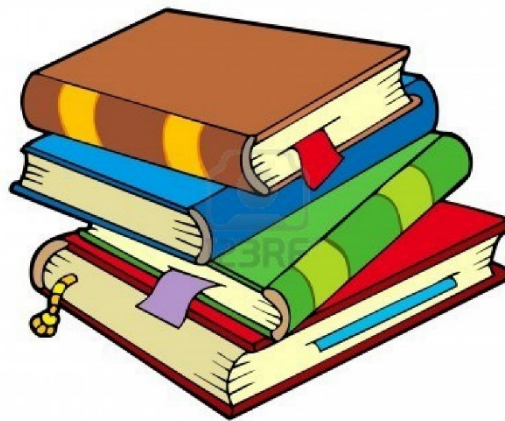




# Warialda High School

## Preliminary Assessment Booklet 2021



Name: \_\_\_\_\_

**The subjects I am undertaking in my  
Preliminary Year 2021:**

<b>Subject</b>	<b>Teacher</b>

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	3
PRELIMINARY COURSE REQUIREMENTS.....	5
WHAT IS SCHOOL ASSESSMENT?.....	6
THE ASSESSMENT PROCESS.....	6
ASSESSMENT TASK PROCEDURES.....	7
a) Notification of Tasks.....	7
b) Submission of tasks.....	7
c) Non Submission of Assessment tasks.....	8
d) Late Submissions of Tasks.....	8
e) Planned absence on the day that a task is due or that an in-class task is scheduled.....	8
f) Absence due to illness or misadventure on the day that an in-class assessment task is scheduled....	9
g) Malpractice.....	9
h) Variation to an Assessment Schedule instigated by the teacher.....	10
i) Appealing the assessment mark awarded.....	10
VOCATIONAL EDUCATION.....	11
a) Complaints and grievance procedures.....	11
b) Appeals.....	11
c) Recognition of prior learning (RPL).....	11
ASSESSMENT TASK SUMMARY TABLE.....	12
<b>INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES.....</b>	<b>16</b>
Biology.....	17
English – Advanced.....	18
English - Standard.....	19
English Studies.....	20
Food Technology.....	21
Industrial Technology - Timber.....	22
Mathematics Advanced.....	23
Mathematics Extension 1.....	24
Mathematics Standard.....	25
Mathematics Standard (Mathematics in Trade).....	26
Modern History.....	27
Music 1.....	28
Personal Development/Health/Physical Education (PD/H/PE).....	29
Physics.....	30
Sport, Lifestyle and Recreation (SLR).....	31

Warialda High School Preliminary Assessment Booklet 2021

Visual Arts (NOT 2021).....	32
Visual Design.....	33
<b>INDIVIDUAL VET SUBJECT ASSESSMENT SCHEDULES.....</b>	<b>34</b>
Business Services .....	35
Assessment Events for .....	35
Business Services BSB20115 Certificate II in Business .....	35
Hospitality .....	36
Assessment Events For: .....	36
SIT20416 Certificate II in Kitchen Operations .....	36
Cluster/Event .....	36
Code .....	36
Unit of Competency .....	36
Primary Industries -.....	37
Appendix 1 – Assessment Variation/Appeal Form .....	38
Appendix 2 - Assessment Notification .....	39

## INTRODUCTION

This booklet outlines:

- the requirements for satisfactory completion of Preliminary courses
- what school assessment is
- the assessment process
- assessment task procedures
- specific information for vocational courses

Provides:

- the 2021 Preliminary Assessment Schedule
- individual course assessment information and schedules
- a copy of the Assessment Variation Form
- Assessment Notification options

## PRELIMINARY COURSE REQUIREMENTS

To be eligible for the award of the Preliminary portion of a HSC, students must satisfactorily complete the NESA requirements for courses studied at least to the value of the minimum number of mandated units. For satisfactory completion of a course, a student must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the tasks and experiences provided by the school
- achieve some or all of the course outcomes
- complete assessment tasks which contribute more than 50% of the total Assessment Mark for that course

A student at risk of not satisfactorily completing a course will be warned by means of official N-Determination warning letters. The school is obliged to provide at least two such warning letters in time for the student to redeem their situation. Warning letters will identify the cause of the risk and will provide advice as to how the student can rectify the issue.

