



**Warialda High School  
Assessment Schedule 2023-2024**

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## CONTENTS

INTRODUCTION .....	4
HSC COURSE REQUIREMENTS.....	4
WHAT IS SCHOOL ASSESSMENT.....	4
THE ASSESSMENT PROCESS .....	5
ASSESSMENT TASK PROCEDURES.....	5
a) <b>Notification of tasks</b> .....	5
b) <b>Submission of tasks</b> .....	5
c) <b>Non-submission of assessment tasks</b> .....	6
d) <b>Late submissions of tasks</b> .....	6
e) <b>Planned absence on the day a task is due or an in-class task is scheduled</b> .....	7
f) <b>Absence due to illness or misadventure on the day an assessment is scheduled</b> .....	7
g) <b>Malpractice</b> .....	7
h) <b>Variation to an assessment schedule instigated by the teacher</b> .....	8
i) <b>Appealing the assessment mark awarded</b> .....	8
VOCATIONAL EDUCATION .....	9
a) <b>Complaints and grievance procedures</b> .....	9
b) <b>Appeals</b> .....	9
c) <b>Recognition of prior learning (RPL)</b> .....	9
ASSESSMENT SCHEDULE OVERVIEW .....	10
INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES .....	14
Biology.....	15
Design and Technology .....	16
English Advanced .....	17
English Standard.....	18
English Studies .....	19
Mathematics Advanced .....	20
Mathematics Standard 1.....	21
Mathematics Standard 2.....	22
Mathematics - Numeracy Content Endorsed Course .....	23
Modern History .....	24
Music 1 .....	31
Personal Development, Health, and Physical Education (PD/H/PE).....	32
Physics.....	33
Sport, Lifestyle and Recreation (SLR) - Content Endorsed Course .....	34
Visual Arts .....	35
Visual Design .....	36
<b>INDIVIDUAL VET SUBJECT ASSESSMENT SCHEDULES .....</b>	<b>37</b>

Warialda High School Assessment Schedule 2023-2024

Business Services - BSB30120 - Tamworth RTO 90162.....38

**Appendix 1** – Assessment Variation/Appeal Form.....39

**Appendix 2** - Assessment Notification .....40

**Appendix 3** - Change to Assessment Notification .....41

## INTRODUCTION

This booklet outlines:

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

and provides:

- the 2023–2024 HSC Assessment Schedule
- individual course assessment information and schedules
- a copy of the Assessment Variation Form
- Assessment Notification option

## HSC COURSE REQUIREMENTS

To be eligible for the award of the HSC, students must satisfactorily complete the NSW Education Standards Authority (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 HSC assessment tasks which contribute more than 50% of the total HSC Assessment Mark for that course
- successful completion of the minimum standards tests

A student at risk of unsatisfactorily completing a course will receive a warning 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 HSC Course. It allows students to demonstrate their achievements throughout the year and in alternative ways to a single, final exam.

The School Assessment mark contributes 50% towards a student's HSC mark for each course. The purpose of the assessment process is to:

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

The assessment process lessens the pressure on students during the senior years of schooling by providing several forms of performance measures over 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; 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 work 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 receive a mark. Any concerns should be discussed with the class teacher and relevant 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 the Assessment Task Notification form (Appendix 2)

NOTE: Following any absence, it is the student's responsibility to check with the teacher for information regarding any assessment task 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 open with the programs on the current image of DER laptops will be the only ones deemed easily accessible; submission of tasks for other websites must be negotiated with the class teacher.)

Submission of tasks in two ways ONLY

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 must be in consultation with the classroom teacher and it is the responsibility of the students to ensure that the email is received by requesting a receipt for the email.

**Administration staff are not responsible for accepting assessment tasks.**

The advice to students: **Retain a copy of your work.**

c) Non-submission of assessment tasks.

For all Board Developed Courses (except VET courses and Life Skills courses) NESA 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 (i.e more than just multiple choice) 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.

