

Trangie Central School

Bula



2022-23

Assessment Guidelines and Schedules Compressed Courses

For Students, Parents/Caregivers and Teachers

31 Derribong Street, Trangie NSW 2823 **T** 02 68887578 **F** 02 68887602
W trangie-c.schools.nsw.gov.au **E** trangie-c.school@det.nsw.edu.au

Abbreviations used in this document

Bula – Year 2 Rotation

NESA NSW Education Standards Authority

TCS Trangie Central School

RoSA Record of Student Achievement

HSC Higher School Certificate

KLA Key Learning Areas

VET Vocational Education and Training

Sentral Student and School Management system

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Compressed Curriculum Course Overview

This booklet contains information concerning assessment tasks used to measure academic progress for Year 11 and Higher School Certificate courses at Trangie Central School. It is important that you read the information carefully and discuss the contents with your teachers and your parents/carers.

TCS provides a compressed curriculum model of learning in Stage 6. The program provides the opportunity for students to progress in their studies along the learning continuum at a faster pace. In this model both the Preliminary and HSC components of the compressed courses (including the HSC examination) are completed in one calendar year rather than two.

The underlying principle to move into a compressed curriculum model has been considered to be in the best interests of the students. Each course is rigorous in delivery, providing students the opportunity to remain focussed and deliberate in the application of their study. Students commence appropriate Stage 6 courses in Week 6 of Term 4 each year.

Students in the compression model will be subject to the standard assessment rules and procedures as outlined in this book. Assessment of academic progress will measure a student's achievement relative to other students attempting the same course.

Assessment could include both formal test situations and observation of each student's performance. In a particular subject, these may involve some of the following:

- written, practical, speaking and listening tasks
- assignments including essays and practical tasks
- projects of varying degrees of length and complexity
- exams or tasks under exam conditions

Each course will issue information regarding requirements that are particular to that course.

Satisfactory completion of Year 11 courses

Satisfactory completion of Year 11 courses to the value of 12 units is a prerequisite for the award of a Higher School Certificate. Under the Compressed Curriculum model, the Year 11 component of the course will be completed by the end of Week 2, Term 2.

Satisfactory completion of each Year 11 course is dependent on students successfully applying the information in this booklet and showing diligent and sustained application to their studies.

Before a student can be judged to have satisfactorily completed a Year 11 course the Principal must certify that they have:

1. made a satisfactory effort in all their studies, i.e., applied themselves with diligence and made a sustained effort
2. achieved some or all of the syllabus outcomes
3. completed the course requirements in terms of practical, oral and project works, i.e., have followed the course as set by the school
4. completed assessment tasks worth more than 50% of the available assessment task marks for each course (excluding VET Framework courses)
5. satisfactory completion of required work placement hours for VET Framework courses

Record of student achievement

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA is not a one-off document, it is a progressive credential. Students will only receive their RoSA once they leave school prior to completing the HSC.

The RoSA will provide a profile of the achievement of each student in relation to the course performance descriptors for Year 10 and 11. At the end of Year 11 each student's achievement will be recorded to indicate their achievements in the course they have studied over the Year 11 year. Eligibility for the awarding of a RoSA is gained through the satisfactory completion of Stage 5 courses in Year 10. Where a student has been deemed ineligible for a RoSA credential they will receive a transcript of study.

Pattern of study for Year 11

NESA mandates that to be eligible for the RoSA and the HSC you must complete a Year 11 pattern of study comprising at least 12 units that includes:

- at least six units of Board Developed Courses (at TCS, these will be completed in two stages, from Term 4 Week 6 to Term 2 Week 2 each year of the senior years)
- at least two units of a Board Developed Course in English
- at least three courses of two-unit value or greater (either Board Developed or Content Endorsed Courses)
- at least four subjects.

For a Year 11 year leading to an HSC with an ATAR (university entrance) your pattern of study must include:

- at least 12 units (i.e., 6 subjects) (at TCS, these will be completed in two stages, from Term 4 Week 6 to Term 2 Week 2 each year of the senior years)
- at least 10 units of Board Developed Courses
- at least 2 units of a Board Developed course in English (not English Studies, unless sitting the optional HSC examination)
- at least 8 units of category A courses
- only 2 units of Category B courses (VET)

Pattern of study for the Higher School Certificate

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12

Students accessing Distance Education

The Distance Education enrolment guidelines state:

- “The maximum number of units studied by a student including the distance education course, must not exceed 13 units in the Year 11 course and 11 units for the HSC course.”

All my own work

Students must complete the *HSC: All my own work* course as a requirement for enrolment in Year 11 courses. Completion of this course must be recorded on the NESAs Schools Online data collection section prior to Year 11 course entries.

Students entered only as Stage 6 Life Skills courses are exempt from this requirement.

“N” Determinations

Students who do not make a genuine attempt to adequately complete their course may be awarded an “N” determination in that subject for all or one of the following aspects:

- a) followed the course developed or endorsed by NESAs; 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.

If the student does not sufficiently address warning letters, then they may be susceptible to that course will not be recognised for the RoSA or HSC.

If a student is in danger of receiving an “N” determination the classroom teacher will follow the school process for “N” warnings. The Principal will sign and distribute this letter. The letter will include details of all outstanding work to be completed and the time frame in which it is to be completed before a follow up “N” award letter is provided. “N” determinations to NESAs for Preliminary Compressed Curriculum are made in April each year. “N” determinations for HSC Compressed Curriculum are made late September each year.

Students who accumulate the HSC (Pathways)

Students who gain approval to accumulate the HSC over a number of years, will receive their Year 11 and HSC Assessment information each relevant year.

The Pathways option allows an extended time frame to gain the award of a RoSA or the HSC. When students select the Pathways option, they still have to meet the requirements of completing each subject in the set 12 month period. Pathways offer an extended time for the awarding of the credential not for the completion of each subject. When completing a pathways option, it is the number of subjects that is reduced each year **not** completion of the same courses over a number of years.

Repeat students

Students who are repeating Year 11 courses will be assessed only on assessment tasks completed in the repeat year.

HSC students can repeat one or more courses within the five years without penalty in Pathways.

Attendance

While NESAs do not mandate attendance requirements, it is compulsory for school age students to attend school. Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements. The Principal may determine that, because of insufficient return of work, the course completion criteria have not been met. This will be regarded seriously by the Principal who will give students early warning of the consequences of such absences. Attendance is viewed as physical attendance at school and in assigned classes as well as engaging in the learning activities and returning work provided by your teacher in a diligent and sustained manner.

Courses studied through NESAs / EVET / TAFE / Distance Education / Aurora

Each of these organisations will provide their own assessment schedule to the student where applicable. Students are expected to note assessment dates for these courses in their own diary. Letters and emails to and from these organisations should also be forwarded to the TCS nominated supervisor for the courses.

It is the responsibility of the students to ensure the TCS supervisor is aware of any correspondence made between the organisation and student relevant to the proceedings of the course of study.

Assessment Procedures

Teachers are required to weigh up the individual context of each student in the application of this policy.

Assessment tasks

Assessment tasks are designed to measure a student's academic progress in a given course at this school. Assessing student achievement for the RoSA involves the collection of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program along with observations of teaching and learning, teachers will build a profile of the achievements of each student in relation to the common grade scale. Assessment is an integral part of teaching and learning and must be supportive of student learning and achievement.

Assessment:

- is designed to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task:

- is based on syllabus outcomes
- is a valid instrument for what they are designed to assess
- is inclusive of criteria to clarify for students what aspects of learning are being assessed
- enables students to demonstrate their learning in a range of task types
- is a reliable measure of what the task intends to assess, and provides accurate information on each student's achievement
- is free from bias and provides evidence that accurately represents a student's knowledge, understanding and skills
- enables students and teachers to use feedback effectively and reflect on the learning process
- is inclusive of and accessible for all students
- is part of an ongoing process where progress is monitored over time

Timing and notification of assessment tasks

The Year 11 assessment period will commence Week 6, Term 4, 2022 and conclude Week 1, Term 2, 2023. The Year 12 assessment period will commence Week 3, Term 2, 2023 and conclude Week 10, Term 3, 2023. The timing of tasks is published in the assessment schedules included in this booklet.

