



Stage 6

Preliminary Course

Assessment Booklet 2024

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Contents

Introduction	4
Studying for the NSW Higher School Certificate	5
Achieving your HSC	5
CURRICULUM REQUIREMENTS OF THE HSC	5
HSC PATHWAYS	6
Accumulation	6
Repeating courses	6
Starting your HSC studies	6
How the HSC works	7
Advice to Students - HSC Assessments and Submitted Works	7
Why have assessment tasks in the HSC?	7
How can I best manage my assessment tasks?	8
What is plagiarism?	8
Honesty in the Stage 6 assessment: What constitutes malpractice?	9
How do I acknowledge sources?	10
A summary of student rights and responsibilities in HSC assessment	10
What are HSC performance bands?	11
About the RoSA	12
Eligibility for the Record of School Achievement (RoSA)	12
A credential for school leavers	13
Life Skills	13
School attendance	14
Course completion criteria	14
RoSA Assessment and Grading Process	15
Overview of Common Grade Scale	16
Assessment at Dapto High School	17
What is assessment?	17
Why is there school assessment?	17
What will assessment tasks look like?	17
Submission of an Assessment Task:	19
Late or non-submission of an Assessment Task	19
Extensions	20
Consequences For Breaching School Assessment Rules	20
Assessment Processes at Dapto High School	22
Satisfactory Completion of Courses	22
N Determinations	22
Reviews and Appeals	23
Other Appeals Available to Students	24
Flow Chart of the Appeals Process for Individual Assessment Task	25
Illness Misadventure Appeal	25
N-Determination Procedures	26
Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal	33
For Office Use Only:	33
□ Step Two: Appeal to Principal	34
For Office Use Only:	34
Please submit within 2 school days of task being returned to you	36
□ Step Two – Appeal to Head Teacher	36
Assessment Schedules	37
Ancient History	29

Biology	30
Business Studies.....	31
Chemistry	32
Community and Family Studies	33
Design & Technology.....	34
Earth and Environmental	35
English Extension 1	36
English Advanced	37
English Standard	38
English Studies	39
Exploring Early Childhood	40
Geography	41
Industrial Technology: Timber.....	42
Investigating Science.....	43
Legal Studies	44
Marine Studies.....	45
Advanced Mathematics	46
Standard Mathematics.....	48
Numeracy Course Mathematics.....	49
Extension 1 Mathematics.....	50
Modern History	51
Music 1	52
PDHPE	53
Physics	54
Society and Culture	55
Sport Lifestyle and Recreation.....	56
Visual Arts	57
Visual Design.....	58
Work Studies	59
Vocational Education and Training (VET) Courses.....	60
HSC Assessment Advice for VET Courses.....	61

Introduction

The following material is provided for the information of students at Dapto High School, parents/caregivers regarding assessment tasks, school requirements and NSW Education Standards Authority (NESA) requirements for satisfactory course completion. Students and parents should be aware that student achievement in assessment tasks during the year directly contributes to final RoSA assessment marks submitted to the NSW Education Standards Authority (NESA) for every student.

The Stage 6 course delivered by Dapto High School in 2022-2024 is described within this booklet and all information is accurate at the time of publishing. The specific timing of some assessment tasks detailed within the various course entries may need to be modified but students will receive appropriate advance notice of any variations in class.

Stage 5 marks the first of the years in which students can earn a leaving credential. This is the Record of School Achievement (RoSA). Employers and the community in general expect all school leavers to present a Record of School Achievement from secondary school. It is therefore important for you to consider your attitude to schoolwork and your effort and organisation in year 10 and beyond as this record of achievement will be on "the public record" and stay with you for all time.

The aim of this booklet is to outline the school's expectations of you in Stage 6 and to provide important information about the various ways in which assessment takes place. Each course has a schedule of assessment tasks which must be completed throughout the year for a grade to be awarded to a student. These are similar in all schools and are based on the students working towards achieving the learning outcomes published in the NSW Board of Studies syllabi. Stage 6 has a much greater level of formal assessment than in the junior years because students' achievements are being reported in terms of all students across the state and the same standards are to be applied in every NSW school.

Take the time to read the information in this booklet carefully, keep it in a safe place and think carefully about the expectations of you, now you are in Stage 6.

Studying for the NSW Higher School Certificate

The Higher School Certificate (HSC) is the culmination of your school career and the highest educational award you can achieve at secondary school in New South Wales.

Achieving your HSC

Studying for the HSC begins with the Preliminary year, usually Year 11.

The HSC will involve satisfactorily completing course work plus completing school-based assessment tasks throughout the HSC year and also sitting the HSC exams with the rest of the state. The results of your school-based assessments and HSC exams will contribute equally to your final HSC mark.

To be eligible for your HSC, you need to:

- Be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE NSW institute.
- Have been granted a ROSA or equivalent that NESA considers satisfactory.
- Demonstrate a minimum standard of literacy and numeracy. For further information go to

<http://educationstandards.nsw.edu.au/wps/porta/hesa/11-12/hsc/hsc-minimum-standard> Satisfactorily complete courses in a Year 7 and Year 12 pattern of study required by NESA

- Study the right number and type of Preliminary and HSC courses and satisfactorily complete the requirements of those courses, including any practical or project work, or work placement.
- Complete assessment tasks set by your school for each course.
- Sit for the required HSC exams with the rest of the state.

CURRICULUM REQUIREMENTS OF THE HSC

A student must satisfactorily complete:

- A preliminary pattern of study that includes at least 12 units.
- A HSC pattern of study that includes at least 10 units Both study patterns must include at least:
 - 6 units of Board Developed Courses
 - 2 units of a Board Developed Course in English
 - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
 - 4 subjects

Some courses have certain rules and prerequisites, for example: -

- You can only enrol in an extension course if you are enrolled in the corresponding 2-unit course -
- You can only enrol in an optional VET examination if you have enrolled in the corresponding 240-hour course.
- You cannot do more than one non-extension course from a subject eg. Mathematics Standard and Mathematics Advanced

Additional rules apply if you want an ATAR. These rules are determined by UAC and are published at <https://www.uac.edu.au/future-applicants/atar>.

HSC PATHWAYS

Most students follow a two year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. The NSW Education Standards Authority also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care. The Pathways provisions listed below allow flexibility in obtaining the Higher School Certificate and provide equitable access for all.

Accumulation

A student may accumulate the HSC over a period of up to five years. The five year period commences in the first year they complete an HSC course. Preliminary courses may, but need not, be accumulated within this period. The student will receive a cumulative Record of Achievement for Preliminary and HSC courses completed each year. By the end of the period of accumulation, they must have met all Preliminary and HSC patterns of study requirements. In subjects that include extension courses, a student may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Repeating courses

A student may repeat one or more HSC courses, but they must do so within the five year accumulation period. In the calculation of the Australian Tertiary Admission Rank (ATAR), the most recent mark in a course will be used.

Starting your HSC studies

Once you have chosen your HSC courses, you will begin studying your Preliminary year of the HSC (usually Year 11). At the end of the Preliminary course you will be deemed satisfactory if you have met the NSW Educational Standards Authority (NESA) outcomes of:

- Follow the course as designed & developed by NESA.
- Work with diligence and sustained effort to meet the requirements of the course.
- Achieve some or all of the course outcomes.

This applies to all course work (classwork and homework) plus satisfactory completion of assessment tasks. Students who fail to complete classwork and homework to a satisfactory standard will be deemed unsatisfactory and warning letters will be sent to parents/caregivers advising them of this.

As part of HSC study, you will start to complete assessment tasks and to help you with this is the HSC: All My Own Work program. This program helps you understand your rights and responsibilities in the HSC and ethical scholarship issues such as plagiarism and copyright. It prepares you for senior study, where you will do more independent learning and your teachers will expect more from your research. Your school will organise a time for you to complete it by the end of Term 1.