**Students will also be placed on the Non Mandatory Excursion list, "No go" list. This excludes them from participating in extracurricular events until the task is completed and submitted.**

d) Late submissions of tasks.

If a student submits a task late and without a VOA and Doctor's Certificate, 0% is given for that task.

Although no marks are recorded for this task, the task must still be submitted and will be marked.

Should a student wish to appeal such a penalty, an Assessment Variation/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 open by programs on school computers, email not received) is not an acceptable ground for appeal.

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

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

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

- f) Absence due to illness or misadventure on the day an assessment is scheduled.

If a student misses an assessment task due to illness or misadventure, they must contact their class teacher as soon as possible and complete an Assessment Variation/Appeal Form. This form is submitted, with relevant documentation, to the Head Teacher or Examination Coordinator 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 is recorded as 0% until appeal upheld, and the task completed at the date and time on the appeal form.

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 highly recommended that students retain copies of completed assessments in the unlikely event of a school misadventure.

**When a task is more than five days late and there has been no 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, however, 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
- mis-use of electronic devices under exam conditions eg. phones, MP3 players
- deliberately disrupting an assessment task

Where malpractice 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 considered a non-serious attempt.

h) Variation to an assessment schedule instigated by the teacher.

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

i) Appealing the assessment mark awarded.

If a student considers that he / she is 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 Variation/Appeal Form (Right Side). This form is submitted, with relevant documentation, to the Principal for consideration as soon as practicable. An appeal must contain all of the evidence in support of the claim.
- The committee that will consider the claim will be:  
Principal or delegate, Faculty Head Teacher and Year Advisor.

## VOCATIONAL EDUCATION

### a) Complaints and grievance procedures.

A complaint, grievance or allegation should be orally or in writing. If oral, it may need to be put in writing and, if requested, assistance will be provided (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 is withheld.

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

These complaints, grievances or allegations are handled according to the DoE policy.

#### Timeframes

The complainant will receive 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).

### 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 supports their case.

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

## ASSESSMENT SCHEDULE OVERVIEW

TERM	WEEK	WEEK STARTING	SUBJECT
<b>4 2023</b>	1	9 <sup>th</sup> October	
	2	16 <sup>th</sup> October	
	3	23 <sup>rd</sup> October	
	4	30 <sup>th</sup> October	
	5	6 <sup>th</sup> November	
	6	13 <sup>th</sup> November	
	7	20 <sup>th</sup> November	Modern History, SLR, Physics, Visual Arts
	8	27 <sup>th</sup> November	Mathematics Standard 1 and 2, Music, PD/H/PE, Design and Technology, Numeracy
	9	4 <sup>th</sup> December	English Advanced, English Standard, English Studies, Biology, Visual Design
	10	11 <sup>th</sup> December	Agriculture Students finish on Friday 16 <sup>th</sup> December
	11	17 <sup>th</sup> December	STAFF only at school

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

Warialda High School Assessment Schedule 2023-2024

<b>TERM</b>	<b>WEEK</b>	<b>WEEK STARTING</b>	<b>SUBJECT</b>
<b>1 2024</b>	1	29 <sup>th</sup> January	Eastern Zone starts school on Friday 29 <sup>th</sup> January for Staff only
	2	5 <sup>th</sup> February	Western Zone starts school on Friday 5 <sup>th</sup> February for Staff only
	3	12 <sup>th</sup> February	Year 12 begins school on Tuesday 7 <sup>th</sup> February
	4	19 <sup>th</sup> February	Advanced Mathematics
	5	26 <sup>th</sup> February	
	6	4 <sup>th</sup> March	Design and Technology
	7	11 <sup>th</sup> March	Mathematics Standard 1 and 2, Numeracy
	8	18 <sup>th</sup> March	Biology, Music, Modern History, Physics, Numeracy
	9	25 <sup>th</sup> March	English Advanced, English Standard, English Studies, SLR
	10	1 <sup>st</sup> April	Agriculture, PD/H/PE, Visual Arts, Visual Design
	11	8 <sup>th</sup> April	