Teachers will provide:

- notification of specific dates of assessment tasks issued in writing at least two weeks prior to the due date for the task
- information on the type of task, its weighting, the outcomes to be assessed, marking guidelines and the mode of submission for the task.

Ideally no task will fall within the one week prior to the major examinations at the end of the course.

It is the student's responsibility to notify the relevant teacher or the KLA head teacher if they have not received complete details of assessment information for any course. This may have resulted because of absences, illness or other circumstances that prevented the student being given the information.

Students are expected to perform all tasks which are part of the assessment program in the courses being studied.

Number of assessment tasks

School-based assessment requirements in each course include:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course

In Year 12 NESAs require schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements, components, and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

Nature of assessment tasks

A range of assessment strategies will be used to ensure that a variety of tasks are provided to assess the different components of each course. Assessment tasks will be appropriate to the outcomes of the course being assessed. The range of tasks used will meet the criteria of the appropriate syllabus, reflecting a range of assessment instruments and an appropriate balance between knowledge/understanding outcomes and skills outcomes.

Tasks will be set at an appropriate level of difficulty that allows the full range of marks to be achieved.

Each faculty will have on record, a document which shows how the course assessment components given in syllabus documents are incorporated into the assessment program. The relevant Head Teacher is responsible for ensuring these are present for each course and meet syllabus requirements.

Assessment will not:

- take into account the conduct of the student.
- compensate for such factors as; extended illness, misadventure or domestic problems affecting the preparation or performance of a student during the course

Invalid assessment tasks

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration.

In the event of an invalid task, a review will occur, and the student(s) will be given a replacement task.

Mode of submission and due date of assessment tasks

All tasks are to be returned to Trangie Central School by the due date indicated on the assessment task notification directly to their teacher or to the front office by 9am. Teachers will sign and date the receipt of the assessment task, recording these in their nominated Microsoft Teams channel or daybook.

Students must submit their assessment tasks via the mode specified on the assessment task notification page or as indicated by their classroom teacher. This may include digital or hard copy.

Students are responsible to make copies of all assessment materials prior to submission. In the event of an assessment being lost, the copy serves as an accepted copy of the completed assessment. All in-class tasks completed under examination conditions must be completed under the same conditions for all students. This includes, but not limited to, the duration of time spent on read/writing/ practical tasks, access to support materials, and the use of NESA numbers to identify student's work.

Feedback on Completed Assessment Tasks

Once an assessment task is marked it will be returned to the student with a mark and a written comment. Students are to note the feedback in their diary or online Notebook. Students are to take the responsibility to seek further clarification on feedback if necessary. Queries about task results, must be taken to the classroom teacher who set the task within two weeks post receipt of feedback, see **appeals procedures**.

Extensions

Students can apply for an extension of time for their assessment tasks. Requests for a time extension for an assessment task must be made to the course teacher at least one week prior to the task initial due date.

Students should complete the application for extension of time for an assessment task form enclosed in this booklet and hand it to their teacher or to the Head Teacher of that subject.

Requests will be granted if the teacher and the subject Head Teacher are convinced that a genuine case exists.

Late Submission and non-completion of assessment tasks

Assessment tasks submitted after the due date, or missed, if an in-class task, without an extension of time form or reasonable excuse will receive a mark of zero '0'.

The course teacher will generate an "N"-warning letter if tasks are not submitted by the due date. Students will be required to complete the task by the new date with the late submission penalty mark of '0' in place. The task will still need to be completed to satisfy the requirements of the course.

In the case of prolonged absences, the Head Teacher and the Deputy Principal will confer.

Appeals against assessment task determinations

At times students may appeal against a determination, including a mark or grade, late submission penalty or a zero-determination made by a teacher.

The processes for an appeal are:

Student

The student will:

- lodge an appeal in writing within one (1) week of receiving the determination
- seek support from their Year Adviser if required, and
- provide documentary evidence from an independent professional, such as a doctor's certificate.-
- inform the KLA Head Teacher and Deputy Principal of the appeal on the day it is received
- confer with their KLA Head Teacher on the acceptability of the explanation, and
- provide their KLA Head Teacher and deputy principal with copies of the Appeal and the original written notice of the determination together with any other relevant documentation.

Deputy Principal/Principal

The senior executive will:

- form a review panel,
- ensure the panel meets promptly after the receipt of the appeal in the school, and,
- notify the appellant in writing the result of the review.

Disability provisions

Disability provisions are available to students who need them to complete a task (e.g., for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

If disability provisions are required, the student must notify the school when first enrolled and again at the beginning of each school year.

Assessment marks

Each faculty is responsible for maintaining complete, accurate and secure records of each assessment task given. This includes copies, in Microsoft Teams in the subject area folder and Stage and on Sentral.

Assessment Marks will be recorded on Sentral in Markbook and will be available to the Deputy Principal /Principal on request.

Reporting

Formal school reports are prepared at the end of the Year 11 course and again at the end of the HSC course. These reports will indicate student achievement in course assessment activities, their development of learning behaviours and a teacher comment. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

Reports will indicate Year 11 course ranks and an A to E grade. HSC reports will show the students rank in a course. Course ranks will indicate how the student's achievement compares with that of the cohort group. Student effort will be reflected in the learning behaviours and teacher's comments.

Year 11 Grades for the RoSA

After the completion of each Year 11 course teachers are responsible for recommending a RoSA grade that best reflects the student's achievement as measured against the Common Grade Scale. Grades are reported by NESA on each student's transcript of study and RoSA or HSC credential.

The Year 11 Common Grade Scale

The Common Grade Scale is used to report student achievement in the Year 11 Stage 6 year in all NSW schools and describes performance at each of five grade levels as listed on NESA's website:

A

The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Examinations and tasks to be completed under exam conditions

Students are to be fully supervised in timed conditions as prescribed by the examination notification. Students will be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Reading time is provided at the beginning of each examination. During reading time students are not permitted to write, highlight or annotate their paper in anyway. If the examination permits the use of printed bilingual or multilingual dictionaries, students may consult their dictionary. In specific course, specific NESAs approved equipment may be utilised in the exam or task. These will be checked by the supervising on entry into the exam or task.

Students must not:

- take a mobile phone or programmable watch or device into the examination room or designated exam space
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs and is listed as required for the exam or task
- speak to any person other than a supervisor during an examination, behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable
- take water bottles with labels into the examroom
- alter the exam times unless granted permission for disability provisions

Consequences for breaches of the examination rules will result in malpractice, and the assessment task mark will be penalised. Students must make a serious attempt in all examinations.

A serious attempt means attempting all questions to the best of your ability, avoiding foul language or inappropriate responses. Any non-serious attempts will result in a zero '0' determination and students will be required to re-sit the examination paper.

Examination timetables

Examination timetables will be produced for compressed course students; students will be provided with a copy and are requested to follow. However, any concerns with examination times or concerns with clashes due to sitting an alternative organisations examination at the same time a TCS exam is scheduled must be raised with the Head Teacher Teaching and Learning or classroom teacher at the time the timetable is received.

Illness/Misadventure

Students may sometimes suffer an event or illness that affects their ability to participate in or complete an assessment task. If an incident is likely to affect a student's performance, the student can submit an illness/misadventure appeal.

For an examination the student must:

- inform the year adviser, classroom teacher or the Head Teacher Teaching and Learning before the examination begins and/or if illness or misadventure occurs during the examination
- complete the appeal form and return within two days of the date of the examination
- provide evidence or supporting documentation e.g. a medical certificate and an appeal form to support the illness/ misadventure claim which can be found in this book.

