



# HENRY KENDALL HIGH SCHOOL

## YEAR 11

### ASSESSMENT POLICY AND SCHEDULE

## 2016

*As at 2 February 2016*

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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

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/acemanual.html](http://www.boardofstudies.nsw.edu.au/manuals/acemanual.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 of 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 courses.

## **THE HIGHER SCHOOL CERTIFICATE CURRICULUM - Pattern of Study (Appendix A)**

### ***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 POLICY**

### **Rationale:**

The Henry Kendall High School Assessment Policy is divided to align all faculty tasks to ensure that assessment process and procedures are consistent across the school to support student engagement, task completion and improve student outcomes. Students are issued the schedule by Week 4, Term 1 to commence their Preliminary year. Students will sign an acknowledgement form upon receipt of the schedule (Appendix B).

**Policy Format:**

The Henry Kendall High School Policy is divided into the following sections and numbered for ease of use:

- 1.Guidelines on the number and types of tasks being used
- 2.Procedures to ensure students are informed in writing of their assessment schedules
- 3.Procedures relating to administration of tasks
- 4.Procedures relating to malpractice
- 5.Guidelines for maintaining secure records of all marks awarded for assessment tasks
- 6.Procedures for providing assessment marks for students who transfer into the school after course commencement
- 7.Procedures for dealing with the assessment of accelerants and accumulants
- 8.Awarding of marks for an assessment task and providing feedback to students on their performance in tasks and their progress
- 9.Procedures for advising students in writing when they are in danger of not meeting assessments requirements in a course
10. Procedures for conducting school reviews of final assessment marks and appeals to BOSTES
11. Communicating the policy

## **1. Guidelines on the number and types of tasks being used**

### **1.1 Minimum number of tasks for each course**

In the junior years all assessment is conducted via a broad range of techniques aimed at providing all students with opportunities for success and ensuring various learning strengths are reflected. Year 10 will also engage in ROSA exams for all core courses.

In the Preliminary and HSC courses it is suggested 3-5 assessment tasks per course, unless approved by the senior executive. 1 of the 5 assessment tasks will consist of an assessment undertaken in the scheduled Trial HSC exams. For extension courses no more than three tasks is advised. No Assessment Tasks are to run within two weeks of Trial Examinations. Assessment Tasks scheduled after the Trial Examinations must have approval from the Senior Executive.

VET courses will be assessed accordingly and referenced against RTO Assessment Schedules. Students can not be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete.

### **1.2 Types of assessment tasks**

Assessment task type should vary in nature, be a combination of in class (IC) and hand due date/hand in (HI), and reflect outlines specific to the course syllabus documents. Assessment in the form of exams must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents.

**Appendix C** – assessment schedule for 2016

## **2. Procedures to ensure students are informed in writing of their assessment schedules**

### **2.1 Procedures to plan the scheduling of tasks in a coordinated way**

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher, and available for audit by the Senior Executive. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

All HSC faculty assessment tasks will be placed in the Variation of Routine book, on the electronic school calendar on SENTRAL, and on the Assessment Whiteboard, at the beginning of each term, so staff are aware of student workloads throughout the year and can plan excursions and extracurricular activities accordingly. The Head Teacher Administration and the Deputy Principal (Curriculum) will monitor this process.

Appendix C outlines the summarised assessment schedule for the Preliminary HSC course.

### **2.2 Using the Stage 6 Assessment Task Check List (Appendix D)**

At the beginning of each term the Deputy Principal (Curriculum) publishes the planning timeline for task checking. The task check list must be attached to the front of each Assessment Task pro forma and submitted to the Head Teacher prior to the task notification distribution to students. The teacher and Head Teacher is to complete the bottom section and sign and date the check list. At least two weeks before task distribution this completed document is then submitted to DP Curriculum for checking and sign off. No Preliminary or HSC Assessment Task should be printed or distributed until the Head Teacher and DP Curriculum has signed the authority to do so. The check list, and task copy, should be filed in the appropriate monitoring folder, and a copy retained in the DP Curriculum office.



### 2.3 Informing students and parents about tasks (Appendix E)

Students are provided with printed assessment schedules for each course in Stage 6. Assessment schedule reminders are to be included as a regular publication in the school newsletter. Head Teachers from each faculty are responsible for providing this information to the front office for every newsletter publication deadline.

On the commencement of senior course studies students in Stage 6 will sign for an assessment schedule booklet with all assessment schedule details for every course. Students will sign an acknowledgement of receipt register when receiving this booklet. This register is to remain on file with the Deputy Principal (Curriculum). Stage 6 assessment booklets will be uploaded to the school website.

Students will be informed in writing for all formal assessment tasks. All assessment task notification in all years must utilise the Henry Kendall High School Assessment Notification form. Notification is to be provided a minimum of two weeks prior to task completion/submission. In Stage 6 students are to sign receipt of assessment notification. These records are to be maintained by the course teacher in the relevant monitoring folder. If there is a change to the published assessment task details, students will be required to sign a notification of change form **(Appendix F)**

## 3. Procedures relating to the administration of tasks

### 3.1 Providing adequate notice for tasks

A minimum two weeks written notice is required for all formal assessment tasks. As students may be absent on the day that a task is issued, it is strongly advised that staff issue tasks well before the minimum two week notification date.

### 3.2 Signing for receipt and submission of tasks

In Stage 6 all students are required to acknowledge receipt for all formal assessment tasks by signing and dating the Assessment Notification Form. When submitting their completed work, students are required to sign and date this same register a second time.

### 3.3 Students absent from school when assessment information is given out

If a student is absent the day of assessment task notification, it is their responsibility to see their teacher to receive the notification. Students will know when task notification must be provided from information outlined in assessment booklets and faculty assessment schedules. In every case, teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities.

### 3.4 Submission of tasks

In Stage 6 all hand-in assessment tasks are to be submitted **to the class teacher by 8.55am** unless otherwise indicated on the Assessment Task Notice. If the task is to be submitted at an alternative time and place, these must be clearly detailed on the notification.

In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Tasks should NEVER be left on a desk or table, for future collection by the teacher.

### **3.5 Teacher absence on the day of a task**

In the case of known absence, arrangements can be made with the respective Head Teacher to; reschedule the task, or go ahead with the task depending on task nature.

In the case of unforeseen absence, the respective faculty Head Teacher will decide to reschedule the task, or go ahead with the task depending on task nature.

Note: rescheduling any task must be done with consideration of other faculty assessment schedules.

### **3.6 Students who hand in work late or are absent from tasks (Appendix G, H, I)**

Year 12 students who are unable to attend or submit an assessment task on the due date must contact the school that day by phone and record a message relating to their absence with the front office. Year 11 and Year 12 students will need to complete the appeals process and act in accordance with the Appeals Panel decision.

In Stage 6, students absent from an assessment task or examination will be awarded zero and are required to supply a medical certificate or other documentary evidence such as a Statutory Declaration (**Appendix J**) 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 Application for Special Consideration in HSC Course to resolve the task. Applications should be made on the appropriate form.

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 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.

### **3.7 Parent notification of incomplete tasks or failure to submit tasks**

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within two weeks of the official task submission date. Teachers are required to maintain records of this notification on SENTRAL. In the case of Stage 6, teachers are to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received. Head Teachers are responsible for the monitoring of parent notification and documentation.

### **3.8 Prolonged absence**

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

### **3.9 Occasions where estimates are given or substitute tasks administered**

Estimates or substitute tasks will be deployed at the discretion of the HSC Review Panel. Estimates and substitute tasks will also be deployed at the discretion of the Senior Executive for; individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, or in the event a non-discriminating task is administered. Head teachers will determine the estimate based on the rank of the student at the time of the task taking place.

### **3.10 Occasions when zero marks are awarded**

Zero marks will be awarded at the discretion of the HSC Review Panel. Zero marks may also be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks may also be awarded in the event of malpractice.

### **3.11 Invalid tasks / parts of tasks or non-discriminating tasks**

Invalid tasks are tasks that do not directly assess the outcomes intending to be assessed. Non-discriminating tasks are tasks that show no real difference in student ability across a defined body of students. The HSC Review Panel will consider such tasks and determine the appropriate action to be taken.

### **3.12 Special / Disability provisions in examinations**

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate. Special / Disability provisions are overseen by Head Teacher Student Services in consultation with the school's Learning Support Team and the Senior Executive.

### **3.13 More than one class following the same course**

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Assessment tasks in Years 11 and 12 need to be issued at the same time for courses with more than one class. Blind marking, cross class section marking and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Faculties are required to have established processes to accommodate shared marking practices and be able to present faculty processes to Senior Executive if required.

### **3.14 Tasks due across more than one date**

In cases where task completion is to occur across multiple days, such as an English Speech across the entire year group, every student is required to be prepared for the task completion on the first day of the task, and is required to submit a draft of the task on the first day it is due.

### **3.15 Students undertaking VET work placement**

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods. In cases where clashes with assessments tasks are unavoidable, students are required to plan alternate assessment scheduling with the DP Curriculum. Students need to be reminded of their responsibilities in checking the time of tasks; Decision: if an assessment task is issued prior to work placement, students are required to complete task on return; if notification is issued during work placement, arrangements for completion of task will be made on return.

### **3.16 Technical Failure (Appendix K)**

Technology is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the HSC Review panel agreement, and if the student can provide proof of work completed. The draft work

must be submitted on the due date, accompanied by an Application for Special Consideration in HSC Course Form, if any consideration is to be given by the committee. All such cases will be considered individually.

### **3.17 Practical Submissions**

Final submission dates for HSC Practical Works to the BOSTES 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.

Evidence of progress of work needs to be displayed by students for certification.

## **4 Procedures relating to malpractice**

### **4.1 Malpractice**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

### **4.2 Malpractice and the HSC**

The Higher School Certificate is a well-respected and widely recognised educational credential. Cheating undermines the integrity of the qualification.

For many NSW students, the HSC provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating.

Cheating in the HSC is a serious offence. It distorts legitimate measures of a student's achievements. While cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and distort the moderation process applied to internal assessment marks.

### **4.3 Procedures for dealing with malpractice in tasks**

Suspected malpractice is to be reported to respective faculty Head Teachers for review. If, following consideration by the class teacher and Head Teacher, malpractice is suspected; the matter is to be reported to the Deputy Principal (Curriculum) for investigation.

In straight forward matters where the malpractice is obvious or the student/s admit to malpractice, the investigation process will be completed by the Deputy Principal (Curriculum). In more complex cases the Deputy Principal (Curriculum) will form the HSC Review panel to investigate the matter and provide a recommendation to the Principal. In all cases the final determination and penalty remains the decision of the Principal.

Students found to have engaged in malpractice may be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher and Senior Executive.

Missing classes to complete tasks:- Students who truant classes to complete assessment tasks will be awarded '0' for the task being completed.

#### **4.4 Procedures for dealing with malpractice in examinations**

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students. All electronic devices must be turned off and placed away from their desk. Students not making a serious attempt to the task, or attempting to plagiarise or cheat, will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.

#### **4.5 Strategies for preventing malpractice**

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions schools can take to help students avoid cheating.

- Henry Kendall High School seeks to ensure that all students understand malpractice and its consequences. All students entered in one or more Preliminary or HSC course must have completed the [HSC: All My Own Work](#) program on the BOSTES website. This program helps students follow good principles and practices in assessments and exams, and will be completed at the end of year 10 during the Senior Preparation Program prior to entry into the Preliminary HSC course.
- Students will be provided with and encouraged to read and understand the Board's [Rules and Procedures for Higher School Certificate Candidates](#) booklet. '[Honesty in Assessment – the Standard](#)' on page 7 of the booklet is to be highlighted.
- Students must sign a declaration saying that they have read the *Rules and Procedures* booklet. This is an opportunity for the school to reinforce key messages about malpractice.
- Henry Kendall High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with the Board's documentation for the course.
- The Henry Kendall High School Professional Learning program incorporates inservicing that ensures teachers need to understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.

#### **4.5 Strategies for preventing malpractice in work completed out of class time**

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school.

Ensuring students are adequately briefed and feel prepared for the challenges presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies;

- If possible, teachers should allocate class time to planning and drafting an initial response to the task.
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the class teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be cited by the teacher and records maintained.
- Where appropriate, teachers should consider multiple submission dates to monitor a student's progress.
- Where appropriate, teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present for a viva voce or to deliver a brief presentation on their progress, which could include submitting their logbooks and discussing the entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with the Board's documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a work.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, Visual Arts and English Extension 2 have special requirements. For example, the teacher and the Principal must state whether they believe the work is authentically the student's work.

## **5 Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works**

### **5.1 Procedures used for recording assessment marks by the teacher**

Teachers are to record grades in an electronic marks database on SENTRAL and have a printed copy of grades in a central Monitoring folder. Teachers are to also have a copy of printed grades kept in their personal files / rolls in the event of faculty files being misplaced or destroyed.

### **5.2 Procedures used for recording assessment marks for school records**

Assessment marks are to be entered on an electronic marks database on SENTRAL on a regular basis. Management of data entry is at the discretion of the faculty Head Teacher. Printed faculty and individual assessment records are to be available for Senior Executive as required.

### **5.3 Procedures for ensuring security of major works**

Assessment tasks in the form of practical major works (structures, artworks, furniture etc) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive as required.

## **6 Procedures for providing assessment marks for students who transfer into the school after the commencement of the course**

### **6.1 Procedures for students who enter the HSC course after the commencement of the HSC program**

Students enrolling into a HSC course after the commencement of the HSC program will be assessed and managed on a case-by-case basis. Where possible, student assessment grades will be estimated based on accumulated assessments from HKHS course commencement through to HKHS course completion. In all cases assessment grades and ranks from the student's previous context will be considered when determining accumulated assessment estimates where possible.

