



# Batemans Bay High School

LEARNING LEADS TO EMPOWERMENT



**Year 11 Preliminary**

**Assessment Procedures 2025**

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## Welcome to Year 11 2025

### Preliminary HSC

This assessment handbook outlines the Batemans Bay High School Preliminary Assessment Policy.

It aims to help senior students by:

- assisting in understanding the requirements of Preliminary and the HSC
- explaining the processes around assessment and how marks are determined
- assisting with information about how to prepare, plan and organise their time so they meet assessment expectations
- explaining the process for requesting illness and misadventure and/or appealing a result
- informing about certain rules they must follow and requirements they must meet
- listing in a simple and standard fashion the assessment tasks in each course, while showing the outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

It is the responsibility of students to read and ensure they understand the contents of this booklet and to share this booklet with parents and carers.

#### Staff Contacts

Principal	Paula Brennan
Deputy Principals	Caroline Preston Andrew Histon Diarna Kalmanidis
Year Advisor	Skye Matthews
Learning and Support	Maria Love

Batemans Bay High School – phone 4478 3600

Assessment tasks are subject to change from year to year.

Information in this booklet applies to students sitting the Preliminary in 2025 and the HSC in 2026.

While the information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task that is issued by their class teacher.

## Key terms used in this booklet

<b>AMOW</b>	<b>HSC: All My Own Work</b> <i>HSC: All My Own Work</i> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of the HSC studies.
<b>NESA</b>	<b>NSW Education and Standards Authority</b> NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate Credential.
<b>RoSA</b>	<b>Record of School Achievement</b> The Certification students receive from NESA if they leave school prior to completing the HSC
<b>HSC</b>	<b>Higher School Certificate</b> Highest level of certification in NSW high schools, usually completed in Year 12 of high school
<b>Preliminary HSC</b>	First stage of the HSC; usually completed in Year 11 of high school
<b>Stage</b>	A period of learning, typically of two years duration. Stage 5 refers to Years 9 and 10 and Stage 6 refers to Years 11 and 12
<b>Unit</b>	The amount of time involved in a course
<b>BDC</b>	<b>Board Developed Course</b> Courses developed by NESA than can be used in the calculation of an ATAR
<b>BEC</b>	<b>Board Endorsed Course</b> Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
<b>CEC</b>	<b>Content Endorsed Course</b> These courses are endorsed by NESA to be delivered in all schools. There is no HSC external exam and they do not count towards an ATAR
<b>TAFE</b>	<b>Technical and Further Education</b>
<b>VET</b>	<b>Vocational Education and Training</b>
<b>TVET</b>	<b>TAFE delivered Vocational Education and Training courses</b>
<b>UAC</b>	<b>University Admissions Centre</b>
<b>ATAR</b>	<b>Australian Tertiary Admission Rank</b> A rank calculated by UAC as a way of determining entry to university courses
<p><b>Useful websites:</b>  <a href="https://www.educationstandards.nsw.edu.au/">https://www.educationstandards.nsw.edu.au/</a>  <a href="http://www.uac.edu.au">www.uac.edu.au</a></p>	

## NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) governs assessment requirements for Preliminary and the Higher School Certificate which are implemented by this school. The NESA website allows you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and notes from the Marking Centre.

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

### Students Online

During your Preliminary year, the NESA Students Online service will be available for you to log on and view your details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results for your HSC year.

### Pattern of Study

All Preliminary courses must be successfully completed before a student can commence HSC courses. This requires the completion of 12 units of study.

The Preliminary course runs from the start of Term 1 to the end of Term 3 2025, and must include 12 units of study, composed of:

- At least six units of NESA developed courses (that is, courses with an external HSC examination);
- at least two units of a NESA developed course in English, or English Studies;
- at least three courses of a 2-unit value or greater (either NESA developed or NESA endorsed courses);
- at least four subjects (including English).

Students must meet minimum assessment requirements in the Preliminary year.

## What is assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the Preliminary year and is a vital component of learning. Students will be ranked and graded in each course at the end of the Preliminary HSC. Although Preliminary HSC assessment marks are not used in the calculation of HSC marks, successful completion of the Preliminary course is a prerequisite for continuation.

Assessment is also used to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.



In all subjects these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations or fieldwork.

## **Assessment methods across types of courses**

### **NESA Board Developed Courses**

Year 11 students complete school-based assessments as part of their Preliminary HSC. Assessment is based on mandatory weightings and components as set out in the syllabuses for each Preliminary HSC course being studied.

### **VET courses**

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential. It is mandatory that all students studying VET courses do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an “N Determination” for the course.

### **Life Skills courses**

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.

## **Assessment tasks**

For each course (except externally delivered courses such as TVET and Distance Education courses), an assessment schedule has been included in this booklet. It identifies;

- The general nature of each task;
- the course outcomes that will be assessed;
- the estimated date of the task;
- the weighting of each task towards the final assessment mark.

## **Notification of assessment tasks**

Assessment tasks are clearly labelled and notice of the due date is given in writing to students typically 14 days in advance. Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task. Assessment tasks will not be due or take place in the one-week period before half-yearly or yearly examinations.

### **Satisfactory completion of a course**

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) achieved some or all of the course outcomes.

For the satisfactory completion of a course, NESA does not mandate an attendance requirement. As a guide, however, student attendance falling below 95% is considered by the Department to place a student at educational risk.

The principal may then determine that, because of absence, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.



