



# THE HENRY LAWSON HIGH SCHOOL



# 2020

## Higher School Certificate and Assessment Guidelines

**CHALLENGE, ENCOURAGE, ACHIEVE**

**HIGHER SCHOOL CERTIFICATE 2019 - 2020**

**ASSESSMENT POLICY AND ADVICE MANUAL**

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Hospitality (Certificate II in Kitchen Operations)  
 Metal and Engineering (Certificate I in Engineering)  
 Primary Industries (Certificate II in Agriculture)

**Summary of Responsibilities**

It is the student's responsibility to:

- i. Familiarise themselves with the NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
- ii. Ensure they have a copy of the assessment schedule for EACH course they are studying and that they are aware of specific course requirements.
- iii. Be aware of the assessment policies and procedures of The Henry Lawson High School as detailed in this manual, and abide by them.
- iv. Ensure that they do not interfere with the progress of other students.
- v. Make a genuine attempt at all assessment tasks.

**Keep this manual in a safe place for reference throughout the year.**

## 1. INFORMATION FOR HIGHER SCHOOL CERTIFICATE STUDENTS 2019 - 2020

### A. What does "satisfactorily completed" mean?

Satisfactory study of a course involves not only the completion of assessment tasks but satisfactory participation and progress in ALL aspects of that course.

To satisfactorily complete a Higher School Certificate course, students must:

- i. have a satisfactory record of attendance. As a general rule, a student who has missed **in excess of 15%** of the available school days is **not likely to have achieved the outcomes** established for the course and therefore, **would not be deemed to have satisfactorily completed** a Higher School Certificate course.
- ii. complete the requirements of the course as specified by the syllabus. This includes mandatory oral and practical work, and work placements for school and TAFE delivered VET courses.
- iii. make a serious attempt at assessment tasks and examinations which contribute to more than 50% of available school assessment marks.

### B. School Assessment mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for their courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects.

Schools submit an HSC assessment mark for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

### C. HSC Examination mark

The examination mark for each course shows the student's performance in the HSC examination for that course, which was set and marked by the NESA. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

## D. Performance band

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band **aligns** with a description of a typical performance by a student within that mark range.

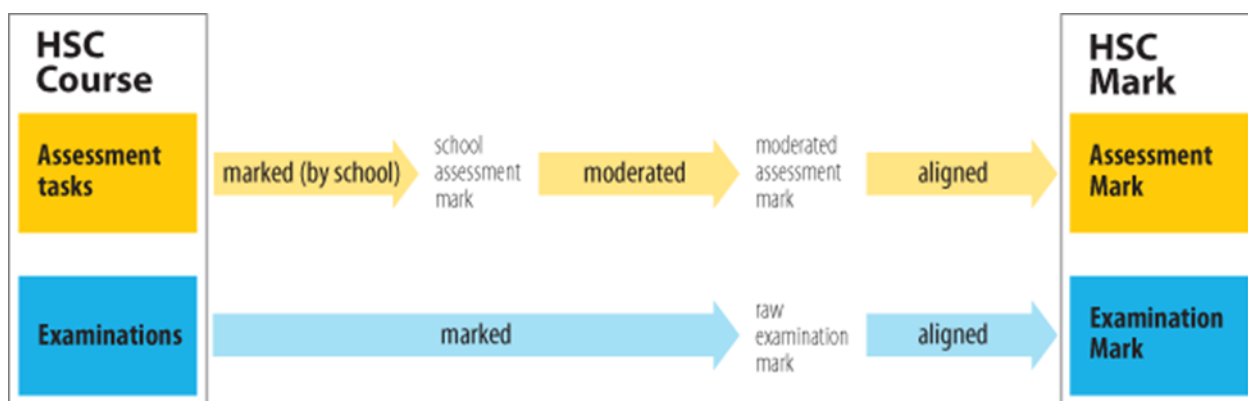
- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do.

## E. How the HSC mark is calculated

The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

The following steps are involved in producing the HSC results for students for each course they study:



## Vocational Education and Training (VET) courses

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from Industry Training Packages. Students may elect to undertake the optional written HSC examination. These students should have the opportunity to practice appropriate written tasks under examination conditions. At THLHS, this will be included in the trial Higher School Certificate. The trial HSC or other written internal examination may be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

### VET Work Placement

Work placement is a mandatory Higher School Certificate requirement of each VET course. For each course, a minimum number of hours, 35 hours per year, are required in the workplace, to enable students to progress toward the achievement of industry competencies and to practice skills acquired in the classroom or workshop.