Study for your HSC year will begin in Term 4 for most students, meaning you officially start Year 12 around October. You will be required to read the Rules and Procedures for the Higher School Certificate before starting your HSC year. Your school will give you a copy, and it is also on the Board's website.

How the HSC works

Visit Students Online NSW (<https://studentsonline.nesa.nsw.edu.au>) for a step-by-step guide to how the HSC works - from getting started, completing assessments, sitting exams and understanding your HSC results. You will also find handy study tips and tools and answers to frequently asked questions about the HSC.

Advice to Students - HSC Assessments and Submitted Works

HSC assessment tasks and projects are likely to be among the most challenging learning you will undertake during your time at school.

It covers all assessment tasks, exams, projects, practical works, independent research projects and performances.

Why have assessment tasks in the HSC?

HSC assessment tasks will:

- Help you learn, expand your knowledge and encourage you to challenge yourself.
- Show how much you have learnt and where you need to improve.
- Prove you have satisfactorily completed a course.
- Contribute to your final HSC mark.

Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external HSC exams.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

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

Here are some examples of behaviour considered to be cheating:

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

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

Honesty in the Stage 6 assessment: What constitutes malpractice?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. This practice does not align to our school values of "Respect", "Integrity" or "Excellence".

All work submitted in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work or must be acknowledged/referenced appropriately. Malpractice, including plagiarism and the use of Artificial Intelligence (AI), could lead to students receiving zero marks, and will jeopardise requirements in completing the Stage 6 preliminary HSC.

Academic malpractice is when you have copied written work or take ownership (submit) a piece of work that someone else originated- in full or chunks of the others work. It is cheating, it is dishonest, and you are not working within Dapto High School, school values of respect, integrity, or excellence. Again, this will jeopardise your preliminary HSC.

The following are common questions about plagiarism.

Malpractice is any activity that allows students to gain an unfair advantage over other students or where they claim the work of others. It includes, but is not limited to:

- copying someone else's work in part or in whole and submitting it as their own.
- using the words directly copied from websites, books, journals, CDs or the internet without referencing/citing the author, source (URL, book title, journal name), and date accessed.
- building on the ideas or work of another person without reference to their work.
- buying, stealing or using another person's work and presenting/submitting it as their own.
- submitting work to which another person, such as a parent, tutor, coach or subject expert, has contributed substantially.
- using words, ideas, designs, or the workmanship of others in practical and performance tasks without appropriate acknowledgement and reference of the author's work.
- paying someone to write, plan or prepare material, notes, or part of the assessment.
- breaching NESA and/or school examination rules and procedures.
- using non-approved aids during an assessment task.
- producing false, untrue, explanation of why work not handed in by the due date.
- assisting another student to engage in malpractice.

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. You must comply to the "All your own work" program you completed, which aligns to the school values of respect, integrity and excellence.

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own to the classroom teacher, Head Teacher and/or Deputy Principal and Principal. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- clearance by the a plagiarism checker the school utilises.

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done.

Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

A summary of student rights and responsibilities in HSC assessment

You have the following rights:

- To be informed of the assessment policies of your school and the NSW Education Standards Authority.
- To receive clear guidelines relating to the requirements of each assessment task.
- To be told in advance of the due date for each assessment task.
- To receive feedback that assists you to review your work.
- To query the mark for an individual task at the time it is returned to you.
- To request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

- To become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet.
- To complete all set tasks on time or talk to your teacher about what is required if you can't meet a deadline.
- Not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- To ensure that all assessment work is your own or acknowledge the contribution of others.
- To follow up any concerns you have with tasks at the time they are marked and returned.

What are HSC performance bands?

For each course, performance bands indicate levels of achievement demonstrated by students. The performance band description gives meaning to a Higher School Certificate mark by summarising the knowledge and skills typically demonstrated by students whose mark placed them in that performance band. There is no statement corresponding to Band 1, which is considered to be below the minimum standard expected.

HSC marks for non-Extension courses are divided into 6 bands:

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

For a 2-Unit course, Band 6 indicates the highest level of performance. The minimum standard expected for a course is 50. Band 1 indicates that a student has not met enough of the course outcomes for a description to be made, as performance is considered to be below the minimum standard expected. There is no predetermined distribution of students to particular bands.

About the RoSA

The Record of School Achievement (RoSA) is a credential that shows your school achievement from Year 9 up to the HSC.

The RoSA is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school):

- Is a cumulative credential - that is, it grows as your achievements are added;
- Means fair grades for everyone - RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency; and
- Recognises Life Skills outcomes and content.

If you intend to leave school before the HSC, you also have the option of taking literacy and numeracy tests and you can use your results as evidence of your skills.

The best source of information is Students Online, a website developed by NESA exclusively for senior students in NSW to provide information about their study.

Visit Students Online for more about eligibility for the Record of School Achievement and also the optional literacy and numeracy tests.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- Complied with all requirements imposed by the Minister or NESA; and
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

- A Profile of Student Achievement is printed and issued by NESA at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).
- Teachers are required to indicate outcomes achieved by students in Years 10, 11 and 12 for each course based on Life Skills outcomes and content through Schools Online.
- When entering information, teachers can select from two options:
- Achieved - for outcomes achieved independently or with adjustments required for demonstration on the same basis as their peers.
- Achieved with support - for outcomes achieved with additional support, such as visual or verbal prompts.

School attendance

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress will be considered.

Whilst the NSW Education Standards Authority does not mandate attendance requirements, the principal may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be considered seriously. Students must have a pattern of attendance which reflects a genuine effort in all courses and reflects at least 85%.

In forming an opinion, the following will be considered by the principal:

- The nature and duration of the absence.
- The standing of the student within the course at the time of the absence.
- The student's prior pattern of attendance, application, and achievement.
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted (by the principal) to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Course completion criteria

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

- Followed the course developed or endorsed by the New South Wales Education Standards Authority
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

Failure to complete one or more of the above may result in an N-warning.

RoSA Assessment and Grading Process

School-based assessment occurs in all subjects. This provides the basis for the award of RoSA grades for all courses other than General Experience Courses which are reported on the RoSA but were completed in Years 7 and 8. The grades are based on:

- Student's achievement of course outcomes.
- Student's performance on assessment tasks set by the school.
- Student's performances measured against course performance descriptors (see Common Grade Scale for an overview of the grading system - Mathematics have an alternate Grading system).

For General Experience Courses (Visual Arts, Music, Mandatory Technology) one of two ratings will be awarded and reported on as part of the Year 10 Record of School Achievement. These ratings are:

- Completed - indicating satisfactory completion of the course.
- Not completed - indicating that a course has not been satisfactorily completed.

Assessment schedules have been published for each course. They provide details of specific tasks, their approximate timing, and their weighting (how much each task is worth), and have been structured to place greater emphasis to activities later in the year. The timing of these tasks may vary a little because of unforeseen circumstances or school calendar changes but adequate notice will be provided by class teachers when this happens. Students will receive at least two weeks' notice of all tasks and clear and meaningful feedback about their performance at each assessment task.

Overview of Common Grade Scale

The Common Grade Scale describes performance at each of five grade levels.

Grade General Descriptor

Grade	Descriptor
A	The student has an extensive knowledge and Understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and Understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and Understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and Understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and Understanding in few areas of the content and has achieved a very limited competence in some of the processes and skills.

Where an A to E grade appears opposite a course, the student has satisfactorily completed the course.

Grade	Descriptor
N	Where an 'N' appears in place of an A to E grade it indicates that the student has failed to meet course requirements.

Assessment at Dapto High School

What is assessment?

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

- Assist in skill and knowledge development.
- Identify areas for extension or remediation for the teacher and student.
- Provide opportunities for students to consolidate conceptual understanding.
- Provide evidence of sustained and diligent effort.

Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

What will assessment tasks look like?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Field work
- Oral presentations
- Practical performance
- Formal examinations

How often will assessment tasks occur?

Assessment tasks will occur regularly throughout each Stage 6 course.

Stage 6 Assessment Procedures

Aim:

To ensure that Dapto High School meets all NSW Education Standards Authority (NESA) requirements

Every student will be made fully aware of the NESA, and school requirements for RoSA, Preliminary and Higher School Certificate Assessment.

Procedures:

It is important that students studying an HSC course **must make a genuine attempt at assessment tasks**, which contribute in excess of 50% of the available marks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying an HSC course **must make a genuine attempt at the requisite examination**. Note that in the case of extension courses, students who fail to meet the assessment requirements of the common part of the course will not receive a result in the course at all. HSC courses which are not satisfactorily completed, will not appear on the student's Record of School Achievement or Result Notice.

Before the assessment:

- All students will have access to a published document outlining all assessments, due dates and outcomes assessed in the year.
- In any one subject a student will not complete any more than:
- 3 tasks in Year 11
- 4 in Year 12 including one HSC examination as per the HSC assessment guidelines <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>
- Students will be notified a minimum of 2 weeks prior to the assessment or examination due date and are to sign the Assessment Register in the HSC monitoring package stating they have received the task.
- Any change in date to an assessment task requires staff to notify both staff and students in writing 2 week prior to the new due date of assessment.

In exceptionally rare circumstances, assessment tasks may be deemed invalid. In these cases students will be informed in writing by the Head Teacher and where appropriate one of the following will occur;

- part of the task will be marked
- task weighting may be reduced
- a new task and due date will be issued

Submission of an Assessment Task:

- Every student is expected to submit all assessment tasks by the due date. An assessment task not submitted on time will be given a ZERO mark along with an N-Warning Notification.
- Unless otherwise notified in the assessment notification, assessment tasks must be submitted at the beginning of the first timetabled lesson, in the relevant subject, on the date the assessment task is due.
- Students must submit the task themselves and remain in class for the entire lesson unless they have applied for and been granted special arrangements through the Deputy Principal.
- When an assessment task is being completed during class time, students must attend all their timetabled lessons from the start of the school day on the day of the assessment task.
- All internal assessment tasks must be completed on the day in the designated period.

Late or non-submission of an Assessment Task

- If a student is late for school on the day an assessment task is due, they must report to the office with a note, signed by their parent/carer, explaining the reason for lateness. The student will be issued with a late note and should proceed directly to class.
- In relation to any problem that may arise regarding the assessment task, the validity of the reason for lateness will be determined by the Deputy Principal.
- If a student cannot attend school on the day of an assessment task because of a valid reason they must do the following:
 - Call the school and give the reason you will not be at school.
 - Complete *Assessment Appeal Deputy Principal Form A*
 - Appropriate documentation explaining the absence must be supplied. In case of illness the best form of documentation is a **medical certificate issued on the day of the task**.
 - Show the completed *Assessment Appeal Deputy Principal Form A* and medical certificate/ other documentation to the relevant Deputy Principal on the first day of return.

Acceptable reasons for the late submission or absence from an assessment task include illness, accident, or misadventure. The students must obtain appropriate documentation such as a medical certificate, a subpoena from court or a death certificate. This must be submitted to the Deputy of the Year Group. Technical difficulties and family holidays are non-justifiable reasons for not submitting assessment tasks. The Deputy Principal will determine an appropriate time to re-sit or re-submit the assessment task.

- Computer or printer breakdown will generally be considered an unsatisfactory excuse for failure to submit a task on time. Students have a

minimum of two weeks notice of a task and therefore must plan ahead and avoid the possibility of computer breakdowns or malfunction on the due date of the task.

- Even though the student fails to submit a task by the due date, the task must still be submitted. Failure to complete the task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
- When a student fails to submit an assessment task by the due date, the student and their parents will be advised in writing. An official warning letter will be sent home informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.

Extensions

Students applying for an extension for submitted tasks must do so three days prior to the submission date. A valid reason must accompany your application, i.e., medical conditions which has prevented you from working on your task (let your teacher know immediately if this is the case) and is supported by a Doctor's certificate or due to exceptional circumstances.

Consequences For Breaching School Assessment Rules

- When an assessment task is submitted after the due date and time and no extension has been granted, the task will be awarded zero and noted as either a genuine or non genuine attempt, which may or may not satisfactorily complete course requirements.
- If a student submits a task on time but still scores zero, the attempt may be deemed by the teacher to be a non-serious attempt. If this occurs, it means that as far as 'satisfactory completion' of the course is concerned, the student is deemed not to have submitted the task at all. An N warning letter will be issued for this task.
- Students cannot attend school and use school facilities to complete assessment tasks if they are not marked as present on the roll. If a student is not registered as present on the roll, he/she will be considered to be absent or truanting.
- Students cannot absent themselves from timetabled classes to prepare for or complete assessment tasks. This type of action will firstly be treated as fractional truancy and dealt with accordingly, and secondly it will also be regarded as providing the student with an unfair advantage. A zero mark for the task will be recorded and an N warning letter will be issued for the task.
- Year 11 students need to successfully satisfy all assessment requirements for Preliminary Courses, (total of 12 units of study) to be eligible for a Year 11 RoSA. Students who are presented with 2 or more official warning letters in any one subject, will be deemed as "causing concern" and will be required to attend a senior review meeting.

- Year 12 students that fail to complete tasks with weightings totalling more than 50% of the total assessment mark in a particular subject, without a valid reason, will be issued with an 'N' Determination in that subject in the HSC. This will deem a student ineligible to receive a HSC.
- When a student fails to complete an assessment task due to a valid reason the student can complete an alternate task. If this is not possible the student will maintain their rank.
- If a student is concerned with the result following the marking of a task, then they have the right to appeal. An appeal must be lodged as soon as possible after the return of the task using the appropriate appeal form and submitted to the Deputy Principal of the subject for review.

Assessment Processes at Dapto High School

Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by New South Wales Education Standards Authority
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbiter on any matters that arise regarding the final assessments.

N Determinations

Such determinations will be made by the Principal on advice from the Deputy Principal and relevant Head Teacher.

All staff are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress. As a minimum there needs to be:

- Causing Concern letters identifying and advising parents of early problems
- Irregularity letters advising parents of non-completion of assessment tasks
- Teacher or Head Teacher may contact parent by phone or seek parent/teacher interview even prior to official interviews identified in N Award steps
- Student academic report reflect non-achievement of course outcomes
- N Award Warning Letter 1 (Head Teacher - parent interview)
- N Award Warning Letter 2 (Head Teacher, Deputy Principal and parent)
- N Award Final Interview (Principal, student, parent)

Reviews and Appeals

Schools and students may appeal against decisions concerning aspects of the award of the Record of School Achievement. These are summarised as follows:

a) Individual Assessment Tasks

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal.

b) Assessment Ranking

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

School reviews are limited to ensuring that:

In conducting an "Individual assessment task" review it is necessary for the school to ascertain whether:

- a) The weightings specified by the school in its assessment program conforms with the requirements detailed in the syllabus.
- b) The procedures used by the school for determining the assessment mark conform with its stated assessment program - in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
- c) There are any computational or other clerical errors in the determination of the assessment mark.

Appeal process for an Individual Assessment Task

Before beginning the formal appeal process students seek advice from the faculty Head Teacher.

To begin the formal appeal process, students complete the *Assessment Appeal Deputy Principal Form A* and hand it in to the relevant Deputy Principal (a copy is included in the Assessment handbook).

If your illness/misadventure is rejected by the Deputy Principal, you can appeal the decision by completing *Assessment Appeal Principal Form B* (a copy is included in the Assessment handbook).