If at any time it appears that a student is at risk of receiving an 'N Determination' (a non-successful completion of a course), the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be issued in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their class teacher, subject head teachers and the deputy principal. Students who are in danger of receiving an N-Determination will be interviewed, and parents/guardians will be informed of their child's status.

Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course. The principal may then issue an N-Determination.

Ultimately it is a student's responsibility to ensure they are meeting all requirements for the courses they are enrolled in. Students need to make every effort to achieve a successful record of study.

### **Calculating assessment marks**

When the assessment program ends, the school will total all the individual assessment task marks and apply any weightings to create a final assessment grade.

Students do not receive a final assessment mark, however, they do receive a school report showing their final assessment grade and 'rank' (position in your school group) per course.

### **Excursions and school events**

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their Preliminary HSC Assessment obligations on the given date unless alternative arrangements have been pre-arranged and approved by the head teacher and deputy principal.

## The responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESA, incorporating mandatory assessment components and weightings for that course
- NESA document [HSC Rules and Procedures Guide](#) (in Year 12)
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students typically 14 calendar days in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- Their rank for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void or invalid, a new task will be set, and the same requirement of typically 14 calendar days will be upheld.

## The responsibilities of the student

It is the responsibility of the student to:

- Complete each course in which they are enrolled. This will be demonstrated by:
  - following the course that has been developed or endorsed by NESA,
  - applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
  - achieving some or all of the course outcomes.
- Attend all classes. Continued absence from class may mean that a student is not applying themselves with diligence and sustained effort and can therefore lead to an “N Determination” warning.
- Complete all set course work and learning tasks (not just assessment tasks) in order to achieve course outcomes even when absent from class.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Ensure that all personal technology devices (such as phones, smart watches, ipads and laptops) are off and away for all assessment tasks unless approved for the task.
- Complete all tasks by 11:59pm on the due date unless otherwise specified in the task notification.
- Present work that is their own, in the specified form by the due date. A student who is found guilty of malpractice will be a zero mark for the task and an “N Determination” warning will be issued.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An “Illness and Misadventure Application” **must** be sought on the first day back at school, completed and returned to the deputy principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An “Illness and Misadventure Application” has been included in this document or is available from the deputy principal.
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (for example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed.





- Comply with all the rules of the examination setting as provided on the exam timetable at the date of issue.
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the “Appeal for Change of Date” form, or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods.
- Failure to negotiate a change of date in advance may result in a zero mark and N Warning.
- Complete mandatory work placement if enrolled in a VET course.

## The responsibilities of the teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule for Year 11 and four tasks for Year 12 of various types for 2 unit courses in line with NESA requirements.
- Allocate weightings to each of the tasks in accordance with the component weightings and the school’s judgement of the relative importance of each task.
- Supply their students with detailed information (task notifications) about each assessment.
- Notify students in writing of the course assessment requirements.
- Notify students in writing typically 14 calendar days prior to each task. This notification will include:
  - The date the task is due,
  - A description of the task,
  - The weighting of the task,
  - The outcomes being assessed, and
  - The criteria on which the task will be marked.
- Notify students and their parents in writing by issuing a “N Determination Warning” letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task and eligibility requirements have been met.
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student’s current Individual Learning Plan.
- Ensure that assessment tasks are returned within two weeks of submission to students (unless exceptional circumstances occur) with a mark / grade, rank and feedback to assist improvement in student performance. This feedback should include:
  - The student’s achievement in relation to the outcomes
  - The student’s rank for that task
  - Appropriate and specific feedback about the student’s performance in the task.
  - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course.
- Refer appeals and variations to the deputy principal and/or principal for determination, under exceptional circumstances.
- If a change of date for completion of a task is required there is no need for a further two weeks’ notice provided the task is not being brought forward.
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur approval will be sought from the head teacher and deputy principal, and students will be informed in writing.



## The responsibilities of head teachers

In order to support students to successfully meet the NESA requirements for Preliminary courses and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved.
- Keep a copy of the task in print and/or electronic form in case the original is mislaid.
- Make recommendations about extensions, malpractice, illness/misadventure and refer to the deputy principal for the final decision.
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings and ensure all students must follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program.
- Ensure all students comply with the standard set out by NESA in [Honesty and Integrity in HSC Assessment](#).
- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Batemans Bay High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

## What happens if a student fails to fulfil their responsibilities?

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own.
- A zero mark for work not submitted by the due date.
- A zero mark for a non-serious attempt.
- A zero mark for work not granted consideration due to illness/misadventure.
- An "N Determination" warning in a particular course if he/she fails to complete assessment tasks.

**Failure to meet responsibilities may result in a "N Determination" warning letter, which may place a student's Preliminary and HSC in jeopardy. Students and parents will be warned in writing.**

### Non-serious attempts

Students are warned that NESA does not treat non-serious attempts lightly and may prevent the award of an HSC, especially where it occurs during an actual HSC examination. Non-serious attempts include:

- Failure to submit an assessment task.
- Failure to show ongoing work towards an assessment task over time
- Submitting a frivolous attempt of an assessment task.
- Failure to attempt all sections of an exam or assessment task.
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Preliminary or HSC course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

## Grading

A grade from A to E will be awarded by the school for most Preliminary courses on the basis of performance descriptors issued by NESA. These grades will indicate the student's level of achievement relative to the knowledge and skills objectives of the course.

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
<b>N</b>	An "N determination" may be applied, meaning the student has failed to meet course outcomes.

The grades form part of a student's ROSA.