For a scheduled assessment task, the student must:

- inform the classroom teacher, Head Teacher or Year Adviser immediately and return an appeal with supporting evidence to explain the circumstances surrounding the illness and/or misadventure
- complete the appeal form and return within two days of the date of the assessment task

Once an Appeal form is received:

- a panel will be formed by the Head Teacher Teaching and Learning in consultation with the Deputy Principal to review the appeal and assessment task
- results of the appeal will be notified in writing to the student

Where the appeal is upheld, the student will be provided with an alternate task or a new date for same task if this does not compromise assessment procedures. In exceptional circumstances, such as death of a family member, the student's overall assessment mark should be based upon pro rata increases to weightings of assessments the student has completed to end with mark out 100. Where an appeal is overturned the student will receive a zero '0' determination for the task.

Honesty in assessment

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created, or developed by others must be acknowledged in accordance with the NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals, and electronic sources, including the internet, must be acknowledged in full. General teaching and learning does not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the students own. Malpractice, including plagiarism, could lead to a student receiving zero '0' marks and may jeopardise their Year 11 and HSC results. Malpractice is an activity that allows a student to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
 - using material directly from books, journals, CDs or the internet without reference to the source
 - building on the ideas of another person without reference to the source
 - buying, stealing, or borrowing another person's work and presenting it as your own
 - submitting work that another person such as a parent, coach or subject expert has substantially contribute towards
 - using words, ideas, designs, or the workmanship of others in practical and performance tasks without appropriate acknowledgement
 - paying someone to write or prepare material
 - breaching school examination rules
 - using non-approved aides during an assessment task
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice.

Consequences of malpractice

Where a teacher believes they have evidence of malpractice, including but not restricted to plagiarism, a letter outlining the suspected form of malpractice along with evidence will be sent to the Head Teacher, Deputy Principal, and student. Information regarding any penalty applied will also be included.

Students have the right to appeal a malpractice determination if they believe they have acted with integrity. When submitting an appeal, students will be required to provide evidence that they did not breach any of the assessment task rules or take part in any form of malpractice. Such evidence might include, but is not limited to, providing documentation of and explaining the processes of the work, which might include study notes, diaries, journals, working plans or sketches, and/or progressive drafts to show the development of ideas.

Unsatisfactory completion of a subject

Unsatisfactory completion of a subject is referred to as an “N” determination and when a student is in danger of receiving an “N” determination they will be notified by a warning letter.

If a student is not meeting the requirements of a subject and is in danger of receiving an “N” determination; their subject teacher will discuss with them how they can avoid an “N” determination.

A warning letter will be sent outlining what must be completed and the date for it to be completed. When a warning letter is sent to a student it indicates how the student is not currently meeting the course requirements. It will also outline the work required for the student to complete and a reasonable timeframe to redeem themselves in that subject.

If a student receives a warning letter, they should contact the teacher to discuss in detail what they need to do.

Where a minimum of two warning letters in a subject has been sent to a student and the work outlined in the letter has not been addressed, the warning letter will be recorded as unredeemed. This will be evidence used when considering an “N” determination.

If the student does not meet the agreed requirements by the end of the Year 11 course or HSC course of study, a recommendation for an “N” determination for that course will be given to the Principal.

If a student receives an “N” determination they have the right to appeal against the determination.

Communicating school procedures regarding assessment

TCS distribute the booklet “Assessment Guidelines and Schedules for Compressed Curriculum” to all students enrolled in compressed curriculum. Students are provided a summary of the booklet by their Year Advisor or teacher or a Head Teacher.

Evaluating the school assessment procedures

The Compressed Curriculum Assessment procedure book is evaluated annually by the senior executive and Head Teacher Teaching and Learning and the curriculum team. This evaluation includes reviewing the ACE manual, NESAs procedures and DoE Assessment Policy and Procedures and lines of communication associated with its implementation.

Responsibility of the student

It is the responsibility of the student to:

- **Complete all tasks** - It is expected that students will complete all tasks, make a genuine attempt with no sign of malpractice.
- **Keep informed** - Students are to ensure that they keep all information regarding assessment tasks.
- **Complete tasks at the appointed time** - It is a student's responsibility to complete an assessment task on or by the day it is due and post it as soon as possible. Alternate arrangements require prior agreement by their course teacher.
- **Request adjustments to assessment schedules where necessary** - This may occur when assessment tasks are due on the same day in which case it is the student's responsibility to inform their teacher.
- **Report absence from tasks** - Necessary documentation must be provided if a student is unable to submit a task at the appointed time.
- **Be aware of requirements** - Students need to keep up to date with NESAs requirements for the award of the RoSA and the HSC.
- **Follow their assessment schedules** - Students must ensure they have a copy of the assessment schedule for each course they are studying and be fully aware of course requirements.
- **Be familiar with the school procedures** - Students are expected to be aware of the Trangie Central School Assessment Guidelines as detailed in this booklet.
- **Report and apply** - The onus is on students to report and apply for illness/misadventure where appropriate.
- **Seek advice** - It is the student's responsibility to seek advice from the Year Adviser or the Head Teacher if there is a problem which has not been resolved satisfactorily within a course.

Responsibility of the teacher

It is the responsibility of the teacher to:

- Establish a teaching program, in conjunction with their Head Teacher, which provides engaging learning experiences for their students
- Establish an assessment schedule that consists of 3 assessment activities for year 11 or up to 4 assessments activities in HSC, covering the full range of outcomes in that course, ensuring more than one outcome is addressed in each task
- Ensure that the types of assessment activities or tasks are appropriate to the objectives and outcomes being assessed
- Provide a variety of tasks and activities that use a range of assessment strategies
- Provide opportunities for students to display their achievements in diverse ways and to work in a range of situations
- Work together in planning teaching and learning activities and assessment and marking strategies
- Determine the weightings or relative importance of each activity
- Individualise and personalise the learning program for their students
- Monitor the engagement in learning of students and support students who are falling behind as well as sending warning letters if where appropriate
- Provide valuable and timely feedback to students
- Explicitly describe the expectations and requirements of the activity or task to the learner
- Collect performance information for each student from assessment activities and record in Microsoft Teams and Sentral.
- Record evidence of student achievement based on observations during teaching and learning as well as from assessment activities
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement
- In consultation with the course Head Teacher, match the overall picture of each student's achievement to the most appropriate level as described by the common grade scale.
- Keep a range of work samples including assessment tasks, marking guidelines, student work and feedback as required by NESAs.

Compressed Course Assessment Schedule Summary 2022-23

Week	Term 4 2022	Term 1 2023	Term 2 2023	Term 3 2023
1			Maths Std 1 & 2 Design & Tech PDHPE	
2			Visual Design	Primary Industries
3		Primary Industries	Primary Industries	
4				Maths Standard 2 Business Studies Biology
5			Maths Standard 1 Primary Industries Biology	Maths Standard 1 PDHPE Visual Design
6	Primary Industries	Business Studies	Maths Standard 2 Business Studies Visual Design	
7		Maths Std 1 & 2 Biology Primary Industries Visual Design	PDHPE	TRIAL HSC EXAMS
8	Biology	PDHPE		Design & Tech Primary Industries Visual Design
9	Business Studies		Primary Industries	
10	Maths Std 1 & 2 Design & Tech PDHPE Visual Design	Design & Tech Primary Industries	Maths Standard 1 Maths Standard 2 Business Studies Design & Tech PDHPE Visual Design Biology	
11		Biology Business Studies		



Preliminary Mathematics Standard 1 Pathway

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022		
Topic						Algebra		Financial Mathematics		Algebra			
Subtopic						A1 Formulae and Equations		F1.2 Earning and Managing Money F1.1 Interest and Depreciation		A2 Linear Relationships			
Outcomes						MS11-1, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-1, MS11-2, MS11-9, MS11-10			
Assessment												AT1 – A1 & F1	

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/03/2023	Week 7 6/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023	
Topic	Heat Week		Data Analysis			Measurement		Probability		Time		Measurement
Subtopic			S1.1 Classifying & representing data (grouped & ungrouped)		S1.2 Summary statistics	M1.1 Practicalities of measurement M1.2 Perimeter, area & volume		S2 Relative Frequency and Probability		M2 Working with Time	M1.3 Units of energy and mass	
Outcomes			MS11-2, MS11-7, MS11-9, MS11-10			MS11-3, MS11-4, MS11-9, MS11-10		MS11-8, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10		
Assessment								AT2 – S1				