***NESA expects students to undertake all assessment tasks set. Failure to complete assessment tasks will jeopardise satisfactory completion of Higher School Certificate courses.***

## 2. THE HENRY LAWSON HIGH SCHOOL ASSESSMENT POLICIES AND PROCEDURES

### A. When does assessment occur?

- i. Assessment for Higher School Certificate begins in Term 4 of 2019 and continues until the end of the trial Higher School Certificate exam in Term 3 of the HSC year in 2020. The trial exam will be the last assessment task in each subject. No assessment tasks will be due the week before and after the exam periods.
- ii. The times specified in this manual are a guide only. THLHS reserves the right to make any changes as are deemed necessary. Students will be notified in writing of any changes.
- iii. Students will be given written notification of an assessment task at least two weeks before it is due. The assessment task advice will state the nature of the task, the criteria to be marked, the weighting of the task, the outcomes to be assessed and the due date.
- iv. Students will sign a form to acknowledge that they have received advice of the task.
- v. Should details of an assessment task be given when a student is absent, it is their responsibility to ensure that they find out those details on their return.

### B. Plagiarism and malpractice

- i. If part or all of the work submitted is the work of another person, this is PLAGIARISM, which is a form of cheating.
- ii. Malpractice is any activity that gives a student an unfair advantage over another student through:
  - buying, stealing, borrowing or copying someone else's work
  - submitting work prepared by a parent or tutor
  - deliberate behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
  - providing a false explanation of why work was not handed in by the due date
  - providing material for another student to claim as their own
- iii. Any plagiarism or malpractice (as defined in NESAs 'All My Own Work' modules) will result in zero for the entire assessment task and an N award warning.
- iv. Although no marks will be received, the task will need to be resubmitted in order to meet NESAs requirements for the satisfactory completion of an HSC course.

**C. Out of class assessment tasks**

- i. All tasks **MUST** be submitted by 9.00 am on the due date.
  - All tasks must be accompanied by a signed declaration form that the work submitted is the student's own work.
  - All digital tasks must be submitted either by a student's school email account (@education.nsw.gov.au) OR by the school moodle by 9.00 am on the due date. A signed declaration form must still be submitted by 9.00 am on the due date.
  - All paper tasks must be submitted on time to the faculty head teacher on duty in the front office. The faculty head teacher will sign for receipt of assessment tasks and collect all assessment items by 9.00 am.
- ii. The submission of tasks by 9.00 am on the due date is the student's responsibility. If for some reason a student is unable to attend school on the day a task is due, they must make arrangements for someone else to hand it in for them (brother, sister, parent, neighbour etc.) by 9.00 am on the due date.
- iii. Where an assessment task is submitted after 9.00 am on the due date and no extension has been granted, **the student will be awarded zero.**

**D. In school assessment tasks, tests and examinations**

In all in school assessment tasks, tests and examinations, a student must:

- follow the supervisor's instructions and behave in a polite and courteous manner towards the supervisors and other students, and
- be honest and ethical in completing the task, and
- make a genuine attempt at all parts of the task.

If a student does not comply with these rules, they may be excluded from the assessment and will be awarded zero marks.

**E. Expected non-submission of an assessment**

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task by 9.00 am on the due date or attend an in-class task, test or examination, they must request an *Assessment Task Illness/Misadventure and Extension Application Form* from the deputy principal.

The application form must:

- be submitted prior to the due date with reasonable notice, and
- give a valid reason for the request, and
- have appropriate supporting documentation attached, and
- include evidence of communication with the subject teacher.

The success or otherwise of the student's application will be communicated to the teacher, head teacher and student by email. Please note that submission of an application form DOES NOT automatically mean the application is successful.

**F. Unexpected illness or exceptional circumstances**

In the case of unexpected illness or exceptional circumstances, an *Assessment Task Illness/Misadventure and Extension Application Form* with the appropriate corroborating evidence such as a medical certificate may be made to the Head Teacher Assessment, after the date set down for the assessment task. If the application is successful the Head Teacher Assessment will authorise the student to approach the head teacher concerned to organise another time for them to complete the assessment task. The student should make arrangements to complete missed assessment tasks **as soon as possible after their return to school.**

Parents and/or students should make every effort to contact the school **before 9.00 am** to inform them of the circumstances.