## **7 Procedures for dealing with the assessment of accelerants and accumulants**

### **7.1 Procedures for accommodating accelerants**

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort or in less than the Board's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made the Principal in accordance with the principles contained in the Board's Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (ie. one or more years in advance of their cohort).

For students accelerating by less than two years, students are entered for their accelerated course(s) for the ROSA, Preliminary or HSC study pattern(s) via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credentials, the principal must inform BOSTES prior to the acceleration of the student.

### **7.2 Procedures for accommodating accumulants**

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

On completion of the accumulation, all patterns of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

## 8 Recognition of Prior Learning

### 8.1 VET Recognition of Prior Learning

Students who have VET as part of their study pattern can apply for Recognition of Prior Learning, to assist in completion of competencies and work placement. **Appendix L** outlines the pre requisites and application process for this.

## 9 Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

### 9.1 Awarding marks for an assessment task

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

### 9.2 Explicit marks and feedback included in written assessment task notification

Assessment tasks must include the following information; academic year group, faculty delivering the assessment task, task number, weighting, due date, detailed task description, outcomes, marking criteria, and explicit marking guidelines – thus all assessment tasks must be issued using the HKHS Assessment Task Pro Forma.

Marking guidelines on this pro forma need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

HSC marks submitted to BOSTES will not be made available to students.

### 9.3 Feedback given to student on assessment tasks

All tasks are to be marked and returned to students with feedback within a two week period from submission. Teachers are to provide clear and valid feedback in line with the explicit marking guidelines that accompanies the student assessment notification to clearly identify where marks have been awarded. Additional and explicit feedback of a meaningful nature articulating assessment task strengths and assessment task areas for improvement in written form is also required for every assessment task so students are aware of what needs to be done to improve at the next assessment opportunity. Additional verbal feedback is also encouraged.

### 9.4 Reporting progress

Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made. Students will receive an overall detailed report on course progress twice per year in a formal report.

### 9.5 Procedures for distributing *Assessment Rank Order Advice* at the end of the HSC exams

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. Cumulative rank is to be provided after each assessment task with dated records of this maintained in the teachers Monitoring (white) folder.



## **9.6 Procedures for adjusting marks for final grades**

Raw marks are to be converted into weighted marks as set by assessment task weighting. Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement.

Any adjustment of marks for final grades must be approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks.

The assessment marks submitted to the Board must establish the rank order and reflect the relative difference between students' performances for the course.

## **9.7 Vocational (VET) courses studies at school in the HSC**

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. The school submits to BOSTES a list of the units of competency successfully achieved. This information is used to produce the Certificate or Statement of Attainment. Students can sit for the HSC exam.

# **10 Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course (Appendix M)**

## **10.1 'N' Determinations**

An N Determination is a BOSTES process recognising the non-completion of a board credential, or a required stage of schooling. Although a BOSTES process, N Determinations are managed and applied at the school level. N Determinations can be issued 7–12, however only have serious consequences in Years 11–12, or in reference to post compulsory age students.

'N' Warnings serve three main purposes;

- a) to notify students that parents that course requirements are not being met, individual pieces of work have not been submitted, etc.
- b) to notify students and parents that the students eligibility for the Preliminary Certificate or Higher School Certificate is at risk due to a failure to meet course requirements;
- c) form the basis for a Program of Improvement for students of Post Compulsory Age who are not meeting requirements.

'N' Warnings can be issued for anything that relates to the failure to meet course requirements including;

- a) failure to submit or sit for assessment tasks
- b) failure to submit homework on three occasions
- c) consistent failure to complete class work
- d) consistent failure to participate in practical coursework eg. PD/H/PE, TAS, CAPA
- e) consistent frequent absences
- f) truancy

## 10.2 Application

An 'N' Warning is not an end to itself. Once an 'N' Warning is issued, the student is required to rectify the situation as per the requirements outlined on the letter, and the staff member is required to document discussions regarding the 'N' Warning, and contact parents as appropriate.

The 'N' Warning Process;

- a) class teacher assesses the need / for the issuing of the 'N' Warning, in consultation with the Head Teacher if appropriate
- b) class teacher types the 'N' Warning, signs it, and attaches a copy of the task/task notification/specific incomplete work. The teacher then gives it to the Head Teacher for checking;
- c) Head Teacher assesses the reasons for the issuing of the 'N' Warning, checks that appropriate and reasonable means and timeframe for rectifying the situation have been provided to the student, and if happy that these requirements have been met will issue the 'N' warning. If concerned about any aspect of the 'N' warning, the Head Teacher will discuss the issue with the staff member.
- d) The class teacher will then interview the student to notify them that the 'N' Warning is to be issued, the reasons for the warning, rectification requirements, and has the student sign the warning letter to acknowledge receipt. The warning letter has a space at the end for students to sign before the letter is returned to the school; students are to sign in this section in the initial interview however do not take a copy of the letter at this time. The class teacher records this interview on SENTRAL with *student interview* notated as an action. The class teacher then forwards the letter to the DP (Curriculum) this for copying, distribution and mailing to parents. **(Appendix N)**
- e) Wherever possible, the class teacher will contact parents to discuss this situation and the possible impact on the student's eligibility for whichever certificate they are studying.
- f) Once the requirements of the 'N' warning have been met, the situation is rectified and the student's eligibility for the relevant course is re-established. Although students can have 'N' Warnings rescinded by completing the course requirements, they are not awarded marks for the work pertaining to the 'N' Warning.

In any instance that the 'N' warning may result in a student being recommended for an 'N' award to BOSTES, parent contact by the class teacher must have occurred and be documented. BOSTES will not uphold any 'N' Award unless a documented pattern of failure to meet requirements has been established, documented interviews with the student have been conducted, opportunities to rectify the situation have been provided, and documented parent contact has been made, preferably on more than one occasion. This aspect of the process is the class teacher's responsibility. In cases where there is concern about rude or verbally aggressive parents, the class teacher should seek the assistance of the Head teacher in making this contact.

If, towards the end of the course, a student has two or more 'N' warnings (for two or more different course requirements) that have not been rectified, the class teacher needs to consider as to whether to recommend to the Principal that the student is given an 'N' Award for the course. In doing so, the class teacher needs to consider;

- a) the nature of the task that the 'N' warning was issued for;
- b) that clear requirements and appropriate time has been given to the student to clear the warning/s;
- c) that school obligations have been met, particularly in reference to parent contact.
- d) the 'N' Warning documentation is then submitted to the Deputy Principal who will complete 'N' award processes with BOSTES.

'N' warnings are sometimes used by the senior executive as the basis for establishing Programs of improvement for post compulsory age students who are not meeting requirements in a number of courses. In this instance 'N' Warnings are vital in allowing us to place pressure on students, and where appropriate, in expelling students. N warnings can also be issued for students not meeting course outcomes due to sustained absences- 'diligence and sustained effort'.

### 10.3 'N' Warning Monitoring / Academic Improvement Program (Appendix O)

- N warning monitoring operates on a term by term basis whereby in week 5 each term the Deputy Principal's review the list of all Stage 6 students who have two or more Board Warning letters across their pattern of study.
- Deputy Principal then liaises with the classroom teachers to ask if the student has redeemed the task.
- From these discussions a list is made and the Deputy Principal's interview each student with their parent to discuss the situation and what will happen if they fail to apply themselves with diligence and sustained effort. During that meeting students are placed on a five week monitoring program to assist them achieve the course outcomes. Issues related to their non-participation are discussed in detail eg: class work, focus in class, attendance, completion of task etc. Three criteria for monitoring are negotiated with parents and the student and these are documented on a monitoring card to give to the teachers (teachers keep the cards, not the students – a card per course for the 5 weeks). The card has a 1-5 rating system. 1 being minimalist on whatever criteria and 5 being satisfactory. Students are also asked to indicate what additional support they may require to get back on track (mentor, SLSO support for organisation, counsellor etc).
- Over the five weeks teachers mark the monitoring card every lesson.
- At the end of the five weeks the Deputy Principal collects the cards and collates the data (percentages for each criteria).
- Students who have achieved 80% or more on each criteria are congratulated and a letter is sent home indicating they are back on track.
- Students who have not attained the required participation again meet with their parent/s and the Deputy Principal.
  - Students who have achieved <80% and are 16 & 11months may face expulsion for unsatisfactory participation in learning for a student of post compulsory age.
  - Students <80% and below the 16 & 11 months age are placed on another five week program. If after the second five weeks there is no improvement the school will have demonstrated sufficient evidence for N Award; or if over 17, expulsion.

## 11 Procedures for conducting school reviews of final assessment marks and appeals to BOSTES

### 11.1 Procedures when disputes arise over assessment tasks

Students have the right to appeal the mark awarded for an assessment task within **7 Days** of the marking feedback being given. Students are to complete the student appeal form (**Appendix P**) and return to DP Curriculum.

Disputes are to be put before the HSC Review panel. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the HSC Review panel.

**The HSC Review panel will consist of:**

Deputy Principal (Curriculum)  
Head Teacher Secondary Studies  
Faculty Head Teacher

If the complainant wishes to appeal the decision of the HSC Review Panel, the appeal will be heard by the Principal.

**11.2 Procedures for conducting school reviews of assessment**

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations except as the determined outcome of *Misadventure Proceedings*. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

Board requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment reviews will be conducted through ongoing monitoring at faculty level by respective Head Teachers. Assessment reviews will also be conducted by Senior Executive during faculty audits. Assessment reviews may also be carried out immediately after senior student interviews.

**11.3 Procedures for handling appeals to BOSTES**

Students wishing to appeal against the grade(s) in any course awarded to them by the school must submit a written appeal, together with evidence, to their principal. If the appeal is upheld, the principal will send notification of the new grade(s) to the Office of the Board. In order to be successful in such appeals, students will need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to the progressive reporting by the school, the Board will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding 'Student appeals against Assessment Rankings in HSC Courses'.

**12 Communicating the policy****12.1 Student awareness to their rights and responsibilities regarding the assessment program**

Teachers are responsible for informing students about their rights and responsibilities regarding assessment. This is to be done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during cohort meetings and parent information evenings. Senior students will be provided a copy of this policy in their Assessment Schedule Booklets, and advised of its accessibility on the schools website.

## 13 HSC All My Own Work

### 13.1 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](http://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 course) when students neglect non-assessment work.
4. MALPRACTICE.
5. EXAMINATION RULES.
6. HSC ALL MY OWN WORK.

## 14 Expulsion

### 14.1 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

**BIOLOGY**

**LINE 4**

**PRELIMINARY HSC COURSE 2016**

| Primary Assessment Components       | Task 1   | Task 2                                     | Task 3                                     | Task 4   | Syllabus Weighting |
|-------------------------------------|--|--|--|--|--------------------|
|                                     | Field Study/Report                             | Common Test                                | Open Ended Investigation<br>Evolution      | Final Course Exam  |                    |
|                                     | <b>Term 1<br/>Week 8<br/>2016</b>              | <b>Term 2<br/>Week 3<br/>2016</b>          | <b>Term 3<br/>Week 5<br/>2016</b>          | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                      |                    |
|                                     | <b>Outcomes</b><br>P7, P11, P12, P13, P14, P15 | <b>Outcomes</b><br>P1, P3, P4, P6, P7, P8, | <b>Outcomes</b><br>P11, P12, P13, P14, P15 | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 |                    |
| Knowledge (P1 – 10)                 | 5%   | 10%  |  | 25%  | 40%                |
| Planning & Investigating (P11 – 13) | 10%  | 5%   | 15%  |  | 30%                |
| Communication (P13 – 15)            | 10%  | 5%   | 10%  | 5%   | 30%                |
| <b>TOTAL WEIGHTING</b>              | 25%  | 20%  | 25%  | 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.