## Student Progress Concerns

Students recognised as causing concern will be encouraged to improve their commitment to their studies to ensure successful completion of the course.

### Progress Concern Process

<b>1</b>	<p>Teacher identifies student as causing concern in relation to:</p> <ul style="list-style-type: none"> <li>• Attendance (below 95%) and/or truancy from class</li> <li>• no evidence of missed work being completed</li> <li>• classwork and homework regularly incomplete</li> <li>• not participating in classroom learning and/or practical based activities</li> <li>• no evidence of progress towards the completion of an assessment task</li> </ul>
<b>2</b>	<p>Class teacher in consultation with head teacher:</p> <ul style="list-style-type: none"> <li>• interview the student (where possible) to discuss; <ul style="list-style-type: none"> <li>- the issue, available supports and what is required to address the issue</li> <li>- a timeframe that the student is required to resolve the issue</li> <li>- actions required by the teacher should the issue continue or not be resolved</li> </ul> </li> <li>• phone or email parents/carers of the student to inform them of the concern</li> <li>• record interview into Sentral (notifying DP, HT, YA, WC, LST, ALC as required)</li> </ul>
<b>3</b>	<p><b>3a. Concerns resolved:</b></p> <ul style="list-style-type: none"> <li>• student continues in course</li> <li>• teacher adjusts Sentral entry to confirm resolution of concerns raised</li> </ul> <p><b>3b. Concerns not resolved:</b></p> <ul style="list-style-type: none"> <li>• N Warning process will be followed</li> </ul>

## N Warning Process - Official warning letters

Where students do not resolve concerns raised or do not complete components of the course, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To resolve an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it difficult for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate will follow the “N” Determination process.

### N Warning Process

<b>1</b>	Student has not met their responsibilities for completion of work, assessment tasks and/or applying themselves with diligence or sustained effort
<b>2</b>	<p><b>2a. Class teacher and head teacher will:</b></p> <ul style="list-style-type: none"> <li>• Issue an N Warning letter to the student both in class and send to parents/carers</li> <li>• Provide a timeframe to resolve the task</li> </ul> <p><b>2b. Student has a valid reason for missing the task:</b></p> <ul style="list-style-type: none"> <li>• Student approach the deputy principal to request an Illness and Misadventure Form</li> <li>• Misadventure process to be followed</li> </ul>
<b>3</b>	<p>Student does not require Illness and Misadventure</p> <p><b>3a. Student resolves N Warning</b></p> <ul style="list-style-type: none"> <li>• Student completes the required work in the timeframe</li> <li>• Teacher adjusts Sentral entry to confirm resolution of the N Warning</li> </ul> <p><b>3b. Student does not resolve N Warning</b></p> <ul style="list-style-type: none"> <li>• A follow up N Warning will be issued</li> </ul>

## Change of Date Process

Change of date process is available to students who become aware of a clash with an assessment task and a school or personal commitment. Students need to apply as soon as possible to change the date of a task and provide appropriate supporting documentation.

### Change of Date Process

<b>1</b>	<p><b>1a. Student requests a consideration for a change of date to complete a task.</b></p> <ul style="list-style-type: none"> <li>• approach deputy principal for a Change of Date form during break times</li> <li>• complete form and give to class teacher</li> <li>• class teacher and head teacher recommend an alternative date</li> <li>• head teacher gives the form to the deputy principal</li> <li>• deputy principal makes final decision</li> <li>• student completes task</li> </ul>
	<p><b>1b. Student does not apply for change of date</b></p> <ul style="list-style-type: none"> <li>• student does not complete task</li> <li>• N Warning letter issued and zero marks will apply</li> </ul>

## Illness and Misadventure Process

Illness/Misadventure is available to students who experience sickness, illness or unforeseen circumstances immediately before or at the time of the assessment or exam. All Illness and Misadventure applications must be accompanied with a certificate from a doctor or specialist and/or an incident notification from a relevant reputable business or person eg. police statements, statutory declaration or a legal document, depending upon the incident.

Illness/Misadventure does not cover:

- attendance at a sporting, artistic or cultural event
- a family holiday
- alleged inadequacies of teaching
- long term matters relating to loss of preparation time, or loss of study time or facilities
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs

### Illness and Misadventure Process

<b>1</b>	<p>Student will contact the class teacher or head teacher on the day of the task to inform them of the need for Illness and Misadventure</p>
<b>2</b>	<p><b>2a. Student has a valid reason for missing the task:</b></p> <ul style="list-style-type: none"> <li>• approach deputy principal on the first day back at school for a Illness and Misadventure form</li> <li>• complete the form, attach appropriate documentation and give to the class teacher</li> <li>• class teacher and head teacher recommend how the student can redeem the task</li> <li>• head teacher gives the form to the deputy principal</li> <li>• deputy principal makes final decision</li> <li>• student completes task and marks are awarded</li> </ul>
	<p><b>2b. Student has no upheld valid reason for missing the task:</b></p> <ul style="list-style-type: none"> <li>• teacher issues N Warning letter</li> <li>• student must still resolve the task</li> <li>• zero marks will still apply</li> </ul>



## Technology problems

Computer, internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- Online evidence of the work in progress in google classroom by the student
- A draft printout of the task
- A handwritten draft version of the task
- An electronic copy of the task given to the teacher, in the case of a printer malfunction

Students should also regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

If a printout is required students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

An “N Determination” warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.

### **New enrolments**

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks or be provided with alternative tasks.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.