If a student is not satisfied with the outcome of a review (communicated in writing to the student by the Assessment Review Appeal Panel), the student may appeal to NSW Education Standards Authority.

In dealing with appeals, NESA will consider only whether the process was adequate for determining these matters, and whether the conduct of the review was proper in all respects.

What does the NSW Education Standards Authority do with an appeal regarding assessment rankings?

Since the appeal is directed to the assessment process, the authority will not itself revise assessment marks or the order of merit.

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The result of that review may affect the student's assessment and/or those of other students at the school, and will be reflected in the moderated assessment marks for all candidates so affected.

NESA will not consider further appeals from other candidates whose assessments or ranking may be affected by reviews or appeals.

The reason is that although initiated by individual candidates, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

FOR FURTHER ADVICE CONTACT THE DEPUTY PRINCIPAL OR THE PRINCIPAL.

Other Appeals Available to Students

'N' determination in one or more courses

Students can appeal against 'N' determinations in particular courses. In the first instance, students make their appeal directly to the school Principal. If the appeal is not upheld at the school level the student can appeal to the New South Wales Education Standards Authority whose decision is final.

Flow Chart of the Appeals Process for Individual Assessment Task

Student wishing to appeal the assessment procedure for an individual assessment task.

Written application is made to the Head Teacher of the course who, in consultation with the subject Teacher, decides.

Appeal rejected: written application to the Deputy

Appeal rejected: written application to the NSW Education Standards Authority (NESA)

Illness Misadventure Appeal

The *Assessment Appeal Deputy Form A* is to be used by students who because of illness, accident, exceptional circumstance or misadventure immediately prior to, or during the course of an assessment:

- Fail to complete an assessment task.
- Fail to attend an assessment.
- Feel they have been unable to do justice to themselves in the assessment.

When to appeal

If illness, accident or misadventure prevents your attendance at an assessment your subject teacher must be informed immediately.

- If illness, accident or misadventure which might adversely affect your performance in the assessment occurs before the assessment you should advise the subject teacher immediately you enter the assessment room.
- If illness occurs during the course of the assessment, you must immediately notify the teacher.

How to appeal

Submit full details on the appeal forms, supported by medical and/or other appropriate evidence to your subject Head Teacher.

Submitting a Doctors' Certificate ONLY will not form an Illness/Misadventure Appeal. The Dapto High School Appeal Form with the Independent Evidence Form must be submitted for the Appeal to be assessed.

N-Determination Procedures

Rationale: See DoE Policy

Aim:

To ensure that all students are treated fairly in achieving external credentials from NESA

- To ensure that students and parents are advised in writing that their child is in danger of not meeting course requirements and are given adequate time to correct the issues.
- To request written acknowledgement that the parent has received the warning

Process:

Step 1:

The Classroom teacher is concerned about the student's ability to complete mandatory course work, satisfactorily achieve course outcomes and/or assessment tasks. They raise these concerns with the student and parent/carer, with a documented interview where possible.

This could be based on any student whose attendance is a cause for concern. Generally, this will include students whose attendance is less than 85% of possible lessons. (Although the NESA does not set minimum requirements of attendance for the satisfactory completion of a course this may indicate that the student is not participating in mandatory course work).

The classroom teacher should inform the Head Teacher of those students who are not satisfactorily completing course outcomes and/or assessment tasks.

Step 2:

The discussion between the Teacher and Head Teacher should focus upon whether or not the student is satisfactorily meeting the requirements to achieve course outcomes. This determination should consider:

Course Completion Criteria:

The following course completion criteria refer to RoSA, Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves 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 attendance is impacting on a student's ability to complete mandatory course work and achieve course outcome a formal "N Determination" warning letter should be issued. The letter must include specific details of the course work that needs to be completed.

Assessment:

In addition to any other set tasks and experiences in any RoSA / Preliminary / HSC course, students must satisfactorily complete assessment tasks that contribute in excess of 50 percent of available marks.

Where a student fails to submit an assessment task on the due date a zero mark is awarded, and a formal "N Determination" warning letter must be issued. The letter must include specific details of the assessment work that needs to be completed and followed up with a phone call from the classroom teacher. The classroom teacher will prepare 3 copies of the warning letter. The teacher concerned will file one copy of the letter in the student's record, one is to be placed in the teacher's monitoring folder and arrange for one copy to be sent home. Only the approved NESA letters are to be used. Faculties may at any time send out their own Faculty letters in relation to behaviour or attitude, but these will not be used in an "N Determination" process.

Step 3a: Work / Task submitted

Teacher, in consultation with the Head Teacher Faculty, determines whether the student has become satisfactory in relation to the task or classwork.

If satisfactory, teacher resolves warning letter on SENTRAL database If unsatisfactory - proceed to step 3b

Step 3b: Work / Task not submitted

Parent / carer interview or phone call arranged with student and Teacher / Head Teacher Faculty.

Interview/ phone call documented on SENTRAL: 2nd "N Determination" warning letter sent

Step 4: Work / Task remain outstanding

Teacher to discuss with Parent / carer and/or student regarding risk of receiving an N Determination in course.

Step 5:

School-wide monitoring of "N Determination" warnings will occur at the mid and end point of each term by each faculty. If a student receives more than one "N Determination" in a subject, then the Head Teacher will arrange an interview with the student and parent/carers.

Step 6:

The Deputy Principal of the year group will carry out academic reviews with students and parents/ carers who have received "N Determination" warning letters in more than one subject. This review will involve an individual interview with each student, resulting in a plan designed for increased assistance. The review will also explore the attendance history of students and its impact on their learning, along with the exploration of alternative pathways for students at-risk.

Step 7:

The relevant Deputy Principal will facilitate the coordination of all documentation for an "N Determination" to proceed. This nomination will not proceed without the minimum documentation being in order. The final decision about an N determination will follow NESA requirements and involve consultation between the student, parents/carers and Principal.

DAPTO High School

COURSE ASSESSMENT **ASSESSMENT TASK APPEAL form**

Reason for Appeal (please tick)

- ☐ absent from task
- ☐ late submission
- ☐ illness or misadventure on the day of the task
- ☐ application for extension of time / exceptional circumstance

Name: _____ Year : _____
(Family Name) (Given Name)

Course Name: _____ Class: _____ Course (circle one): HSC / PRELIM / ROSA

Teacher's Name: _____

Assessment Task: _____

(Due) Date of Task: _____ Date of return to the School (if absent): _____

Date Task was Submitted: _____

Reason(s) supporting application: _____

I have attached a Medical Certificate from Dr: _____

I have attached a supporting letter from my parent/caregiver: _____ Yes / No (please circle)

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Determination:	Zero mark to be awarded	<input type="checkbox"/>
	Task to be accepted with no penalty	<input type="checkbox"/>
	Missed task to be completed on (date)	<input type="checkbox"/>
	Alternative task to be completed on / by (date)	<input type="checkbox"/>
	Estimate to be awarded	<input type="checkbox"/>
	Extension of time granted. Due on/by: (date)	<input type="checkbox"/>

Determination Endorsed: _____ Date: _____
(Faculty Head Teacher)

_____ Date: _____
(Parent Acknowledgement)

Right of Appeal to Deputy Principal

A student has the right to appeal the decision made. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 2 school days of the HT decision).

Deputy Principal Decision

☐ Appeal Supported

☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student/Teacher informed

☐ Head Teacher informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

Right of Appeal to Principal

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 2 school days of the DP decision).

Principal Decision

☐ Appeal Supported

☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student informed

☐ Head Teacher informed

☐ Deputy Principal informed

Signed: _____ (Principal) Date: _____ (Principal)



STUDENTS

PROCEDURES FOR NON-COMPLETION OF STAGE 5, PRELIMINARY AND HSC COURSE REQUIREMENTS

Course Completion Criteria:

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves 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

Course Warning Letter Issued

1. Official warning letter is sent. This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to:

- Non-serious attempt made in a formal assessment task
- Lack of application in completing course work
- A pattern of unexplained absence impacting on the undertaking of the course

2. Phone call to parent/carer and recorded on Sentral.

Head Teacher/Student Interview

- Areas of concern discussed and support provided
- A plan is devised, outlining steps required in order to resolve the issue.
- A minimum of two weeks is given to redeem the situation.