Warialda High School Assessment Schedule 2023-2024

TERM	WEEK	WEEK STARTING	SUBJECT
<b>2 2024</b>	1	29 <sup>th</sup> April	
	2	6 <sup>th</sup> May	
	3	13 <sup>th</sup> May	WORK PLACEMENT – Business Services, Primary Industries, Hospitality
	4	20 <sup>th</sup> May	Advanced Mathematics, Design and Technology
	5	27 <sup>th</sup> May	
	6	3 <sup>rd</sup> June	Mathematics Standard 1 and 2, Modern History, Visual Arts
	7	10 <sup>th</sup> June	PD/H/PE, SLR, Numeracy
	8	17 <sup>th</sup> June	Biology, Music
	9	24 <sup>th</sup> June	English Standard, English Advanced, English Studies, Physics
	10	1 <sup>st</sup> July	Agriculture, Visual Design

Warialda High School Assessment Schedule 2023-2024

TERM	WEEK	WEEK STARTING	SUBJECT
<b>3 2024</b>	1	22 <sup>nd</sup> July	Advanced Mathematics
	2	29 <sup>th</sup> July	
	3	5 <sup>th</sup> August	Assessment Free Week
	4	12 <sup>th</sup> August	Assessment Free Week
	5 EXAM WEEK	19 <sup>th</sup> August	<b>Trial HSC Examinations</b> - Agriculture, Biology, English Advanced/Standard/Studies, Advanced Mathematics, Mathematics Standard 1 and 2, Modern History, Music, PD/H/PE, SLR, Visual Arts
	6	26 <sup>th</sup> August	
	7	2 <sup>nd</sup> September	Visual Design, Numeracy
	8	9 <sup>th</sup> September	
	9	16 <sup>th</sup> September	
	10	23 <sup>rd</sup> September	

## INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

Warialda High School Assessment Schedule 2023-2024

**Biology**

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Unit/Nature of Task	Research Task Heredity	Depth Study Genetic Change/Infectious Disease	Practical Investigation Infectious Disease	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Exam Week	
Outcomes Assessed	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-14	BIO11/12-1 TO BIO11/12-7, BIO12-12 TO BIO12-15	
<b>Components</b>					
Skills in Working Scientifically	15	10	25	10	<b>60</b>
Knowledge and understanding	5	10	5	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Design and Technology**

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Unit/Nature of Task	<b>Project Proposal Presentation</b>	<b>Innovation and emerging technology case study</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Exam Week	
Outcomes Assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
<b>Components</b>					
Skills in Working Scientifically	0	20	0	20	<b>40</b>
Knowledge and understanding	20	0	30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**English Advanced**

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Unit/Nature of task	<b>Texts and Human Experiences:</b> Comparative essay	<b>Critical Study:</b> Multimodal	<b>Craft of Writing:</b> Portfolio of Work	<b>Common Module Module A Module B Craft of Writing (5%)</b>  Written Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Week	
Outcomes	EA12-3, EA12-6, EA12-8	EA12-2, EA12-7, EA12-8	EA12-1, EA12-4, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6	
<b>Components</b>					
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</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>	<b>Task 4</b>	<b>Weighting %</b>
Nature of task	<b>Texts and Human Experiences</b> Multimodal Presentation	<b>Close Study of Literature</b> Critical Essay	<b>Craft of Writing</b> Portfolio of Work	<b>Trial HSC Examination</b> <b>Common Module A &amp; Module B</b> <b>Craft of Writing (5%)</b>  Written Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Week	
Outcomes assessed	EN12-1, EN12-2, EN12-7	EN12-3, EN12-8, EN12-4,	EN12-5, EN12-6, EN12-9	EN12-1, EN12-3, EN12-4, EN12-6,	
<b>Components</b>					
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**English Studies**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
Nature of task	<b>Mandatory Module: Texts and Human Experiences</b> Presentation	<b>Research Task and Multi Modal Presentation</b> Elective module	<b>Collection of Classwork</b> All modules	<b>Trial HSC Examination</b> Mandatory module and Electives	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Week	
Outcomes assessed	ES12-3, ES12-6, ES12-8	ES12-1, ES12-2, ES12-7	ES12-1, ES12-4, ES12-6, ES12-10	ES12-2, ES12-3, ES12-4, ES12-9	
<b>Components</b>					
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