## WHAT IS SCHOOL ASSESSMENT?

School Assessment is an essential part of any Stage 6 Course. It allows students to demonstrate their achievements throughout the year and in alternative ways to a single, final exam.

The purpose of the assessment process is to:

- assist student learning
- assess student achievement
- provide evidence of satisfactorily completion of a course

The assessment process lessens the pressure on students, during the senior years of schooling, by providing several forms of measurement of performance over a period of time. It does not rely upon interest, attitudes or conduct of a student; however, these factors invariably will affect a student's performance.

## THE ASSESSMENT PROCESS

Students will find within this book an assessment schedule for each subject, setting out:

- syllabus component areas and their weightings as defined in each course syllabus
- the timing and weighting of each task
- the course outcomes to be assessed in each task
- the type of assessment task set; eg practical work, essay, test, research or oral presentation

To achieve the best possible assessment mark, students should:

- carefully study the marking criteria and weightings issued for each task
- produce quality works in all tasks
- complete tasks by due dates
- plan time to give equal effort to all subjects
- ask for help when needed

At the end of each task, students will be given a mark. Any concerns about this mark should be discussed with the class teacher and head teacher concerned immediately.

## ASSESSMENT TASK PROCEDURES

### a) Notification of Tasks

Teachers provide at least two weeks written notice of each assessment task. The task outline will include:

- the course outcomes that are to be assessed
- date due and weighting of the task
- an explicit explanation of the task
- the criteria that will be used to mark the task
- the marking scheme that will be used

This notification should be on Assessment Task Notification form (Appendix 2)

**Following any absence, it is the student's responsibility to check with the teacher for information regarding any assessment task that may have been issued during the absence.**

### b) Submission of tasks

The time of submission of a task is 8:45am unless otherwise stated in the written notification.

It is the student's responsibility to ensure that any electronic copies of tasks are easily accessible. (Files that can be opened with the programs on the current image of DER laptops will be the only ones deemed easily accessible; submission of tasks for websites such as Glogster, Animoto etc should be negotiated with the class teacher.)

Submission of tasks can be done in two ways

1. By handing to the class teacher. If for any reason the teacher is unavailable, submit the task to the appropriate head teacher, the deputy principal or principal. **Do not leave a task on a teacher's desk.**
2. By email. However, this option should only be used in consultation with the class room teacher and it is the responsibility of the students to ensure that the email has been received by requesting a receipt for the email.

Administration staff are not responsible for accepting assessment tasks.

It is recommended that a student retains a copy of their work.

**c) Non Submission of Assessment tasks**

For all Board Developed Courses (except VET courses and Life Skills courses) the 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 a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course.

**d) Late Submissions of Tasks**

If a student submits a task late and without a VOA and Doctor's Certificate, the student will receive an unsatisfactory grade for that task and no marks awarded.

Although marks will not provided for this task, the task must still be submitted and will be marked.

Should a student wish to appeal such a penalty, an Assessment Appeal Form (available at the office) is to be completed. Successful appeals may require the student to complete the task or an alternative as soon as practicable.

Acceptable grounds for appeal include illness, bereavement and unavoidable appointments.

Unacceptable grounds may include work or other course commitments.

Failure of technology (eg. Unable to print, file unable to be opened by programs on school computers, email not received) is also not an acceptable ground for appeal.

**e) Planned absence on the day that a task is due or that an in-class task is scheduled**

For a take-home task, every reasonable effort to submit the task early or have it submitted on your behalf is expected.

Application for a variation in the assessment schedule by means of an Assessment Variation Form **is essential prior** to the absence.



**f) Absence due to illness or misadventure on the day that an in-class assessment task is scheduled**

If a student misses an assessment task due to illness or mis-adventure, they need to contact their class teacher as soon as possible and complete an *Assessment Variation Form*. This form is submitted, with relevant documentation, to the Principal for consideration as soon as practicable. Examples of illness or misadventure are:

- Serious illness (letter from parent/carer, doctor's certificate)
- An accident preventing attendance (police report, letter from parent/carer)
- Death in the family (letter from parent/carer)

The task, or an alternative, must be completed as soon as practicable (as negotiated). Failure to do so will incur the awarding of unsatisfactory for the task.