TWO Course Warning Letters Issued

Senior Board of Review Meeting - Teaching and Learning Mentor Teacher/Student Interview could include:

- A step-by-step plan and direction to address and resolve issues as stipulated in the Course Warning Letters.
- A two-week time frame to complete resolve the issue with a review meeting to confirm progress
- Support with organisational skills
- Outline further school provided support mechanisms (for example: mentoring period)
- Referral to the Deputy Principal if unresolved

THREE Course Warning Letters Issued

Senior Board of Review Meeting - Parent/Carer, Student and Deputy to discuss the letters issued to date, NESA

requirements and explain the N-Award process

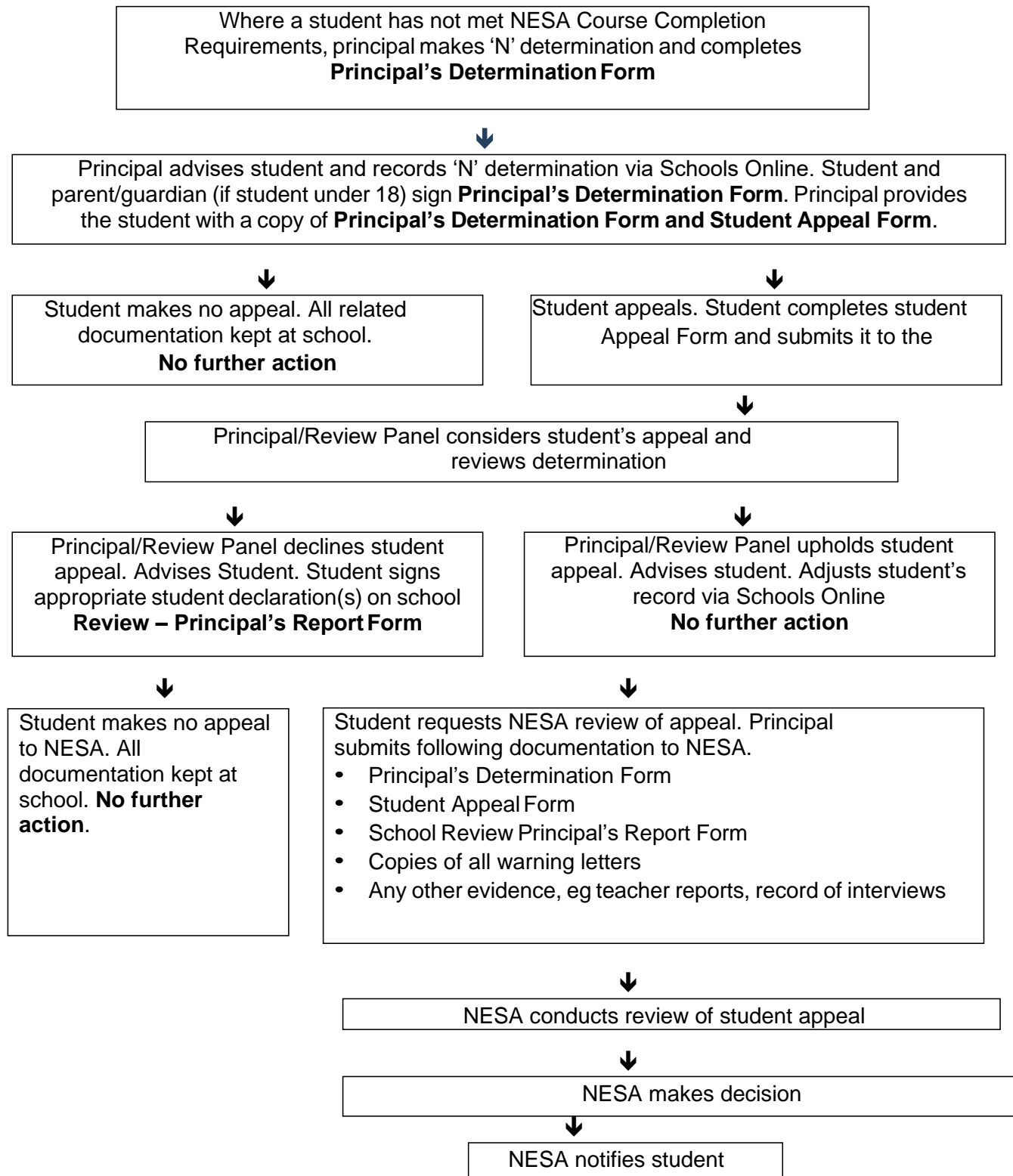
- A formal program of improvement is developed
- The program of improvement is implemented and reviewed at an agreed time.
- Support provided with clear targets/goals and a review meeting time arranged

FOUR Course Warning Letters Issued

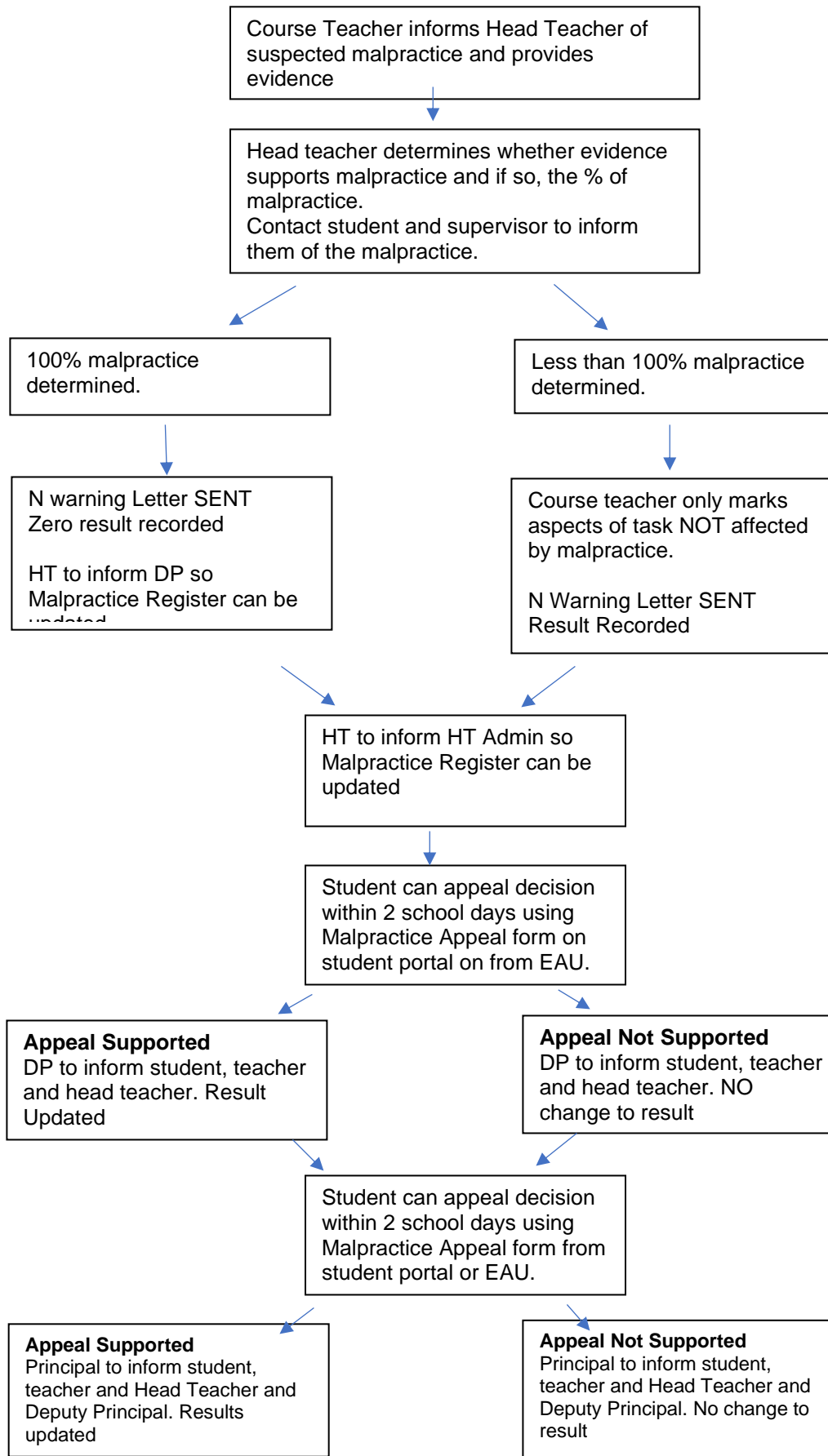
Senior Board of Review Meeting - Principal, Parent/Carer, Student and Deputy to review support implemented so far and discuss the N-Award process in detail.