**G. Non-serious attempt or non-submission**

- i. If a student submits a task on time but the attempt is deemed by the teacher to be a non-serious attempt, the student risks fulfilling requirements in regards to 'satisfactory completion' of the course, as the task is counted as a non-submission and will receive zero marks.
- ii. It is the student's responsibility to have backup copies of all work completed on a computer or laptop. The school will not accept 'failure of equipment' as a reason for the non-submission of a serious attempt at an assessment task.

**H. Non-assessed tasks**

In addition to assessment tasks, students will be given other tasks, which are an integral part of the learning process. If students fail to complete these tasks, they risk being deemed to have not satisfactorily completed the course, thus forfeiting their right to a school assessment mark and an HSC exam mark.

**I. Principal's decision**

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the principal is final.

**J. Appeals – Reviews**

- i. An appeal may be made. Marks gained in assessment tasks are best queried at the time the tasks are returned to students and discussed with the teacher straight away.
- ii. Any review undertaken will only consider if the assessment tasks and processes were appropriate for the stage of the course being assessed.
- iii. When lodging an appeal students must use the official THLHS application form available from the deputy principal.

Under NESAs policy, schools are not to provide final cumulative school-based assessment marks to students. Internal assessment ranks will be available to student via Students Online.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notice and feedback on their performance during the course. Student who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review. Please see the deputy if this occurs.

Students can assess their Assessment Rank Order Notice after the last HSC examination has occurred. The notice will be available to students within the period that appeals can be made.

**K. Further notes**

- i. Any changes to the assessment schedules will be made in negotiation with the class, with changes noted in writing.
- ii. Students undertaking a course through TAFE or distance education will be given details of the assessment program and policy from that institution.

**L. Where to get advice.**

- i. Principal, deputy principal, Year 12 adviser, careers adviser, school counsellor, head teacher or class teacher.
- ii. If students have any concerns about any aspect of an assessment task, they can discuss it with their class teacher, or follow up with the relevant head teacher or deputy principal.



<b>COURSE: Agriculture</b>						
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>		
				Skills in working scientifically	Knowledge and understanding of course content	Knowledge, understanding and skills required to manage agricultural production
IPM Research Task	Term 4 Week 9	H1.1, H2.1, H2.2	35	5	20	10
Technology Brochure & Product Study Report	Term 2 Week 7	H3.1, H3.2, H3.3, H3.4	35	5	10	20
Trial Examination	Term 3 Week 2/3	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	30	10	10	10
<b>TOTAL</b>			<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

<b>COURSE: Ancient History</b>							
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Cities of Vesuvius: source analysis	Term 4 Week 7	AH12-1 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	20	5	10		5
Julius Caesar: historical analysis (presentation)	Term 1 Week 5	AH12-2 AH12-3 AH12-4 AH12-5 AH12-7 AH12-8 AH12-9	25	5	5	10	5
Ancient Societies: essay	Term 2 Week 3	AH12-1 AH12-2 AH12-3 AH12-6 AH12-8	25	10		10	5
Trial HSC examination	Term 3 Week 2/3	AH12-2 AH12-3 AH12-4 AH12-5 AH12-9	30	20	5		5
<b>TOTAL</b>			<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>

<b>COURSE: Biology</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Skills in working scientifically	Knowledge and understanding of course content
Depth Study: Communicate scientific understanding	Term 4 Week 7	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7	35	25	10
Depth Study: Conducting investigations	Term 2 Week 2	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	35	25	10
Trial Examination	Term 3 Week 2/3	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-6, BIO11/12-7, BIO 11/12-12 BIO12-13	30	10	20
<b>TOTAL</b>			<b>100</b>	<b>60</b>	<b>40</b>

<b>COURSE: Business Studies</b>						
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>		
				Knowledge and understanding of course content	Stimulus base skills/ Research and inquiry	Communication of business information, ideas and issues in appropriate forms
Research task Operations	Term 4 Week 7	H1, H2, H5, H7	15	5	10	
Case Study Finance	Term 1 Week 9	H3,H5,H6,H7, H8,H9	25	10	10	5
Extended Response Marketing	Term 2 Week 7	H4,H6,H7,H8, H9,H10	30	10	15	5
Trial HSC Examination	Term 3 Week 2/3	H2,H3,H4,H5, H6,H9,H10	30	15	5	10
<b>TOTAL</b>			<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>