In the case that unforeseen circumstances such as, but not limited to, fire, flood or death of a staff member, students may be required to re-sit or re-submit tasks. It is therefore recommended that students retain copies of completed assessments in the unlikely event that students are asked to re-submit a task due to a school misadventure.

**When a task is more than five days late without successful appeal, the teacher in conjunction with the Head Teacher will send home an official N Determination warning letter. The student will receive a mark of zero for the purpose of assessment, but will still be required to make a serious attempt at the task to the best of their ability. The task will then be marked with the result recorded, but the official assessment mark of zero will stand.**

**g) Malpractice**

Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- misuse of electronic devices under exam conditions e.g. phones, MP3 players
- deliberately disrupting an assessment task

Where malpractice is deemed to affect part of a task, a mark of zero for that part of the task may be awarded. The other aspects of the task should be marked in accordance with the marking criteria for that task.

A non-serious attempt at an assessment task may result in a mark of zero for that task.

Completing only the multiple choice section of an exam is not considered a serious attempt at the exam.

**h) Variation to an Assessment Schedule instigated by the teacher**

Should there be any variation to the published Assessment Schedule, students can expect two weeks written notice.

**i) Appealing the assessment mark awarded**

If a student considers that he / she has been unfairly disadvantaged by an assessment decision, they must:

- discuss the matter with the course teacher and head teacher
  
- if dissatisfied with the decision at this level, lodge an appeal on the Assessment Appeal Form (available at the office) to the Principal. An appeal must contain all of the evidence in support of the claim.

## VOCATIONAL EDUCATION

### a) **Complaints and grievance procedures**

A complaint, grievance or allegation can be made orally or in writing. If oral, it may need to be put in writing and assistance will be provided if needed (a form is available from the front office on request). There are no associated fees for this service.

It is preferable but not essential that it includes the complainant's name and signature. Note that a complaint that would normally proceed by the negotiation procedure cannot if the complaint is anonymous or if the complainant requests that their identity be withheld.

A complaint, grievance or allegation can be made to, a teacher, vocational coordinator, head teachers, deputy principal or principal.

These will be handled according to the departmental policy.

### Timeframes

The complainant will have received a formal response within five days. If further action is considered necessary, then the normal departmental timeframes will apply (see – Responding to Complaints and Allegations April 2001).

### b) **Appeals**

A student may appeal any assessment procedure on the ground of process.

### c) **Recognition of prior learning (RPL)**

Any student may apply for RPL. Students should discuss their intentions to apply for RPL with their teacher and VET Coordinator, who will facilitate the process.

Students who wish to apply for RPL should bring any appropriate documentation with them that backs up their case.

Teachers, at their discretion can give students mastery tests in the absence of appropriate paperwork.

## ASSESSMENT TASK SUMMARY TABLE

The exam times are set in the school calendar and will not be changed. Take note of these weeks as exams take precedence over all other school or training events.

Note that Work Placement dates are yet to be confirmed. If an assessment task is scheduled during a Work Placement period, students will be required to apply for a variation in the assessment schedule by means of an Assessment Variation Form prior to the Work Placement period.

Traineeships work days should not be scheduled within exam weeks until the exam timetable has been published and it can be ascertained that no exam coincides with the work scheduled. Work hours for a traineeship, apprenticeship or Voc. Ed. course are not acceptable grounds for rescheduling of exams.

Best efforts should be made to ensure TAFE is aware of prior commitments during exam weeks and alternate arrangements made during these weeks.