**Mathematics Advanced**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Unit/Nature of Task</b>	<b>In-Class Test (with learning log)</b>	<b>Topic Test</b>	<b>Portfolio</b>	<b>Trial HSC Examination</b>	
<b>Topic</b>	M1, S2, F2, T3	C2, C3, C4	All	All	
<b>Timing</b>	Term 1, Week 4	Term 2, Week 4	Term 3, Week 1	Term 3, Exam Week	
<b>Outcomes Assessed</b>	MA 12-1, MA12-2 MA12-4, MA12-5 MA12-8, MA12-9, MA12-10	MA12-3, MA12-6 MA12-7, MA12-9 MA12-10	All outcomes	All outcomes	
<b>Components</b>					
Understanding, Fluency & Communicating	10	10	15	15	50
Problem Solving, Reasoning & Justification	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Mathematics Standard 1**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
Unit/Nature of Task	<b>In Class Test</b> Rates Networks & Paths (M4, N1)	<b>Investigation (Assignment)</b> Investments (F2)	<b>Learning Logs &amp; In-Class Test</b> Right-Angled-Trig Linear Equations Statistical Analysis (M3, A3.1, S3)	<b>Trial HSC Examination</b> All topics	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6	Term 3, Exam Week	
Outcomes Assessed	MS1-12-6 MS1-12-8	MS1-12-3 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-4 MS1-12-7	All outcomes	
<b>Components</b>					
Understanding, Fluency & Communicating	10	10	15	15	<b>50</b>
Problem Solving, Reasoning & Justification	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Mathematics Standard 2**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
Unit/Nature of Task	<b>In Class Test</b> Rates Networks and Paths (M4, N1)	<b>Investigation (Assignment)</b> Investments (F2)	<b>Learning Logs and In-Class Test</b> Right-Angled Trigonometry Linear Equations Statistical Analysis (M3, A3.1, S3)	<b>Trial HSC Examination</b> All topics	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6	Term 3, Exam Week	
Outcomes Assessed	MS1-12-6 MS1-12-8	MS1-12-3 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-4 MS1-12-7	All outcomes	
<b>Components</b>					
Understanding, Fluency & Communicating	10	10	15	15	50
Problem Solving, Reasoning & Justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Mathematics - Numeracy Content Endorsed Course**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Unit/Nature of Task</b>	<b>Assignment New Job, New Adventure</b>	<b>Assignment Alternate Olympics</b>	<b>Assignment Rule of thirds</b>	<b>Assignment Explorations in Numeracy</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	
<b>Outcomes Assessed</b>	N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.3, N6-2.2, N6-2.5, N6-3.2	N6-1.1, N6-2.3, N6-2.5, N6-3.1	N6-1.1, N6-2.6, N6-3.1, N6-3.2	
<b>Components</b>					
<b>Understanding, Fluency &amp; Communicating</b>	10	10	15	15	<b>50</b>
<b>Problem Solving, Reasoning &amp; Justification</b>	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Modern History**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
Unit/Nature of Task	<b>Power and Authority in the Modern World 1919–1946</b> Source Analysis	<b>National Studies</b> Historical Analysis (Written or Multimodal)	<b>Peace and Conflict</b> Research Essay	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 7	Term 3, Exam Week	
Outcomes Assessed	MH12-3, MH12-4 MH12-6, MH12-7 MH12-9	MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	
<b>Components</b>					
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	0	10	<b>20</b>
Historical inquiry and research	5	5	10	0	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Music 1**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
Unit	Composition, Musicology	Performance and Aural	Presentation: Elective Option for Topics 1 & 2	Trial HSC Exam	
Nature of Task	Composition Musicology concept analysis of 2 performance pieces Or viva voce	Presentation of solo or ensemble performance. Class task: Responses to aural excerpts.	Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Aural Skills Exam. Responses to aural excerpts. Elective Option for Topic 3 Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Exam Week	
Outcomes Assessed	H2, H3, H4, H5, H7, H8	H1, H4, H6,	H1-8*	H4, H6, H1-8*	
<b>Components</b>					
Performance	0	10	0	0	10
Composition	10	0	0	0	10
Musicology	10	0	0	0	10
Aural	0	10	0	15	25
Electives	0	0	30	15	45
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\*Teachers will select appropriate outcomes based on Elective options selected by each student.