## Objectives and Outcomes – Biology

|                            | Objectives   | Preliminary Course Outcomes  | HSC Course Outcomes  |
|----------------------------|--|--|--|
| Prescribed Focus Area      | <i>Students will develop knowledge and understanding of:</i>                       | <i>A student:</i>  | <i>A student:</i>  |
|                            | 1 the history of biology   | P1 outlines the historical development of major biological principles, concepts and ideas  | H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking |
|                            | 2 the nature and practice of biology   | P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology | H2 analyses the ways in which models, theories and laws in biology have been tested and validated                                      |
|                            | 3 applications and uses of biology   | P3 assesses the impact of particular technological advances on understanding in biology  | H3 assesses the impact of particular advances in biology on the development of technologies  |
|                            | 4 implications of biology for society and the environment                          | P4 describes applications of biology which affect society or the environment   | H4 assesses the impacts of applications of biology on society and the environment  |
|                            | 5 current issues, research and developments in biology                             | P5 describes the scientific principles employed in particular areas of biological research   | H5 identifies possible future directions of biological research  |
| Domain: Knowledge          | 6 cell ultrastructure and processes  | P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms                   | H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism                       |
|                            | 7 biological diversity   | P7 describes the range of organisms in terms of specialisation for a habitat   | H7 analyses the impact of natural and human processes on biodiversity  |
|                            | 8 environmental interactions   | P8 analyses the interrelationships of organisms within the ecosystem   | H8 evaluates the impact of human activity on the interactions of organisms and their environment                                       |
|                            | 9 mechanisms of inheritance  | P9 explains how processes of reproduction ensure continuity of species   | H9 describes the mechanisms of inheritance in molecular terms  |
|                            | 10 biological evolution  | P10 identifies and describes the evidence for evolution  | H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution                                       |
| Domain: Skills             | 11 planning investigations   | P11 identifies and implements improvements to investigation plans  | H11 justifies the appropriateness of a particular investigation plan   |
|                            | 12 conducting investigations   | P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources   | H12 evaluates ways in which accuracy and reliability could be improved in investigations   |
|                            | 13 communicating information and understanding                                     | P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology  | H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding                  |
|                            | 14 developing scientific thinking and problem-solving techniques                   | P14 draws valid conclusions from gathered data and information   | H14 assesses the validity of conclusions from gathered data and information  |
|                            | 15 working individually and in teams   | P15 implements strategies to work effectively as an individual or as a team member   | H15 explains why an investigation is best undertaken individually or by a team   |
| Domain: Values & Attitudes | 16 themselves, others, learning as a lifelong process, biology and the environment |  |  |



## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### **BUSINESS STUDIES**

### **LINE 2**

### **PRELIMINARY HSC COURSE 2016**

| <b>Assessment Component</b>  | <b>Task 1</b>  | <b>Task 2</b>                                      | <b>Task 3</b>                                 | <b>Task 4</b>                                  | <b>Syllabus Weighting</b> |
|--|--|--|---|--|---------------------------|
|  | Nature of business<br>Media file and business report | Business management<br>Research and in-class essay | Business planning<br>Business plan for an SME | All topics<br>Exam                             |                           |
|  | <b>Term 1<br/>Week 7<br/>2016</b>                    | <b>Term 2<br/>Week 2<br/>2016</b>                  | <b>Term 2<br/>Week 9<br/>2016</b>             | <b>Term 3<br/>Weeks 9/10<br/>2016</b>          |                           |
|  | <b>Outcomes</b><br>P2, P7, P9                        | <b>Outcomes</b><br>P4, P5, P8                      | <b>Outcomes</b><br>P4, P8, P9                 | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6, P10 |                           |
| Knowledge and understanding of course content                                | 10%  | 5%   | 5%  | 20%  | 40%                       |
| Stimulus-based skills  | 5%   | 5%   | 5%  | 5%   | 20%                       |
| Inquiry and research   | 5%   | 5%   | 10%   |  | 20%                       |
| Communication of business information, ideas and issues in appropriate forms | 5%   | 5%   | 5%  | 5%   | 20%                       |
| <b>TOTAL WEIGHTING</b>   | 25%  | 20%  | 25%   | 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

## CHEMISTRY

## LINE 3

## PRELIMINARY HSC COURSE 2016

| Primary Assessment Components   | Task 1                            | Task 2  | Task 3                            | Task 4                                | Syllabus Weighting |
|---|-----------------------------------|---|-----------------------------------|---------------------------------------|--------------------|
|   | Research/Practical Portfolio      | Exam  | Practical Exam                    | Final Course Exam                     |                    |
|   | <b>Term 1<br/>Week 7<br/>2016</b> | <b>Term 2<br/>Week 2<br/>2016</b>                 | <b>Term 3<br/>Week 6<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
|   | <b>Outcomes<br/>P12 – 15</b>      | <b>Outcomes<br/>P1 – 5, P6, P10, P13,<br/>P14</b> | <b>Outcomes<br/>P11 – 14</b>      | <b>Outcomes<br/>P1-10, P13-15</b>     |                    |
| Knowledge and understanding of <ul style="list-style-type: none"> <li>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</li> <li>The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy</li> </ul> |                                   | 20%   |                                   | 20%                                   | 40%                |
| Skills in: <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources</li> </ul>  | 10%                               |   | 20%                               |                                       | 30%                |
| Skills in: <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem-solving techniques</li> <li>Working individually and in teams</li> </ul>  | 15%                               |   | 5%                                | 10%                                   | 30%                |
| <b>TOTAL WEIGHTING</b>  | 25%                               | 20%   | 25%                               | 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.

## Objectives and Outcomes – Chemistry

|                            | Objectives  | Preliminary Course Outcomes  | HSC Course Outcomes   |
|----------------------------|---|--|---|
| Prescribed Focus Area      | <i>Students will develop knowledge and understanding of:</i>                          | <i>A student:</i>  | <i>A student:</i>   |
|                            | 1. the history of chemistry   | P1. outlines the historical development of major principles, concepts and ideas in chemistry   | H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking   |
|                            | 2. the nature and practice of chemistry   | P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry   | H2. analyses the ways in which models, theories and laws in chemistry have been tested and validated  |
|                            | 3. applications and uses of chemistry   | P3. assesses the impact of particular technological advances on understanding in chemistry   | H3. assesses the impact of particular advances in chemistry on the development of technologies  |
|                            | 4. implications for society and the environment                                       | P4. describes applications of chemistry which affect society or the environment  | H4. assesses the impacts of applications of chemistry on society and the environment  |
|                            | 5. current issues, research and developments  | P5. describes the scientific principles employed in particular areas of research in chemistry  | H5. describes possible future directions of chemical research   |
| Domain: Knowledge          | 6. atomic structure and periodic table  | P6. explains trends and relationships between elements in terms of atomic structure and bonding  | H6. explains reactions between elements and compounds in terms of atomic structures and periodicity   |
|                            | 7. energy   | P7. describes chemical changes in terms of energy inputs and outputs   | H7. describes the chemical basis of energy transformations in chemical reactions  |
|                            | 8. chemical reactions   | P8. describes factors that influence the type and rate of chemical reactions   | H8. assesses the range of factors which influence the type and rate of chemical reactions   |
|                            | 9. carbon chemistry   | P9. relates the uses of carbon to the unique nature of carbon chemistry  | H9. describes and predicts reactions involving carbon compounds   |
|                            | 10. stoichiometry   | P10. applies simple stoichiometric relationships   | H10. analyses stoichiometric relationships  |
| Domain: Skills             | 11. planning investigations   | P11. identifies and implements improvements to investigation plans   | H11. justifies the appropriateness of a particular investigation plan   |
|                            | 12. conducting investigations   | P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources  | H12. evaluates ways in which accuracy and reliability could be improved in investigations   |
|                            | 13. communicating information and understanding                                       | P13. identifies appropriate terminology and reporting styles to communicate information and understanding  | H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding  |
|                            | 14. developing scientific thinking and problem-solving                                | P14. draws valid conclusions from gathered data and information  | H14. assesses the validity of conclusions from gathered data and information  |
|                            | 15. working individually and in teams   | P15. implements strategies to work effectively as an individual or as a member of a team   | H15. explains why an investigation is best undertaken individually or by a team   |
| Domain: Values & Attitudes | 16. themselves, others, learning as a lifelong process, chemistry and the environment | P16. demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science | H16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science |

# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## COMMUNITY & FAMILY STUDIES

## LINE 2

## PRELIMINARY HSC COURSE 2016

| Assessment Component   | Task 1  | Task 2  | Task 3  | Task 4  | Syllabus Weighting |
|--|---|---|---|---|--------------------|
|  | <b>Application of Research</b><br><br>Resource Management | <b>Class Test</b><br><br>Individuals and Groups       | <b>Case Study Questions</b><br><br>Families and Communities     | <b>Final Course Exam</b><br><br>Resource Management<br>Individuals and Groups<br>Families and Communities |                    |
|  | <b>Term 1</b><br><b>Week 8</b><br><b>2016</b>             | <b>Term 2</b><br><b>Week 7</b><br><b>2016</b>         | <b>Term 3</b><br><b>Week 6</b><br><b>2016</b>                   | <b>Term 3</b><br><b>Weeks 9/10</b><br><b>2016</b>   |                    |
|  | <b>Outcomes</b><br>P1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1     | <b>Outcomes</b><br>P1.1, 1.2, 2.1, 2.3, 3.2, 4.1, 6.2 | <b>Outcomes</b><br>P1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 6.1 | <b>Outcomes</b><br>P1.1 – 6.2   |                    |
| Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors                         | 5%  | 10%   | 10%   | 15%   | 40%                |
| Skills in applying management processes to meet the needs of individuals, groups, families and communities, planning to take responsible action to promote wellbeing |   | 10%   | 5%  | 10%   | 25%                |
| Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating                                     | 5%  | 10%   | 15%   | 5%  | 35%                |
| <b>TOTAL WEIGHTING</b>   | 10%   | 30%   | 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

## DRAMA

## LINE 4

## PRELIMINARY HSC COURSE 2016

| Assessment Component   | Task 1   | Task 2  | Task 3   | Task 4   | Syllabus Weighting |
|------------------------|--|---|--|--|--------------------|
|                        | Performance and Written Response   | Project Execution   | Portfolio  | <b>END OF COURSE EXAM</b><br><br>Written Response and Group Performance    |                    |
|                        | <b>Term 1<br/>Week 8<br/>2016</b>  | <b>Term 2<br/>Week 6<br/>2016</b>                                 | <b>Term 3<br/>Week 3<br/>2016</b>  | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                                      |                    |
|                        | <b>Outcomes</b><br>P1.1, 1.2, 1.3, 1.4, 1.5,<br>1.6, 1.7, 1.8<br>P2.1, 2.4, 2.6<br>P3.1, 3.2 | <b>Outcomes</b><br>P1.1, 1.2,<br>P2.1, 2.2, 2.3, 2.5<br>P3.1, 3.2 | <b>Outcomes</b><br>P1.3, 1.4, 1.5, 1.6, 1.7,<br>1.8<br>P3.1, 3.2, 3.3, 3.4 | <b>Outcomes</b><br>P1.1, 1.4, 1.6<br>P2.2, 2.3, 2.4, 2.5, 2.6<br>P3.1, 3.2 |                    |
| Making                 | 15%  | 10%   | 5%   | 10%  | 40%                |
| Performance            | 10%  | 10%   |  | 10%  | 30%                |
| Critically Studying    | 5%   | 5%  | 10%  | 10%  | 30%                |
| <b>TOTAL WEIGHTING</b> | 30%  | 25%   | 15%  | 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

### ENGLISH (ADVANCED)

### LINE 5

### PRELIMINARY HSC COURSE 2016

| Assessment Components              | Task 1  | Task 2                                | Task 3                            | Task 4                                | Syllabus Weighting |
|------------------------------------|---|---------------------------------------|-----------------------------------|---------------------------------------|--------------------|
|                                    | Writing/Reading/<br>Viewing and<br>Representing | Speaking                              | Listening/V&R                     | Final Course Exam                     |                    |
|                                    | <b>Term 1<br/>Week 9<br/>2016</b>               | <b>Term 2<br/>Week 8<br/>2016</b>     | <b>Term 3<br/>Week 5<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
|                                    | <b>Outcomes<br/>6, 7, 10, 11</b>                | <b>Outcomes<br/>1, 2, 12, 12A, 13</b> | <b>Outcomes<br/>4, 5, 7, 9</b>    | <b>Outcomes<br/>3, 8, 10, 11</b>      |                    |
| Common Content: Area of Study      | Writing 10%<br>V&R 5%<br>Reading 15%            |                                       |                                   | Writing 10%                           | <b>40%</b>         |
| Elective 1: Texts in time          |   | Speaking 15%                          |                                   | Reading 5%<br>Writing 5%              | <b>25%</b>         |
| Elective 2: Critical Study of text |   |                                       | Listening 15%<br>V&R 10%          | Reading 5%<br>Writing 5%              | <b>35%</b>         |
| <b>TOTAL WEIGHTING</b>             | 30%   | 15%                                   | 25%                               | 30%                                   | <b>100%</b>        |

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

**ENGLISH (EXTENSION 1)**

**OFF LINE**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components  | Task 1                            | Task 2                            | Task 3                                | Syllabus Weighting |
|--|-----------------------------------|-----------------------------------|---------------------------------------|--------------------|
|  | In-class:<br>critical response    | Tutorial Presentation             | Final Course exam                     |                    |
|  | <b>Term 2<br/>Week 4<br/>2016</b> | <b>Term 3<br/>Week 4<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
|  | <b>Outcomes<br/>1, 2, 3</b>       | <b>Outcomes<br/>1, 2, 3</b>       | <b>Outcomes<br/>1, 2, 3</b>           |                    |
| Knowledge and understanding of complex texts and of how and why they are valued            | 10                                | 10                                | 5                                     | 25                 |
| Skills in:<br>* Complex analysis<br>* Sustained composition<br>* Independent investigation | 5                                 | 10                                | 10                                    | 25                 |
| <b>TOTAL WEIGHTING /50</b>   | 15                                | 20                                | 15                                    | 50                 |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

**ENGLISH (STANDARD)**

**LINE 5**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components              | Task 1  | Task 2                                | Task 3                            | Task 4                                | Syllabus Weighting |
|------------------------------------|---|---------------------------------------|-----------------------------------|---------------------------------------|--------------------|
|                                    | Writing/Reading/<br>Viewing and<br>Representing | Speaking                              | Listening/<br>V&R                 | Final Course Exam                     |                    |
|                                    | <b>Term 1<br/>Week 9<br/>2016</b>               | <b>Term 2<br/>Week 8<br/>2016</b>     | <b>Term 3<br/>Week 5<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
|                                    | <b>Outcomes<br/>6, 7, 10, 11</b>                | <b>Outcomes<br/>1, 2, 12, 12A, 13</b> | <b>Outcomes<br/>4, 5, 7, 9</b>    | <b>Outcomes<br/>3, 8, 10, 11</b>      |                    |
| Common Content:<br>Area of Study   | Writing 10%<br>V&R 5%<br>Reading 15%            |                                       |                                   | Writing 10%                           | 40%                |
| Elective 1:<br>Texts & Society     |   | Speaking 15%                          |                                   | Reading 5%<br>Writing 5%              | 25%                |
| Elective 2:<br>Close Study of Text |   |                                       | Listening 15%<br>V&R 10%          | Reading 5%<br>Writing 5%              | 35%                |
| <b>TOTAL WEIGHTING</b>             | 30%   | 15%                                   | 25%                               | 30%                                   | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