<b>COURSE: Chemistry</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Skills in working Scientifically	Knowledge and understanding of course content
Practical Investigation (Qualitative analysis)	Term 1 Week 10	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	30	20	10
Depth Study -Research and Presentation (Organic chemistry)	Term 2 Week 9	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-14	40	30	10
Trial Examinations	Term 3 Week 2/3	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	30	10	20
<b>TOTAL</b>			100	60	40

<b>COURSE: Community and Family Studies</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Knowledge & understanding content	Skills in critical thinking, research, analysis and communicating
Research Methodology: Independent Research Project	Term 4 Week 10	H4.1, H4.2	20	5	15
Individuals and Work: Research Investigation	Term 1 Week 5	H2.2, H2.3, H3.3, H3.4, H5.2,H6.2	25	10	15
Parenting & Caring: Research & Presentation	Term 2 Week 3	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.2, H6.1	25	10	15
Trial HSC examination	Term 3 Week 2/3	H1.1, H2.1, H2.2, H2.3, H3.3, H3.4, H4.1, H4.2, H5.2, H6.1	30	15	15
<b>TOTAL</b>			100	40	60

<b>COURSE: Design and Technology</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Knowledge and skills in designing, managing, producing and evaluating a major design project	Knowledge and understanding of course content
Project Proposal (Shark Tank delivery) Major Design Project	Term 4 Week 7	H1.1, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2	25	25	
Innovation Case Study	Term 1 Week 6	H1.1, H2.1, H2.2, H4.1	20		20
Project Evaluation Comparison of Major Design Project	Term 2 Week 10	H1.1, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2	25	25	
Trial HSC Exam	Term 3 Week 2/3	H1.1, H2.1, H2.3, H4.1, H4.2, H4.3,	30	10	20
<b>TOTAL</b>			100	60	40

<b>COURSE: Standard English</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Texts and Human Experiences: multimodal presentation	Term 4 Week 9	EN12-1 EN12-2 EN12-3 EN12-4	25	10	15
Close Study of Literature: analytical essay	Term 2 Week 7	EN12-1 EN12-3 EN12-4 EN12-8	20	15	5
Trial HSC examination: Papers 1 & 2	Term 3 Week 2/3	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	30	15	15
Craft of Writing: writing portfolio	Term 3 Week 5	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	25	10	15
<b>TOTAL</b>			100	50	50

<b>COURSE: Advanced English</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Texts and Human Experiences: multimodal	Term 4 Week 9	EA12-1 EA12-2 EA12-3 EA12-4 EA12-7	25	10	15
Textual Conversations: comparative essay	Term 2 Week 1	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	20	15	5
Trial HSC examination: Papers 1 & 2	Term 3 Week 2/3	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7	30	15	15
Craft of Writing: writing portfolio	Term 3 Week 5	EA12-1 EA12-3 EA12-4 EA12-5 EA12-7	25	10	15
<b>TOTAL</b>			100	50	50

<b>COURSE: English Studies</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Texts and Human Experiences: multimodal presentation	Term 4 Week 9	ES12-2 ES12-3 ES12-4 ES12-5 ES12-6	25	10	15
Playing the Game: responding to texts and issues	Term 1 Week 9	ES12-1 ES12-3 ES12-4 ES12-5	20	5	15
On the Road: overseas travel guide	Term 2 Week 10	ES12-4 ES12-5 ES12-6	25	10	15
Classwork portfolio	Term 3 Week 7	ES12-1 ES12-2 ES12-3 ES12-8	30	10	20
<b>TOTAL</b>			100	50	50

<b>COURSE: HSC Standard Mathematics 1 (Applied)</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING</b>	<b>COMPONENTS</b>	
				Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
Topic Test Trigonometry Ratio & Rates	Term 4 Week 8	MS-M3 MS-M4 MS-M5	20%	10	10
Open Book Exam Topics to date	Term 1 Week 8	MS-M3 MS-M4 MS-M5 MS-S3	30%	20	10
Investigative Pro- ject Finance	Term 2 Week 8	MS-F2,3	30%	10	20
Trial HSC Exami- nation	Term 3 Week 1/2	Whole Course	20%	10	10
<b>TOTAL</b>			100	50	50