**Due to changes in Syllabus requirements some assessments may be rescheduled to reflect the new requirements.**

**Please keep this booklet with you until these amendments are finalised.**

ASSESSMENT TASK SUMMARY TABLE

TERM	WEEK	WEEK STARTING	SUBJECT
<b>TERM 1 2021</b>	1	27 <sup>th</sup> Jan	School Holidays – Western Zone
	2	3 <sup>rd</sup> Feb	
	3	10 <sup>th</sup> Feb	
	4	17 <sup>th</sup> Feb	
	5	24 <sup>th</sup> Feb	
	6	2 <sup>nd</sup> Mar	Music
	7	9 <sup>th</sup> Mar	SLR
	8	16 <sup>th</sup> Mar	Mathematics Advanced, Mathematics Standard, Mathematics in Trade Physics Modern History
	9	23 <sup>rd</sup> Mar	English Standard, English Studies IT Timber
	10	30 <sup>th</sup> Mar	PD/H/PE Hospitality English Advanced

ASSESSMENT TASK SUMMARY TABLE

TERM	WEEK	WEEK STARTING	SUBJECT
<b>TERM 2 2021</b>	1	19 <sup>th</sup> Apr	
	2	26 <sup>th</sup> April	Biology
	3	3 <sup>rd</sup> May	Primary Industries Hospitality
	4	10 <sup>th</sup> May	Food Technology
	5	17 <sup>th</sup> May	<b>1<sup>ST</sup> WORK PLACEMENT WEEK</b> – Business Services, Primary Industries
	6	24 <sup>th</sup> May	
	7	31 <sup>st</sup> May	Music SLR
	8	7 <sup>th</sup> June	Mathematics Advanced, Mathematics Standard, Mathematics in Trade English Standard Physics
	9	14 <sup>th</sup> June	Modern History English Advanced
	10	21 <sup>st</sup> June	PD/H/PE English Studies

ASSESSMENT TASK SUMMARY TABLE

Warialda High School Preliminary Assessment Booklet 2021

TERM	WEEK	WEEK STARTING	SUBJECT
TERM 3 2021	1	12 <sup>th</sup> July	
	2	19 <sup>th</sup> July	
	3	26 <sup>th</sup> July	
	4	2 <sup>nd</sup> Aug	Biology
	5	9 <sup>th</sup> Aug	<b>2<sup>ND</sup> WORKPLACEMENT WEEK</b> – Hospitality
	6	16 <sup>th</sup> Aug	IT Timber
	7	23 <sup>rd</sup> Aug	Food Technology Hospitality
	8	30 <sup>th</sup> Aug	Music Hospitality
	9	6 <sup>th</sup> Sep	ASSESSMENT FREE WEEK
	10	13 <sup>th</sup> Sep	<b>EXIT EXAMS</b> Biology, English Advanced, English Standard, English Studies, Food Technology, IT Timber, Mathematics Advanced, Mathematics Standard, Mathematics in Trade, Modern History, PD/H/PE, Physics, SLR, Business Services, Hospitality, Primary Industries

## **INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES**



Biology

<b>Biology Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<i>Unit Assessed/Nature of Task</i>	Depth Study Presentation	Practical Investigation	Yearly Examination	
<i>Timing</i>	Term 2, Week 2	Term 3, Week 4	Term 3, Exam Week	
<i>Outcomes Assessed</i>	BIO11/12: 1,4,5,6,7, 8, 9	BIO11/12: 1,2,3,7, 10	BIO11/12: 4,5,6,7,8,9,10,11	
<b>Components</b>				
<i>Skills in Working Scientifically</i>	20	20	20	<b>60</b>
<i>Knowledge and understanding</i>	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

BIO11/12-1 Develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 Analyses and evaluates primary and secondary data and information

BIO11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 Describes biological diversity by explaining relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

English – Advanced

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
Unit Assessed/Nature of task	<b>Body of Work Collection with Reflection</b> Common Module: Reading to Write	<b>Multimodal Presentation</b> Module B: Critical Study of Literature	<b>Yearly examination</b> Common Module Module A Module B	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Exam Week	
Outcomes assessed	EA11-1, EA11-4, EA11-5, EA11-9	EA11-2, EA11-3, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-6	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**English - Standard**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of task	<b>Body of Work Collection with reflection</b> Reading to Write	<b>Multimodal Presentation</b> Close Study of Literature	<b>Yearly Examination</b>	<b>Weighting %</b>
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Exam Week	
Outcomes assessed	EA11-3, 4, 5, 9	EA11-1, 2, 3, 5, 7	EA11-1, 3, 5, 6, 8	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

