both Preliminary and HSC level
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level
	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level
	A maximum of 6 Preliminary units and 6 HSC units from courses in Science [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.3.1.4, p.88]
	In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.3.1.4, p.88]
	Met eligibility requirements for the English (ESL) course [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.2.2.1, p.84]
	Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses. Relevant documentation has been completed and retained at the school.
	Met eligibility requirements for Beginners courses in languages. Relevant documentation has been completed and retained at the school.
	Met eligibility requirements for Heritage courses in languages. Relevant documentation has been completed and retained at the school.
	<u>All</u> students undertaking Preliminary or HSC courses in 2014, except students undertaking only Stage 6 Life Skills courses , are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2014 Preliminary and HSC course entries. (Students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses must also meet this requirement. Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.)
	Board Endorsed Courses have current endorsement
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see <i>ACE Manual</i> , Dec. 2005, Section 8.3, p.87-90, PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .] VET course exclusions are available on the Board of Studies website under Vocational Education.
REMINDERS	
	Students seeking an ATAR (Australian Tertiary Admission Rank) in 2014 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board of Studies, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the Content Endorsed Course, <i>English Studies</i>, do not satisfy requirements for the ATAR.
	Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialling as determined by the Board of Studies as the statutory Higher School Certificate credentialling authority.
	Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <i>ACE Manual</i> , Dec. 2005, Section 8 for details].
	Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the <i>ACE Manual</i> , Dec. 2005 Section 7, p.73-77].

APPENDIX L PROCEDURE FOR MISSED ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE



APPENDIX M PROCESS FOR EXTENSION OF ASSESSMENT TASK



APPENDIX N EXAMPLE OF STATUTORY DECLARATION

Commonwealth of Australia
STATUTORY DECLARATION
Statutory Declarations Act 1959

1 *Insert the name, address and occupation of person making the declaration*

 l^1

make the following declaration under the *Statutory Declarations Act 1959*:

2 Set out matter declared to in numbered paragraphs

2

I understand that a person who intentionally makes a false statement in a statutory declaration is guilty of an offence under section 11 of the *Statutory Declarations Act 1959*, and I believe that the statements in this declaration are true in every particular.

3 Signature of
person making
the declaration

3

4 Place
5 Day
6 Month and year

Declared at ⁴ _____ on ⁵ _____ of ⁶ _____
Before me, _____

7 Signature of person before whom the declaration is made (see over)

7

8 Full name, qualification and address of person before whom the declaration is made (in printed letters)

8

Note 1 A person who intentionally makes a false statement in a statutory declaration is guilty of an offence, the punishment for which is imprisonment for a term of 4 years — see section 11 of the *Statutory Declarations Act 1959*.

Note 2 Chapter 2 of the *Criminal Code* applies to all offences against the *Statutory Declarations Act 1959* — see section 5A of the *Statutory Declarations Act 1959*.

A statutory declaration under the *Statutory Declarations Act 1959* may be made before—

(1) a person who is currently licensed or registered under a law to practise in one of the following occupations:

Chiropractor	Dentist	Legal practitioner
Medical practitioner	Nurse	Optometrist
Patent attorney	Pharmacist	Physiotherapist
Psychologist	Trade marks attorney	Veterinary surgeon

(2) a person who is enrolled on the roll of the Supreme Court of a State or Territory, or the High Court of Australia, as a legal practitioner (however described); or

(3) a person who is in the following list:

Agent of the Australian Postal Corporation who is in charge of an office supplying postal services to the public
Australian Consular Officer or Australian Diplomatic Officer (within the meaning of the *Consular Fees Act 1955*)
Bailiff

Bank officer with 5 or more continuous years of service
Building society officer with 5 or more years of continuous service
Chief executive officer of a Commonwealth court
Clerk of a court

Commissioner for Affidavits
Commissioner for Declarations
Credit union officer with 5 or more years of continuous service
Employee of the Australian Trade Commission who is:

- (a) in a country or place outside Australia; and
- (b) authorised under paragraph 3 (d) of the *Consular Fees Act 1955*; and
- (c) exercising his or her function in that place

Employee of the Commonwealth who is:

- (a) in a country or place outside Australia; and
- (b) authorised under paragraph 3 (c) of the *Consular Fees Act 1955*; and
- (c) exercising his or her function in that place

Fellow of the National Tax Accountants' Association
Finance company officer with 5 or more years of continuous service
Holder of a statutory office not specified in another item in this list
Judge of a court

Justice of the Peace

Magistrate

Marriage celebrant registered under Subdivision C of Division 1 of Part IV of the *Marriage Act 1961*

Master of a court

Member of Chartered Secretaries Australia

Member of Engineers Australia, other than at the grade of student

Member of the Association of Taxation and Management Accountants

Member of the Australasian Institute of Mining and Metallurgy

Member of the Australian Defence Force who is:

- (a) an officer; or
- (b) a non-commissioned officer within the meaning of the *Defence Force Discipline Act 1982* with 5 or more years of continuous service; or
- (c) a warrant officer within the meaning of that Act

Member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants or the National Institute of Accountants

Member of:

- (a) the Parliament of the Commonwealth; or
- (b) the Parliament of a State; or
- (c) a Territory legislature; or
- (d) a local government authority of a State or Territory

Minister of religion registered under Subdivision A of Division 1 of Part IV of the *Marriage Act 1961*

Notary public

Permanent employee of the Australian Postal Corporation with 5 or more years of continuous service who is employed in an office supplying postal services to the public

Permanent employee of:

- (a) the Commonwealth or a Commonwealth authority; or
 - (b) a State or Territory or a State or Territory authority; or
 - (c) a local government authority;
- with 5 or more years of continuous service who is not specified in another item in this list

Person before whom a statutory declaration may be made under the law of the State or Territory in which the declaration is made

Police officer

Registrar, or Deputy Registrar, of a court

Senior Executive Service employee of:

- (a) the Commonwealth or a Commonwealth authority; or
- (b) a State or Territory or a State or Territory authority

Sheriff

Sheriff's officer

Teacher employed on a full-time basis at a school or tertiary education institution