<b>COURSE: HSC Standard Mathematics 2</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING</b>	<b>COMPONENTS</b>	
				Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
Topic Test Trigonometry Ratio & Rates	Term 4 Week 8	MS-M6 MS-M7	20%	10	10
Open Book Exami- nation Topics to date	Term 1 Week 8	MS-M6 MS-M7 MS-S3	25%	15	10
Investigative Pro- ject Networks	Term 2 Week 8	MS-N2 MS-N3	25%	10	15
Trial HSC Exami- nation	Term 3 Week 1/2	Whole Course	30%	15	15
<b>TOTAL</b>			100	50	50

<b>COURSE: HSC Advanced Mathematics</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING</b>	<b>COMPONENTS</b>	
				Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
Topic Test Functions & Trigonometry	Term 4 Week 8	MA-F2 MA-T3	20%	10	10
Open Book Examination Topics to date	Term 1 Week 8	MA-F2 MA-T3 MA-C2,3,4	25%	15	10
Investigative Project Calculus	Term 2 Week 4	MA-C2,3,4	25%	10	15
Trial HSC Examination	Term 3 Week 2/3	MA-F2 MA-T3 MA-C2,3,4 MA-M1 MA-S2,3	30%	15	15
<b>TOTAL</b>			100	50	50

<b>COURSE: HSC Extension 1 Mathematics</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING</b>	<b>COMPONENTS</b>	
				Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
Topic Test Induction & Vectors	Term 4 Week 6	ME-P1 ME-V1	20%	10	10
Open Book Examination Topics to date	Term 1 Week 6	ME-P1 ME-V1 ME-T3 ME-C2,3	25%	15	10
Investigative Project Calculus	Term 2 Week 8	ME-C2,3	25%	10	15
Trial HSC Examination	Term 3 Week 2/3	ME-P1 ME-V1 ME-T3 ME-C2,3 ME-S1	30%	15	15
<b>TOTAL</b>			100	50	50

<b>COURSE: Modern History</b>							
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Power and Authority in the Modern World 1919-1946: source analysis	Term 4 Week 6	MH12-3 MH12-4 MH12-6 MH12-9	20	5	10		5
Russia and the Soviet Union 1917-1941: historical analysis (essay)	Term 1 Week 7	MH12-1 MH12-2 MH12-5 MH12-6 MH12-7 MH12-9	25	15	5		5
Conflict in the Pacific 1937-1951: research presentation	Term 2 Week 2	MH12-5 MH12-8 MH12-9	30	5		20	5
Trial HSC examination	Term 3 Week 2/3	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	25	15	5		5
<b>TOTAL</b>			100	40	20	20	20



<b>COURSE: Personal Development, Health and Physical Education</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
Option 3: Sports Medicine  <b>Sports injury scenario &amp; injury report</b>	Term 4 Week 6	H13, H16	20	10	10
Core 1: Health Priority Area's –  <b>Research presentation &amp; in class extended response</b>	Term 1 Week 7	H1, H4, H15, H16	25	10	15
Core 2: Affecting Performance  <b>Training plan and essay justification</b>	Term 2 Week 8	H7, H8, H10, H17	25	10	15
Trial H.S.C. <b>Examination</b>	Term 3 Week 2/3	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16	30	10	20
<b>TOTAL</b>			100	40	60

<b>COURSE: Physics</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING %</b>	<b>COMPONENTS</b>	
				Skills in working Scientifically	Knowledge and understanding of course content
Practical Investigation (Mechanics)	Term 4 Week 8	PH12-1 PH12-2 PH12-3 PH12-4 PH12-7 PH12-8	20	15	5
Research task and history of ideas (Electro-magnetics)	Term 1 Week 8	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-7 PH12-10	25	15	10
Depth Study - Research and Presentation (Light)	Term 2 Week 6	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-7 PH12-10	25	12	5
Trial Examination	Term 3 Week 2/3	PH12-1 PH12-4 PH12-5 PH12-6 PH12-7 PH12-8 PH12-9 PH12-10 PH12-11	30	10	20
<b>TOTAL</b>			<b>100</b>	<b>60</b>	<b>40</b>