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

<b>Task Number</b>	<b>Task 1</b>	<b>Task2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
Unit/Nature of Task	Factors Affecting Performance: Written response	Health Priorities in Australia: Research and knowledge application	Sports Medicine: Case study	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Exam Week	
Outcomes Assessed	H7, H8, H11, H17	H1, H2, H3, H4, H14, H16	H8, H13, H17	H1, H2, H3, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
<b>Components</b>					
Knowledge and understanding of course content.	10	5	10	15	<b>40</b>
Skills in critical thinking, research, analysing and communication	15	20	10	15	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Physics**

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Unit/Nature of Task	Practical Investigation	Research	Depth Study	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 8	Term 2, Week 9	Term 3, Exam Week	
Outcomes Assessed	PH11-12.1, PH11-12.2, PH11-12.3, PH11-12.5, PH11-12.6, PH11-12.7	PH11-12.1, PH11-12.2, PH11-12.3, PH11-12.4, PH11-12.5, PH11-12.6, PH11-12.7, PH12-12, PH12-13	PH11-12.1, PH11-12.2, PH11-12.3, PH11-12.4, PH11-12.5, PH11-12.6, PH11-12.7, PH12-12, PH12-14	PH11-12.1, PH11-12.2, PH11-12.3, PH11-12.4, PH11-12.5, PH11-12.6, PH11-12.7, PH12-12, PH12-13, PH12-14, PH12-15	
<b>Component</b>					
Knowledge	0	10	10	20	40
Skills	20	15	15	10	60
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

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

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Unit Assessed	Outdoor Recreation	Athletics	Fitness	Trial HSC Examination	
Nature of tasks	Mapping/Grid reference practical assessment.	Research Task Students research athletic events and identify ways to improve performance.	Design an exercise program.	Athletics Fitness Social perspective of games and sports.	
Timing	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3, Exam Week	
Outcomes Assessed	1.1, 1.3, 1.4, 2.3, 3.6, 4.2, 4.4	1.1, 1.6, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4	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>Component</b>					
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Visual Arts**