HSC Mathematics Standard 1

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023
Topic	Prelim Revision	Financial Mathematics	Measurement		Financial Mathematics			Statistical Analysis		Algebra
Subtopic	Revising content for Year 11 Exit Exam	F1.3 Budgeting & household expenses	M5 Scale Drawings		F2 Investment	F3 Depreciation & Loans		S3.1 Statistical Investigation Process		A3.1 Simultaneous Linear Equations
Outcomes	All MS11 outcomes	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10		MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10
Assessment	AT3 – Exit Exam				AT1 – M5					AT1 – F2 & F3

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Topic	Algebra	Measurement	Statistical Analysis		Networks			Measurement	Algebra	
Subtopic	A3.1	M3 Right-angled triangles	S3.2 Bivariate Data Analysis		N1 Networks and Paths			M4 Rates	A3.2 Graphs of Practical Situations	
Outcomes	1, 6, 9, 10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10		MS1-12-8, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	
Assessment					AT3 – A3.1, M3, S3.2					



Preliminary Mathematics Standard

Task Number	Task 1	Task 2	Task 3	
Nature of task	In-class test Algebra & Financial Mathematics A1, F1.1, F1.2	Investigation Assignment Statistics S1.1, S1.2	Exit Examination All topics taught	
Timing	Term 4, Week 10	Term 1, Week 7	Term 2, Week 1	
Outcomes assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	All Year 11 outcomes	
Components				Weighting%
Understanding, Fluency & Communication	15%	10%	25%	50%
Problem Solving, Reasoning & Justification	15%	20%	15%	50%
Total %	30%	30%	40%	100%

HSC Mathematics Standard 1

Task Number	Task 1	Task 2	Task 3	
Nature of task	Extended modelling and problem-solving task Scale Drawings M5	Investigation Assignment Financial Mathematics F2, F3	In-class test Algebra, Measurement & Statistics A3.1, M3, S3.2	
Timing	Term 2, Week 5	Term 2, Week 10	Term 3, Week 5	
Outcomes assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	
Components				Weighting%
Understanding, Fluency & Communication	10%	10%	20%	50%
Problem Solving, Reasoning & Justification	25%	20%	15%	50%
Total %	35%	30%	35%	100%



Preliminary Mathematics Standard 2 Pathway

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022	
Unit Name						Algebra		Financial Mathematics		Algebra		
Summary						A1 Formulae and Equations		F1.2 Earning and Managing Money F1.1 Interest and Depreciation		A2 Linear Relationships		
Outcomes						MS11-1, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-1, MS11-2, MS11-9, MS11-10		
Assessment												

Term 1	Week 1 27/01/2023	Week 2 3/02/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/02/2023	Week 7 6/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023
Unit Name	Heat Week		Data Analysis			Measurement		Probability		Time	Measurement
Summary			S1.1 Classifying and representing data (grouped and ungrouped)		S1.2 Summary Statistics	M1.1 Practicalities of Measurement M1.2 Perimeter, Area and Volume		S2 Relative Frequency and Probability		M2 Working with Time	M1.3 Units of energy and mass
Outcomes			MS11-2, MS11-7, MS11-9, MS11-10			MS11-3, MS11-4, MS11-9, MS11-10		MS11-8, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10	
Assessment								AT2 – S1			

HSC Standard Mathematics 2

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023	
Unit Name	Prelim Revision	Financial Mathematics	Financial Mathematics		Networks		Measurement				
Summary	Revising content for Year 11 Exit Exam	F1.3 Budgeting & household expenses	F4.1 Investments F4.2 Depreciation and Loans		N2 Network Concepts		M6 Non-right-angled Trigonometry		M7 Rates and Ratios		
Outcomes	All MS11 Outcomes	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS2-12-5, MS2-12-9, MS2-12-10		MS2-12-8, MS2-12-9, MS2-12-10		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10				
Assessment	AT3 – Exit Exam						AT1 – F4				AT2 – N2, M6

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	Statistical Analysis			Algebra			Networks		Financial Mathematics	
Summary	S4 Bivariate Data Analysis		S5 The Normal Distribution	A4.1 Simultaneous Linear Equations		A4.2 Non-Linear Relationships		N3 Critical Path Analysis		F5 Annuities
Outcomes	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10		MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10		MS2-12-8, MS2-12-9, MS2-12-10		MS2-12-5, MS2-12-9, MS2-12-10
Assessment				AT3 – S4, S5				AT4 Trial Exam		



Preliminary Mathematics Standard

Task Number	Task 1	Task 2	Task 3	
Nature of task	In-class test Algebra & Financial Mathematics A1, F1.1, F1.2	Investigation Assignment Statistics S1.1, S1.2	Exit Examination All topics taught	
Timing	Term 4, Week 10	Term 1, Week 7	Term 2, Week 1	
Outcomes assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	All Year 11 outcomes	
Components				Weighting%
Understanding, Fluency & Communication	15%	10%	25%	50%
Problem Solving, Reasoning & Justification	15%	20%	15%	50%
Total %	30%	30%	40%	100%

HSC Mathematics Standard 2

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Excel Task with in-class Test Financial Mathematics F4	Investigation Assignment Networks & Trigonometry MS-M6	In-class test Statistical Analysis S4, S5	Trial Examination All Topics	
Timing	Term 2 Week 6	Term 2 Week 10	Term 3 Week 4	Exam Week	
Outcomes assessed	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	All Outcomes	
Components					Weighting%
Understanding, Fluency & Communication	10%	10%	10%	20%	50%
Problem Solving, Reasoning & Justification	10%	20%	10%	10%	50%
Total %	20%	30%	20%	30%	100%



Preliminary CEC Numeracy

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022
Unit Name						Module 1					
Summary						Students learn about: whole numbers; operations with whole numbers; distance, area and volume; time; and data, graphs and tables.					
Outcomes						N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2					
Assessment											

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/03/2023	Week 7 6/03/2023	Week 8 3/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023
Unit Name		Heat Week	Module 1 (continued)			Module 2					
Summary			Module 1 content areas continued.			Students learn about: fractions and decimals; operations with fractions and decimals; metric relationships; length, mass and capacity; and chance.					
Outcomes			N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2			N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2					
Assessment						Task 2					

HSC CEC Numeracy

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023
Unit Name	Module 2 (continued)		Module 3							
Summary	Module 2 content areas continued.		Students learn about: percentages; operations with numbers; finance; location, time and temperature; space and design.							
Outcomes	N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2							
Assessment	Task 3				Task 1				Task 2	

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	Module 4								Revision	
Summary	Students learn about: rates and ratios; statistics and probability; exploring with NRMT (Numerical reasoning and mathematical thinking).								Revising key course content and skills as needed	
Outcomes	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2								All N6 outcomes	
Assessment					Task 3					



Preliminary CEC Numeracy

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Around the Moon	Lamington Drive Task	Bridge Analysis	
	Distance	Fractions and Finance	Measurement	
Timing	Term 4, Week 10	Term 1, Week 6	Term 2, Week 2	
Outcomes assessed	1.1, 1.5, 1.3	1.1, 1.2, 1.3, 2.5, 2.4, 3.1, 3.2	1.1, 1.4	
Components	Weighting%			Weighting%
Knowledge and Understanding	10%	20%	20%	50%
Skills	10%	20%	20%	50%
TOTAL	20%	40%	40%	100%

HSC CEC Numeracy

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Relocation Research Task	Job Interview Preparation Task	Design Task	
	Finance	Time and Finance	Measurement	
Timing	Term 2 Week 5	Term 2, Week 10	Term 3, Week 6	
Outcomes assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	
Components				Weighting%
Knowledge and Understanding	10%	20%	20%	50%
Skills	10%	20%	20%	50%
TOTAL	20%	40%	40%	100%