**ENGLISH (STUDIES)**

**LINE 5**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components  | Task 1   | Task 2                               | Task 3                                      | Task 4                                | Syllabus Weighting |
|--|--|--------------------------------------|---|---------------------------------------|--------------------|
|  | Mandatory Module:<br>Achieving Through English | Elective Module 1                    | Elective Module 2                           | Final Course Exam                     |                    |
|  | <b>Term 1<br/>Week 9<br/>2016</b>              | <b>Term 2<br/>Week 8<br/>2016</b>    | <b>Term 3<br/>Week 5<br/>2016</b>           | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
|  | <b>Outcomes<br/>P3.2, P4.1</b>                 | <b>Outcomes<br/>P1.1, P1.2, P1.3</b> | <b>Outcomes<br/>P2.1, P3.1, P4.2</b>        | <b>Outcomes<br/>P1.4, P2.1, P2.3</b>  |                    |
| 1. Knowledge and understanding of texts                                      |  | Sustained Response<br>20%            |   | 10%                                   | 30%                |
| 2. Skills in reading, listening, viewing, writing, speaking and representing | Mock Interview 5%                              |                                      | Digital Presentation<br>10%<br>Portfolio 5% | 10%                                   | 30%                |
| 3. Knowledge and skills in using language                                    | Application Letter 5%                          |                                      | Portfolio 10%                               | 10%                                   | 25%                |
| 4. Skills in planning and working individually and collaboratively           | Resume 10%                                     |                                      | Digital Presentation<br>5%                  |                                       | 15%                |
| <b>TOTAL WEIGHTING</b>   | 20%  | 20%                                  | 30%   | 30%                                   | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ENGINEERING STUDIES

## LINE 3

## PRELIMINARY HSC COURSE 2016

| Assessment Components  | Task 1                                   | Task 2                              | Task 3                                    | Task 4  | Syllabus Weighting |
|--|--|-------------------------------------|---|---|--------------------|
|  | Research Project                         | Mid Course Examination              | Engineering Report                        | Final Course Examination                        |                    |
|  | <b>Term 1<br/>Week 10<br/>2016</b>       | <b>Term 2<br/>Week 8<br/>2016</b>   | <b>Term 3<br/>Week 5<br/>2016</b>         | <b>Term 3<br/>Weeks 9/10<br/>2016</b>           |                    |
|  | <b>Outcomes</b><br>P2.1, P3.1, P5.2, 6.2 | <b>Outcomes</b><br>P1.1, P3.1, P4.1 | <b>Outcomes</b><br>P2.2, P3.2, P5.1, P6.1 | <b>Outcomes</b><br>P1.2, P3.1, P3.3, P4.2, P4.3 |                    |
| Knowledge and understanding of engineering principles and developments in technology     | 10%                                      | 15%                                 | 10%                                       | 15%   | 50%                |
| Skills in research, problem solving and communication related to engineering             | 5%                                       | 10%                                 | 5%  | 10%   | 30%                |
| Understanding the scope and role of engineering including management and problem solving | 5%                                       | 5%                                  | 5%  | 5%  | 20%                |
| <b>TOTAL WEIGHTING</b>   | 20%                                      | 30%                                 | 20%                                       | 30%   | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

**EXPLORING EARLY CHILDHOOD**

**LINE 4**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components       | Task 1                             | Task 2                            | Task 3                            | Task 4                                | Syllabus Weighting |
|-----------------------------|------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|--------------------|
|                             | <b>Term 1<br/>Week 10<br/>2016</b> | <b>Term 2<br/>Week 4<br/>2016</b> | <b>Term 3<br/>Week 4<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
| Type of Task                | Specific Study                     | In Class Test                     | Design Activity                   | Final Course Exam                     |                    |
| Knowledge and Investigating |                                    | 25%                               |                                   | 25%                                   | 50%                |
| Skills                      | 20%                                |                                   | 30%                               |                                       | 50%                |
| <b>TOTAL</b>                | 20%                                | 25%                               | 30%                               | 25%                                   | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

**FOOD TECHNOLOGY**

**LINE 1**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components   | Task 1   | Task 2                                       | Task 3                                      | Task 4  | Syllabus Weighting |
|---|--|--|---|---|--------------------|
|   | Research Task                                      | Experimentation                              | Practical, Research & Report                | Final Course Exam   |                    |
|   | <b>Term 1<br/>Week 8<br/>2016</b>                  | <b>Term 2<br/>Week 8<br/>2016</b>            | <b>Term 3<br/>Week 5<br/>2016</b>           | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                                   |                    |
|   | <b>Outcomes</b><br>P 1.1, P 1.2, P 4.2, P4.1, P5.1 | <b>Outcomes</b><br>P 2.2, P3.2, P 4.1, P 4.4 | <b>Outcomes</b><br>P 2.1, P 3.1, P3.2, P4.3 | <b>Outcomes</b><br>P 1.1, P 1.2, P 2.1, P 2.2, P 3.1, P4.3, P4.4, P 5.1 |                    |
| Knowledge & Understanding about Food Availability, Food Quality & Nutrition |  |  |   | <b>20%</b>  | <b>20%</b>         |
| Research, Analysis & Communication  | <b>10%</b>   | <b>10%</b>                                   | <b>10%</b>                                  |   | <b>30%</b>         |
| Experimentation & Preparation   | <b>10%</b>   | <b>10%</b>                                   | <b>10%</b>                                  |   | <b>30%</b>         |
| Design, Implementation & Evaluation   | <b>5%</b>  | <b>5%</b>                                    | <b>5%</b>                                   | <b>5%</b>   | <b>20%</b>         |
| <b>TOTAL WEIGHTING</b>  | <b>25%</b>   | <b>25%</b>                                   | <b>25%</b>                                  | <b>25%</b>  | <b>100%</b>        |

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## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### *HISTORY – ANCIENT*

### LINE 3

### PRELIMINARY HSC COURSE 2016

| Assessment Components     | Task 1                              | Task 2                                    | Task 3   | Task 4                                    | Syllabus Weighting |
|---------------------------|-------------------------------------|---|--|---|--------------------|
|                           | Source Analysis                     | Extended Responses                        | Historical Investigation   | Final Course Exam                         |                    |
|                           | <b>Term 1<br/>Week 8<br/>2016</b>   | <b>Term 2<br/>Week 7<br/>2016</b>         | <b>Term 3<br/>Week 6<br/>2016</b>                                    | <b>Term 3<br/>Weeks 9/10<br/>2016</b>     |                    |
|                           | <b>Outcomes</b><br>P3.2, P3.3, P3.4 | <b>Outcomes</b><br>P1.1, P2.1, P4.1, P4.2 | <b>Outcomes</b><br>P3.1, P3.2, P3.3, P3.4,<br>P3.5, P3.6, P4.1, P4.2 | <b>Outcomes</b><br>P1.1, P2.1, P4.1, P4.2 |                    |
| Communication             |                                     |   | 10%  | 10%                                       | 20%                |
| Historical Research       |                                     |   | 20%  |   | 20%                |
| Source Analysis           | 10%                                 |   |  | 10%                                       | 20%                |
| Knowledge & Understanding | 10%                                 | 20%                                       |  | 10%                                       | 40%                |
| <b>TOTAL WEIGHTING</b>    | 20%                                 | 20%                                       | 30%  | 30%                                       | 100%               |

|                      |   |     |                           |   |     |
|----------------------|---|-----|---------------------------|---|-----|
| Communication        | - | 20% | Source Analysis           | - | 20% |
| Historical Research  | - | 20% | Knowledge & Understanding | - | 40% |
| Mandatory Components |   |     |                           |   |     |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## HISTORY – MODERN

## LINE 3

## PRELIMINARY HSC COURSE 2016

| Assessment Components   | Task 1   | Task 2   | Task 3   | Task 4  | Syllabus Weighting |
|---|--|--|--|---|--------------------|
|   | Source Analysis Research                                 | Extended Response  | Historical Investigation   | Final Course Exam   |                    |
|   | <b>Term 1<br/>Week 10<br/>2016</b>                       | <b>Term 2<br/>Week 8<br/>2016</b>  | <b>Term 3<br/>Week 5<br/>2016</b>  | <b>Term 3<br/>Weeks 9/10<br/>2016</b>   |                    |
|   | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P3.2, P3.5, P4.1 | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P3.2, P3.1, P3.3,<br>P3.4, P3.5, P4.1,<br>P4.2 | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P3.1, P3.2, P3.3,<br>P3.4, P3.5, P4.1,<br>P4.2 | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P3.1, P3.2, P3.4,<br>P3.5, P4.1, P4.2 |                    |
| Knowledge and understanding of course content   | 10%  | 10%  |  | 20%   | 40%                |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 10%  |  |  | 10%   | 20%                |
| Historical inquiry and research including mandatory historical investigation                                | 5%   | 5%   | 10%  |   | 20%                |
| Communication of historical understanding in appropriate forms  | 5%   | 5%   | 10%  |   | 20%                |
| <b>TOTAL WEIGHTING</b>  | 30%  | 20%  | 20%  | 30%   | 100%               |

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**HOSPITALITY – Food and Beverage Stream**  
**School Name: Henry Kendall High School**

**Line 1 & 3**

**PRELIMINARY HSC COURSE 2016**  
**Student Competency Assessment Schedule**

| Assessment Events for<br>Certificate II in Hospitality SIT20213 |   | Cluster A                  | Cluster B                   | Cluster C                | Yearly<br>Examination        |
|---|---|----------------------------|-----------------------------|--------------------------|------------------------------|
|   |   | Getting ready<br>for work  | Practical<br>Café Skills    | Working<br>relationships |                              |
|   |   | Week: 4<br>Term: 1<br>2016 | Week: 10<br>Term: 2<br>2016 | Week 7<br>Term 3<br>2016 | Week 9/10<br>Term: 3<br>2016 |
|   |   |                            |                             |                          |                              |
| Code  | Unit of Competency                        |                            |                             |                          |                              |
| SITXFSA101  | Use hygiene practices for food safety     | X                          |                             |                          |                              |
| SITXWHS101  | Participate in safe work practices        | X                          |                             |                          |                              |
| SITHFAB204  | Prepare and serve espresso coffee         |                            | X                           |                          |                              |
| SITHCCC103  | Prepare sandwiches                        |                            | X                           |                          |                              |
| SITHFAB203  | Prepare and serve non-alcoholic beverages |                            | X                           |                          |                              |
| BSBWOR203B  | Work effectively with other               |                            |                             | X                        |                              |
| SITXCOM201  | Show social and cultural sensitivity      |                            |                             | X                        |                              |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20213 or a Statement of Attainment towards Certificate II in Hospitality SIT20213.  
**Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements**

The assessment components in this course are competency base. 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**

**LINE 2**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components                          | Task 1   | Task 2                                    | Task 3   | Task 4   | Syllabus Weighting |
|--|--|---|--|--|--------------------|
|  | Report   | Group Project – Part1                     | Group Project – Part 2   | Final Course Exam  |                    |
|  | <b>Term 1<br/>Week 10<br/>2016</b>                             | <b>Term 2<br/>Week 5<br/>2016</b>         | <b>Term 3<br/>Week 7<br/>2016</b>  | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                          |                    |
|  | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P2.2, P3.1, P4.1, P6.1 | <b>Outcomes</b><br>P1.2, P6.2, P7.1, P7.2 | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P2.2, P3.1, P4.1,<br>P5.1, P6.1, P6.2,<br>P7.1, P7.2 | <b>Outcomes</b><br>P1.1, P1.2, P2.1,<br>P3.1, P4.1, P6.1, P6.2 |                    |
| Introduction to Information Skills and Systems | 8%   |   |  | 12%  | 20%                |
| Tools for Information Systems                  | 2%   | 10%                                       | 25%  | 13%  | 50%                |
| Developing Information Systems                 |  | 10%                                       | 15%  | 5%   | 30%                |
| <b>TOTAL WEIGHTING</b>                         | 10%  | 20%                                       | 40%  | 30%  | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## INFORMATION PROCESS & TECHNOLOGY

## LINE 4

## PRELIMINARY HSC COURSE 2016

| Assessment Component                           | Task 1                                      | Task 2                   | Task 3  | Task 4   | Syllabus Weighting |
|--|---|--------------------------|---|--|--------------------|
|  | Term 1<br>Week 10<br>2016                   | Term 2<br>Week 5<br>2016 | Term 3<br>Week 5<br>2016  | Term 3<br>Weeks 9/10<br>2016                         |                    |
| Outcomes Assessed                              | P1.1, P1.2, P2.1,<br>P2.2, P3.1, P4.1, P6.1 | P1.2, P6.2, P7.1, P7.2   | P1.1, P1.2, P2.1,<br>P2.2, P3.1, P4.1,<br>P5.1, P6.1, P6.2,<br>P7.1, P7.2 | P1.1, P1.2, P2.1,<br>P2.2, P3.1, P4.1,<br>P6.1, P6.2 |                    |
| Type of Task                                   | Report                                      | Group Project – Part 1   | Group Project – Part 2  | Final Course Exam                                    |                    |
| Introduction to Information Skills and Systems | 8%  |                          |   | 12%  | 20%                |
| Tools for Information Systems                  | 2%  | 10%                      | 25%   | 13%  | 50%                |
| Developing Information Systems                 |   | 10%                      | 15%   | 5%   | 30%                |
| <b>Total</b>                                   | 10%   | 20%                      | 40%   | 30%  | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## LEGAL STUDIES