English Studies

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	<b>Written Report</b> Mandatory Module: Achieving through English	<b>Multimodal presentation</b>	<b>Collection of Classwork</b> All modules	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 10	
Outcomes assessed	ES11: 1, 4, , 6	ES11: 2, 6, 7, 8	ES11: 1, 3, 4, 5, 7, 9, 10.	
Components				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Food Technology**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of task	Food Availability and Selection Food Quality	Food Quality Nutrition	Food Availability and Selection Food Quality Nutrition	<b>Weighting %</b>
Task Type	Research Report	Research, Experimentation and Food Preparation	Yearly Examination	
Timing	Term 2, Week 4	Term 3, Week 7	Term 3, Exam Week	
Outcomes assessed	P1.1, P1.2, P2.2, P3.2, P4.2, P5.1	P2.1, P2.2, P3.1, P4.1, P4.3, P4.4,	P1.1, P1.2, P2.1, P2.2, P3.1, P4.2, P4.3, P4.4, P5.1	
<b>Components</b>				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	5	10	15	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**Industrial Technology - Timber**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
Unit Assessed/Nature of Task	Industry Study	Project 2	Exit Exam	
Timing	Term 1, Week 9	Term 3, Week 6	Term 3, Exam Week	
Outcomes Assessed	P1.1, P1.2, P1.3 P5.2, P6.1, P7.1, P7.2	P2.2 P.3.3, P.4.1, P4.2 P.4.3, P.5.1, P.5.2	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P5.1, P5.2, P6.1, P6.2, P7.2	
<b>Components</b>				
Knowledge and understanding of the organisation and management of manufacturing techniques used by the focus area	20	5	15	<b>40</b>
Knowledge, skills and understanding in the designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques in the production of projects	10	25	25	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Mathematics Advanced**

<b>Task Number</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
Unit Assessed/Nature of Task		Class Test	Assignment/Investigation	Yearly Examination	
Timing		Term 1 Week 8	Term 2 Week 8	Term 3, Exam Week	
Outcomes		MA11-1, MA11-2, MA11-3	MA11-2, MA11-4, MA11-6, MA11-8, MA11-9,	All outcomes	
<b>Components</b>					
Syllabus Components	Concepts, Skills and Techniques	20	10	20	<b>50</b>
	Reasoning and Communication	10	20	20	<b>50</b>
<b>Total %</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Mathematics Extension 1**

Task Number		Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of Task		Class Test	Assignment/Investigation	Yearly Examination	
Timing		Term 1 Week 7	Term 2 Week 7	Term 3 Exam Week	
Outcomes		ME11-1, ME11-2	ME11-3, ME11-4, ME11-6, ME11-7	All outcomes	
Components					
Syllabus Components	Concepts, Skills and Techniques	20	10	20	50
	Reasoning and Communication	10	20	20	50
<b>Totals %</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**Mathematics Standard**

Task Number		Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of task		Open Book Class Test Topics: F1.2, A1	Assignment/ Investigation Topics: M1.1, M1.2, S2	Yearly Examination Topics: F1.1, F1.2, A1, A2, S1, S2, M1, M2	
Timing		Term 1 Week 8	Term 2, Week 8	Term 3, Exam Week	
Outcomes		MS11: 1, 2, 5, 6, 9, 10	MS11: 3, 4, 6, 8, 9, 10	MS11: 1 to 10	
Syllabus Components	Understanding, Fluency and Communicating	15	15	20	<b>50</b>
	Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Mathematics Standard (Mathematics in Trade)**