- Negotiated Program of Improvement developed and review date set to follow up progress
- Possible N determination made if work is unresolved
- May issue a formal letter of expulsion for students over 17 years of age

Procedures for appeals against N determinations for Non-completion of Preliminary and HSC course requirements recorded in NESAs



Suspected Malpractice



MALPRACTICE APPEAL form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

☐ **Step One: Appeal to Deputy Principal**

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Deputy Principal Decision

☐ No change to HT decision: Reason/s:

☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

☐ HT Informed

☐ Student/Supervisor informed

Signed: _____

(Deputy Principal)

Date: _____

(Deputy Principal)

MALPRACTICE APPEAL form

☐ **Step Two: Appeal to Principal**

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only:

Principal Decision

☐ No change to DP decision: Reason/s: _____

☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

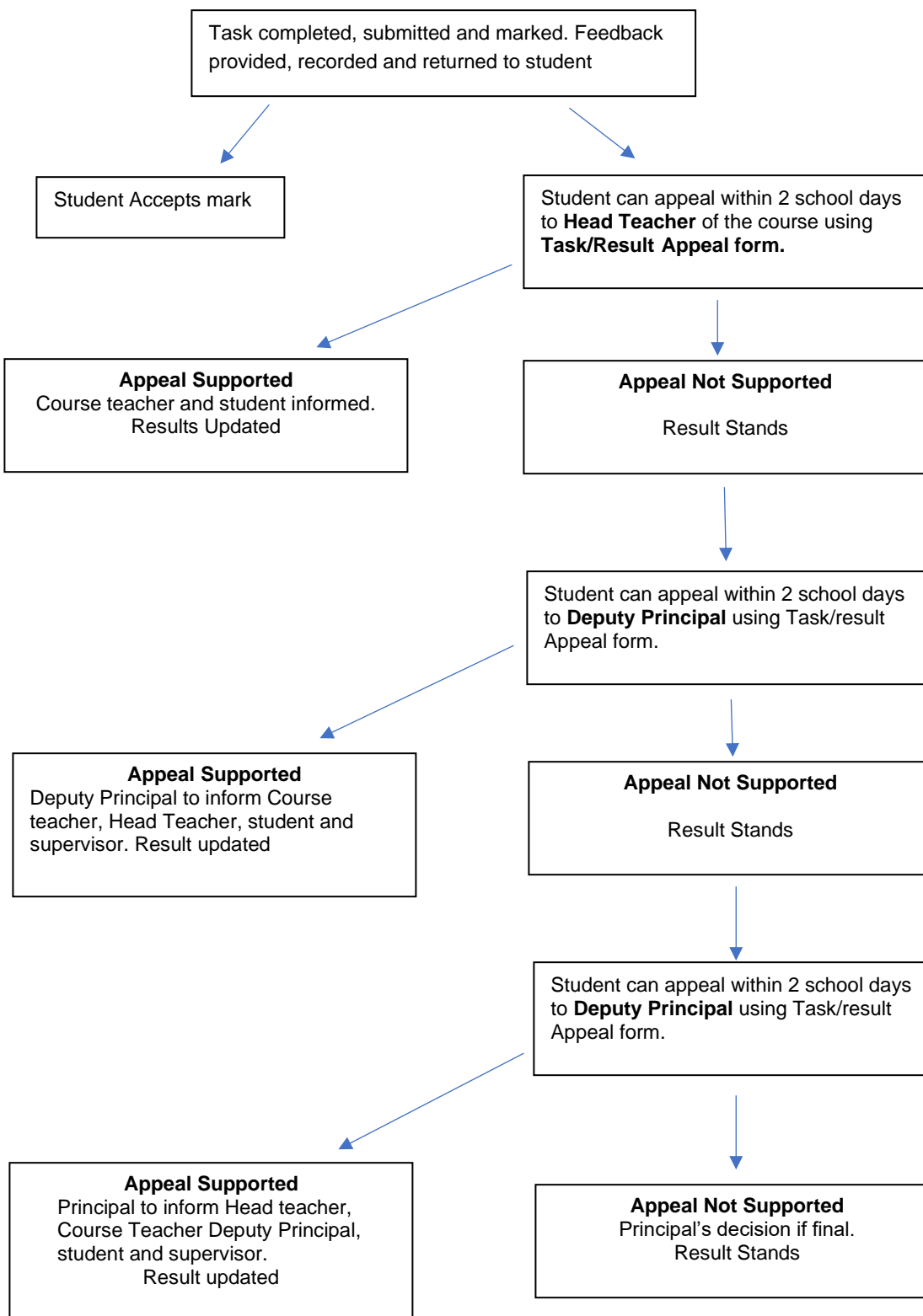
☐ DP and HT Informed

☐ Student/Supervisor informed

Principal Signature: _____

Date: _____

Assessment Task Result Appeal Process



TASK/RESULT APPEAL form

Please submit within 2 school days of task being returned to you

Student Name: _____ Course: _____

Date: _____ Teacher: _____

Task Name: _____

☐ **Step One – Course Teacher contacted: YES/NO** Date of Contact: _____

☐ **Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

☐ No change to mark. Reasons: _____

☐ Change to mark. Reasons: _____

☐ New Mark: _____ ☐ Updated result recorded

☐ Student/Supervisor informed ☐ Teacher informed

Head Teacher Signature: _____ Date: _____

Assessment Schedules

Preliminary Course 2024

Dates for scheduled tasks are subject to change. Teachers will advise you of changes, with ample time, prior to the amended due date.

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Ancient History

Component	Task 1	Task 2	Task 3	Weighting %
	Source analysis Tutankhamun's Tomb	Historical Investigation	Final Examination	
	Term 1, Week 8	Term 2, Week 6	Term 3, Week <u>9</u> -10	
	Outcomes assessed 11-4, 11-6, 11-3	Outcomes assessed 11-2, 11-7 11-8 11-10,	Outcomes assessed 11-1, 11-5, 11-9	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms		10	10	20
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Biology

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Investigation	Communication	End of Course Examination	
	Enzymes	Evolution	All Modules	
	Term 1, Week 8/9	Term 3, Week 1/2	Term 3, Week 10	
	Outcomes assessed BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO11-8	Outcomes assessed BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8,9,10,11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Business Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Media File and Topic Test	Oral Presentation and Business Plan	Yearly Examination	
	Term 1, Week 7	Term 2, Week 5 (mid-point check) Due: Week 7	Term 3, Week 9-10	
	Outcomes assessed P1, P2, P6, P9,	Outcomes assessed P3, P4, P7, P9	Outcomes assessed P5, P8, P10	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based Skills			20	20
Inquiry and research		10		10
Communication of business information, ideas and issues in appropriate forms.	10	15	5	30
Total	20	35	45	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Chemistry

Component	Task 1	Task 2	Task 3	Weighting
	Practical task	Depth Study	Yearly Examination	
	Module 2 Introduction to quantitative Chemistry	Module 3 Reactive Chemistry		
	Term 2, Week 2	Term 3, Week 2	Term 3, Week 10	
	Outcomes assessed: CH11-2 CH11-3 CH11-4 CH11-5 CH11-8	Outcomes Assessed: CH11-2 CH11-3 CH11-4 CH11-7 CH11-10	Outcomes assessed: CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	25	15	20	60
Knowledge and Understanding	5	15	20	40
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Community and Family Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Case Study Analysis Task	Leadership Report	Yearly Examination	
	Resource Management	Individuals and Groups		
	Term 1, Week 7	Term 2, Week 8	Term 3, Week 10	
	Outcomes assessed P1.1, P1.2, P4.2, P5.1, P6.1	Outcomes assessed P2.3, P4.2	Outcomes assessed P1.1, P1.2, P2.1 – P2.4, P3.1. P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, 7.1 – 7.4	
Skills in in critical thinking, research methodology, analysing and communicating	20	20	20	60
Knowledge and Understanding of course content	10	10	20	40
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Design & Technology

Components	Task 1	Task 2	Task 3	Weighting %
	Designer Case Study	Preliminary Project	Yearly Examination	
	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9–10	
	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Earth and Environmental

Component	Task 1	Task 2	Task 3	Weighting
	Practical task	Depth Study	Yearly Examination	
	Module 1 Earth's Resources	Module 4 Human Impacts		
	Term 1, Week 7	Term 2, Week 3	Term 3, Week 10	
	Outcomes assessed: EES11-3 EES11-4 EES11-5 EES11-8	Outcomes Assessed: EES11-1 EES11-5 EES11-6 EES11-7 EES11-11	Outcomes assessed: EES11-1 to EES11-7 and EES11-8 to EES11-11	
Skills in Working Scientifically	25	15	20	60
Knowledge and Understanding	5	15	20	40
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

English Extension 1

Component	Task 1	Task 2	Task 3	Weightings
	Comparative Critical Response	Imaginative Response	Multimodal presentation: Independent Related Project	
	Term 1, Week 10(C)	Term 2, Week 9(S)	Term 3, Week 10 (S)	
	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-5	Outcomes assessed EE11-2, EE11-3, EE11-6	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and Understanding of texts and why they are valued	15	15	20	50
Skills in complex analysis composition and investigation	15	15	20	50
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

English Advanced

Component	Task 1	Task 2	Task 3	Weightings
	Creative Piece with Reflection	Multimodal Presentation	Critical Response	
	Term 1, Week 10(S)	Term 2, Week 8(S)	Term 3, Week 8 (C)	
	Outcomes assessed EN 11-1, EN11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-9	Outcomes assessed EN 11-1, EN 11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-8, EN 11-9	Outcomes assessed EN 11-1, EN 11-3, EN 11-7, EN 11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total%	33.3	33.3	33.3	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

English Standard

Component	Task 1	Task 2	Task 3	Weightings
	Imaginative Writing + Reflection Statement	Mini Documentary +Reflection Statement	Exam Essay	
	Term 1, Week 10(S)	Term 2, Week 8(S)	Term 3, Week 5 (C)	
	Outcomes assessed EN 11-1, EN11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-9	Outcomes assessed EN 11-1, EN 11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-9	Outcomes assessed EN 11-1, EN 11-3, EN 11-7, EN 11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
TOTAL %	33.3	33.3	33.3	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

English Studies

Component	Task 1	Task 2	Task 3	Weightings
	Multimodal Task	Collaborative Task	Writing Task	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	
	Outcomes assessed ES 11-1, ES11-2, ES 11-3, ES 11-4, ES 11-5, ES 11-6, ES 11-10	Outcomes assessed ES 11-1, ES 11-2, ES 11-3, ES 11-4, ES 11-5, ES 11-6, ES 11-7, ES 11-9	Outcomes assessed ES 11-1, ES 11-2, ES 11-4, ES 11-5, EN 11-6, EN 11-8, EN 11-9	
Knowledge and understanding of course content	20	15	15	50
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	20	15	15	50
TOTAL %	40	30	30	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Exploring Early Childhood

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Pregnancy and Childbirth Core A	Child Growth & Development Core B	Promoting Positive Behaviour Core C	Food and Nutrition Module 12	
	Research and design a pamphlet on a contemporary issue. Practical project: Baby Cot Mobile	In-class test Practical project: Electronic baby Program	Research and report of factors that affect child behaviour. Practical project: Playroom diorama	In-class test Practical project: Suitable baby foods portfolio	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7	Term 4, Week 8	
	Outcomes assessed 2.1, 5.1, 6.1,	Outcomes assessed 1.1, 1.3, 4.2,	Outcomes assessed 2.3, 3.1, 4.3,	Outcomes assessed 1.5, 6.2	
Knowledge and Understanding Of Content	5	5	20	5	40
Knowledge and Skills in Designing, Researching, Analysing and Evaluating	15	15	10	10	30
Skills in communication and interaction	10	10	10	10	30
Total %	30	30	40	20	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Geography

Components	Task 1	Task 2	Task 3	Weighting %
	In Class Extended Response	Senior Geography Project	Yearly Examination	
	Term 1, Week 8	Term 3, Week 5	Term 3, Week 9-10	
	GE-11-02, GE-11-07, GE-11-09	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-03, 11-04, GE-11-08, GE-11-09	
Knowledge and understanding of course content	10	15	15	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	10	10	0	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	40	30	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Industrial Technology: Timber

Component	Task 1	Task 2	Task 3	Weightings
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9–10	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Investigating Science

Component	Task 1	Task 2	Task 3	Weightings
	MODULE 1: Observing Practical Investigation	MODULE 3: Scientific Models Depth Study	Yearly Exam	
	Term 1, Week 6	Term 3, Week 1	Term 3, Week 10	
	Outcomes assessed INS 11-1 INS 11-3 INS 11-4 INS11-8	Outcomes assessed INS 11-1 INS 11-2 INS 11-6 INS 11-7 INS 11-10	Outcomes assessed INS 11-8 INS11-9 INS11-10 INS11-11	
Working Scientifically	20	20	20	60%
Knowledge & Understanding	10	10	20	40%
TOTAL %	30	30	40	100%

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Legal Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Media file and in-class written response The Legal System	Research Report The Individual and the Law	Preliminary Final Examination	
	Term 1, Week 11	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed P3, P5, P6, P8	Outcomes assessed P1, P2, P4, P9	Outcomes assessed P1, P2, P7, P9	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and Research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Marine Studies

Component	Task 1	Task 2	Task 3	Weightings
	Optional Module 3 Dangerous Marine Creatures communication task	Core Module 3 Life in the Sea	Optional Module 14 Anatomy and Physiology of Marine Organisms	
	Term 1, Week 8 (C)	Term 2, Week 3 (S)	Term 3, Week 4 (C)	
	Outcomes assessed 1.1 1.3 2.1 2.3 3.1	Outcomes assessed 1.1 2.1 2.2 3.2 3.3 5.4	Outcomes assessed 1.1 1.2 1.4 2.1 2.2 2.3 4.2 5.1 5.3	
Practical	0	30	10	40
Knowledge and Understanding	30	10	20	60
TOTAL %	30	40	30	100%