## LINE 1

## PRELIMINARY HSC COURSE 2016

| Assessment Components                            | Task 1                                       | Task 2  | Task 3  | Task 4  | Syllabus Weighting |
|--|--|---|---|---|--------------------|
|  | The Legal System:<br>Annotated Media File    | Individual and the<br>Law: Research -<br>written presentation | Law in Practice:<br>Research – written<br>and oral presentation | Examination   |                    |
|  | <b>Term 1<br/>Week 10<br/>2016</b>           | <b>Term 2<br/>Week 8<br/>2016</b>                             | <b>Term 3<br/>Week 5<br/>2016</b>                               | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                     |                    |
|  | <b>Outcomes</b><br>P1, P2, P3, P4, P6,<br>P8 | <b>Outcomes</b><br>P1, P4, P6, P8, P9                         | <b>Outcomes</b><br>P1, P2, P4, P5, P6,<br>P7, P8, P9, P10       | <b>Outcomes</b><br>P1, P2, P3, P4, P5,<br>P6, P7, P9, P10 |                    |
| Knowledge and Understanding of<br>Course Content | 5%   | 15%   | 10%   | 30%   | 60%                |
| Research   | 5%   | 5%  | 10%   |   | 20%                |
| Communication                                    | 5%   | 5%  | 5%  | 5%  | 20%                |
| <b>TOTAL WEIGHTING</b>                           | 15%  | 25%   | 25%   | 35%   | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MATHEMATICS

## LINE 6

## PRELIMINARY HSC COURSE 2016

| Assessment Components        | Task 1                             | Task 2                                | Task 3   | Syllabus Weighting |
|------------------------------|------------------------------------|---------------------------------------|--|--------------------|
|                              | Common Assessment                  | Mid Course Assessment                 | Final Course Examination                             |                    |
|                              | <b>Term 1<br/>Week 11<br/>2016</b> | <b>Term 2<br/>Week 7<br/>2016</b>     | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                |                    |
|                              | <b>Outcomes</b><br>P1, P2, P3      | <b>Outcomes</b><br>P1, P2, P3, P4, P5 | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6,<br>P7, P8 |                    |
| Concept, Skills & Techniques | 10%                                | 20%                                   | 20%  | 50%                |
| Reasoning & Communication    | 10%                                | 20%                                   | 20%  | 50%                |
| <b>TOTAL WEIGHTING</b>       | 20%                                | 40%                                   | 40%  | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MATHEMATICS EXTENSION 1

## OFF LINE

## PRELIMINARY HSC COURSE 2016

| Assessment Components            | Task 1                             | Task 2                            | Task 3   | Syllabus Weighting |
|----------------------------------|------------------------------------|-----------------------------------|--|--------------------|
|                                  | Common Assessment                  | Mid Course Assessment             | Final Course Examination                                 |                    |
|                                  | <b>Term 1<br/>Week 11<br/>2016</b> | <b>Term 2<br/>Week 7<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                    |                    |
|                                  | <b>Outcomes</b><br>P1, P2, P3, P4  | <b>Outcomes</b><br>P1 – P8        | <b>Outcomes</b><br>P1 – P8, H1, H2, H5, PE1,<br>PE2, PE3 |                    |
| Knowledge, Skills & Techniques   | 10%                                | 20%                               | 20%  | 50%                |
| Reasoning & Communication Skills | 10%                                | 20%                               | 20%  | 50%                |
| <b>TOTAL WEIGHTING</b>           | 20%                                | 40%                               | 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 - GENERAL

## LINES 6

## PRELIMINARY HSC COURSE 2016

| Assessment Components         | Task 1                                  | Task 2                            | Task 3                            | Task 4                                | Syllabus Weighting |
|-------------------------------|---|-----------------------------------|-----------------------------------|---------------------------------------|--------------------|
|                               | Common Assessment                       | Mid Course Assessment             | Common Assessment                 | Final Course Examination              |                    |
|                               | <b>Term 1<br/>Week 11<br/>2016</b>      | <b>Term 2<br/>Week 7<br/>2016</b> | <b>Term 3<br/>Week 4<br/>2016</b> | <b>Term 3<br/>Weeks 9/10<br/>2016</b> |                    |
|                               | <b>Outcomes</b><br>MGP 1, 2, 3, 4, 5, 6 | <b>Outcomes</b><br>MGP 1 to 10    | <b>Outcomes</b><br>MGP 1 to 10    | <b>Outcomes</b><br>MGP 1 to 10        |                    |
| Concepts, Skills & Techniques | 10%                                     | 15%                               | 5%                                | 20%                                   | 50%                |
| Reasoning and Communication   | 10%                                     | 15%                               | 5%                                | 20%                                   | 50%                |
| <b>TOTAL WEIGHTING</b>        | 20%                                     | 30%                               | 10%                               | 40%                                   | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MUSIC 1

## LINE 1

## PRELIMINARY HSC COURSE 2016

| Assessment Component | Task 1                   | Task 2                              | Task 3                              | Task 4                                  | Task 5<br>(Part A)                      | Task 5<br>(Part B)                               | Syllabus<br>Weighting |
|----------------------|--------------------------|-------------------------------------|-------------------------------------|---|---|--|-----------------------|
|                      | Aural Exam               | Performance Task                    | Composition Task                    | Musicology Task                         | END OF COURSE<br>EXAM<br><br>Aural Core | END OF COURSE<br>EXAM<br><br>Performance<br>Task |                       |
|                      | Term 1<br>Week 7<br>2016 | Term 2<br>Week 10<br>2016           | Term 2<br>Week 6<br>2016            | Term 3<br>Week 2<br>2016                | Term 3<br>Week 9/10<br>2016             | Term 3<br>Week 9/10<br>2016                      |                       |
|                      | Outcomes:<br>P4, P6      | Outcomes:<br>P1, P2, P7, P9,<br>P10 | Outcomes:<br>P2, P3, P5, P7,<br>P11 | Outcomes:<br>P2, P4, P5, P6, P7,<br>P10 | Outcomes:<br>P4, P6                     | Outcomes:<br>P1, P2, P7,<br>P9, P10              |                       |
| Performance          |                          | 10%                                 |                                     |   |   | 15%  | 25%                   |
| Composition          |                          |                                     | 25%                                 |   |   |  | 25%                   |
| Musicology           |                          |                                     |                                     | 25%                                     |   |  | 25%                   |
| Aural Core           | 10%                      |                                     |                                     |   | 15%                                     |  | 25%                   |
| TOTAL<br>WEIGHTING:  | 10%                      | 10%                                 | 25%                                 | 25%                                     | 15%                                     | 15%  | 100%                  |
|                      |                          |                                     |                                     |   | (TASK TOTAL: 15% + 15% = 30%)           |  |                       |

\* **Music Practical Submissions Elective Options:** Performance, Musicology Viva Voce or Composition

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

**LINE 2**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components  | Task 1:  | Task 2  | Task 3:                                       | Task 4:  | Syllabus Weighting |
|--|--|---|---|--|--------------------|
|  | Case Study Hand - In                                     | In Class Response to Stimuli                                | In Class First Aid Scenario                   | Final Exam   |                    |
|  | <b>Core 1</b> – Better Health for Individuals            | <b>Core 2</b> – The Body in Motion                          | Option 1 – First Aid                          | Core 1, Core 2, Option 1, Option 3   |                    |
|  | <b>Term 1</b><br><b>Week 11</b><br><b>2016</b>           | <b>Term 2</b><br><b>Week 10</b><br><b>2016</b>              | <b>Term 3</b><br><b>Week 7</b><br><b>2016</b> | <b>Term 3</b><br><b>Weeks 9/10</b><br><b>2016</b>  |                    |
|  | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6, P10, P11, P17 | <b>Outcomes</b><br>P7, P8, P9, P2, P3, P4, P5, P6, P10, P11 | <b>Outcomes</b><br>P12, P15                   | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17 |                    |
| Knowledge and understanding of the factors that affect health and the way the body moves.  | 5%   | 10%   | 5%  | 20%  | 40%                |
| Skills in influencing personal and community health and taking action to improve participation and performance in physical activity. | 10%  | 10%   |   | 10%  | 30%                |
| Skills in critical thinking, research and analysis.  | 10%  | 5%  | 5%  | 10%  | 30%                |
| <b>TOTAL WEIGHTING</b>   | 25%  | 25%   | 10%   | 40%  | 100%               |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## PHOTOGRAPHY

## LINE 3

## PRELIMINARY HSC COURSE 2016

| Assessment Components        | Task 1  | Task 2                              | Task 3                         | Task 4  | Syllabus Weighting |
|------------------------------|---|-------------------------------------|--------------------------------|---|--------------------|
|                              | Term 1 Week 9<br>2016                           | Term 2 Week 5<br>2016               | Term 3 Week 2<br>2016          | Term 3 Weeks 9/10<br>2016                       |                    |
| Type of Task                 | Historical & Critical Research                  | Display & Photography Process Diary | Historical & Critical Research | Display & Photography Process Diary             |                    |
| Making                       | 15%   | 20%                                 |                                | 35%   | 70%                |
| Studying Criticism & History | 10%   |                                     | 20%                            |   | 30%                |
| Total                        | 25%   | 20%                                 | 20%                            | 35%   | 100%               |
| Outcomes Assessed            | M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5 | M1, M2, M3, M4, M5, M6              | CH1, CH2, CH3, CH4, CH5        | M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5 |                    |

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## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### PHYSICS

### LINE 2

### PRELIMINARY HSC COURSE 2016

| Assessment Components               | Task 1                                     | Task 2   | Task 3                                     | Task 4   | Syllabus Weighting |
|-------------------------------------|--|--|--|--|--------------------|
|                                     | Research                                   | Mid Course Exam  | Open Ended Investigation                   | Final Course Exam  |                    |
|                                     | <b>Term 1<br/>Week 8<br/>2016</b>          | <b>Term 2<br/>Week 3<br/>2016</b>                          | <b>Term 3<br/>Week 3<br/>2016</b>          | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                                |                    |
|                                     | <b>Outcomes</b><br>P11, P12, P13, P14, P15 | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 | <b>Outcomes</b><br>P11, P12, P13, P14, P15 | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P13, P14 |                    |
| Knowledge (P1 – 10)                 |  | 10%  |  | 30%  | 40%                |
| Planning & Investigating (P11 – 13) | 15%  |  | 15%  |  | 30%                |
| Communication (P13 – 15)            | 15%  |  | 15%  |  | 30%                |
| <b>TOTAL WEIGHTING</b>              | 30%  | 10%  | 30%  | 30%  | 100%               |

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## Objectives and Outcomes – Physics

|                            | Objectives  | Preliminary Course Outcomes  | HSC Course Outcomes   |
|----------------------------|---|--|---|
| Prescribed Focus Area      | <i>Students will develop knowledge and understanding of :</i>                       | <i>A student :</i>   | <i>A student :</i>  |
|                            | 1. the history of physics   | P1. outlines the historical development of major principles, concepts and ideas in physics   | H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking   |
|                            | 2. the nature and practice of physics   | P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics   | H2. analyses the ways in which models, theories and laws in physics have been tested and validated  |
|                            | 3. applications and uses of physics   | P3. assesses the impact of particular technological advances on understanding in physics   | H3. assesses the impact of particular advances in physics on the development of technologies  |
|                            | 4. implications for society and the environment                                     | P4. describes applications of physics which affect society or the environment  | H4. assesses the impacts of applications of physics on society and the environment  |
|                            | 5. current issues, research and developments in physics                             | P5. describes the scientific principles employed in particular areas of research in physics  | H5. identifies possible future directions of physics research   |
| Domain: Knowledge          | 6. kinetics and dynamics  | P6. describes the forces acting on an object which causes changes in its motion  | H6. explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity   |
|                            | 7. energy   | P7. describes the effects of energy transfers and energy transformations   | H7. explains the effects of energy transfers and energy transformations   |
|                            | 8. waves  | P8. explains wave motions in terms of energy sources and the oscillations produced   | H8. analyses wave interactions and explains the effects of those interactions   |
|                            | 9. fields   | P9. describes the relationship between force and potential energy in fields  | H9. explains the effects of electric, magnetic and gravitational fields   |
|                            | 10. matter  | P10. describes theories and models in relation to the origins of matter and relates these to the forces involved   | H10. describes the nature of electromagnetic radiation and matter in terms of the particles   |
| Domain: Skills             | 11. planning investigations   | P11. identifies and implements improvements to investigation plans   | H11. justifies the appropriateness of a particular investigation plan   |
|                            | 12. conducting investigations   | P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources  | H12. evaluates ways in which accuracy and reliability could be improved in investigations   |
|                            | 13. communicating information and understanding                                     | P13. identifies appropriate terminology and reporting styles to communicate information and understanding in physics   | H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding  |
|                            | 14. developing scientific thinking and problem-solving techniques                   | P14. draws valid conclusions from gathered data and information  | H14. assesses the validity of conclusions from gathered data and information  |
|                            | 15. working individually and in teams   | P15. implements strategies to work effectively as an individual or as a member of a team   | H15. explains why an investigation is best undertaken individually or by a team   |
| Domain: Values & Attitudes | 16. themselves, others, learning as a lifelong process, physics and the environment | P16. demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science | H16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science |

*Preliminary Retail Services*  
**School Name: Henry Kendall High School**

**Line 6**

**PRELIMINARY HSC COURSE 2016**  
**Student Competency Assessment Schedule**

| Assessment Task for<br>Certificate II in Retail ServicescSIR20212 |  | Cluster A                   | Cluster B                   | Cluster C                | Yearly<br>Examination        |
|---|--|-----------------------------|-----------------------------|--------------------------|------------------------------|
|   |  | You in Retail               | Satay Safe                  | Counting the loss        |                              |
|   |  | Week: 10<br>Term: 1<br>2016 | Week: 10<br>Term: 2<br>2016 | Week 7<br>Term 3<br>2016 | Week 9/10<br>Term: 3<br>2016 |
| Code  | Unit of Competency   |                             |                             |                          |                              |
| SIRXCCS202  | Interact with customers  | X                           |                             |                          |                              |
| SIRXCOM101  | Communicate in the workplace to support team and customer outcomes | X                           |                             |                          |                              |
| SIRXIND101  | Work effectively in a customer service environment                 | X                           |                             |                          |                              |
| SIRXWHS101  | Apply safe work practices  |                             | X                           |                          |                              |
| SIRXCLM101  | Organise and maintain work areas                                   |                             | X                           |                          |                              |
| SIRXRSK201  | Minimise loss  |                             |                             | X                        |                              |
| SIRINXV001A   | Perform stock control procedures                                   |                             |                             | X                        |                              |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Retail Services SIR20212 or a Statement of Attainment towards Certificate II in Retail Services SIR20212.

**Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements**

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". A course mark is not allocated.

SIR20212 Prelim Assessment Schedule 2016

**Primary Industries**

**Line 1**

**PRELIMINARY HSC COURSE 2016**  
**Student Competency Assessment Schedule**

**School Name: Henry Kendall High School**

| Assessment Task for<br>Certificate II in Horticulture AHC20410 |   | Cluster A                   | Cluster B                   | Cluster C                | Yearly Examination           |
|--|---|-----------------------------|-----------------------------|--------------------------|------------------------------|
|  |   | Farming                     | Care for Plants             | Basic Nursery Work       |                              |
|  |   | Week: 10<br>Term: 1<br>2016 | Week: 10<br>Term: 2<br>2016 | Week 7<br>Term 3<br>2016 | Week 9/10<br>Term: 3<br>2016 |
| Code   | Unit of Competency                                    |                             |                             |                          |                              |
| AHCMOM202A   | Operate tractors                                      | X                           |                             |                          |                              |
| AHCOHS201A   | Participate in OHS processes                          | X                           |                             |                          |                              |
| AHCPMG202A   | Treat plant pests, diseases and disorders             |                             | X                           |                          |                              |
| AHCLSK209A   | Monitor water supplies                                |                             |                             | X                        |                              |
| AHCSLO201A   | Determine basic properties of soil / or growing media |                             |                             | X                        |                              |
| AHCNSY202A   | Tend nursery plants                                   |                             |                             | X                        |                              |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Horticulture II AHC20410 or a Statement of Attainment towards Certificate II in Horticulture AHC20410.

**Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements**

The assessment components in this course are competency base. 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.

AHC20410 Prelim Assessment Schedule 2016

# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

**SOCIETY & CULTURE**

**LINE 2**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components   | Task 1                             | Task 2   | Task 3  | Task 4  | Syllabus Weighting |
|---|------------------------------------|--|---|---|--------------------|
|   | In Class Task                      | In Class Task                                    | Research Report                                   | Final Course Exam                                     |                    |
|   | <b>Term 1<br/>Week 8<br/>2016</b>  | <b>Term 2<br/>Week 6<br/>2016</b>                | <b>Term 3<br/>Week 3<br/>2016</b>                 | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                 |                    |
|   | <b>Outcomes</b><br>P1, P6, P7, P10 | <b>Outcomes</b><br>P1, P2, P3, P5, P6,<br>P7, P8 | <b>Outcomes</b><br>P2, P3, P5, P6, P8,<br>P9, P10 | <b>Outcomes</b><br>P1, P2, P3, P4, P5, P7,<br>P8, P10 |                    |
| Knowledge and understanding of course content.                            | 10%                                | 15%  | 15%   | 10%   | <b>50%</b>         |
| Application and evaluation of social and cultural research methodologies. | 5%                                 | 10%  | 10%   | 5%  | <b>30%</b>         |
| Communication of information, ideas and issues in appropriate forms.      | 5%                                 | 5%   | 5%  | 5%  | <b>20%</b>         |
| <b>TOTAL WEIGHTING</b>  | 20%                                | 30%  | 30%   | 20%   | <b>100%</b>        |

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## SOFTWARE DESIGN AND DEVELOPMENT

## LINE 1

## PRELIMINARY HSC COURSE 2016

| Assessment Components                        | Task 1  | Task 2  | Task 3  | Task 4                                    | Task 5  | Syllabus Weighting |
|--|---|---|---|---|---|--------------------|
|  | Research Task   | Rapid Applications Development Task                         | Group Presentation                                    | Practical – Algorithms & Coding Test      | Final Course Exam   |                    |
|  | <b>Term 1<br/>Week 10<br/>2016</b>                    | <b>Term 2<br/>Week 4<br/>2016</b>                           | <b>Term 2<br/>Week 9<br/>2016</b>                     | <b>Term 3<br/>Week 6<br/>2016</b>         | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                       |                    |
|  | <b>Outcomes</b><br>P1.2, P2.1, P4.1, P4.2, P5.2, P6.3 | <b>Outcomes</b><br>P1.2, P2.1, P2.2, P4.1, P4.2, P4.3, P6.3 | <b>Outcomes</b><br>P1.1, P1.3, P5.1, P5.2, P6.1, P6.2 | <b>Outcomes</b><br>P1.2, P4.1, P5.2, P6.3 | <b>Outcomes</b><br>P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P6.1 |                    |
| Knowledge and Understanding                  |   | 5%  | 5%  | 5%  | 15%   | 30%                |
| Design and Development of Software Solutions |   | 10%   |   | 15%                                       | 10%   | 35%                |
| Project Management Techniques                | 5%  |   | 10%   |   |   | 15%                |
| Projects                                     | 20%   |   |   |   |   | 20%                |
| <b>TOTAL WEIGHTING</b>                       | 25%   | 15%   | 15%   | 20%                                       | 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

**SPORT, LIFESTYLE & RECREATION**

**LINE 1**

**PRELIMINARY HSC COURSE 2016**

| Assessment Components     | Task 1  | Task 2   | Task 3  | Task 4   | Syllabus Weighting |
|---------------------------|---|--|---|--|--------------------|
|                           | Lifestyle Analysis                              | Athletics –Technique Analysis  | Coaching Preparation and Performance                      | Final Exam   |                    |
|                           | Term 1<br>Week 8<br>2016                        | Term 2<br>Week 6<br>2016   | Term 3<br>Week 5<br>2016                                  | Term 3<br>Week 9/10<br>2016  |                    |
|                           | <b>Outcomes</b><br>1.5, 2.2, 2.3, 2.5, 3.5, 4.3 | <b>Outcomes</b><br>1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4 | <b>Outcomes</b><br>1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 4.5 | <b>Outcomes</b><br>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%  | 10%  | 10%   | 25%  | 50%                |
| Skills                    | 20%   | 15%  | 15%   |  | 50%                |
| <b>TOTAL WEIGHTING</b>    | 25%   | 25%  | 25%   | 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

## VISUAL ARTS

## LINE 4

## PRELIMINARY HSC COURSE 2016

| Assessment Components        | Task 1                             | Task 2                                       | Task 3  | Task 4  | Task 5  | Syllabus Weighting |
|------------------------------|------------------------------------|--|---|---|---|--------------------|
|                              | Written Submission                 | Practical Display                            | Written Submission  | Practical Submission  | Final Course Exam<br>Final Course Display/<br>V.A.P.D.        |                    |
|                              | <b>Term 1<br/>Week 7<br/>2016</b>  | <b>Term 2<br/>Week 2<br/>2016</b>            | <b>Term 2<br/>Week 9<br/>2016</b>                             | <b>Term 3<br/>Week 1<br/>2016</b>                             | <b>Term 3<br/>Weeks 9/10<br/>2016</b>                         |                    |
|                              | <b>Outcomes</b><br>P7, P8, P9, P10 | <b>Outcomes</b><br>P1, P2, P3, P4, P5,<br>P6 | <b>Outcomes</b><br>P1, P2, P3, P4, P5,<br>P6, P7, P8, P9, P10 | <b>Outcomes</b><br>P1, P2, P3, P4, P5,<br>P6, P7, P8, P9, P10 | <b>Outcomes</b><br>P1, P2, P3, P4, P5,<br>P6, P7, P8, P9, P10 |                    |
| Art Criticism and Art Theory | 10%                                |  | 20%   |   | 20%   | 50%                |
| Artmaking                    |                                    | 15%  |   | 15%   | 20%   | 50%                |
| <b>TOTAL WEIGHTING</b>       | 10%                                | 15%  | 20%   | 15%   | 40%   | 100%               |

| LEVEL OF ACHIEVEMENT   | MARK  |
|--|-------|
| For each half year   | /50   |
| Through written and visual illustration, the student has demonstrated a sophisticated level of understanding of practice in artmaking, art criticism and art history.<br>The student has indicated a highly developed understanding of how agencies of the artworld are related in regard to specific periods and how the frames relate to the interpretation of these styles/movements. | 33-50 |
| Through written and visual illustration, the student has demonstrated a developed understanding of practice in artmaking, art criticism and art history. The student has indicated a reasonably coherent understanding of how agencies of the artworld are related in regard to specific periods and how the frames relate to the interpretation of these styles / movements.            | 18-32 |
| Through written and visual illustration, the student has demonstrated a basic understanding of practice in artmaking, art criticism and art history. The student has indicated a limited understanding of how agencies of the artworld are related in regard to specific periods and how the frames relate to the interpretation of these styles / movements.                            | 0-17  |

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



## Appendix A Pattern of Study Requirements Checklist for the 2017 Higher School Certificate

|                  |  |
|------------------|--|
| ✓                | <b>Do your students who complete the Higher School Certificate in 2017 meet the following pattern of study requirements?</b>   |
|                  | 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 courses – 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.<br>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.  |
|                  | All students undertaking Preliminary or HSC courses in 2014, <b>except students undertaking only Stage 6 Life Skills courses</b> , 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 <b>only</b> 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.   |
| <b>REMINDERS</b> |  |
|                  | Students seeking an ATAR (Australian Tertiary Admission Rank) in 2016 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 courses.<br><b>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.</b>  |
|                  | 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].  |

## **BOS REQUIREMENTS FOR HSC (ATTACHMENTS 1 & 2)**

### **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.



## PRELIMINARY HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, (*name printed*) have received the Henry Kendall High School assessment document for 2015-2016.

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)***

**PRELIMINARY ASSESSMENT CALENDAR 2016**

|               | <b>TERM 1 2016</b>  | <b>TERM 2 2016</b>   | <b>TERM 3 2016</b>  |
|---------------|---|--|---|
| <b>WEEK 1</b> |   |  | VISUAL ARTS (HI)  |
| <b>WEEK 2</b> |   | BUSINESS STUDIES (IC)<br>CHEMISTRY (IC)<br>VISUAL ARTS (IC)  | MUSIC (IC)  |
| <b>WEEK 3</b> |   | BIOLOGY (IC)<br>MUSIC (IC)<br>PHYSICS (IC)   | PHYSICS (HI)<br>SOCIETY AND CULTURE (HI)<br>DRAMA (HI)  |
| <b>WEEK 4</b> | HOSPITALITY (IC)  | ENGLISH (EXT 1) (IC)<br>EXPLORING EARLY CHILDHOOD (IC)<br>SOFTWARE DESIGN & DEVELOPMENT (HI)   | ENGLISH (EXT 1) (HI)<br>EXPLORING EARLY CHILDHOOD (HI)<br>MATHEMATICS GENERAL (IC)  |
| <b>WEEK 5</b> |   | INDUSTRIAL TECHNOLOGY (IC)<br>IPT (HI)   | BIOLOGY (HI)<br>ENGLISH (ADV) (IC)<br>ENGLISH (STANDARD) (IC)<br>ENGLISH (STUDIES) (HI)<br>ENGINEERING STUDIES (HI)<br>MODERN HISTORY (HI)<br>IPT (HI)<br>LEGAL STUDIES (HI)<br>SLR (IC)<br>FOOD TECHNOLOGY (HI/IC) |
| <b>WEEK 6</b> |   | HOSPITALITY (IC)<br>SOCIETY AND CULTURE (IC)<br>SLR (IC)<br>MUSIC (IC)<br>DRAMA (IC)   | CHEMISTRY (IC)<br>COMMUNITY AND FAMILY STUDIES (HI)<br>ANCIENT HISTORY (HI)<br>SOFTWARE DESIGN & DEVELOPMENT (IC)   |
| <b>WEEK 7</b> | BUSINESS STUDIES (HI)<br>CHEMISTRY (HI)<br>VISUAL ARTS (HI)<br>MUSIC (IC)   | COMMUNITY AND FAMILY STUDIES (IC)<br>ANCIENT HISTORY (IC)<br>MATHEMATICS (IC)<br>MATHEMATICS EXTN 1 (IC)<br>MATHEMATICS GENERAL (IC)                                     | HOSPITALITY (IC)<br>INDUSTRIAL TECHNOLOGY (HI)<br>PDHPE (HI)  |
| <b>WEEK 8</b> | BIOLOGY (HI)<br>COMMUNITY AND FAMILY STUDIES (HI)<br>ANCIENT HISTORY (IC)<br>PHYSICS (HI)<br>SOCIETY AND CULTURE (HI)<br>SLR (IC)<br>DRAMA (IC)<br>FOOD TECHNOLOGY (HI) | ENGLISH (ADV) (IC)<br>ENGLISH (STANDARD) (IC)<br>ENGLISH (STUDIES) (IC)<br>ENGINEERING STUDIES (IC)<br>MODERN HISTORY (IC)<br>LEGAL STUDIES (HI)<br>FOOD TECHNOLOGY (IC) |   |
| <b>WEEK 9</b> | ENGLISH (ADV) (HI)<br>ENGLISH (STANDARD) (HI)<br>ENGLISH (STUDIES) (HI)   | BUSINESS STUDIES (HI)<br>VISUAL ARTS (HI)<br>IPT (HI)<br>SOFTWARE DESIGN & DEVELOPMENT (IC)  | FINAL   |

|                    |  |            |              |
|--------------------|--|------------|--------------|
| <b>WEEK<br/>10</b> | ENGINEERING STUDIES (IC)<br>EXPLORING EARLY CHILDHOOD (HI)<br>MODERN HISTORY (HI)<br>HOSPITALITY<br>INDUSTRIAL TECHNOLOGY (HI)<br>LEGAL STUDIES (HI)<br>MUSIC (IC)<br>SOFTWARE DESIGN & DEVELOPMENT (HI) | PDHPE (IC) | EXAMINATIONS |
| <b>Week<br/>11</b> | MATHEMATICS (IC)<br>MATHEMATICS EXTN 1 (IC)<br>MATHEMATICS GENERAL (IC)<br>PDHPE (IC)  |            |              |