## Honesty and Integrity of HSC school-based assessment

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC and means;

- **Being honest and ethical** – being honest about what is your own work and what isn't, and about where you got your information.
- **Listing all your sources** – research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source.
- **Using your own words** – communicate what you have learnt in your own words.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specification documentation. Use of and inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

General teaching and learning does not require formal acknowledgement.

## Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESA syllabus packages including Assessment and Reporting information.

Types of malpractice in Preliminary and HSC assessment tasks may include, but are not limited to:

- **Misrepresentation** – when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- **Plagiarism** – when a student pretends to have written, created or developed work that has originated from another source.
- **Collusion** – when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- **Breach of assessment conditions** – when a student does not follow the rules set out for assessment or examination.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

- a. Completing **All My Own Work** (or its equivalent), and
- b. reading **HSC Rules and Procedures Guide**, and
- c. completing **HSC minimum standard: Malpractice and breaches of test rules**, and
- d. completing **HSC practical exams**.

## Suspected Malpractice

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by a panel formed by the deputy principal.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to:

- explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, the following range of consequences may apply:

- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- If applicable the student may have the ability to resolve the N Warning and re-submit the task – *the zero mark may still be upheld*

If plagiarism is determined by the panel additionally:

- the students name will be recorded on the malpractice register in NESA via schools online potentially placing their HSC in jeopardy.

## Malpractice Process

(5 school day turnaround from notification in Sentral)

<b>1</b>	Class teacher; <ul style="list-style-type: none"> <li>- identifies suspected malpractice</li> <li>- informs head teacher</li> <li>- makes a Sentral entry (confidential) and notifies the Deputy Principal</li> </ul>
<b>2</b>	Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents
<b>*</b>	<b>2a.</b> - <i>If the student agrees to malpractice, then an appropriate consequence will be issued</i>
<b>*</b>	<b>2b.</b> - <i>If student disagrees to malpractice</i> Student approaches deputy principal and requests a review
<b>3</b>	Deputy Principal forms panel. This may consist of another deputy principal and a head teacher (excluding the Faculty HT from the course involved) and gathers all information
<b>4</b>	The Assessment Review panel analyses the information gathered and interviews: <ul style="list-style-type: none"> <li>- the student (support person offered)</li> <li>- the class teacher</li> <li>- the head teacher (as required)</li> </ul> The Assessment Review panel makes their decision
<b>5</b>	DP convening the Assessment Review Panel meets with the student and informs them of the outcome of the investigation and communicates this to the parent/carer
<b>6</b>	If malpractice is found – an appropriate consequence will be issued and an entry into NESA malpractice register via schools online
<b>7</b>	Student informed they can follow the Appeals process if they want to appeal the outcome



## School Based Appeals Process

In the event that a student questions the outcome of an assessment process they can follow the appeals process.

They need to apply to the deputy principal within 3 days of the first outcome being issued.

The appeals process can apply to;

- Individual Assessment Task results (apply to the deputy principal within 3 days of the outcome being issued)
- Assessment Rank
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Batemans Bay High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work.

### School Based Appeals Process

1	Student has concerns regarding the outcome of a process relating to assessment.
2	Student applies to the deputy principal for an appeals form
3	The Deputy Principal refers the appeal to the Principal
4	The Principal forms an appeals panel consisting of relevant executive (excluding the deputy principal who managed the original process and the head teacher of the curriculum area of concern) and gathers all information
5	The Appeals panel assess the information gathered and a decision is made
6	The Principal meets with the student and informs them of the outcome of the investigation and appeal and communicates this to the parent/carer
7	The Principals decision is final

### Appeal to NESAs against final assessment rank

Students can appeal their final assessment rank in a course if they believe it is not correct. This appeal needs to be directed to the deputy principal for a review. You can appeal to NESAs if you are unhappy with the school's response. There are specific processes and requirements for reviews and appeals with NESAs. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered.



## Students Requiring Additional Support

### NESA special provisions

NESA may grant special provision to students who have medical conditions that require, for example: rest breaks, increased time and/or special furniture. Where provisions are likely to be granted by the NESA they will also be available to students during the Preliminary exams. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

### Disability Provisions

Any Preliminary and HSC student with a recognised disability can apply for disability provision. Disability provisions in the Preliminary and HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

### Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of some students. There are Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate but not the ATAR.

Each Life Skills course comprises 2-unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An additional learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

**Students studying a Life Skills pattern of study are also subject to N-Award warnings.**



## Student support at Batemans Bay High School

### Senior Study Hub

The Study Hub is designed to provide a dedicated space to support senior students as they embark on their HSC journey in the last two years of school. This space provides the opportunity for students to study both independently and in groups whilst being able to access a wide range of resources including laptops to develop their learning. Students are encouraged to negotiate support with teachers and head teachers in this space.

Students are to use their time wisely when they have a study period and must follow the rules of the Study Hub and protocols for study periods.

### The library

The greater library is also a place for research and study and period 4 study sessions are conducted there on Wednesdays.

### Year Advisor, Senior Wellbeing Coordinator and Year Group Deputy Principal

The Year 11 Year Advisor, Senior Wellbeing Coordinator and Deputy for Year 11 can offer a range of support including with things like;

- Stress
- An unexpected change of circumstances
- Family issues
- Pressure from work, home, friends
- Financial hardship
- Study support
- Pattern of study questions

Essentially they will listen, support where they can and refer you to more specialised help where necessary.