Task Number		Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of task		Open Book Class Test Topics: F1.2, A1	Assignment/ Investigation Topics: M1	Yearly Examination Topics: F1.1, F1.2, A1, A2, S1, S2, M1, M2	
Timing		Term 1 Week 8	Term 2, Week 8	Term 3, Exam Week	
Outcomes		MS11: 1, 5, 6, 9, 10	MS11: 2, 5, 6, 9, 10	MS11: 1 to 10	
Syllabus Components	Understanding, Fluency and Communicating	15	15	20	50
	Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total %</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Modern History**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
Unit Assessed/Nature of task	<b>Source analysis</b> Investigating Modern History	<b>Research and essay</b> Historical Investigation	<b>Yearly Examination</b>	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Exam Week	
Outcomes assessed	MH11-6 MH11-7 MH11-10	MH11-6 MH11-7 MH11-8 MH11-9	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	
<b>Components</b>				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Music 1**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Viva Voce and student devised Aural Analysis</b> Topic 1 Presentation and written summary of viva voce	<b>Composition Portfolio and Aural Analysis</b> Topic 2 Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Performance and Aural Skills</b> Topic 3 Solo or ensemble performance Responses to four aural excerpts using a range of concepts.	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 7	Term 3, Week 8	
<b>Outcomes assessed</b>	P2, P5, P6	P3, P4, P6, P7, P8	P1, P4, P5, P6, P7, P8	
<b>Components</b>				<b>Weighting %</b>
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	25			<b>25</b>
Aural		10	15	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

Warialda High School Preliminary Assessment Booklet 2021

**Personal Development/Health/Physical Education (PD/H/PE)**

Component	Task 1	Task2	Task 3	Weighting
	Research Report – Better Health	Skills Analysis – Body in Motion	Exit Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Exam Week	
<b>Outcomes</b>	P3, P5, P16	P7, P8, P11, P17	P1 – P17	
<b>Knowledge &amp; Understanding of:</b> <ul style="list-style-type: none"> <li>• Factors that affect health</li> <li>• The way the body moves</li> </ul>	10	10	20	40
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Influencing personal &amp; community health</li> <li>• Taking action to improve participation &amp; performance in physical activity.</li> </ul>	10	10	10	30
<b>Skills in critical thinking, research &amp; analysis</b>	10	10	10	30
<b>Totals%</b>	30	30	40	100

Physics

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Test	Depth Study Report	Yearly Examination	
	Module 1 & 2 Kinematics and Dynamics	Module 1 & 2 Kinematics and Dynamics  Module 3 Waves & Thermodynamics	Modules 1-3 & Module 4 Electricity & Magnetism	
	Term 1, Week 8	Term 2, Week 8	Term 3, Exam Week	
	Outcomes assessed PH11/12-1, PH11/12-2 PH11/12-4, PH11/12-7 PH11-8, PH11-8	Outcomes assessed PH11/12-1, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH11-8, PH11-9	Outcomes assessed PH11/12-1 to PH11/12-7 and PH11-8 to PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

Ph11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

**Sport, Lifestyle and Recreation (SLR)**  
**Content Endorsed Course**

Task Number	Task 1	Task2	Task 3	Weighting %
Unit Assessed	<b>Games and Sports Application 1.</b> Preparation and planning of a coaching session.	<b>First Aid and Sport Injuries</b>  <b>Students are to complete a two day first aid course</b>	<b>Yearly Exam Testing</b> <b>Games and Sports Application 1, First Aid and Sports Injuries, Resistance Training.</b>	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3, Exam Week	
Outcomes	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.2, 1.3, 1.6 ,2.2 ,2.3, 2.4, 2.5, 3.1 ,3.2 ,3.3, 3.7, 4.1, 4.4 ,4.5	
<b>Components</b>				
<b>Knowledge and Understanding</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Skills</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**OUTCOMES:**

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle,
- 1.3 demonstrates ways to enhance safety in physical activity 1.6 describes administrative procedures that support successful performance outcomes
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia,
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts (NOT 2021)