Preliminary Biology

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022
Unit Name						Module 1: Cells as the Basis of Life			Module 2: Organisation of Living Things		
Summary						Students investigate the structure and function of organisms at both cellular and tissue levels.			Multicellular organisms consist of several interdependent transport systems.		
Outcomes						BIO 11/12-3, BIO 11/12-4, BIO 11-8			BIO 11/12-4, BIO 11/12-6, BIO 11/12-7, BIO 11-9		
Assessment						AT 1 30% -Wk 8 - Enzyme Research & Prac Test					

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/03/2023	Week 7 6/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023
Unit Name		Heat Week	Module 3: Biological Diversity					Module 4: Ecosystem Dynamics			
Summary			Biodiversity is important to Earth's ecosystem and can be affected slowly or quickly by selection pressures, including human impacts. Students investigate adaptations of organisms that increase the organism's ability to survive in their environment.					Biodiversity has increased since life first appeared on Earth. Evolution can explain periodic increases and decreases in populations and biodiversity.			
Outcomes			BIO 11/12-1, /12-2. BIO 11/12-7, BIO 11-10					BIO 11/12-1. BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11-11			
Assessment			AT 2 30% - Wk 7 - Natural Selection and Evolution Modelling Task					AT 3 40% - Wk 11 – Depth Study (Fieldwork at EEC)			

HSC Biology

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023
Unit Name	Module 4: Ecosystem Dynamics		Module 5: Heredity				Module 6: Genetic Change			
Summary	Biodiversity has increased since life first appeared on Earth.		Life continues through the processes of reproduction and heredity. Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity.				Students learn about natural and human-induced causes of and effects of genetic change, including mutations, environmental pressure, and uses of biotechnology.			
Outcomes	BIO 11/12-1. BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11-11		BIO 11/12-4, BIO 11/12-5, BIO 11/12-6 BIO 11-12				BIO 11/12-6, BIO 11/12-7, BIO 11-13			
Assessment	AT 3 40% - Wk 11 – Depth Study (Fieldwork at EEC)		AT 1 20% - Wk 5 - Working Scientifically Test				AT 2 30% - Wk 10 – Depth Study			

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	Module 6: Genetic Change		Module 7: Infectious Disease			Module 8: Non-Infectious Disease and Disorders				
Summary	Students learn about natural and human-induced causes of and effects of genetic change.		Students examine the treatment, prevention, and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease.			Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of disease in populations.				
Outcomes	BIO 11/12-6, BIO 11/12-7, BIO 11-13		BIO 11/12-1. BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11-14			BIO 11/12-5, BIO 11/12-6 BIO 11/12-7, BIO 11-15				
Assessment			AT 3 20% - Wk 4 – Infectious Disease Research			AT 4 30% - Wk 7 (TBC) - Trial HSC Examination				



Preliminary Biology

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Test Enzymes	Modelling Task Natural Selection	Fieldwork Depth Study	
Timing	Term 4, Week 8	Term 1, Week 7	Term 1, Week 11	
Outcomes assessed	BIO11/12-3, BIO 11/12-4, BIO11-8	BIO11/12-2, BIO11/12-7, BIO11-10	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11-11	
Components				Weighting%
Working Scientifically Skills	20%	15%	25%	60%
Knowledge and Understanding	10%	15%	15%	40%
Total	30%	30%	40%	100%

HSC Biology

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Test Working Scientifically	Depth Study Biotechnology	Research Task Infectious Disease	Trial Examination	
Timing	Term 2, Week 5	Term 2, Week 10	Term 3, Week 4	Term 3, Week 7	
Outcomes assessed	BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO12-13	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14	BIO11/12-6, BIO11/12-7, BIO12-15	
Components					Weighting%
Working Scientifically Skills	15%	20%	10%	15%	60%
Knowledge and Understanding	5%	10%	10%	15%	40%
Total	20%	30%	20%	30%	100%



Preliminary Business Studies

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022
Unit Name						Nature of business			Business management		
Summary						Role and types of businesses; influences in the business environment; business growth and decline			Nature of management; management approaches		
Outcomes						P1, P2, P6, P7, P9			P2, P4, P5, P6, P7, P8, P9, P10		
Assessment						Task 1					

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/03/2023	Week 7 6/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023
Unit Name	Heat Week	Business management (cont.)					Business planning				
Summary		Contemporary business situations; business case studies Management process; management and change					Small to medium enterprises (SMEs); Influences in establishing an SME; business planning process; critical issues in business success and failure				
Outcomes		P2, P4, P5, P6, P7, P8, P9, P10					P1, P3, P4, P6, P7, P8, P9, P10				
Assessment		Task 2					Task 3				

HSC Business Studies

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023	
Unit Name	Prelim Business planning cont...		Operations				Marketing				
Summary	Cont...		Contemporary business issues; business case studies Operations – management, influences, processes, strategies				Contemporary business issues; business case studies Marketing – role, influences, processes, strategies				
Outcomes	P1, P3, P4, P6, P7, P8, P9, P10		H1, H2, H3, H4, H5, H6, H7, H8, H9				H1, H2, H3, H4, H5, H6, H7, H8, H9, H10				
Assessment	Task 3 – Business plan for an SME					Task 1				Task 2	

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	Finance					Human resources				
Summary	Contemporary business issues; business case studies Financial management – role, influences, processes, strategies					Contemporary business issues; business case studies Human resource management – role, influences, processes, strategies, effectiveness				
Outcomes	H2, H3, H4, H5, H6, H7, H8, H9, H10					H2, H3, H4, H5, H6, H7, H8, H9				
Assessment				Task 3			Task 4			



Preliminary Business Studies

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task – Nature of Business	Case Study – Business Management	Business plan for an SME	
Timing	Term 4, Week 9	Term 1, Week 6	Term 1, Week 11	
Outcomes assessed	P1, P2, P7, P9	P4, P5, P8, P9, P10	P3, P6, P8, P9, P10	
Components				Weighting%
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

HSC Business Studies

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task - Operations	Marketing plan analysis	Financial statement analysis	Trial Examination	
Timing	Term 2, Week 6	Term 2, Week 10	Term 3, Week 4	Term 3, Week 7	
Outcomes assessed	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	
Components					Weighting%
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills		5	10	5	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total %	15	30	25	30	100



Preliminary Design & Technology

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022
Unit Name						The Bling Thing					
Summary						Designing and manufacturing decorative personal items.					
Outcomes						P1.1, P4.1, P5.1, P5.3					
Assessment										AT1	

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/203	Week 6 27/03/2023	Week 7 6/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023
Unit Name		Heat Week	Light It Up								
Summary			Students learn about electronics and construction design. Focus: complex design theory.								
Outcomes			P1.1, P1.2, P2.3, P3.1, P5.1								
Assessment											AT2

HSC Design & Technology

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023
Unit Name	Preliminary Examination	Revision	Major Design Project							
Summary		Revision of Preliminary course content	Students work on the design and construction of their MDP, with theoretical course content embedded in teaching & learning.							
Outcomes	P2.2, P2.1, P4.3	All P outcomes	H3.1, H3.2, H5.2, H6.2, H2.2							
Assessment	30%									AT1

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	Major Design Project					Revision				
Summary	Students work on the design and construction of their MDP, with theoretical course content embedded in teaching & learning.					Revising course content for Trial and external HSC examinations				
Outcomes	H3.1, H3.2, H5.2, H6.2, H2.2					All H outcomes				
Assessment							T2	T3		



Preliminary Design & Technology

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Jewellery Project & Folio	Lighting Project & Folio	Preliminary Examination	
Timing	Term 4 Week 10	Term 1 Week 10	Term 1, Week 10	
Outcomes assessed	P1.1, P4.1, P5.1, P5.3	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P2.2, P4.3	
Components				Weighting%
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in designing, managing, producing and evaluating design projects	15	25	20	60

HSC Design & Technology

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Innovation Case Study	Trial Examination	Oral Presentation /MDP Evaluation	
Timing	Term 2 Week 10	Term 3 Week 7	Term 3 Week 8	
Outcomes assessed	H2.2, H3.1, H3.2, H5.2, H6.2	H1.1, H2.2, H4.3	H1.2, H2.1, H4.1, H4.2, H5.1	
Components				Weighting%
Knowledge and understanding of course content	15	15	10	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	30	15	15	60