### Classroom teachers and head teachers

Our teaching staff understand the pressures of the Preliminary course. If students are worried about classwork or assessment tasks, please speak with your teacher as soon as possible rather than worry. They can clarify expectations and tasks. Head teachers are also available if you need further clarification, support, or for referral to collect an Illness and Misadventure application.

### Principal and deputy principals

The principal and deputy principals are always available to discuss any issues or queries that may be concerning students. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when students need them.

### Counsellors and school psychologists

The counselling team at Batemans Bay High School are available to discuss any concerns that require more specialised support. Students can self-refer or speak to their year advisor or the deputy principal. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others.

## Glossary of key verbs for the Higher School Certificate

Preliminary and HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

This glossary of key verbs has been developed to help provide a common language and consistent meaning in Preliminary and HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition – what you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



## Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task bibliographical references need to be cited in an alphabetical list at the end of the work.

### Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

### E-mail references

Langford, L (1998). Information Literacy (online). Available at: [emaillangford@csu.edu.au](mailto:emaillangford@csu.edu.au)

### Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at [http://www.arthes.com:1030/Oct.23\\_1996](http://www.arthes.com:1030/Oct.23_1996)

### CD-ROMs

Author's surname, initials. (Year). Title:(*use italics*) [CD-ROM]. Place of publication: Publisher.

Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

### Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

### Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

### Reference Books

*Title of book*. (Year). Place of publication: Publisher.

*The Cambridge Encyclopaedia of Human Evolution*. (1992). Cambridge: Cambridge Uni. Press.

### Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

### Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

### Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

### Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

### Annotated Bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

## Change of Date Application

This appeal should be made verbally to the class teacher initially, and then in writing to the head teacher

<b>Part A: To be completed by student</b>				
Student name:		Year:		
Course:		Class teacher:		
Assessment task:		Official due date:		
Proposed new date:				
Has the matter been discussed with class teacher?		Yes	No	
Circle category for appeal	Work placement	Excursion	Approved leave	School rep
Other:				
Explanation: (attach supporting documents and/or letter from parent/carer)				
<input type="checkbox"/> I declare that the information I have provided is true and accurate <input type="checkbox"/> If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date <input type="checkbox"/> If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students				
Student (signature):			Date:	
<b>Part B: Head teacher recommendation</b>				
Recommendation:				
Head teacher (signature):			Date:	
<b>Part C: Completed by deputy principal</b>				
<input type="checkbox"/> Change of Date granted  <input type="checkbox"/> New due date .....		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral		
Deputy principal (signature):			Date:	

Change of Date:    Upheld    Dismissed

## Illness and Misadventure Application

If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Advise the head teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation and present it to the deputy principal as soon as possible.

<b>Part A: To be completed by student</b>			
Student name:		Year:	
Course:		Class teacher:	
Assessment task:		Official due date:	
Proposed new date (if applicable):			
Has the matter been discussed with class teacher?		Yes	No
Circle category for appeal	Illness/injury	Bereavement	Misadventure
	Other (specify)		
Explanation (attach supporting documents and/or letter from parent/carer)			
<input type="checkbox"/> I declare that the information I have provided is true and accurate			
Student (signature):		Date:	
<b>Part B: Head teacher recommendation</b>			
Recommendation:		<input type="checkbox"/> School notified on day	
Head Teacher (signature):		Date:	
<b>Part C: Completed by deputy principal</b>			
<input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Extension granted without penalty <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Estimate to be given <input type="checkbox"/> No extension granted <input type="checkbox"/> No marks to be awarded		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral	
Deputy Principal (signature):		Date:	

Illness and Misadventure:      Upheld      Dismissed

## School Based Assessment Appeal

<b>Part A: To be completed by student</b>	
Student name:	Year:
Course:	Class teacher:
Details of the appeal:	
Reasons for the appeal:	
Supporting evidence provided: (please attach)	
<input type="checkbox"/> I declare that the information I have provided is true and accurate	
Student (signature):	Date:
Parent name:	
Parent (signature):	Date:
<b>Part B: Completed by Principal</b>	
Appeal Panel: 1. .... 2. .... 3. ....	
Comments:	
<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral	
Principal (signature):	Date:

School Based Appeal:      Upheld      Dismissed



## Preliminary Term by Term Whole Assessment Schedule

T1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
							HMS		Aboriginal St Biology Chemistry Marine St Photography Society Culture SLR	Agriculture Business St Geography Legal St Multimedia Music Physics Timber Visual Arts	English Adv English Std English St Math Adv Math Ext 1 Math Std Modern Hist
T2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		English Ext	CAFS	Ancient Hist			Biology Math Adv Math Ext 1 Math Std Photography	Aboriginal St Agriculture Business St HMS Marine St Timber Visual Arts	English Adv English Std English St Geography Legal Multimedia Music SLR	Chemistry Modern Hist Physics Society Culture	
T3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	English Ext			CAFS		Ancient Hist	Photography	Moratorium	Yearly examinations		

<b>Aboriginal Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
		Task: Report Topic: Aboriginality and the Land	Task: Case Study Topic: International Indigenous Communities	Yearly Examination
		Outcomes: P1.1, 2.1, 2.2, 3.2	Outcomes: P1.2, 1.3, 3.1, 3.2	Outcomes: P2.2, 3.3, 4.1, 4.3
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Communication of information, ideas and issues in appropriate forms	25%	10%	10%	5%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5%	5%	5%
Knowledge and understanding of course content	40%	10%	10%	20%
Research and inquiry methods, including aspects of the Local Community Case Study	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