## Appendix D ASSESSMENT TASK CHECKLIST



### HENRY KENDALL HIGH SCHOOL STAGE 6 ASSESSMENT TASK CHECK LIST

***This checklist must be attached to the front of each Assessment Task and submitted to the Head Teacher prior to the task notification and the task distributed to students.***

☐ HSC ☐ Preliminary HSC ☐ VET

☐ Assessment notification is attached

☐ Written on White board in Staff Common room by DP Curriculum

☐ Entered in Millenium

☐ Admin diary

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_

Date submitted to Head Teacher: \_\_\_\_\_ Date of Task: \_\_\_\_\_

☐ In class task OR ☐ Due date task

**Section below to be completed by the Teacher (CT), Head Teacher (HT) and Deputy Principal (DP)**

CT HT DP

Task aligns with the same task in the assessment book as distributed to students.

Task aligns with the outcomes being assessed

Outcomes being assessed align with those in the assessment book as distributed to students

Weighting given to task is in accordance with those in the assessment book as distributed to students

The date of the task allows for a minimum of two weeks' notice to students and does not fall within an 'assessment free' period

Marking guidelines/criteria provide clear descriptions of the quality of response required to receive each mark

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

***NB: No Preliminary HSC or HSC Assessment Task is to be printed or distributed until the Head Teacher and Deputy Principal has signed this authority to do so***

☐ Filed in HSC Monitoring Folder

## Appendix E ASSESSMENT TASK

### HENRY KENDALL HIGH SCHOOL – ASSESSMENT TASK

(Name of Faculty)

(Course name) – HSC COURSE 2015



Module/Unit:

(Synopsis)

Task Number:

(eg, 1)

Weighting:

(Task value)

Date/Timing:

(eg, 21/06/15, Periods 4/5)

Submission Details:

- Task is to be submitted by 8.55am on the scheduled date
- Font size 12 and 1 ½ spacing
- Present task stapled and clearly identified with your name and student number.

Contact (who do you speak to if you have any problems?):

- If you have any difficulties in completing this task please see your class teacher and head of the faculty.
- If you experience difficulties submitting the task on time for any reason please refer to the HKHS Assessment Policy and Schedule for information about your responsibilities and contact DP Curriculum.

Outcomes to be Assessed (Syllabus outcomes being assessed by task)

- 
- 
- 
- 

Task Description (What you are to do)

Resources/References Suggestions (Where you might find information – not the only sources)

- 
- 
- 

Assessment Criteria or Starting Ideas (What you should be thinking about)

- 
- 
- 
-

## HENRY KENDALL HIGH SCHOOL ASSESSMENT NOTIFICATION AND COMPLETION SHEET

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description: \_\_\_\_\_

Date Due: \_\_\_\_\_ Task Value: \_\_\_\_\_ Weighting: \_\_\_\_\_%

[illegible]



**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?

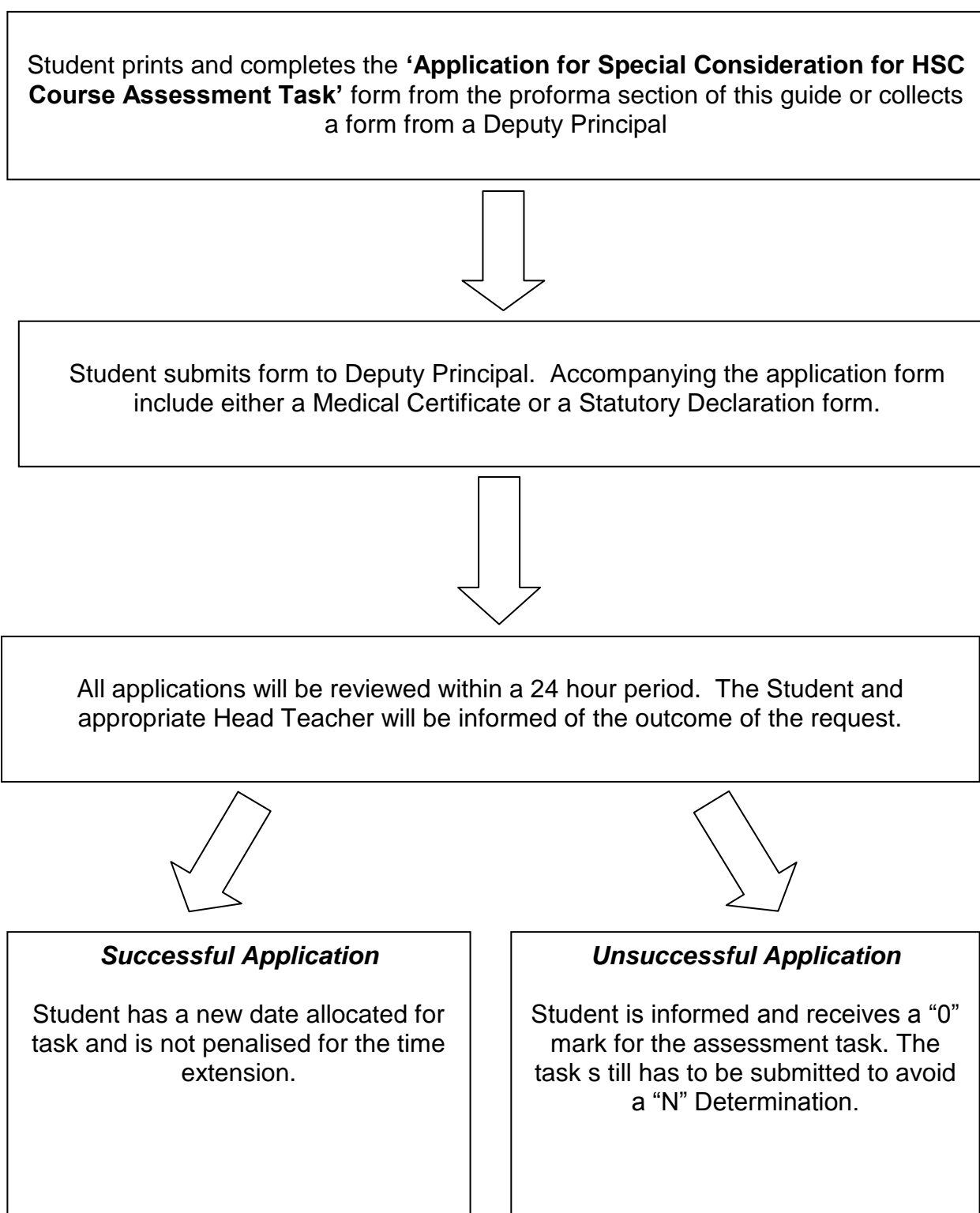
**For a change to the date Assessment Task:**

- For a change to the type of Assessment Task:**

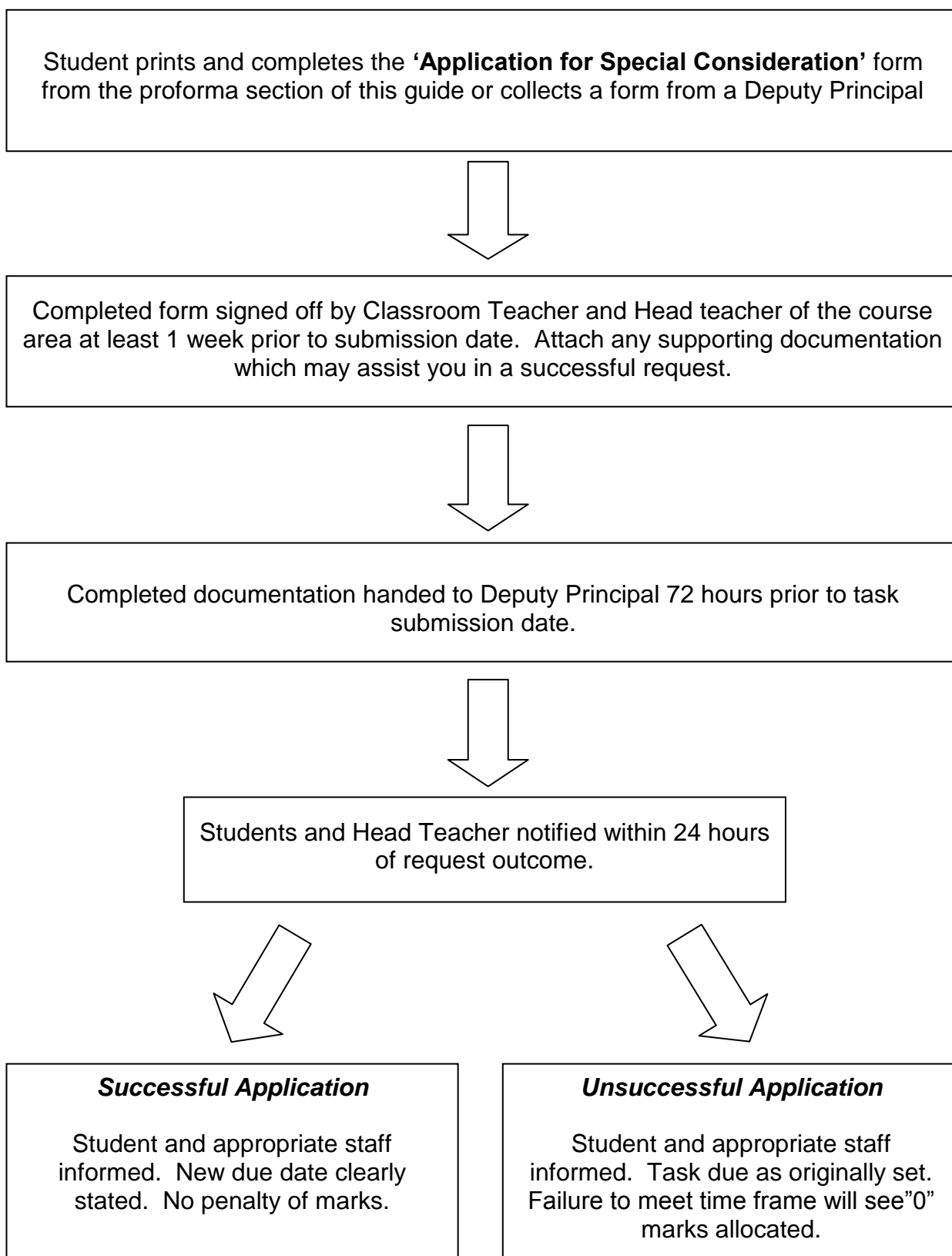
- NB: Assessment Tasks should only be 'changed' if there is a valid reason for the change. Students have the right to expect the Assessment Schedule to be followed.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Missed Assessment Task Flow Chart**



**Process for Extension of Assessment Task**



**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 course 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:

---

---

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---

**REASON FOR EXTENSION:**

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

☐ Excursion ☐ Illness ☐ Leave ☐ Misadventure ☐ Work placement ☐ 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: \_\_\_\_\_

## Appendix J 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

I,<sup>1</sup>

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 <sup>4</sup> on <sup>5</sup> of <sup>6</sup>

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

## **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**



**Application for Recognition of Prior Learning (RPL) and/or Credit Transfer  
within Stage 5 or Stage 6 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 Stage 5 (Year 9 or 10) or Stage 6 (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.

| <b>SECTION 1 Student, school/college and RTO details</b> |  |
|--|--|
| Student name:  |  |
| BOSTES student number:                                   |  |
| School year/grade:                                       |  |
| School/college:  |  |
| RTO responsible for VET course delivery and assessment:  |  |

| <b>SECTION 2 VET course &amp; AQF VET qualification details</b> |  |
|---|--|
| BOSTES course name:   |  |
| BOSTES course number:   |  |
| Pattern of study:   | <input type="checkbox"/> Stage 5 100-hour elective<br><input type="checkbox"/> Stage 6 ____ HSC indicative hours ____ unit(s) x ____ year(s) |
| Intended AQF VET qualification (code and title):                |  |

|                  |  |
|------------------|--|
| <b>SECTION 3</b> | <b>VET HSC examination (Industry Curriculum Frameworks only)</b> |
|------------------|--|

Indicate whether the student intends to sit the HSC examination (optional) for the VET course:

☐ no

☐ unsure

☐ yes      BOSTES examination number:

Calendar year the student will sit the examination:

- Calendar year the student will sit the examination:

Note: To be eligible to sit the 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.

|                  |  |
|------------------|--|
| <b>SECTION 4</b> | <b>Evidence for recognition of prior learning (RPL) and/or credit transfer</b> |
|------------------|--|

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

- ☐ AQF VET Statement of Attainment showing competencies achieved

|                  |                                |
|------------------|--------------------------------|
| <b>SECTION 5</b> | <b>VET course requirements</b> |
|------------------|--------------------------------|

To gain credit towards the RoSA/HSC from the Stage 5/Stage 6 VET course, the student must meet ALL course requirements including:

- a) mandatory (Frameworks)/core (VET BECs) and elective units of competency to meet indicative hour requirements of the Stage 5/Stage 6 VET course
- b) HSC Content (Industry Curriculum Framework only)
- c) work placement requirements (where required).