Preliminary PDHPE

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022
Unit Name						Core 1: Better Health for Individuals					
Summary						Compulsory module examining meanings and perceptions of health, leading to strategies to achieve better health for individuals.					
Outcomes						P1, P2, P3, P4, P5, P6, P15, P16					
Assessment											AT1 Due

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 06/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/02/2023	Week 7 06/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 03/04/2023
Unit Name	Heat Week	Heat Week	Option 1: First Aid			Core 2: The Body in Motion				Option 2: Fitness Choices	
Summary			Option module addressing the need for a well-rehearsed, established routine in the delivery of first aid.			Compulsory module examining the scientific foundations of human movement.					
Outcomes			P6, P12, P15, P16			P7, P8, P9, P10, P11, P16, P17					
Assessment								AT2 Due			

HSC Begins

Term 2	Week 1 24/04/2023	Week 2 01/05/2023	Week 3 08/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 05/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023
Unit Name	Option 2: Fitness Choices		Core 1: Health Priorities in Australia				Option 1: Sports Medicine			
Summary	Option module examining the exercise options that are available to meet the varying fitness needs of individuals.		Compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia.				Option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury.			
Outcomes	P5, P6, P10, P15, P16, P17		H1, H2, H3, H4, H5, H14, H15, H16				H8, H13, H16, H17			
Assessment	AT3 Exam						AT1 Due			AT2 Due

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 04/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	Core 2: Factors Affecting Performance					Option 2: Improving Performance				
Summary	Compulsory module exploring the physical and psychological bases of performance and the approaches to training and skill development as well as psychology, nutrition and recovery strategies to performance.					Option module investigating approaches to the physiological preparation and skill development of athletes, looking at training methods and ethical considerations.				
Outcomes	H7, H8, H9, H10, H11, H16, H17					H7, H8, H9, H10, H16, H17				
Assessment					AT3 Due		TRIAL EXAM			



Preliminary PDHPE

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Written Response	Research Task	Prelim Exam	
	Core 1	Option 1	All Prelim modules	
Timing	T4, W10	T1, W8	T2, W1	
Outcomes assessed	P.1, P.2, P.3, P.4, P.15	P.7, P.8, P.9, P.17	All Prelim outcomes	
Components				Weighting%
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total	30	30	40	100

HSC PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Research Task	Situation Analysis	Written Analysis	Trial Exam	
	Core 1	Option 1	Core 2	All HSC modules	
Timing	T2, W7	T2, W10	T3, W5	T3, W7	
Outcomes assessed	H.7, H.8, H.9, H.10, H.16, H.17	H.8, H.13, H.16, H.17	H.7, H.9, H.16, H.17	All HSC outcomes	
Components					Weighting%
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	10	20	60
Total	25	25	20	30	100



Preliminary Visual Design

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 14/11/2022	Week 7 21/11/2022	Week 8 28/11/2022	Week 9 5/12/2022	Week 10 12/12/2022	Week 11 19/12/2022
Unit Name						Graphic Design: Illustration and Cartooning					
Summary						This module provides students with opportunities to produce illustrations and cartoons with different purposes and for different audiences					
Outcomes						DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4					
Assessment						AT1					

Term 1	Week 1 27/01/2023	Week 2 30/01/2023	Week 3 6/02/2023	Week 4 13/02/2023	Week 5 20/02/2023	Week 6 27/03/2023	Week 7 6/03/2023	Week 8 13/03/2023	Week 9 20/03/2023	Week 10 27/03/2023	Week 11 3/04/2023	
Unit Name		Heat Week	Wearable Design: Clothing and Image					Product Design: Furniture				
Summary			This module provides students with opportunities to explore ways in which personal or social images can be generated through clothing					This module provides students with opportunities to design and make furniture for a range of purposes				
Outcomes			DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4					DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4				
Assessment								AT2				

HSC Visual Design

Term 2	Week 1 24/04/2023	Week 2 1/05/2023	Week 3 8/05/2023	Week 4 15/05/2023	Week 5 22/05/2023	Week 6 29/05/2023	Week 7 5/06/2023	Week 8 12/06/2023	Week 9 19/06/2023	Week 10 26/06/2023	
Unit Name	Product Design: Furniture		Product Design: Packaging				Interior/Exterior Design: Structures and Environments				
Summary	(continued)		This module provides students with opportunities to design and make packaging for specific purposes				This module provides students with opportunities to design buildings, shelters and the spaces around them				
Outcomes	(continued)		DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4								
Assessment			AT3				AT1				AT2

Term 3	Week 1 17/07/2023	Week 2 24/07/2023	Week 3 31/07/2023	Week 4 07/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 18/09/2023
Unit Name	General Module: Individual/Collaborative Design Project						Design Challenge			
Summary	This module provides students with opportunities to construct their own design module, in consultation with their teacher, which extends the learning undertaken in previous modules.						Student consolidate their Visual Design skills and understanding in a unique design challenge			
Outcomes	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4						DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4			
Assessment					AT3		AT4			



Preliminary Visual Design

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Graphic Design: Illustration and Cartooning Natural History Illustration	Wearable Design: Clothing and Image Sneaker Design	Product Design: Furniture Lighting Design	
Timing	Term 4, Week 10	Term 1, Week 7	Term 2, Week 2	
Outcomes assessed	DM1 – DM5, CH1 – CH4	DM1 – DM5, CH1 – CH4	DM1 – DM6, CH1 – CH4	
Components				Weighting%
Designing and Making	20%	25%	25%	70%
Critical and Historical Studies	10%	10%	10%	30%
TOTAL	30%	35%	35%	100%

HSC Visual Design

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Product Design: Packaging Western Express	Interior/Exterior Design: Structures & Environments Word Walk	General Module Individual/Collaborative Design Project Part 1	General Module Individual/Collaborative Design Project Part 2	
Timing	Term 2, Week 6	Term 2, Week 10	Term 3, Week 5	Term 3, Week 7	
Outcomes assessed	DM1 – DM5, CH1 – CH4	DM1 – DM6, CH1 – CH4	CH1 – CH4	DM1 – DM6	
Components					Weighting%
Designing and Making	20%	20%		30%	70%
Critical and Historical Studies	5%	5%	20%		30%
TOTAL	25%	25%	20%	30%	100%



Cluster	Cluster 1	Cluster 2	Cluster 7	Cluster 12	Cluster 9
Nature of Task	Participate in WHS Processes	Working in Industry	Tractors	Clean Machinery	Fencing
Timing	Term 4, Week 6	Term 1, Week 3	Term 1, Week 7	Term 1, Week 10	Term 2, Week 3
Outcomes assessed	3.2.1	3.5.1, 3.3.1	N/A	N/A	N/A
Components					
	AHCWHS201 Participate in workplace health and safety	AHCWRK204 Work effectively in the industry	AHCMOM202 Operate tractors	AHCBIO203 Inspect and clean machinery, tools, equipment to prevent biosecurity	AHCINF202 Install, maintain and repair farm fencing
		AHCWRK205 Participate in workplace communications	AHCMOM304 Operate machinery and equipment		AHCINF201 Carry out basic electric fencing operations
		AHCWRK209 Participate in environmentally sustainable work practices			

Cluster	Cluster 3	Cluster 4	Cluster 8		Cluster 5
Nature of Task	Weather	Chemicals	Feed and Water Livestock	Trial Examination	Healthy Livestock
Timing	Term 2, Week 5	Term 2, Week 9	Term 3, Week 2	Term 3, Week 7	Term 3, Week 8
Outcomes assessed	3.4.1	3.3.1	N/A	3.3.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1	3.6.1
Components					
	AHCWRK201 Observe and report on weather	AHCCHM201 Apply chemicals under supervision	AHCLSK211 Provide feed for livestock		AHCLSK202 Care for health and welfare of livestock
		AHCCHM201 Treat weeds	AHCLSK209 Monitor water supplies		AHCLSK205 Handle livestock using basic technique
					AHCLSK206 Identify and mark livestock
					AHCLSK204 Carry out regular livestock observations

Study Skills

Study Skills and Time Management

1. Ensure that you organise your day so that ample time is allocated to your studies.
2. Develop your own study timetable.
3. Keep a balance between subjects.
4. Contact your teacher to discuss aspects of your work or any problems you may encounter.
5. Keep up-to-date with your work. Do not fall behind in your work.
6. Remember, personal research and extensive reading is an important feature of your study program.
7. Aim at developing your personal best.
8. Develop study habits that suit your personal needs. Learning styles vary from person to person. You may be a visual, auditory, or kinaesthetic learner. Discussing your work with interested people is often thought-provoking.
9. Allow for some leisure time to avoid becoming stressed.
10. Revise regularly – for example, travel time could be used effectively to study.