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Unit Assessed/Nature of task</b>	<p><b>Topic One: MODERNISM</b></p> <p>Essay Visual Arts Process Diary</p> <p>Research Artists and write an essay Submit Visual Arts Process Diary</p>	<p><b>Topic Two: PRACTICE</b></p> <p>Portfolio of Experimental Works Visual Arts Process Diary</p> <p>Study 6 different artists' practices Submit Visual Arts Process Diary</p>	<p><b>Topic Three: COLLECTIONS</b></p> <p>Complete two boxes Visual Arts Process Diary</p> <p>Research artists and case study on Joseph Cornell</p>	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8	
<b>Outcomes assessed</b>	P8, P9	P1,P3, P4, P5, P6	P1, P2, P4, P5, P6	
<b>Components</b>				
Art making		20	30	<b>50</b>
Critical and Historical Study	30	10	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**Visual Design**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Unit				
Task & Components				
Artmaking	20%	40%	10%	70%
	Portfolio of Design Works	Portfolio of Design Works	Portfolio of Design Works	
Art Criticism and Art History	5%		25%	30%
	Written Task		Class Test	
Timing	Term 2, Week 2	Term 3, Week 3	Term 3, Exam Week	
Outcomes assessed	CH1 CH2 CH3 CH4	CH1 CH2 CH3 CH4	CH1 CH2 CH3 CH4	
<b>Total %</b>	25	40	35	

## **INDIVIDUAL VET SUBJECT ASSESSMENT SCHEDULES**

As all VET subjects have dual qualifications, there are two modes of assessment for each subject.

To ensure that each student has a reliable estimate for their Preliminary studies, all students will sit a mid-year in class examination and an end of Preliminary Examination to calculate this estimate as per the subject assessment schedule.

Assessment of competencies will be undertaken in Assessment Events throughout the course (as per the relevant Training and Assessment Strategy for each framework) which will be disseminated by the relevant VET Course teachers.

**Business Services**

Student Competency Assessment Schedule Tamworth RTO 90162



**COURSE: Business Services**

**Student Competency Assessment Schedule 2021**

**Preliminary outcome: Statement of Attainment (SoA) towards a BSB20115 Certificate II in Business**

Assessment Events for Business Services BSB20115 Certificate II in Business		Event 1	Event 2	Event 3	Work Placement 35hrs total	Yearly Exam*
		Work, health and safety	Working in a business and keyboarding	Finance and spreadsheets		
		Term 1 2021 Week 10	Term 2 2021 Week 10	Term 3 2021 Week 10	Term 2 Week 5	Term 3 Week 10
Code	Unit of Competency					
BSBWHS201	Contribute to health and safety of self and others	✓				
BSBITU211	Produce digital text documents	✓	✓			
BSBITU307	Develop keyboarding speed and accuracy	✓	✓			
BSBIND201	Work effectively in a business environment		✓			
BSBITU212	Create and use spreadsheets			✓		
TLIP2029	Prepare and process financial documents			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **BSB20115 Certificate II in Business** or a **Statement of Attainment towards a BSB20115 Certificate II in Business**. 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”.

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

**Hospitality**

Preliminary outcome: Statement of Attainment toward a SIT20416 Certificate II in Kitchen Operations

**RTO 90162 Public Schools NSW, Tamworth**

<b>Assessment Events For: SIT20416 Certificate II in Kitchen Operations</b>			<b>Event 1 - Popup Sandwich Bar</b>	<b>Event 2– All day dining</b>	<b>Event 3 - Keeping up to date</b>	<b>Event 6 A - Working in Industry (Work placement A)</b>	<b>Preliminary Exit Exam*</b>
<b>Cluster/Event</b>	<b>Code</b>	<b>Unit of Competency</b>	Term 1 Week 10	Term 3 Week 3	Term 3 Week 7	Term 3 Week 5	Term 3 Week 10
<b>Event 1 - Popup Sandwich Bar</b>	SITXFSA001	Use hygienic practices for food safety	√				
	SITXWHS001	Participate in safe work practices	√				
	SITHCCC003	Prepare and present sandwiches	√				
	BSBWOR203	Work effectively with others ✓	√*				
<b>Event 2 – All day dining</b>	SITFXSA002	Participate in safe food handling practices		√			
	SITHCCC002	Prepare and present simple dishes		√			
	BSBWOR203	Work effectively with others		√			
	SITHCCC001	Use food preparation equipment ✓		√*			
	SITHCCC005	Prepare dishes using basic methods of cookery ✓		√*			
<b>Event 3 - Keeping up to date</b>	SITHIND002	Source and use information on the hospitality industry			√		
<b>Event 6 A - Working in Industry</b>	BSBSUS201	Participate in environmentally sustainable work practices (Journal questions) ✓				√*	
	SITHCCC011	Use cookery skills effectively ✓				√*	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Kitchen Operations** or a Statement of Attainment towards a **Certificate II in Kitchen Operations**. 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”. ✓ **Indicates: collecting evidence towards.** \*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