<b>COURSE: Visual Arts</b>					
<b>TASK</b>	<b>DUE DATE</b>	<b>OUTCOMES</b>	<b>WEIGHTING</b>	<b>COMPONENTS</b>	
				Artmaking	Art Criticism and Art History
Historical critical essay	Term 1 Week 7	H7, H8, H9	20%		20
Development of Body of Work	Term 2 Week 1	H1, H2, H3, H4, H5	20%	20	
HSC Body of Work Final Mark	Term 3 Week 4	H7, H8, H9, H10	30%	30	
Trial HSC Exam	Term 3 Week 2/3	H1, H2, H3, H4, H5, H6	30%		30
<b>TOTAL</b>			<b>100%</b>	<b>50</b>	<b>50</b>

## Assessment Advice for HSC VET Courses

**Construction (Certificate II in Construction Pathways)**  
**Hospitality (Certificate II in Kitchen Operations)**  
**Primary Industries (Certificate II in Agriculture)**  
**Sport Coaching (Certificate II in Sport Coaching)**

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 may be deemed *Competent* if performance in all required assessment activities is satisfactory or *Not Yet 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 Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternatively 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A 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.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**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).**

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an '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 *Statement of Attainment* which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

SCOPE AND SEQUENCE – SIT20416 Certificate II in Kitchen Operations (including coffee)

Term 4	Term 1	Term 2	Term 3
Cluster 5: Producing menu items (Continue delivery) SITHCCC005 Prepare dishes using basic methods of cookery	Cluster 4: Preparing quality simple dishes SITHCCC002 Prepare and present simple dishes SITXINV002 Maintain the quality of perishable items	Cluster 7: Preparing appetisers and salads (Continue delivery)  SITHCCC006 Prepare appetisers and salads	Cluster 9: Keeping up to date with industry SITHIND02 Source and use information on the hospitality industry
Assess Cluster 5 Producing menu items		Assess Cluster 7 Preparing appetisers and salads	Assess Cluster 9 Keeping up to date with industry
Cluster 6: Cleaning the kitchen SITHKOP001 Clean kitchen premises and equipment	Cluster 7 Preparing appetisers and salads (Begin delivery) SITHCCC006 Prepare appetisers and salads	Cluster 8: Sandwich preparation SITHCCC003 Prepare and present sandwiches	
Assess Cluster 6 Cleaning the kitchen	Assess Cluster 4 Preparing Quality Simple Dishes	Assess Cluster 8 Sandwich preparation	Cluster 10 Use Cookery skills effectively SITHCCC011 Use cookery skills effectively (Portfolio)
Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)

SCOPE AND SEQUENCE – MEM10105 Certificate I in Engineering

Year 12	Cluster 4-Calculating and cutting	Cluster 5-Workshop Machines	Cluster 6-Skills into Action	Cluster 7- Technical Drawing (HSC Unit Only)	Cluster 8a, 8b, 8c – Options
Project	Group 3 or 4 type project Student choice	Group 4, 5 or 6 type project Student choice	Group 5 or 6 type project Student choice		Group 5 type project Student choice
	MEM12024A- Perform computations (3) MEM05005B- Carry out mechanical cutting(2)	MEM05012C- Perform routine manual metal arc welding (2) MEM 07032B Use workshop machines for basic operations(2)	MEM16007A-Work with others in a manufacturing, engineering or related environment (0) MEM15002A- Apply quality systems(2) MEM15024A Apply quality procedures(0)	MEM09002B- Interpret technical drawing (0) (this unit is for HSC purposes only-it does not count towards the AQF Certificate I qualification) NB: This unit will not appear as part of the NESA records.	8b MEM05007C- Perform manual heating and thermal cutting (2)

SCOPE AND SEQUENCE – AHC20116 Certificate II in Agriculture

	TERM 1	TERM 2	TERM 3	TERM 4
Y E A R  11				<b>Cluster 2 – Working in the Industry</b>  AHCWRK209 Participate in environmentally sustainable work practices  AHCWRK204 Work Effectively in Industry  ACHWRK205 Participate in workplace communications
Y E A R  12	<b>Cluster 5 – Healthy Livestock</b>  AHCLSK202 Care for health and welfare of livestock  AHCLSK205 Handle livestock using basic techniques  AHCLSK206 Identify and mark livestock  AHCLSK204 Carry out regular livestock observations	<b>Cluster 8 – Feed and Water Livestock</b>  AHCLSK211 Provide feed for livestock  ACHLSK209 Monitor water supplies	<b>Cluster 9 - Fencing</b>  AHCINF202 Install, maintain and repair farm fencing  AHCINF201 Carry out basic electric fencing operations	

Dear Mr and Mrs .....