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

- b) HSC Content (Industry Curriculum Framework only)  
c) work placement requirements (where required).

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

The RTO delivering the Stage 5/Stage 6 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 the VET Quality Framework standards for RTOs.

## SECTION 5 (a) Units of competency to meet VET course indicative hour requirements

This worksheet should be used to record details of how the course requirements for the Stage 5/Stage 6 VET course will be addressed (either by RPL, credit transfer or through further study as a part of the RoSA/ HSC program).

BOSTES course name:

Total indicative hours:

| Stage 5/Stage 6 course requirements – unit(s) of competency  |                                      |                  | Course requirements will be met through:<br>(indicate the indicative hours in the relevant column) |                 |               |
|--|--------------------------------------|------------------|--|-----------------|---------------|
| Unit code  | Unit title                           | Indicative hours | RPL  | credit transfer | further study |
| <b>Mandatory/core units of competency</b>  |                                      |                  |  |                 |               |
|  | [insert additional rows as required] |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
| <b>Indicative hours sub-total</b>  |                                      |                  |  |                 |               |
| <b>Elective units of competency</b>  |                                      |                  |  |                 |               |
| List the elective units of competency to be included in the VET course to meet indicative hour requirements – refer to the HSC VET syllabus or course description for the Stage 5/Stage 6 VET BEC. |                                      |                  |  |                 |               |
|  | [insert additional rows as required] |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
|  |                                      |                  |  |                 |               |
| <b>Total indicative hours</b>  |                                      |                  |  |                 |               |

Application for RPL and/or credit transfer within Stage 5 or Stage 6 VET Courses  
(updated September 2014)

**SECTION 5 (b) HSC Content (Industry Curriculum Frameworks – HSC focus areas)**

Where an associated 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 Content (HSC focus areas) and for providing a program that enables the student to address the identified gaps.

**HSC Content 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<br>(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 [\*HSC and RoSA timetable of actions for schools\*](#):

## SECTION 6 HSC examination preparation & estimated examination mark (where relevant)

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

☐ 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:

☐ An appropriate procedure to determine an estimated examination mark for the student has been identified.

## SECTION 7 Student, school/college and RTO sign off

The outcome of the application for RPL/credit transfer within the Stage 5/Stage 6 VET course as detailed above, and any programs identified to address gaps in the 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:

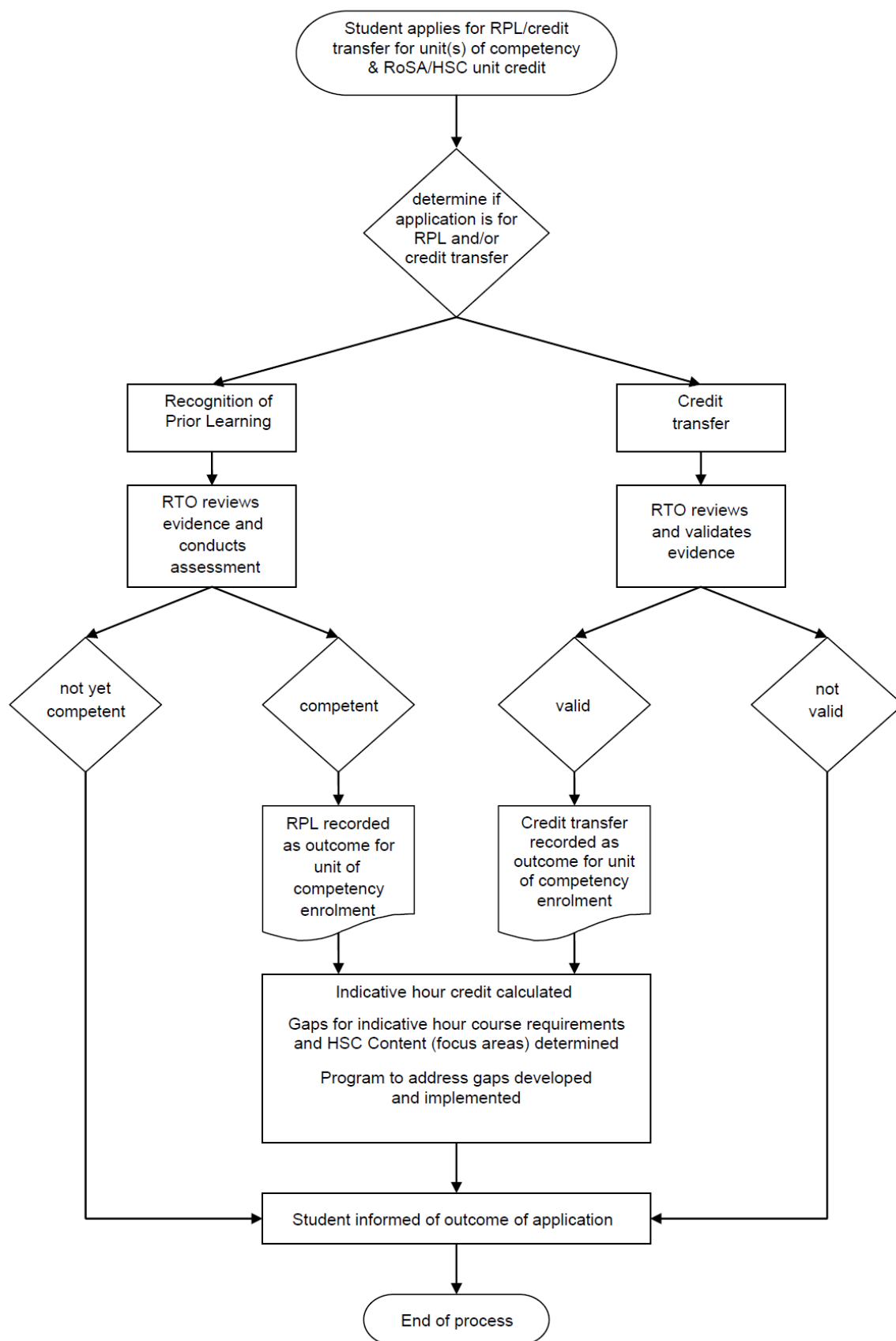
Date:

### School or College/RTO use only

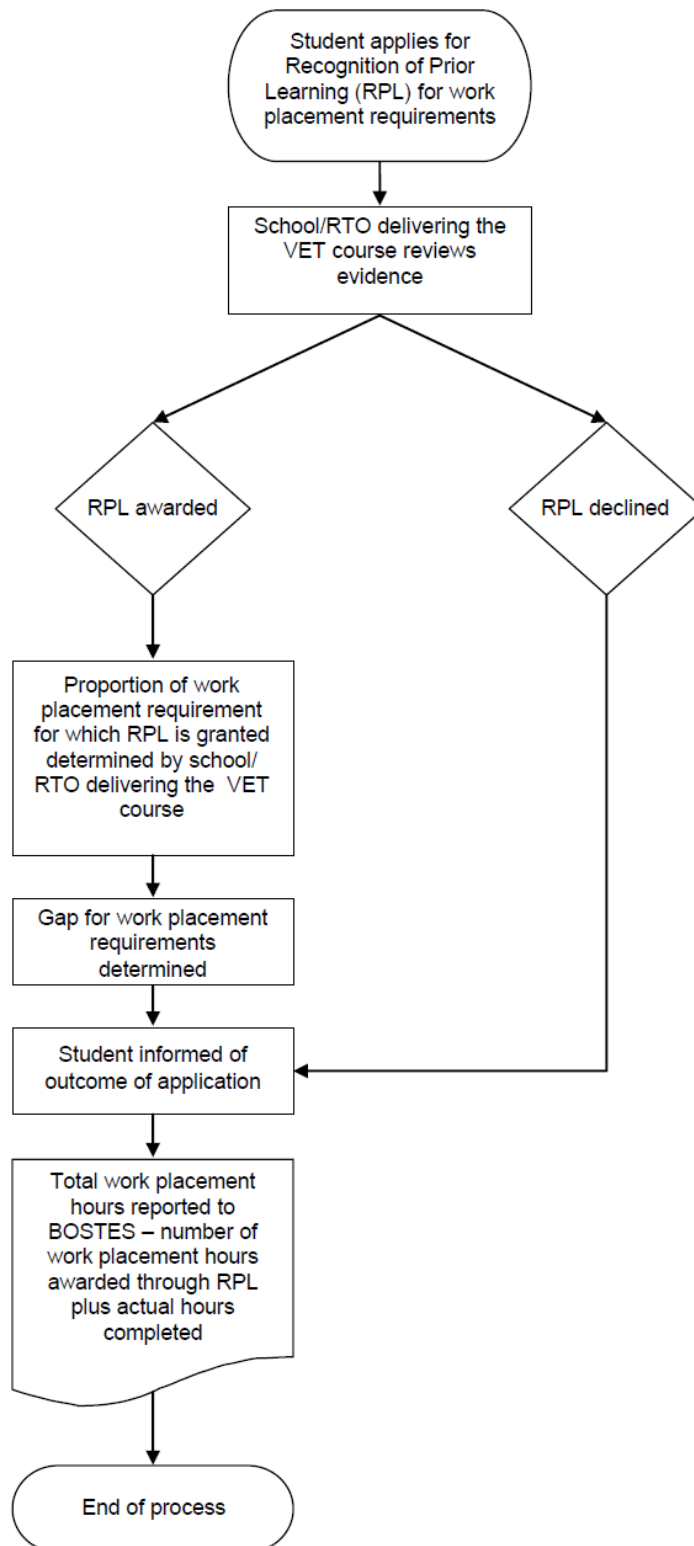
| Action   | Initial | Date |
|--|---------|------|
| RPL/credit transfer determinations have been documented in Section 5(a) of this document.  |         |      |
| RPL/credit transfer outcomes have been reported through <i>Schools Online (Administration)</i> or the RTO's processes for TAFE NSW.  |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

Application for RPL and/or credit transfer within Stage 5 or Stage 6 VET Courses  
(updated September 2014)

## RPL/Credit Transfer for Unit(s) of Competency and indicative hour requirements



## RPL for work placement requirements



## **'N' Warning Flowchart**

Task not completed. 'N' Warning letter sent by CRT.  
N Award Determination Checklist initiated.

*(For ATSI students – copy of task and warning to Ab. Ed. Office & consult with staff to determine method of home contact)*

Task not completed by 'new due date'. 2<sup>nd</sup> 'N' warning for task sent along with phone call home to parent/caregiver by CRT

*(For ATSI students – copy of task and warning to Ab. Ed. Office & consult with staff to determine method of home contact)*

Task not completed by 'new due date'. 2<sup>nd</sup> new date'. 3<sup>rd</sup> 'N' warning for task sent along with HT Call home / parent interview.

*(For ATSI students – copy of task and warning to Ab. Ed. Office & consult with staff to determine method of home contact)*

DP responsible for Year group notified  
N Warning Support booklet utilised

**Improvement Program initiated by DP**

If at any point the task is completed to a satisfactory standard it is immediately resolved and this must be indicated in the students' electronic record.



**(Sample)**



# HENRY KENDALL HIGH SCHOOL

Principal – Andrew Backhouse

(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 a 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 ✕ followed the course developed or endorsed by the Board
- B ✓ applied themselves with diligence and sustained effort to the set tasks and experience 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

Mrs James/Mrs Wearne  
Deputy Principal

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

| Course Requirement/s | Course Requirement/s<br>Initial Due Date | Action Required<br>by Student | Due Date for<br>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 that (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/her) Higher School Certificate Record of Achievement.
- I am also aware that the 'N' (non-completion of course) determination may make ##him-her## ineligible for the award of the Higher School Certificate.

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 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

## Step 1

### *PLACEMENT ON FORMAL IMPROVEMENT*

- Interview by Deputy Principal or Principal
- Parents contacted by Deputy Principal
- Added to Millennium register and monitoring card issued

## Step 2

- UPL plan written in consultation with student and parent
- N Warning Support booklet implemented
- Student receives copy of UPL plan and plan submitted to relevant staff
- Deputy Principal monitors time frame for completion of UPL plan
- Principal signs off completion of UPL plan

## END

- All N Award Warnings have been successfully resolved
- Senior Enrolment Contract is being adhered to by students every day
- 95% attendance rate for all courses (from start of Improvement Program)

### *IMPROVEMENT PROGRAM SUCCESSFULLY COMPLETED*

#### **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)

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## **Student Appeal Form**

### **Preliminary and HSC Courses**

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*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:

[illegible]

*(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)*