**Primary Industries -**

Tamworth RTO 90162 - Student Competency Assessment Schedule

Course: AHC20116 Certificate II in Agriculture

<b>Task number</b>	<b>Task 1</b>	<b>Task s</b>
<b>Nature of tasks</b>	In Class Examination	Formal Examination
<b>Timing</b>	Mock Exam Week	Term 3, Exam Week
<b>Unit of competency Assessed</b>		
AHCWHS201 – Participate in WHS processes	X	X
AHCWRK209 – Participate in environmentally sustainable work	X	X
AHCWRK204 – Work effectively in the industry	X	X
AHCWRK201 – Observe and report on weather		X
AHCCHM201 – Apply chemicals under supervision		X
AHCLSK202 – Care for health and welfare of livestock		
<b>Total Weighting%</b>	<b>50%</b>	<b>50%</b>

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

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

**X = Selected units to be confirmed by your teacher.**

## Appendix 1 – Assessment Variation/Appeal Form

A copy of this can be obtained from the front office and should be filled out well before the intended Variation of Routine

### Assessment Variation/Appeal Form – Warialda High School



STUDENT'S NAME: \_\_\_\_\_ DATE SUBMITTED: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

ASSESSMENT TASK NUMBER: \_\_\_\_\_ DUE DATE: \_\_\_\_\_

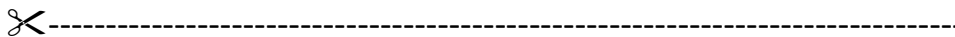
Reason For Variation (Please Tick)

<b>PART A</b> <b>Non – completion/submission of Assessment Task on specified date (before the task)</b>	OR	<b>PART B</b> <b>Appeal (after the task)</b>
<input type="checkbox"/> Illness		<input type="checkbox"/> Appeal
<input type="checkbox"/> Misadventure		I wish to appeal on the following grounds _____ _____ _____
<input type="checkbox"/> Other Approved Commitment		If appeal is for appealing assessment procedure- staple any documentary evidence to this form, including Assessment Task Cover Sheet, your submitted task, marking guidelines If appeal is for illness and misadventure complete documentation section on the left.
DETAILED EXPLANATION AND DOCUMENTATION		
<input type="checkbox"/> Medical Certificate <input type="checkbox"/> Other documentation: _____ Explanation _____ _____ _____		

SIGNATURE of STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

SIGNATURE of PARENT/GUARDIAN: \_\_\_\_\_ DATE: \_\_\_\_\_

Hand this form in to the front office for a decision to be made about the assessment variation or appeal



### Decision

For change of assessment date	Appeal Process
DECISION BY HEAD TEACHER OR EXAM COORDINATOR: Has this been discussed with the class teacher? YES / NO Variation: Approved <input type="checkbox"/> Denied <input type="checkbox"/> Alternate Date and Time of Task: _____ SIGNATURE OF HEAD TEACHER OR EXAM COORDINATOR: _____ Date: _____	Appeal Committee Findings _____ _____ _____ SIGNATURE OF PRINCIPAL/DP: _____ Date: _____

Student notified of decision  Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2 - Assessment Notification

Each assessment notification will be by a form similar to this:



**Warialda High School**  
**Assessment Notification**

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

Year: \_\_\_\_

Assessment Task \_\_ of \_\_.

Weighting:	___%
Due Date (or Task Date):	___/___/___
This assessment will be in the form of:	e.g. Test, report, digital portfolio
Description of Task	

**Outcomes assessed:**


**Marking Criteria: (either attached or state here)**

attached.

Or

Marks awarded for the following skills:

▪
▪

I acknowledge that I am aware of the above assessment task and the rules regarding assessment tasks, including the necessity of a doctor's certificate or other documentation should I be unable to attend the task or submit it on time.

I also acknowledge that I am in receipt of the assessment outcomes and marking criteria for this task