Important considerations

Being able to manage your time is a key study skill. Studying during Stage 6 does require a serious commitment to your work. As a student you will be required to complete the set assessment tasks and title pages for each subject, but time should also be spent on independent study and revision. You must organise your time effectively, develop a study routine and remain committed to your work. Your teacher will advise you, and have suggestions for your approach to your studies and all aspects of your work.

Memory and Learning Styles

The main reason we forget something is because we never really learnt it in the first place

Memory

A good memory is something we must work towards. Things are forgotten because they never really have made a strong impression on us in the first place. The reasons for this lack of impression are as varied as one person to the next. Nevertheless, the most common reasons are:

- you are thinking about something else—you are not listening
- you do not think the idea was important
- you do not take, or have the time, to learn or store the material properly.

To remember information you need to realise that your memory operates on four levels of efficiency. Your ability to remember something increases from level 1 to level 4 depending on what you do with the information.

Level 1: Hear or read the material once (not reliable for a test).

Level 2: Read the information and review it once or twice (this is cramming— you will forget most of what you have read).

Level 3: Read the information, review the material several times, write it down, and test yourself over the next two days (expect fairly good recall).

Level 4: Repeat and frequently write down the information over a period of 3- 6 days (gives you excellent retention).

If you do not review what you have learned, you will forget 70% within an hour and 84% within 48 hours. One of the best forms of review is teaching, or telling someone else about the information using your own words. This is where study groups become invaluable.

Learning Styles

People learn and memorise information using a variety of “learning styles.” Learning styles are how you concentrate, process and remember new and difficult information. You may remember information more easily through any combination of the following styles:

- hearing
- seeing
- reading
- writing
- illustrating
- first-hand experience

Be aware of your best styles of learning. Reading textbooks and other related material, as well as doing all the set assignments, are the other parts of the learning equation. It is beneficial for you to combine learning styles to be successful.

When you are studying:

- read the information aloud
- write it down
- read it over and over
- put it into a form or format that will make sense to you
- draw a diagram
- relate the information to what you already know
- picture and try to experience what you are learning
- teach the information to someone else.

Some Further Memory Advice and Examination Strategies

1. Find a good place to study and ensure that you have all the tools you need – computer, study notes, pens, paper and dictionary. Ensure that your study area is comfortable and the lighting is good.
2. Use the note-taking that best suits you, e.g.
 - summarise important points,
 - underline key words, sentences and phrases
 - read, recall, reflect and review.
3. Use mnemonic devices to assist you in your learning
 - use rhyme where possible to remember keypoints
 - use an acronym to create a word using the first letter of keywords
 - use an acrostic sentence or phrase formed by words beginning with the first letter of each word you need to remember.
4. Memorise actively, not passively
 - try to use your senses to assist with learning – sight: not merely reading but visualising, sound: read aloud listen to your voice, you may use a recording device and listen to it in various locations
 - use association in your learning, relating the fact(s) to something significant to you.
5. Use constructive repetition to assist you in your remembering
 - read the information out loud, close your eyes and repeat it to yourself
 - close your eyes and repeat the information
 - write the information down
 - repeat the steps if necessary.

Examination Strategies

1. Your examination study should not be confined to a last-minute cramming. Ensure that you are well-prepared and have followed your study time table effectively.
 - The last weeks should be an extensive review of your work
 - A good night's sleep before the examination is important
 - Arrive early examination so you are not rushed
2. Check you have the correct examination equipment (where applicable, pen, paper, watch, calculator).
3. Read the set questions thoroughly, thinking carefully about the meaning. Underline key words. You must understand the question if you are to give a satisfactory answer. Adhere to any instructions given on the paper, or stated verbally by the supervisor.
4. Be careful of your time allocation. Note the questions which have been allocated the most marks, these will require the greater time.
5. Multiple choice questions ask you to select the answer that best answers the questions. When attempting multiple choice questions, the wording of the multiple choice is vital to your interpretation. Read all the possible answers through carefully, perhaps the use of tense (past, present and future) and singular or plural wording may help with your answer. Words such as sometimes, usually, rarely, and never, may provide clues to the correct answer. If you are unsure about an answer, eliminate all those which you consider are wrong. Do not spend too long on one question, especially when all answers are worth the same amount of marks.
6. When answering an essay type question, again ensure that you understand the meaning of the question. Try to interpret it in your own words. Be aware of key words such as analyse, compare, contrast, and, to what extent. A glossary of key words is included at the end of this booklet. A guide to essay writing is also included on the following pages.

A Guide to Essay Writing

Each subject may have varying aspects to consider when writing an essay. The teacher of the subject you are studying will provide you with details relevant to a particular course.

The following will serve as a general guide to essay writing.

An essay basically consists of an introduction, the main body of the essay and a conclusion. You must read the set question carefully and be aware of key words. If you are working under examination conditions, it will be beneficial to spend a few minutes planning your work. Prepared essays will allow you greater time for reflection.

The introduction

Your introduction is basically a summary of your answer to the set question. It will address your line of argument (or your thesis). You may need to refer to other associated texts if the set question states this as a requirement. Be very careful that you are addressing the question asked. If your introduction is a good one, it will assist you in maintaining your line of argument throughout your writing.

The main body of your essay

The main body will follow the central line of thought and will support your thesis. Each paragraph will focus on a main idea; it will provide examples to substantiate your line of argument.

Each paragraph should be introduced by a topic sentence which clarifies the ideas being introduced in the paragraph.

Each paragraph should clearly follow the one before; the essay should not be disjointed. There should be a logical sequence. Linking phrases or words will assist in allowing your essay to flow. The number of paragraphs used will depend on the word limit or time allowed for the essay, especially if working under examination conditions. Remember your line of argument with relevant supporting details, must continue throughout your writing.

You are proving what you have stated in your introduction, presenting your case, just as a barrister with supporting evidence, presents their case to a judge or jury.

The conclusion

The final paragraph in your essay is the summing up of your main points raised. It is the final summation. The marker will decide if you have presented your case successfully.

Prepared essays will require careful planning and proofreading. Punctuation, grammar and spelling should be faultless. Examination essays also should not neglect appropriate language, grammar, spelling and punctuation. Consistent effort is required throughout the course to improve your writing style, syntax, spelling and punctuation. These literacy aspects are very important in successful essay writing.

A Glossary of Key Words

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, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (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 judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Appendix



The following appendices have been included to assist students and teachers in accessing the documents needed in the assessment process.

Appendix 1	Assessment task coversheet
Appendix 2	Assessment task format
Appendix 3	Student notification and task acknowledgement sheet
Appendix 4	Appeal form
Appendix 5	Illness and Misadventure form



Trangie Central School Assessment Coversheet

Student Name: _____ **Teacher:** _____
Subject: _____ **Year:** _____
Assessment Number: _____ **Due Date:** _____
Assessment Weighting: _____ **Number of pages:** _____

Student Signature: _____ **Date:** _____

Assessment Task submitted electronically: Yes No

If yes, identify type of submission (email, Google classroom, etc)

Where has it been submitted and in title: _____

By signing this form you acknowledge that the work you are submitting is free from plagiarism and you are adhering to Trangie Central Schools Assessment Policy.