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Advanced Mathematics

Component	Task 1	Task 2	Task 3	Weighting %
	Term 1 week 10	Term 2 week 9	Term 3 week 10	
	In class Test Algebraic Techniques Equations & Inequalities Functions	Assignment Task Introduction to Calculus	Preliminary Final Exam Algebraic Techniques Equations & Inequalities Functions Trigonometry Introduction to Calculus Trigonometric Functions Exponential & Logarithmic Functions Probability Discrete Probability Distributions	
	Outcomes assessed MA11-1	Outcomes assessed MA11-2, MA11-5, MA11-8, MA11-9	Outcomes assessed All outcomes from MA11-1 to MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Standard Mathematics

Component	Task 1	Task 2	Task 3	Weighting %
	Term 1 week 9	Term 2 week 8	Term 3 week 9 - 10	
	In class Test	Assignment Task	Preliminary Final Exam	
	MS-A1 Formulae and Equations MS-F1 Money Matters	Measurement	All Topics	
	Outcomes assessed MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes assessed MS11-3, MS11-4, MS11-9, MS11-10	Outcomes assessed All outcomes from MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Numeracy Course Mathematics

Component	Task 1	Task 2	Task 3	Weighting %
	Term 1 week 8	Term 2 week 8	Term 3 week 8	
	Assignment Task 1	Assignment Task 2	Assignment Task 3	
	Financial Mathematics 1	Measurement	Purchasing a Car	
	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6- 2.2, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Extension 1 Mathematics

Component	Task 1	Task 2	Task 3	Weighting %
	Term 1 week 7	Term 2 week 8	Term 3 week 10	
	In class Test Polynomials and Further Functions Harder Equations and Inequalities	Assignment Task Further Functions Permutations & Combinations	Preliminary Final Exam Permutations & Combinations Equations & Inequalities Polynomials & Inverse Functions Further Functions Introduction to Calculus Exponential Growth & Decay Trigonometric Functions	
	Outcomes assessed ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	Outcomes assessed ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	Outcomes assessed ME11-1 through to ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Modern History

Component	Task 1	Task 2	Task 3	Weighting %
	Source analysis Museum Exhibit	Historical Investigation	Yearly Examination	
	Term 1, Week 6	Term 2, Week 10	Term 3, Week 9 - 10	
	Outcomes assessed MH11-2, MH11-4 MH11-7	Outcomes assessed MH11-6, MH11-8, MH11-9 MH11-10	Outcomes assessed MH 11-1, MH 11-3, MH 11-5	
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Music 1

Components	Task 1	Task 2	Task 3	Weighting %
	Viva Voce and student devised Aural Analysis <i>Topic 1: Australian Music</i> Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce.	Composition Portfolio and Aural Analysis Topic 2 : Methods of Notating Music (Graphic Notation) Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic.	Performance and Viva Voce. Topic 3 : Music for Small Ensembles Ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic.	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	
	Outcomes assessed P2, P4, P5, P6, P8	Outcomes assessed P3, P4, P6, P7, P8	Outcomes assessed P1, P2, P5, P6, P8	
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Total %	25	40	35	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

PDHPE

Component	Task 1	Task 2	Task 3	Weighting %
	Research Analysis Task Better Health for Individuals (Core 1)	Case Study Analysis Task Body in Motion (Core 2)	Yearly Examination	
	Term 1, Week 11	Term 2, Week	Term 3, Week 9 - 10	
	Outcomes assessed P6, P3, P4, P15, P16	Outcomes assessed P2, P3, P4, P6, P15, P16	Outcomes assessed P7,P9, P10, P16, P17	
Skills in in critical thinking, research, analysis and communicating	20	20	20	60
Knowledge and Understanding of course content	10	10	20	40
Total %	30	30	40	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Physics

Component	Task 1	Task 2	Task 3	Weighting %
	Research and In-Class Test Kinematics	Depth Study Practical Investigation and Report Dynamics	Yearly Examination	
	Term 2, Week 2	Term 3, Week 1	Term 3, Week 9 - 10	
	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	Outcomes assessed PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Society and Culture

Component	Task 1	Task 2	Task 3	Weighting %
	The Social and Cultural World	Personal and Social Identity	Final Examination	
	In-class extended response	Mini-Personal Interest Project		
	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed P1, P3	Outcomes assessed P5, P8, P10	Outcomes assessed P2, P4, P9	
Knowledge and understanding of course content	20		30	50
Application and evaluation of social and cultural research methods		30		30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	40	35	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Sport Lifestyle and Recreation

Component	Task 1	Task 2	Task 3	Weighting %
	Team Sport Competition Presentation Sports Administration	Media Article Analysis Social Perspectives Issues inSport	Scenario Task First Aid & Sport Injuries	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7	
	Outcomes assessed 1.1, 1.3, 1.6, 4.2	Outcomes assessed 3.7, 4.5	Outcomes assessed 1.3, 3.6, 4.5	
Skills	20	10	30	50
Knowledge and Understanding	15	20	15	50
Total %	35	30	35	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Visual Arts

Components	Task 1	Task 2	Task 3	Weightings %
	Portfolio Of Experimental Works Artworks	Artmaking Practice	Yearly Examination	
	Submission of 5-10 linked, exploratory drawings	Students to curate an exhibition of a series of resolved works evidencing 2 or more expressive forms.	Art Criticism and Art History written examination.	
	Accompanying VAPD and interview to include evidence of material, conceptual practice and critical judgement.	VAPD to include evidence of material & conceptual representation. Evaluation to include critique of artmaking process and resolved artwork.		
	Critical and historical research of selected artist concluding with essay.			
	Term 2, Week 2	Term 3, Week 10	Term 3, Week 10	
	Outcomes assessed P1,P2,P3,P4,P5	Outcomes assessed P4, P5, P6, P7, P8, P9	Outcomes assessed P8, P9, P10	
Artmaking	20	30		50%
Critical and Historical Study	10	10	30	50%
Total %	30	40	30	100%

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Visual Design

Components	Task 1	Task 2	Weighting %
	Jewellery Design	Graphic Design	
	Term 1, Week 10	Term 2, Week 9	
	DM2, DM4, DM5, CH1, CH3	DM1, DM2, DM3, DM4, DM5, CH1, CH2, CH3	
Critical & Historical	15	15	30
Art Making	35	35	70
Total %	50	50	100

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2024

Assessment Schedule

Work Studies

Components	Task 1	Task 2	Task 3	Weightings %
	Work Health & Safety	Communications & Interactions	Career Planning - Survey, Results & Presentation	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
	P1, P2, P3, P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7	
Career Planning		15%	10%	25
Performing Work Tasks	20%		5%	25
Working with Others		15%	10%	25
Managing Change	20%	5%		25
Total %	40%	35%	25%	100

Vocational Education and Training (VET) Courses

The List of Board Developed Courses

The following Category B Courses are offered at Dapto High School.

1. Certificate II in Agriculture
2. Certificate II in Hospitality
3. Certificate II in Kitchen Operations
4. Certificate III in Live Production and Services
5. Certificate I in Engineering

The List of Board Endorsed Subjects

1. Certificate II Furniture making Pathways

Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a mandatory HSC requirement of each course within this framework. 2 Unit VET Courses comprise 70 hour work placement. (35 hours Year 11, 35 hours Year 12 Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies.
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry.
- practise skills acquired off the job in a classroom or workshop.
- develop additional skills and knowledge, including the key competencies.

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

Students Discontinuing a VET Course at the End of year 11

For a VET course to be deemed as complete at the end of Year 11 students must complete 35 hours of work placement.

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

The Purposes of VET Assessment

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning incomes for each module, for the purpose of achieving Australian Qualifications Framework (AQF) Qualifications, Statements of Attainment and NESA requirements.

HSC Assessment Advice for VET Courses

HSC Assessment Advice for VET Courses

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

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

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

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

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

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

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

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

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

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

Work placement advice from NESA in response to COVID

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

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

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken. If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

**VET Assessment Summaries will be published separately
when they are finalized**