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of tasks	<p><b>Research Task: Case Study Artist's Practice</b></p> <p>Investigation of the relationship(s) between artists and artworld practices, including annotated research and initial writing drafts.</p>	<p><b>Development of the Body of Work</b></p> <p>Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames</p>	<p><b>Extended Written Response</b></p> <p>Art Criticism/Art History Analysis of the development of art criticism and/or art historical discourse in 21st century</p>	<p><b>Trial HSC Examination</b></p> <p>Art Criticism and Art History Written Examination</p> <p><b>Resolving the Body of Work:</b></p> <p>Submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework</p>	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 6	Term 3, Week 3	
Outcomes Assessed	H7, H8	H1, H3, H4,	H9, H10	H7, H8, H9, H10 H1, H2, H4, H5, H6	
<b>Component</b>					
Artmaking	0	30	0	20	50
Art Criticism and Art History	20	0	20	10	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Visual Design**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of tasks</b>	<p><b>Module 1: Mandatory Work Health and Safety</b> Students required to create a risk assessment and identify various risks in this unit.</p> <p><b>Module 2: Wearable Design- Jewellery</b> Students create various jewellery pieces of their own design.</p>	<p><b>Interior/Exterior Design</b> Public Art- Inclusive and Community based Mural Design</p> <p><b>Theory Component</b> Visual Arts Diary</p>	<p><b>Individual Project</b> This unit will span terms 2 and 3 and will be directed by the student. Students can choose to create works on a variety of design choices; illustration and Cartooing, Exterior and Interior design, Wearable Art, promotion and packaging.</p>	<p><b>Individual Project continued.</b></p> <p><b>Theory Component</b> Artist Statement</p>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
<b>Outcomes Assessed</b>	DM6, DM5, CH1	DM3, DM2, CH2, CH4	DM1, DM4,	DM2, DM5, CH2, CH3	
<b>Component</b>					
<b>Artmaking</b>	10	20	20	20	<b>70</b>
<b>Art Criticism and Art History</b>	10	10	0	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## **INDIVIDUAL VET SUBJECT ASSESSMENT SCHEDULES**

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

Many students will choose to sit a HSC exam for their VET subject(s). To ensure that each student has a reliable estimate, all students will sit a mid-year in class examination and a Trial Examination to calculate this estimate as per the subject assessment schedule. Students may choose to opt out of sitting the HSC exam. However, this will only occur after they have completed their trial HSC.

Assessment of competencies undertaken in Assessment Events occur throughout the course (as per the relevant Training and Assessment Strategy for each framework)

**Business Services - BSB30120 - Tamworth RTO 90162**

<b>HSC Student Competency Assessment Schedule</b>		Cluster 4	Cluster 5	Cluster 6	Cluster 7	Work Placement 2*	Trial Exam
Assessment Events for BSB30120 Certificate III in Business		Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 2 Week 3	Term 2 Week 3	Term 3 Exam Week
Cluster	Code	Unit of Competency					
Cluster 4 Wellbeing	BSBPEF201	Support personal wellbeing in the workplace					
Cluster 5 Mastering document design	BSBPEF301 BSBTEC301	v	v				
Cluster 6 Sharing is caring	BSBSUS211 BSBTWK301 BSBTEC303			v			
Cluster 7 Thinking critically	BSBCRT311 BSBOPS301				v		
		Selected units to be confirmed by your teacher.					

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business or a Statement of Attainment towards a BSB30120 Certificate II in Business.

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

## Appendix 1 – Assessment Variation/Appeal Form

A copy of this is available 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)

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

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#### DECISION

<p>For change of assessment date</p> <p>DECISION BY HEAD TEACHER OR EXAM COORDINATOR:</p> <p>Has this been discussed with the class teacher? YES / NO</p> <p>Variation: Approved _____ Denied _____</p> <p>Alternate Date and Time of Task: _____</p> <p>SIGNATURE OF HEAD TEACHER OR EXAM COORDINATOR: _____ Date: _____</p>	<p>Appeal Process</p> <p>Appeal Committee Findings</p> <p>_____</p> <p>_____</p> <p>SIGNATURE OF PRINCIPAL/DP: _____ Date: _____</p>
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Student notified of decision : Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2 - Assessment Notification

Each assessment should be notified by a form similar to this:



### Assessment Notification

Subject: \_\_\_\_\_

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 to be assessed:


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

Attached

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Or

Marks will be 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 if a task is not attended or handed in on time.

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

### Appendix 3 - Change to Assessment Notification



#### Change to Assessment Notification

Subject: \_\_\_\_\_

Year: \_\_\_\_\_

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

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

Outcomes to be assessed:


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

Attached

Or

Marks will be 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 if a task is not attended or handed in on time.

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