<b>Agriculture</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
		Farm Case Study	Research Task	Yearly Examination
		Outcomes: P1.1, P2.1, P2.3, P3.1, P5.1	Outcomes: P2.1, P3.1, P5.1	Outcomes: P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	15%	10%	15%
Skills in effective research, experimentation and communication	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



<b>Ancient History</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 4	Term 3 Week 6	Term 3 Week 9
		Task: Source Analysis Topic: Investigating Ancient History	Historical Investigation	Yearly Examination
		Outcomes: AH11-4, AH1-6, AH11-7	Outcomes: AH11-2, AH11-5, AH11-8, AH11-10	Outcomes: AH11-1, AH11-3, AH11-9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding course content	40%	10%	10%	20%
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	10%	10%	
<b>TOTAL</b>	<b>100%</b>	40%	30%	30%

<b>Biology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9
		Practical Investigation Microscopy: Size of Red and White Blood Cells	Depth Study Cullendulla Creek Field Work and Report	Yearly examination
		Outcomes: BIO 11/12.1, 11/12.2, 11/12.3, 11/12.7, 11.9	Outcomes: BIO 11/12.1, 11/12.4, 11/12.5, 11/12.6, 11/12.7, 11.10	Outcomes: BIO 11/12.4, 11/12.5, 11/12.6, 11/12.7, 11.8, 11.9, 11.10, 11.11
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Business Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
		Task: Australian Business Report  Topic: Nature of Business	Task: In Class Response  Topic: Business Management	Yearly Examination
		Outcomes P2, P6, P7, P9	Outcomes P4, P5, P8, P9	Outcomes P1, P2, P3, P4, P5, P6, P8, P9, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus based skills	20%		15%	5%
Inquiry and research	20%	15%	5%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

<b>Chemistry</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9
		Make and Present a Model Module 1 Properties and Structure of Matter	Depth Study Practical Task Module 3 Reactive Chemistry	Yearly Examination
		Outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	Outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11- 10	Outcomes: CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Skills in working scientifically	60%	15%	25%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

<b>Community and Family Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 3	Term 3 Week 4	Term 3 Week 9
		Managing Resources Case Study Task  Modules - Resource Management/ Individuals and Groups	Local Community Report  Modules - Families and Communities	Yearly Examination  All modules
		Outcomes: P1.1, 1.2, 2.1, 4.2, 5.1, 6.2	Outcomes: P1.2, 2.4, 4.1, 4.2, 6.1	Outcomes: Selection of All
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	25%	25%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>



<b>English Advanced</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9
		Portfolio of Work Reading to Write	Multimodal Presentation Module A: Narratives That Shape Our World	Yearly Examination
		Outcomes: EA11-3, EA11-5, EA11-9	Outcomes: EA11-2, EA11-4, EA11-7	Outcomes: EA11-1, EA11-5, EA11-6,
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	<b>50%</b>	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>



<b>English Extension</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 2	Term 3 Week 1	Term 3 Week 10
		Creative Task Texts, Culture and Value	Extended Response Texts, Culture and Value	Multimodal Presentation Independent Research Project
		Outcomes: EE11.1, EE11.3	Outcomes: EE11.2, EE11.5	Outcomes: EE11.4, EE11.6
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	30%	30%	40%

<b>English Standard</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9
		Portfolio of Work Reading to Write	Multimodal Presentation Module A - Contemporary Possibilities	Yearly Examination
		Outcomes: EN11-3, EN11-5, EN11-9	Outcomes: EN11-2, EN11-7, EN11-8	Outcomes: EN11-1, EN11-4, EN11-6,
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

<b>English Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9
		Achieving Through English: Becoming an Employee Multimodal Task	Playing the Game: In Class Exam	Achieving Through English: Collection of Classwork, The Big Screen, Playing the Game
		Outcomes: ES11-3, ES 11-5, ES 11-6	Outcomes: ES11-1, ES11-2, ES11-9	Outcomes: ES11-4, ES11-7, ES11-8, ES11-10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in comprehending texts and communication of ideas, using language accurately, appropriately and effectively	<b>50%</b>	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Geography</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Task: Topic Test Topic: Earth's Natural Systems	Task: Geographical Investigation	Yearly Examination
		Outcomes: GE11-01, GE11-02, GE11-05, GE11-09	Outcomes: GE11-05, GE11-06, GE11-07, GE11-09	Outcomes: GE11-01, GE11-04, GE11-08, GE11-09
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	<b>40%</b>	15%	5%	20%
Geographical tools and skills	<b>20%</b>	10%		10%
Geographical inquiry and research, including fieldwork	<b>20%</b>		20%	
Communication of geographical information, ideas and issues	<b>20%</b>	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	30%	30%	40%

<b>Health and Movement Science</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 7	Term 2 Week 8	Term 3 Week 9
		Depth Study  Module – The Body and Mind in Motion	Collaborative Investigation  Module – The Body and Mind in Motion	Yearly Examination  Module – The Body and Mind in Motion and Health of Individuals and Communities
		Outcomes: HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	Outcomes: HM-11-05, HM-11-06, HM-11-07, HM-11-08	Outcomes: Selection of all
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	20%	10%	15%
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60%	15%	25%	15%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

<b>Industrial Technology Multimedia</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Industry Study	Preliminary Project	Yearly Examination
		Outcomes: P1.1, P7.1, P7.2	Outcomes: P2.1, P2.2, P3.1, P3.3, P4.2, P5.1, P5.2	Outcomes: P1.1, P2.2, P6.1, P6.2, P7.1, P7.2
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in management, communication and production of projects	60%	20%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

<b>Industrial Technology Timber</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
		Industry Study	Preliminary Project	Yearly Examination
		Outcomes: P1, P2, P5.1, P6.2, P7.1, P7.2	Outcomes: P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Outcomes: P1.1, P2.2, P6.1, P6.2, P7.1, P7.2
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%			40%
Knowledge and skills in management, communication and production of projects	60%	20%	40%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>



<b>Legal Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Task: Research Task Topic: The Legal System	Task: Written Response Topic: Law in Practice	Yearly Examination
		Outcomes: P1, P6, P8, P9	Outcomes: P1, P4, P9, P10	Outcomes: P1, P2, P3, P5, P7, P9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Marine Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
		Task: Practical Topic: Marine Safety and First Aid	Task: Skills Based Report Topic: Seafood Handling and Processing	Yearly Examination  Topic: Core Modules 1-5 + Boating and Seamanship
		Outcomes: 3.1, 5.2, 5.3	Outcomes: 1.4, 3.3, 3.4	Outcomes: 1.2, 3.2, 5.1
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Core 1-5	25%	25%		
Module 15 – Seafood Handling and Processing	50%		50%	
Module 19 – Boating and Seamanship	25%			25%
<b>TOTAL</b>	<b>100%</b>	25%	50%	25%

<b>Mathematics Advanced</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 7	Term 3 Week 9
		Task: Class Test  Topic: Algebraic Techniques, Equations and Inequations, Functions	Task: Investigation  Topic: Trigonometric Functions	Yearly Examination
		Outcomes: MA11-1, MA11-2, MA11-8, MA11-9	Outcomes: MA11-1, MA11-5, MA11-8, MA11-9	Outcomes: MA11-1 to MA11-9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Understanding, fluency and communication	50%	20%	10%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

<b>Mathematics Extension 1</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 7	Term 3 Week 9
		Task: Class Test  Topic: Combinatorics and Polynomials	Task: Investigation  Topic: Inequalities and Functions	Yearly Examination
		Outcomes: ME11-1, ME11-2, ME11-6, ME11-7	Outcomes: ME11-1, ME11-3, ME11-4, ME11-7	Outcomes: ME11-1 to ME11-7
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Understanding, fluency and communication	50%	20%	10%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

<b>Mathematics Standard</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 7	Term 3 Week 9
		Task: Test Topic: Earning and Managing Money	Task: Assignment Topic: Perimeter, Area and Volume	Yearly Examination
		Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes: MS11-3, MS11-4, MS11-9, MS11-10	Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Understanding, fluency and communicating	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Modern History</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9
		Task: Source Analysis Topic: Investigating Modern History	Task: Historical Investigation Topic: Investigating Modern History	Yearly Examination
		Outcomes: MH11-6, MH11-7, MH11-10	Outcomes: MH11-6, MH11-7, MH11-8, MH11-9	Outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Music 1</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Research Task  Submission of Research Task Based on the Topic, Incorporating Aural and Musicological Analysis	Composition Viva Voce  Presentation of Composition Portfolio and Viva Voce Based on the Topic	Performance Aural  Solo or Ensemble Performance and Final Written Aural Exam
		Outcomes: P2, P4, P6	Outcomes: P3, P6, P7	Outcomes: P1, P5, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Performance	25%			25%
Composition	25%		25%	
Musicology	25%	15%	10%	
Aural	25%	10%		15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

Photography, Video and Digital Imaging		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7
		Folio Portraits and Essay DI1 and WHS	Video Video and Case Study VM1	Body of Work The Alter Ego and Case Study G1
		Outcomes: M2, M5, CH2, CH4	Outcomes:	Outcomes:
Course Component	Syllabus Weightings	Outcomes: M2, M5, CH2, CH4	Outcomes: M4, CH3, CH5	Outcomes: M1, M3, M6, CH1
Making	70%	20%	20%	30%
Critical and Historical Studies	30%	10%	10%	10%
<b>TOTAL</b>	<b>100%</b>	30%	30%	40%





<b>Physics</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
		Depth Study Dynamics	Practical Task Snell's Law	Yearly examination
		Outcomes: PH 11/12.2, 11/12.3, 11/12.4, 11/12.5, 11/12.6, 11/12.7, 11.9	Outcomes: PH 11/12.3, 11/12.6, 11.10	Outcomes: PH 11.8, 11.9, 11.10, 11.11, 11/12.4, 11/12.5, 11/12.6
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in working scientifically	60%	30%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

<b>Society and Culture</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9
		Topic: The Social and Cultural World Task: Cultural Research Project	Topic: Personal and Social Identity Task: Cross Generational Study	Yearly Examination
		Outcomes: P1, P6, P9, P10	Outcomes: P1, P2, P3, P5, P8, P10	Outcomes: P1, P2, P3, P4, P5, P6, P9, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	50%	15%	10%	25%
Application and evaluation of social and cultural research methods	30%	5%	20%	5%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	30%	35%	35%

<b>Sport, Lifestyle and Recreation (SLR)</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
		Training Program Task	Athletics Performance and Development Task	Yearly Examination
		Modules – Resistance Training, Fitness	Modules – Athletics, Sport Coaching	All modules
		Outcomes: 1.2, 2.2, 3.2, 4.1	Outcomes: 1.6, 2.5, 3.3	Outcomes: Selection of all
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and Understanding of course content	50%	15%	15%	20%
Skills	50%	20%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

<b>Visual Arts</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
		Collection of Works & Structural Frame Analysis  "Renaissance to Now"	Extended Response Essay  Environmental Art	Yearly examination (Body of Work)
		Outcomes: P1, P3, P4	Outcomes: P2, P3, P8, P9	Outcomes: P1, P2, P4, P5, P6, P7, P8, P9, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Artmaking	50%	30%		20%
Art criticism and art history	50%		30%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## Assessment Advice for HSC Vet Courses

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

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency. Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.



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

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
  
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

#### **Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

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

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## Construction Pathways

Assessment Tasks for - CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 4 Term 1	Week 10 Term 1	Week 9 Term 2	Week 9 Term 3	Week 8 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

## Hospitality



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Batemans Bay High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1	Preliminary Yearly Exam **
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Assessment holistically throughout Terms 1, 2 and 3  Assessment to be finalised by: <b>Term 3, Week 5</b>	<b>Term 3, Week 9</b>
SITXFSA001	Use hygienic practices for food safety	X	
SITXWHS001	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards SIT20322 Certificate II in Hospitality. The exam Tasks will be confirmed by your year teacher as they may be used for the assessment of competencies and /or NESA reporting requirements. \*\* Selected units only to be confirmed by your teacher.

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



School Name: Batemans Bay High School

Assessment Schedule Year 11 - 2024

Assessment Plan			Evidence gathering techniques			
Assessment Tasks	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities for example role plays, presentation, reports	Questioning – written or oral related to knowledge for example quizzes, interviews	Work Placement
Task 1	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X		X	
	SITXFSA006	Participate in safe food handling practices	X		X	
	SITHCCC025	Prepare				

## Manufacturing and Engineering

Assessment Tasks for MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3
		Welcome to the industry	Right tool, right job	Engineering in practice
Code	Unit of Competency	Week 10 Term 1	Week 2 Term 3	Week 10 Term 3
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computing technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



(Tear out pages)

# Batemans Bay High School

## Student Assessment Planner

### 2025

#### Note:

The following pages have been included so that you may record the actual date of your Assessment tasks.

- By using your term calendar, you should be able to avoid that last minute panic.
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

#### Term dates

Term 1 2025	Thursday 6 February to Friday 11 April (School Development Days Friday 31 January to Wednesday 5 February)
Term 2 2025	Wednesday 30 April to Friday 4 July (School Development Days Monday 28 April, Tuesday 29 April)
Term 3 2025	Tuesday 22 July to Friday 26 September (School Development Day Monday 21 July)



### Term 1, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
JAN	1					31 School Development Day	
FEB	2	3 School Development Day	4 School Development Day	5 School Development Day	6 All Students Return	7	
FEB	3	10	11	12	13	14	
FEB	4	17	18	19	20	21	
FEB	5	24	25	26	27	28	
MAR	6	3	4	5	6	7	
MAR	7	10	11	12	13	14	
MAR	8	17	18	19	20	21	
MAR	9	24	25	26	27	28	
MAR /APR	10	31	1	2	3	4	
APR	11	7	8	9	10	11 Last day for all students	





### Term 2, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
APR /MAY	1	28 School Development Day	29 School Development Day	30 All Students Return	1	2	
MAY	2	5	6	7	8	9	
MAY	3	12	13	14	15	16	
MAY	4	19	20	21	22	23	
MAY	5	26	27	28	29	30	
JUN	6	2	3	4	5	6	
JUN	7	9	10	11	12	13	
JUN	8	16	17	18	19	20	
JUN	9	23	24	25	26	27	
JUN /JUL	10	30	1	2	3	4 Last day for all students	







### Term 3, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
JUL	1	21 School Development Day	22 All students return	23	24	25	
JUL /AUG	2	28	29	30	31	1	
AUG	3	4	5	6	7	8	
AUG	4	11	12	13	14	15	
AUG	5	18	19	20	21	22	
AUG	6	25	26	27	28	29	
SEP	7	1	2	3	4	5	
SEP	8	8 Moratorium	9 Moratorium	10 Moratorium	11 Moratorium	12 Moratorium	
SEP	9	15 Yearly exams	16 Yearly exams	17 Yearly exams	18 Yearly exams	19 Yearly exams	
SEP	10	22	23	24	25	26 Last day for students	





## Preliminary Term by Term Whole Assessment Schedule

T1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
							HMS		Aboriginal St Biology Chemistry Marine St Photography Society Culture SLR	Agriculture Business St Geography Legal St Multimedia Music Physics Timber Visual Arts	English Adv English Std English St Math Adv Math Ext 1 Math Std Modern Hist
T2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		English Ext	CAFS	Ancient Hist			Biology Math Adv Math Ext 1 Math Std Photography	Aboriginal St Agriculture Business St HMS Marine St Timber Visual Arts	English Adv English Std English St Geography Legal Multimedia Music SLR	Chemistry Modern Hist Physics Society Culture	
T3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	English Ext			CAFS		Ancient Hist	Photography	Moratorium	Yearly examinations		





### **Parents/Students**

*Please tear off this page, fill out the form and return to Batemans Bay High School office*

#### **Parent/Student Acknowledgement Slip**

Please sign below and return to Batemans Bay High School office.

I/We have read and understood the rules and procedures in this  
**Preliminary Year 11 Assessment Schedule, 2025.**

.....  
Parent Name

.....  
Student Name

.....  
Parent Signature

.....  
Student Signature

Date: .....

(End of booklet)