**OFFICIAL WARNING – Non-completion of a Higher School Certificate Course**

I am writing to advise you that your son/daughter, ....., is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in (*course name*).

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the (*first/second/third*) official warning we have issued notifying you that (*student*) is at risk of not completing the above course. Previous warning(s) were sent to you on (*dates*).

**Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. (*student*) is not currently meeting one or more of these requirements. In particular, he/she (*brief description of the problem(s)*).

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by (*student*) to correct the problem.

<b>Task or course requirement</b>	<b>Percentage weighting (if applicable)</b>	<b>Original due date (if applicable)</b>	<b>Action required by student</b>	<b>Date for completion</b>

**Action by parent/guardian**

To support (*student*) in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact (*teacher*).

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher

\_\_\_\_\_  
Principal

.....  
***Acknowledgement of Official Warning***

I have received the letter dated (*date*) advising me that (*student*) is in danger of not meeting the course completion requirements for (*course name*), and am aware that this is the (*first/second/third*) official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

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

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_





# THE HENRY LAWSON HIGH SCHOOL

## Assessment Task Submission and Receipt Form

Subject: \_\_\_\_\_  
 Task name: \_\_\_\_\_  
 Due date: \_\_\_\_\_

**Student declaration:**

I declare that the task I am submitting is my own work\*. I have:

- ✓ been honest and ethical in completing this task
- ✓ acknowledged my sources (where relevant)
- ✓ used my own words
- ✓ sought to understand what the task requires of me
- ✓ not cheated
- ✓ not plagiarised
- ✓ respected intellectual property (copyright)
- ✓ collaborated on group work, without copying or colluding (where relevant)

\*For more information on BOSTES rules for assessment tasks, go to: <http://amow.boardofstudies.nsw.edu.au>

Student Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Mode of submission**

Today I have submitted (tick the relevant box):

- an email to my teacher with the task attached
- the task via the school Moodle site
- the task on paper into the faculty head teacher in the front office
- other: \_\_\_\_\_



# THE HENRY LAWSON HIGH SCHOOL

## Task Receipt

Task details

Subject: \_\_\_\_\_  
 Task name: \_\_\_\_\_  
 Due date: \_\_\_\_\_  
 This task received at: \_\_\_\_\_ (time) on \_\_\_\_\_ (date)  
 Signed: \_\_\_\_\_ (Head Teacher / Deputy Principal)

## Assessment Task Illness / Misadventure and Extension Application Form



<b>Student Name:</b>	
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- 1] Bring this form to the Head Teacher Assessment to get approval to start the process.  
 2] Tick the box below to indicate what has happened or is about to happen with your assessment task:

Tick		Tick	
<input type="checkbox"/>	I missed an in-class task / exam	<input type="checkbox"/>	I know I will miss an in-class task / exam
<input type="checkbox"/>	I am applying for an extension	<input type="checkbox"/>	I am asking for consideration

- 3] Fill in the details of the task below:

Course		Task Name	
Date Due		Task Type	
Date Set			

- 4] Fill in relevant details in the box below:

- 5] Indicate below your **communication** with your class teacher, including plans to resubmit, resit, or get an estimate:

- 6] Sign below:

Student		Teacher	
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Submission to Head Teacher Assessment:

Date		Decision	
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Notes	
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## Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks:

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 implications.
Apply	Use, utilize, and employ in a particular situation.
Appreciate	Make a judgment about the value of.
Assess	Make a judgment 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 arguments or items.
Contrast	Show how things are different or opposite.
Critically	(analyse/evaluate) Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/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 between.
Evaluate	Make a judgment based on criteria.
Examine	Enquire into.

Explain	Relate cause and effect; make the relationships between things evident.
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 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.
Synthesize	Putting together various elements to make whole.

## **CONTACT DETAILS**

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