Extension form submitted: Yes No

Received by: _____ **Date and time:** _____

This section is to be attached to the task being submitted

✂

Student Name: _____ **Teacher:** _____
Subject: _____ **Year:** _____
Assessment Number: _____ **Due Date:** _____
Assessment Weighting: _____ **Number of pages:** _____

Student Signature: _____ **Date:** _____

Assessment Task submitted electronically: Yes No

If yes, identify type of submission (email, Google classroom, etc)

Where has it been submitted and in title: _____

By signing this form you acknowledge that the work you are submitting is free from plagiarism and you are adhering to Trangie Central Schools Assessment Policy.

Extension form submitted: Yes No

Received by: _____ **Date and time:** _____

This section is to be attached to the task being submitted



Trangie Central School Year 11 Assessment Task

Assessment Task Number:	
Weighting:	
Due Date:	
Teacher:	

Task Type:

Outcome being assessed:

Task Description:

You will assessed on:

Marking Rubric

Subject:	Task:
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Grade Range

Content	A	B	C	D	E

Student: _____ Results: _____

Teacher: _____



Trangie Central School Assessment Task Notification & Acknowledgement

Student Name: _____ Teacher: _____
 Subject: _____ Year: _____
 Assessment Number: _____ Due Date: _____
 Assessment Weighting: _____ Date of Distribution: _____

Details of Task:

Teacher: Please ensure that students sign and date to acknowledge that they have received the task. This form is then filed in your compliance folder.

Received Date:		Due Date:	
Student Name	Student Signature	Date Received	



Trangie Central School Appeal Form

Student Name: _____		Subject: _____	
Course Teacher: _____			
Due Date: _____	Task Description: _____		
Reason for appeal (<i>brief description</i>):			
<input type="checkbox"/> Process _____			
<input type="checkbox"/> Extension _____			
<input type="checkbox"/> Other _____			
Were special provisions provided for this assessment task? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Details for appeal: _____			

Student Statement: How did this misadventure affect your performance?			

What is the desired outcome by student?			

Student Signature: _____ Date: _____			
Parent / Caregiver Signature: _____ Date: _____			
<input type="checkbox"/> Submission is within timeframes outlined in the assessment guidelines			
A meeting is held to determine the outcomes of the appeal by the Assessment Panel			
Executive members: _____			

Appeal Outcome: <input type="checkbox"/> Upheld <input type="checkbox"/> Dismissed			
Recommendation:			
<input type="checkbox"/> Zero marks to be awarded for task		<input type="checkbox"/> Alternative task to be set	
<input type="checkbox"/> Marks to count		<input type="checkbox"/> Ranking to be maintained	
<input type="checkbox"/> Rank to count		<input type="checkbox"/> Task to be completed, ranking maintained	
<input type="checkbox"/> Estimate to be given			
<input type="checkbox"/> Other: _____			

Comments:			
<input type="checkbox"/> copy to Principal		<input type="checkbox"/> copy to Head Teacher	<input type="checkbox"/> copy to Course Teacher
<input type="checkbox"/> copy filed in students file			



Trangie Central School Illness / Misadventure Application

31 Derribong Street Trangie NSW 2825| T: 02 6888 7578

trangie-c.school@det.nsw.edu.au | www.trangie-c.schools.nsw.gov.au

This form MUST be used for all Illness / Misadventure Applications. Refer to the *Evidence of Illness / Misadventure* section in your student Assessment Booklet.

Name: _____ Year: _____ Due Date of Task: _____
Course: _____ Teacher: _____ AT number: _____

- Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity) Reason for application (please tick): illness or misadventure
- Category from Student Assessment Booklet (please tick ONE selection from below):
- Extension to submit or complete an Assessment Task
- Absent on the day before an Assessment Task or Absent in the two weeks prior to a Major Examination
- Absent from school on the day an Assessment Task is due to be handed in
- Absent from school on the day of an Assessment Task
- Misadventure adversely affected performance during an Assessment Task (Note: An Illness / Misadventure Application MUST be commenced on the day of the Assessment Task.)
- Sick during the completion of an Assessment Task at school. (Note: A medical certificate MUST be obtained.)

Reasons supporting application (to be completed by the student):

I have attached evidence to support my application (please tick and complete ONE selection from below):

Independent Evidence of Illness:

- Section 1 of this Application form (see reverse) completed by Dr. _____ Dated: _____
- Medical Certificate (attached) completed by Dr. _____ Dated: _____

Evidence of Misadventure:

- Section 2 of this Application form (see reverse) completed by _____ Dated: _____
- Other (Please describe): _____ Dated: _____

Student signature: _____ Date: _____

Parent/ carer Signature: _____ Date: _____

Deputy Principal / Head Teacher / Principal recommendation:

- No loss of marks. Extension granted. Assessment task to be submitted by: _____
- No loss of marks for being absent on the day before an assessment task.
- No loss of marks for being absent in the two weeks prior to a Major Examination.
- No loss of marks. Organise with Head Teacher completion of original task on: _____
- No loss of marks. Organise with Head Teacher completion of substitute task on: _____

Assessment task to be reduced by 10% due to: _____

Other:

Signature Deputy Principal/Head Teacher Admin/Principal: _____ Date: _____



Trangie Central School Illness / Misadventure Application

31 Derribong Street Trangie NSW 2825| T: 02 6888 7578
trangie-c.school@det.nsw.edu.au|www.trangie-c.schools.nsw.gov.au

Task number: _____ Course: _____ Teacher: _____	This form MUST be used for all Illness / Misadventure Applications. Refer to the <i>Evidence of Illness / Misadventure</i> section in your student Assessment Booklet.
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Student Name: _____	Roll class: _____
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SECTION 1: Independent evidence of illness: to be completed by a medical practitioner.	
Diagnosis of medical condition:	
Date of onset of illness:	
Date(s) and time(s) of consultations/ meetings relating to this illness:	
Please describe how the student's condition/ symptoms could affect their examination/ assessment task performance (if the student is unable to attend exam/assessment task , it is essential that you provide full details if required, please attach extra information). <input type="checkbox"/> Extra attached	
Examinations / Assessment Tasks: I certify that the student is medically unfit to sit for an examination / assessment task, or to attend school to submit an assessment task, on:	
Any other comments or information which may assist in the assessment of the student's application. <input type="checkbox"/> Extra attached	
Please note that any fee for providing this report is the responsibility of the student. Name of doctor or health professional providing this information <hr/> Profession: <hr/> Place of work: <hr/> Address: <hr/> Contact number:	Please stamp here
Signature: _____	date: _____

SECTION 2: Evidence of Misadventure: to be completed by a relevant person.	
Date of misadventure event:	
Description of event:	
Name:	
Profession:	Place of work/ organization:
Address:	Contact number:
Signature:	Date:
<input type="checkbox"/> Further evidence attached (Please describe):	

PROFORMA for Independent evidence of illness or misadventure

Trangie Central School, in line with the NESA procedures, advises that students should attend examinations and submit assessment tasks unless it is considered detrimental to their health. Students who are unwell or experience misadventure must obtain independent evidence of their illness or misadventure either immediately before or after each task OR examination AND present this proforma to the HT or DP on the first day they return to school.

The person completing Section A or B must NOT be related to the student.

Independent evidence of illness – complete Section A.

Independent evidence of misadventure – complete Section B.

Section A

Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations / meetings relating to this illness:

Please describe how the student's condition/symptoms could affect their examination performance. *(If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)*

Any other comments or information which may assist in the assessment of the student's appeal. *(If there is not enough space, please attach additional sheet/s.)*

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health professional providing this information:

Profession: Place of work/organisation:

Address: Contact Phone:

Contact phone: Signed: Date:

Section B

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or a counsellor

Date of misadventure event:

Were you a witness to the event? Yes / No If No, how did you obtain the evidence you are providing?

Are you known to the student? Yes / No If Yes, nature of relationship:

Description of event:

Name: Profession: Place of work/organisation:

Address:

Contact Phone: Date: