



# Southern Cross

SCHOOL OF DISTANCE EDUCATION

## Year 12 2021

### Assessment Guidelines

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**Our school stands proudly on Bundjalung land**

2-40 Chickiba Drive, East Ballina NSW 2478 **T** 02 6681 0300 **F** 02 6681 0499

**E** [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au) **W** [sthcrossc-d.schools.nsw.gov.au](http://sthcrossc-d.schools.nsw.gov.au)

## **Abbreviations used in this document**

NESA	NSW Education Standards Authority
SCSoDE	Southern Cross School of Distance Education
RoSA	Record of Student Achievement
HSC	Higher School Certificate
KLA	Key Learning Areas
VET	Vocational Education and Training
DEMS	Distance Education Management System

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## **Year 12 course assessment overview**

This booklet contains information concerning assessment for Year 12 courses at Southern Cross School of Distance Education.

The award of a Year 12 credential could be dependent on successfully applying this information in courses studied at Southern Cross School of Distance Education.

Assessment will measure a student's achievement relative to other students that are attempting the same course.

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

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

The teacher of each course will issue information regarding requirements, which are particular to that course.

### **Schools with single course 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 year 12 course."

The details of the Southern Cross School of Distance Education Year 12 Assessment Guidelines follow. This should be read carefully by staff, students and their parents/carer's to ensure through understanding. Any enquiries can be made to the curriculum head teacher, single course coordinator or Year advisor.

## Requirements for the award of the Year 12

Satisfactory completion of Year 12 courses to the value of 10 units is a requirement for the award of a Year 12 Credential.

### Pattern of Study

The NESA mandates that to be eligible for the year 12 you must complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units that includes:

- at least six units of Content Endorsed Courses
- at least two units of a Content Endorsed Course in English
- at least three courses of two-unit value or greater (either content Endorsed or Content Endorsed Courses)

At least four subjects for a Year 12 with an ATAR (university entrance) your pattern of study must include:

- at least 12 units (i.e. 6 subjects) in Year 11 and 10 units (i.e.5 subjects) in Year 12
- at least 10 units of Content Endorsed Courses including 2 units of English
- at least 8 units of category A courses
- only 2 units of Category B courses (VET) see Appendix

### Course completion

Satisfactory completion of each Year 12 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 12 course the Principal must certify that they have satisfactorily met all requirements of the HSC minimum standard online tests:

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

### Attendance

While NESA does not mandate attendance requirements, the Principal may determine that, as a result 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.

## **Repeat Students**

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

## **Students who accumulate the Year 12 (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 options 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.

## **Compressed course delivery**

Students who are enrolled in a compressed course will have an adjusted assessment schedule suitable to the time frame for that mode of delivery. These will be provided to the school and students separately to this document.

## **Courses studied through TAFE**

Each of these organisations will provide their own assessment schedule to the student where applicable.

## **Courses studied with an Outside Tutor**

The school will submit assessment marks, endorsed by the Principal, for students studying courses with an outside tutor. When AMEB music is taught outside the school, assessment marks are not required.

## **N” Determinations**

Students who do not make a genuine attempt to adequately complete their course may be awarded an "N" determination in that subject. This means that the course will not be recognised for the Year 12 Credential.

If a student is in danger of receiving an "N" determination the faculty will inform the students and confirm with a letter home. This letter will include details of all outstanding work to be completed and this will be done in time for the student to redeem his/her position. N determinations are made in September each year.



# Year 12 Assessment Guidelines

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

The assessment procedures used by Southern Cross School of Distance Education follow the NSW Education Standards Authority policy statements and guidelines concerning Year 12 assessment.

The Year 12 course work is assessed according to the NESA specifications. This mark is combined with your Examination result to determine your final Year 12 result and Australian Tertiary Admission Rank (ATAR) where applicable.

## 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 Year 12 involves the collecting 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 teachers will build a profile of the achievements of each student. This data is used to determine the student rank and school assessment marks which are submitted to NESA in September each year. Assessment is an integral part of teaching and learning and must be supportive of student learning and achievement.

## Timing and notification of assessment tasks

The assessment period will commence Term 4 2020 and conclude Term 3 2021. 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 ten school days prior to the due date for the task.
- information on the type of task, its value, the outcomes to be assessed, marking guidelines and the mode of submission for the task.

Ideally no task will fall within the ten school days 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.

## **School based assessment tasks**

A balance is essential between obtaining sufficient information about student's learning and the number of assessment task. For 2 unit courses the maximum number of formal assessment tasks to three in Year 11 and four in Year 12 will be scheduled. For 1 unit courses two-three assessment tasks will be scheduled. School based assessment tasks are capped at a maximum four per 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

### **Value of assessment tasks**

An individual task would not normally be worth less than 10%, nor more than 40% of the total weighted mark.

### **Mode of submission and due date of assessment tasks**

All tasks are to be returned to Southern Cross School Distance Education by the due date indicated on the assessment task notification.

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

### **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.

## **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.

## **Late submission of a task**

If a student submits an assessment task late without an application for extension of time a 50% penalty for each day late will be imposed. Where a task is received two days late a zero determination will be applied.

## **Extensions**

Students are able to 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 prior to the due date.

Students should complete the application for extension of time for an assessment task form enclosed in this booklet and send it to their teacher or make a request via phone or email and the required form will then be completed and lodged on your behalf by the teacher. Requests will be granted if the teacher and the subject head teacher are convinced that a genuine case exists.

## **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.

The student must alert their teachers or the relevant year adviser, if provisions are required as early as possible in the first two school weeks of the new year. An application must be submitted and approved by NESAs for disability provisions in the year 12 exams. The application process for the disability provision is managed by the Learning and Support Teachers, who will work with the Head Teacher Curriculum to complete and submit the application.

## **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 must 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 dictionaries, students may consult their dictionary.

Student's 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 exam room
- alter the exam times unless granted permission for disability provisions. Consequences for breaches of the examination rules will result in a finding of malpractice and the assessment task mark will be penalised. Students must make a serious attempt at 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 determination and students will be required to re sit the examination paper

## **Examination timetables**

Examination timetables will be produced for students; schools will be provided with a copy and are requested to follow. However, schools that do not follow the suggested timetable are requested to hold the exams within the exam weeks. Our security period is in place to ensure the integrity of the exams and allow for postage back to SCSODE; all exam papers must be returned in the reply paid envelope with the student answer booklets. This includes weeks one to six Term 3 for the year 12 Trial exams. No schools are to hold exams after week 4 for the Year 12 Trial as it is too late for marking and to meet NESAs deadlines. Schools are to ensure requests in regard to scheduling of DE exams is communicated to SCSODE.

## 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 Year 12. 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 marks and may jeopardise their Year 11 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 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 supervisor 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.

## **Non-completion of assessment tasks**

A refusal by a student to complete a task or to meet the submission requirements will result in a zero award for the task.

The teacher will inform the student and parents in writing of the penalty following a telephone call with the student. The task will still need to be completed in order 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

- 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.

Teacher

- inform their KLA head teacher, head teacher curriculum 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, the head teacher curriculum and deputy principal with copies of the Appeal and the original written notice of the determination together
- with any other relevant documentation.

Head teacher Curriculum/Principal

- 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 their view.

## **Illness/Misadventure**

At times students may suffer an event or illness that affects their ability to participate in or complete an assessment task.

If there is an incident which 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 or the single course coordinator before the examination begins and /or contact DE immediately if illness or misadventure occurs during the examination
- complete the appeal form and return within one week 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. Appeal forms can be found in this booklet

For a scheduled assessment task the student must:

- inform the subject teacher and head teacher, year adviser or single course coordinator immediately and return an appeal with supporting evidence to explain the circumstances surrounding the illness and/or misadventure
- complete an appeal within three days of the date of the assessment task

Once an Appeal form is received:

- a panel will be formed by the head teacher curriculum 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, where the student is unable to complete an alternate task the students overall school based assessment mark should be based upon pro rata increases to weightings of assessments the student has completed so that you end with mark out of 100. Where an appeal is overturned the student will receive a zero determination for the task.

## **Illness/Misadventure for the Year 12 examinations**

Where an illness/misadventure occurs just prior to or during a Year 12 examination the student must:

- inform the examination supervisor of the illness/misadventure
- notify DE teachers immediately if illness or misadventure has occurred during the examination or just before the examination
- attend a doctor's appointment to seek a medical certificate explaining the illness/misadventure or if not illness related an alternate professional such as a police officer in the case of a car accident to provide evidence of the misadventure complete an illness/misadventure appeal form, which will be sent to the student from the school, providing a statement of what happened and attach evidence of the illness/misadventure

Once an illness/misadventure appeal is reported to the school:

- the curriculum head teacher in consultation with the deputy principals will ensure all relevant parties are contacted and the appeal form is completed, with all evidence attached then sent to the NESAs appeal panel
- results of the appeal will be notified in writing to the student from the NESAs

Attendance at scheduled Year 12 examinations and making a serious attempt at the examination is important even when illness/misadventure has occurred.

## **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;

1. their subject teacher will discuss with them how they can avoid an "N" determination
2. a warning letter will be sent outlining what must be completed and by when
3. support to complete the outstanding work will be provided to the student

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 and what support would be beneficial.

Where a minimum of two warning letters in a subject has been sent to a student and the work outlined in the letter is not completed, 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 Year 12, 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



## **Assessment Ranks**

Assessment ranks are communicated to students throughout the Year to ensure understanding of their position in the cohort. The final course rank is reported to the NESAs in September each Year.

## **Appeals regarding Assessment Rankings provided by NESAs**

NESA will inform students of their official Year 12 Assessment Rank in each course after the completion of the Year 12 examinations.

Students may ask for a review of their position in the School's order-of-merit in any course where they consider their rank order is not consistent with their expectations. Requests for a review must be based on one of the following three official grounds:

- the weightings that were used are not those specified by NESAs in the Subject Assessment Requirements
- the school's procedures for determining assessments do not conform with its stated policy and program
- there are clerical or computational errors.

Requests for review must be made on the special form available from the school. This should reach the Principal within one week of receipt by the student of his/her Order of Merit card from NESAs.

## **Evaluating the school policy**

The Year 12 Assessment policy and schedules are evaluated annually by the head teacher curriculum, executive and teaching staff. This evaluation includes the policy, procedures and lines of communication associated with its implementation.

## **Communicating school policy and procedures regarding assessment**

DE provides for this in the following ways:

- distribution of the booklet "Year 12 Assessment policy and schedules" to all full time students and all schools with Year 12 students enrolled
- requesting that single course students are provided with a copy of their assessment schedule by their Supervisor at their home school
- requesting that single course students are informed of differences between the DE policy and the home school policy
- having teachers of each course provide course outlines and assessment details to all their students
- providing students undertaking compressed patterns of study with an adjusted assessment schedule to meet the timetable for completing the compressed course

## Responsibility of the student

It is the responsibility of the student to:

- Complete all tasks

It is expected that students will complete all tasks, practice good scholarship 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 subject 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 the 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 guidelines

Students are expected to be aware of the Southern Cross School Distance Education Year 11 Assessment Policy 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 single course coordinator if there is a problem which has not been resolved satisfactorily within a course.

## Responsibility of the supervisor

It is the responsibility of the supervisor to:

- Support and encourage the student to engage in regular learning activities
- Know who are the student's teachers and year advisers
- Assists students as required
- Maintain and facilitate contact with teachers
- Ensure students have a copy of all relevant subject assessment guidelines and schedules
- Read and understand the assessment guidelines and seek clarification regarding assessment tasks
- Notify teachers if a student is away, ill or unable to engage in their learning and/or assessment activities
- Provide assistance with the organisation of learning materials and resources for the student
- Interpret and explain teacher instructions, feedback and comments
- Ensure students read assessment notifications and understand the requirements of the task and when tasks are due
- Return the assessment tasks to the teachers indicating the date of completion
- Ensure students are fully supervised for all tasks to be completed under exam conditions
- Inform Southern Cross School of Distance Education if the Year 11 exam schedule is not being followed and notify the dates the school will conduct the exams.
- Keep a record of receipt and postage of work and assessment tasks.

## 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 2 – 3 assessment activities, 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 different 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 DEMS
- 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
- Match, in consultation with the subject head teacher, 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 NESA.

## Example of assessment task planner

We recommend that all students create their own planner of assessments. You may like to use this form.

### TERM 4 2020

### TERM 1 2021

Week	Task	Due Date	Handed In	Week	Task	Due Date	Handed In
<u>1</u>				<u>1</u>			
<u>2</u>				<u>2</u>			
<u>3</u>				<u>3</u>			
<u>4</u>				<u>4</u>			
<u>5</u>				<u>5</u>			
<u>6</u>				<u>6</u>			
<u>7</u>				<u>7</u>			
<u>8</u>				<u>8</u>			
<u>9</u>				<u>9</u>			
<u>10</u>				<u>10</u>			
<u>11</u>				<u>11</u>			

### TERM 2 2021

### TERM 3 2021

Week	Task	Due Date	Handed In	Week	Task	Due Date	Handed In
<u>1</u>				<u>1</u>			
<u>2</u>				<u>2</u>			
<u>3</u>				<u>3</u>			
<u>4</u>				<u>4</u>			
<u>5</u>				<u>5</u>			
<u>6</u>				<u>6</u>			
<u>7</u>				<u>7</u>			
<u>8</u>				<u>8</u>			
<u>9</u>				<u>9</u>			
<u>10</u>				<u>10</u>			



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## Contacts for Assessment Advice

Within the school:

### Mr Danny Henman

- Principal Southern Cross School of Distance Education

### Ms Sharon Hodgson

- Deputy Principal Southern Cross School of Distance Education

### Mr David Thick

- Deputy Principal

### Ms Tiffeny Cox

- Manager of assessment in DE including the School Policy and Year 11 Assessment Program and Procedures to be followed
- Provides advice on subject selections, assessment policy and its implementation
- Appeals
- Provides access to subject guidelines, syllabuses, NESA assessment guidelines.

### Mrs Michelle Dowling

- Single Course Coordinator
- NESA Administrator
- NESA contact regarding specific problems.

Outside the school:

### [Board of Studies](#)

NESA Liaison Officer phone: 02 66 593 274 fax: 02 66 593 275

Please note:

Head Teachers are:

- Responsible for own faculty assessment implementation.
- Available to discuss problems related to tasks which cannot be resolved with teacher.

Remember, the student's teacher is usually the first person to contact for assistance with any problems that you may encounter

## Assessment Schedules



Southern Cross  
SCHOOL OF DISTANCE EDUCATION

Exact dates for tasks will be given to students in writing at least 10 school days prior to the task.



# Board Developed Courses

## Aboriginal Studies

Component	Formative component 1	Formative component 2	Task 1	Task 2	Task 3	Weighting
Description	Major Project Proposal	Log book submission	Knowledge and research task	Major Project Presentation including Log Book	Trial Exam	
Timing	Term 4 2020 Week 5	Term 4 2020 Week 8	Term 4 2020 Week 9	Term 1 2021 Week 10	Term 3 2021 Week 4/5	
Outcomes	4.1, 4.2, 4.3	4.1, 4.2, 4.3	1.1, 1.2, 2.2, 3.1, 3.3	4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3	
Knowledge and understanding of content			5	10	25	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives			15	10		25
Research and inquiry methods			10	10		20
Communication of information, ideas and issues in appropriate forms				10	5	15
Total value			30	40	30	100

## Agriculture

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Plant and animal disease, research project	Agricultural technology; impact on production and marketing report	Farm product study report	Trial Exam	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5	
Knowledge and understanding of course content	8	8	12	12	40
Knowledge, understanding and skills required to manage agricultural production systems	8	8	12	12	40
Skills in effective research, experimentation and communication	4	4	6	6	20
Total value	20	20	30	30	100

## Ancient History

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Research task Cities of Vesuvius - Pompeii and Herculaneum	Historical analysis Greek World 500-440BC	Source-based task Spartan Society to the Battle of Leuctra 371BC	Trial Exam All topics	
Timing	Term 4 Week 9	Term 2 Week 8	Term 2 Week 7	Term 3 as per timetable	
Outcomes	AH12.1, AH12.5, AH12.6, AH12.7, AH12.9, AH12.10	AH12.2, AH12.5, AH12.6, AH12.7, AH12.8, AH12.9	AH12.3, AH12.4, AH12.6, AH12.7, AH12.9	AH12.1, AH12.2, AH12.6, AH12.9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total value	20	30	20	30	100

## Biology

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research assignment on Heredity	Depth Study - practical and report	Trial Exam	
Timing	Term 1 Week 3	Term 2 Week 8	Term 3 Week 5	
Knowledge and understanding	12	8	25	45
Skills in Working Scientifically	15	32	5	55
Total value	30	40	30	100

## Business Studies

Component	Task 1	Task 2	Task 3	Weighting
Task description	Marketing: Business report	Finance: Financial statement analysis & extended response	Trial Exam All Topics	
Timing	8 <sup>th</sup> March 2021	27 <sup>th</sup> May 2021	Term 3, 2021 As per exam timetable week 3/4	
Outcomes	H4, H6, H7, H8, H9	H2, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	15	15	10	40
Stimulus-based skills	5	5	10	20
Inquiry and Research	10	10		20
Communication	5	5	10	20
Total value	35	35	30	100

## Chemistry

Component	Task 1	Task 2	Task 3	Weighting
Task description	Depth Study – Practical and report	Depth Study- Practical and report Research Report	Trial Exam	
Timing	Term 1 Week 5	Term 2 Week 10	Term 3 Week 5	
Knowledge and understanding	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

## Community and Family Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Task type	IRP	Research report	Written response	Trial Exam	
Content	Research methodologies	Groups in context	Parenting and Caring	Core 1, 2 and 3	
Task date	Term 4 2020: Week 6 – Plan Term 1 2021: Week 3 – Product / Diary	Term 1 2021: Week 10	Term 2 2021: Week 6	Trial Exam	
Outcomes	4.1, 4.2	1.1, 2.2, 2.3, 3.1, 3.3, 5.1	1.1, 2.1, 2.2, 3.2, 3.4, 5.1, 5.2, 6.1	1.1- 6.2	
Knowledge and understanding of course content	8	10	10	12	40
Skills in critical thinking, research methodology, analysing and communicating	12	15	15	18	60
Total value	20	25	25	30	100

## Dance

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Core Performance dance (in progress) and interview	Major Study – Performance, Composition, Appreciation or Dance and Technology	Performance, Composition, and Major Study	Trial Exam - Appreciation	
Timing	Term 4 2020 Week 8	Term 2 2021 Week10	Term 3 2021 Week 1	Term 3 2021 Week 6	
Outcomes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3, 4.4, 4.5	
Performance	20				20
Composition			20		20
Appreciation				20	20
Major study		20	20		40
Total value	20	20	40	20	100

## Design and Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Project Proposal	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial Exam	
Timing	Term 4 2020 Week 8	Term 1 2021 Week 9	Term 2 2021 Week 8	Term 3 2021 Week 3/4	
Outcomes	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, 1.2, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	
Knowledge and skills in: Innovation and Emerging Technologies		20		20	40
Designing and Producing	20		30	10	60
Total value	20	20	30	30	100

## Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research Report	Depth Study – Practical and report	Trial Exam	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
Knowledge and understanding	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

## Economics

Component	Task 1	Task 2	Task 3	Weighting
Description	Research task on a domestic economy outside Australia	Report on an economic issue	Trial Exam	
Timing	Term 4 2020 Friday Week 9	Term 2 2021 Friday Week 8	Term 3 2021 as per exam timetable Week 3/4	
Outcomes	H1, H3, H4, H7, H10, H11	H1, H2, H7, H9, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Knowledge and understanding of course content	15	15	10	40
Stimulus-based skills	5	5	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total value	35	35	30	100

## Engineering Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Civil Structures Engineering Report	Aeronautical Engineering Report	Overnight assignment questions	Trial Exam	
Timing	Term 4 2020 Week 9	Term 1 2021 Week 9	Term 2 2021 Week 9	Term 3 2021 Week 3/4	
Outcomes	1.2, 2.1, 3.2, 4.2, 5.1, 6.1, 6.2	1.2, 2.2, 3.2, 4.1, 4.3, 5.2, 6.1	1.1, 1.2, 3.1, 3.3, 4.2, 4.3	1.1, 1.2, 3.1, 3.3, 4.2, 4.3	
Knowledge and understanding of course content	10	5	20	25	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	5	5	40
Total value	25	20	25	30	100

## English Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Common Module: Texts and Human Experiences Task: Multimodal	Module A: Textual conversations Task: Essay	Trial Exam Paper 1: Common Module Paper 2 Modules A, B, & C	Module C: The Craft of Writing Task: Short story and reflection	
Forms of Texts	Poetry	Shakespearean Drama & Documentary Film	Prose - novel	Chosen from coursework and redrafted	
Timing	Term 4, 2020 Week 9	Term 1 2021 Week 10	Term 3 2021 Week 3/4	Term 3 2021 Week 6	
Outcomes	2, 4, 6, 8	1, 3, 7, 8	3, 5, 6, 9	1, 4, 5, 9,	
Knowledge and understanding of course content	10	10	20	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes: speaking reading, writing, viewing and representing	15	10	10	15	50
Total value	25	20	30	25	100

## English Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Common Module: Texts and Human Experiences Task : Multimodal	Module A: Language, Identity and Culture Task: Critical Response	Trial Exam Paper 1: Common Module Paper 2: Modules A & B	Module C: The Craft of Writing Task: Portfolio	
Forms of Texts	Film	Poetry	Prose	Various Student selected texts	
Timing	Term 4 2020 Week 9	Term 1 2021 Week 10	Term 3 2021 Week 4/5	Term 3 2021 Weeks 6	
Outcomes	2, 4, 6, 8	1, 3, 7, 8	1, 4, 5, 7, 9	3, 5, 6, 9,	
Knowledge and understanding of course content	10	10	20	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes: speaking reading, writing, viewing and representing	15	10	10	15	50
Total value	25	20	30	25	100

## English Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Common Module: Texts and Human Experiences	We are Australians	The Big Screen	All Modules	
Forms of Texts	Film	Non fiction	Short films	Range of texts	
Timing	Term 4 2020 Week 9	Term 1 2021 Week 9	Term 2 2021 Week 8	Term 3 2021 Week 5	
Outcomes	1, 7, 8	4, 6, 7	2, 3, 5, 9	1, 3, 4, 6, 7, 10	
Assessable syllabus components	Task: Critical with additional material	Task: Creative writing	Task: Multimodal	Task: Portfolio of classwork	
Knowledge and understanding of course content	15	5	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes: speaking reading, writing, viewing and representing	10	15	10	15	50
Total value	25	20	25	30	100



## English Extension 1

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research: Literary Worlds: R-imaginings	Composition and Critique	Trial Exam	
Timing	Term 4 2020 Week 9	Term 1 2021 Week 8	Term 3 2021 Weeks 3/4	
Outcomes	1, 3, 4,	1, 2, 3, 4, 5	1, 2, 3, 4, 5	
Knowledge and understanding of complex texts and of how and why they are valued	5	5	10	20
Skills in complex analysis, sustained composition and independent investigation	5	10	10	25
Total value	10	20	20	50

## English Extension 2

Component	Task 1	Task 2	Task 3	Weighting
Task description	Viva Voce	Literature review	Critique of the Creative Process	
Timing	Term 4 2020 Week 8	Term 1 2021 Week 9	Term 2 2021 Week 9	
Outcomes	3, 4	1, 4	1, 2, 5	
Total value	15	20	15	50

## Food Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Research Task – Food Manufacture	Report- Australian Food Industry	Contemporary Nutrition and Food Product Development	Trial Exam	
Outcomes	H1.1, H2.1	H1.4, H3.1, H5.1	H4.1, H4.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1	
Timing	Term 4 2020 Week 8	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4/5	
Knowledge and understanding of course content	5	10	10	15	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20		30
Total value	15	30	40	15	100

## French Beginners

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## French Continuers

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Geography

Component	Task 1	Task 2	Task 3	Weighting
Task description	Urban Places Fieldwork Report	Ecosystems at Risk Comparison Study	Trial exam	
Timing	Term 1 2021 Wednesday 24 <sup>th</sup> Feb Week 5	Term 2 2021 Wednesday 12 <sup>th</sup> May Week 4	Term 3 2021 As per exam timetable Week 3/4	
Outcomes	H1, H3, H7, H8, H9, H10, H11, H12, H13	H7, H9, H10, H11 H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	
Knowledge and understanding of course content	10	10	20	40
Geography tools and skills	10	10		20
Geography inquiry and research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total value	35	35	30	100

## German Beginners

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## German Continuers

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	10	10		10	30
Writing (W)	10			10	20
Total value	20	40	10	30	100

## German Extension

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1, 2021 Week 6	Term 2, 2021 Weeks 2	Term 3, 2021 Weeks 3-4	
Skill area	Analysis of text (A) Writing	Response to text (B), Writing, Speaking	Text analysis (A&B) Writing, Speaking	
Outcome	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1	1.1, 1.2, 2.1, 2.2, 2.3	
Text Analysis	20	10	10	40
Writing	15	15	10	40
Speaking		10	10	20
Total value	35	35	30	100

## History Extension

Component	Task 1	Task 2	Task 3	Weighting
Task description	Historical Process History project	Essay History Project	Trial Exam	
Timing	Term 1, Week 6	Term 2, Weeks 10	Term 3 As per exam timetable	
Outcome	12.1, 12.2, 12.3, 12.4	12.1, 12.2, 12.3, 12.4	12.1, 12.3, 12.4	
Knowledge and understanding of significant historical ideas and processes	5	10	25	40
Skills in designing, undertaking and communicating historical inquiry and analysis	15	15	10	40
Total value	20	25	35	80

## Indonesian Beginners

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Indonesian Continuers

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Industrial Technology – Electronics Technologies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Industry Related Case Study	Major Project Design, Management and Communication	Major Project Production	Trial Exam	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3/4	
Outcomes	1.1, 1.2, 4.2, 5.1, 5.2, 7.1, 7.2	1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 6.1, 6.2	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2	1.1, 1.2, 1.3, 3.1, 4.1, 4.3, 6.1, 7.1, 7.2	
Knowledge and understanding of course content	5	10	10	15	40
Knowledge and skills in design management, communication and production of a major project.	10	20	20	10	60
Total value	15	30	30	25	100

## Industrial Technology – Graphics Technologies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Industry Related Case Study	Major Project Design, Management & Communication	Major Project Production	Trial Exam	
Timing	Term 4 2020 Term 9	Term 1 2021 Week 8	Term 2 2021 Week 7	Term 3 2021 Week 3/4	
Outcomes	1.1, 1.2, 5.1, 7.1, 7.2	2.1, 3.1, 3.2, 3.3, 5.1, 5.2	2.1, 3.1, 3.2, 3.3, 4.2, 6.2	1.2, 1.3, 4.3, 6.1, 7.1, 7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in design management, communication and production of a major project.	10	20	20	10	60
Total value	15	25	30	30	100



## Industrial Technology – Multimedia Technologies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Industry Related Case Study	Major Project Design, Management & Communication	Major Project Production	Trial Exam	
Timing	Term 4 2020 Week 6	Term 1 2021 Week 8	Term 2 2021 Week 7	Term 3 2021 Week 3/4	
Outcomes	1.1, 1.2, 5.1, 7.1, 7.2	2.1, 3.1, 3.2, 3.3, 5.1, 5.2	2.1, 3.1, 3.2, 3.3, 4.2, 6.2	1.2, 1.3, 4.3, 6.1, 7.1, 7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in design management, communication and production of a major project.	10	20	20	10	60
Total value	15	25	30	30	100

## Information Processes and Technology

Component	Task 1	Task 2	Task 3	Weighting
Task description	Project	Decision Support Systems	Trial Exam	
Timing	Term 1 Week 3	Term 1 Week9	Term 3 Week 4/5	
Outcomes	2.1, ,6.1, 6.2, 7.1, 7.2	1.1, 1.2, 3.1, 4.1, 5.2	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2	
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in the design and development of information systems	15	15	10	40
Total value	35	35	30	100

## Industrial technology – Timber Technologies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Major Project (Design, Management & Communication)	Industry Related Case Study	Major Project (Production)	Trial Exam	
Timing	Term 4 Week 10	Term 1 Week 7	Term Week 7	Term 3 Week 3/4	
Outcomes	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H5.1, H5.2 H6.1, H6.2	H1.1 H1.2 H4.2 H5.1 H5.2 H7.1 H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	H1.1 H1.2 H1.3 H3.1 H4.1 H4.3 H6.1 H7.1 H7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	10	5	10	15	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20	10	20	10	60
Total value	30	15	30	25	100

## Investigating Science

Component	Task 1	Task 2	Task 3	Weighting
Task description	Research Report	Depth Study - Practical and report	Trial Exam	
Timing	Term 4 Week 4	Term 2 Week 10	Term 3 Week 5	
Knowledge and understanding	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

## Italian Beginners

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Trial Exam Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3,	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Italian Continuers

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Trial Exam Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Japanese Beginners

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Japanese Continuers

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Legal Studies

Component	Task 1	Task 2	Task 3	Weighting
Description	Crime: Case study	Human rights: Research task	Trial Exam	
Timing	Term 1 2021 Friday Week 7	Term 2 2021 Friday Week 8	Term 3 2021 As per examination timetable Week 3/4	
Outcomes	H1, H4, H5, H6, H7, H8, H9.	H2, H3, H4, H5, H8, H10.	H1, H2, H3, H4, H5, H6, H7, H9, H10.	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	10	10		20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total value	35	35	30	100

## Mathematics Standard 1

Component	Task 1	Task 2	Task 3	Weighting
Description	Open Book Assessment Topic Test Investments, Depreciation and Loans, Credit Cards, Rates and Ratios, Scale Drawings	Assignment Networks and Paths, Right angled triangles	Trial Exam All content	
Timing	Term 4 Week 9/10	Term 1 Week 10	Term 3 Week 4/5	
Outcomes	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12- 4, MS1-12-8, MS1- 12-9, MS1-12-10	All outcomes	
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	20	15	15	50
Total value	30	35	35	100

## Mathematics Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Assignment Investments, Depreciation and Loans, Credit Cards, Rates and Ratios, Scale Drawings	Open Book Test Networks and Paths, Non-Right- angled triangles, Simultaneous Equations, The Normal Distribution	Assignment Annuities, Non-linear relationships, Bivariate Data Analysis	Trial Exam All previous topics covered as well as Critical Path Analysis	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7/ 8	Term 3 Week 3/4	
Outcomes	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2- 12-2, MS2-12-3, MS2-12-4, MS2- 12-6, MS2-12-7, MS2-12-8, MS2- 12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10 and all previous outcomes	
Understanding, fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	10	10	20	10	50
Total value	15	25	30	30	100

## Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Assignment Sequence and Series Transformation of functions Trigonometric Functions	Open book test Further Differentiation, Geometrical Applications of Differentiation, Integration	Investigation Statistics, Correlation and Regression Investments, Annuities and Loans	Trial Exam All content	
Timing	Term 4 Week 10	Term 1 Week 10	Due Term 2 Week 8	Term 3 Week 4/5	
Outcomes	MA12-1, MA12-4, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12- 4, MA12-8, MA12-9, MA12- 10	All outcomes	
Concepts Skills and Techniques	10	10	10	20	50
Reasoning and Communication	10	20	10	10	50
Total value	20	30	20	30	100

## Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Open Book Test Proof by Mathematical Induction, Trigonometric Functions, Vectors	Assignment Further Differentiation, Further Integration	Assignment Operations with Vectors	Trial Exam All content	
Timing	Term 4 Week 10	Term 1 Week 9/10	Due Term 2 Week 8	Term 3 Week 4 /5	
Outcomes	ME12-1, ME12-3, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	All outcomes	
Concepts Skills and Techniques	10	15	5	20	50
Reasoning and Communication	5	15	20	10	50
Total value	15	30	25	30	100

## Modern History

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Annotated Bibliography Core: Power and Authority in the Modern world 1919 - 1946	Historical Analysis Russia and the Soviet Union and Power and Authority in the Modern world	Extended response Conflict in Indochina 1954 - 1979	Trial Exam All topics	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 as per timetable	
Outcomes	MH12.1, MH12.4, MH12.6, MH12.7	MH12.2, MH12.5, MH12.6, MH12.7, MH12.8, MH12.9	MH12.3, MH12.4, MH12.5, MH12.6, MH12.9	MH12.1, MH12.2, MH12.6, MH12.9	
Knowledge and understanding of course content		10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total value	15	30	25	30	100



## Music 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Viva voce on current topic supported with detailed aural analysis	Composition activities representing current topic	Presentation of Electives 1 and 2 representing current topics 1 and 2. Depending on the elective this may be a performance; or a musicology; or material from the composition portfolio Core Performance	Trial Exam Aural Skills paper and presentation/ performance of Elective 3. Depending on the elective this may be a performance; or a musicology; or material from the composition portfolio.	
Timing	Term 4 2010 Week 9	Term 1 2021 Week 8	Term 3 2021 Week 1	Term 3 2021 Weeks 3-4 as per exam timetable	
Outcomes	H4, H5, H6	H3, H4, H5	H1, H2, H1-8	H1-8	
Performance Core			10		10
Composition Core		10			10
Musicology Core	10				10
Aural Core	10			15	25
Elective 1			15		15
Elective 2			15		15
Elective 3				15	15
Total value	20	10	40	30	100

## Music 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Presentation of Core Performance Mandatory Topic: Music of the last 25 Years (Australian Focus) Solo or ensemble performance (Mandatory topic and sight singing)	Composition Draft Mandatory Topic: Music of the last 25 Years (Australian Focus) Submit composition portfolio work in progress including samples of stylistic features and score progress.	Presentation of elective performance, composition, portfolio or musicology portfolio Presentation or submission mandatory Topic: Music of the last 25 Years (Australian Focus) and/or additional topic	Trial Exam Musicology and Aural Skills Melodic and rhythmic notation exercise and short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features	
Timing	Term 2 2021 Week 3	Term 2 2021 Week 9	Term 3 2021 Week 2	Term 3 2021 Weeks 3-4	
Outcomes	H1, H10, H11.	H2, H3, H5, H8, H11, H12	Outcomes will depend on elective chosen H1-10	H7, H9	
Core Performance	20				20
Core Composition		20			20
Core Musicology		10		10	20
Core Aural				20	20
Performance or Composition or Musicology Elective			20		20
Total value	20	30	20	30	100

## Music Extension

Component	Task 1	Task 2	Task 3	Weighting
Nature of tasks	Performance presentation of repertoire and portfolio including background research of repertoire or Composition portfolio including details of musical influences and repertoire that has informed and guided the compositional process or Musicology portfolio with research and critical analysis of works	Performance presentation of repertoire and portfolio including critical comparison with professional recordings or Composition portfolio with viva voce and including analysis of works and styles and draft compositions or Musicology via voce and portfolio including development of topic, sources and ideas	Trial Exam Performance presentation of repertoire and critical appraisal of concert practice or Composition submission of preliminary recording and portfolio with appraisal and revision of performance considerations or Musicology portfolio with written draft, viva voce including development and resolution of topic, sources and ideas	
Timing	Term 1 2021 Week 6	Term 2 2021 Week 6	Term 3 2021 Week 3	
Outcomes assessed	H1–6	H1–6	H1–6	
Performance or Composition or Musicology	30	40	30	100
Total value	30	40	30	100


## Personal Development Health and Physical Education

Component	Task 1	Task 2	Task 3	Weighting
Task type	Research task	Designing a training program	Trial Exam	
Content	Core 1 Health priorities	Core 2 Factors affecting performance	Core 1 and 2 Option 3 and 4	
Task date	Term 4 2020 Week 10	Term 2 2021 Week 6	Trial Exam	
Outcomes	H1, H2, H4, H5, H15, H16	H8, H10, H16	H1-H5, H7-H11, H13-H17	
Knowledge and Understanding	14	14	12	40
Skills in critical thinking, research and communicating	21	21	18	60
Total value	35	35	30	100

## Physics

Component	Task 1	Task 2	Task 3	Weighting
Task description	Processing and modelling task	Depth Study – Practical and report	Trial Exam	
Timing	Term 4 Week 10	Term 2 Week 8	Term 3 Week 5	
Knowledge and Understanding	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

## Society and Culture

Component	Assessment tasks			Weighting
Task description				(40% of external mark)
	Task 1 Social and Cultural Research Investigations	Task 2 Option Topic 2: Popular Culture Stimulus Report.	Task 3 Trial exam	
Timing	Week 6 Term 1 Friday 5 <sup>th</sup> Mar 2021	Week 4 Term 2 Friday 21 <sup>st</sup> May 2021	Term 3 2021 As per exam timetable Week 3/4	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total value	30	40	30	100

## Software Design and Development

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Case Study	Topic Test	Major Project	Trial Exam	
Timing	Term 4 2020 Week 9	Term 1 2021 Week 10	Term 2 2021 Week 9	Term 3 2021 Week 3/4	
Outcomes	1.2, 2.2, 3.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2	3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3 6.4	1.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4	1.1, 1.3, 2.2, 4.1, 5.2, 5.3	
Knowledge and understanding of course content	10	15	5	20	50
Knowledge and skills in the design and development of software solutions.	10	5	25	10	50
Total value	20	20	30	30	100

## Spanish Beginners

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Spanish Continuers

Component	Task 1	Task 2	Task 3	Task 4 Trial Exam	Weighting
Timing	Term 4, 2020 Week 7	Term 1, 2021 Weeks 7-8	Term 3, 2021 Weeks 1-2	Term 3, 2021 Weeks 3-4	
Skill area	R, W	L, S	S	L, R, W	
Outcome	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Studies of Religion 1 Unit

Component	Task 1	Task 2	Weighting
Description	Research and Oral/Presentation: One Religions tradition	Trial Exam	
Timing	Friday Week 2 Term 2 2021	Term 3 2021 as per exam timetable Week 3/4	
Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Knowledge and understanding of course content	5	10	15
Source-based skills	5	5	10
Investigation and research	10	5	15
Communication of information, ideas and issues in appropriate forms	5	5	10
Total value	25	25	50

## Studies of Religion 2 Unit

Component	Task 1	Task 2	Task 3	Weighting
Description	Research and Oral/Presentation: about one Religious Tradition	Research and Extended Response: Religion and Peace	Trial Exam	
Timing	Friday Week 9 Term 1 2021	Week 6, Term 2 2021	As per exam timetable Term 3 2021	
Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Knowledge and understanding of course content	10	15	15	40
Source-based skills	10	5	5	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total value	35	35	30	100

## Textiles and Design

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Project proposal presentation	Historical and contemporary design perspectives	Investigation of fabric properties	Trial Exam	
Outcomes	1.1, 1.2, 2.1, 6.1	6.1	3.1, 4.1	1.3, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1	
Timing	Term 4 2020 Week 7	Term 1 2021 Week 4	Term 2 2021 Week 4	Term 3 2021 Week 4/5	
Knowledge and understanding of textiles and the textile industry	10	10	15	15	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10	10	15	15	50
Total value	20	20	30	30	100

## Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Development of a Body of Work and Visual Arts Process Diary (VAPD) including research about related artists' practice	Development of a Body of Work and Visual Arts Process Diary (VAPD) and Case Study Art criticism and art history	Trial Exam Art Criticism and art history	Completed body of work	
Timing	Term 1 2021 Week 3	Term 2 2021 Week 6	Term 3 2021 Week 3/4	Term 3 2021 Approx. Week 7	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Art making	15	10		25	50
Art Criticism and Art History	10	15	25		50
Total value	25	25	25	25	100



# Board Developed Courses (VET) with mandatory work placement

The VET courses offered by Southern Cross School of Distance Education are:

- BUSINESS SERVICES
- FOUNDATION SKILLS FOR WORK AND EDUCATIONAL PATHWAYS
- HOSPITALITY
- RETAIL
- SPORTS COACHING (TVET Content Endorsed Course. Note: no exam and cannot count towards an ATAR)

The Year 12 Credential examination in Content Endorsed VET courses, is optional. Students will nominate during the Year 12 Year if they intend to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course.

Content endorsed courses (Sports Coaching) do not have a Year 12 examination and as such cannot count towards an ATAR.

For students nominating to achieve an ATAR they must do the Year 12 Examination in their given VET course.

For students nominating to achieve the YEAR 12 Certificate they must complete the assessments in the given VET Courses.

This program is subject to change.

The order or components certainly can be varied, however, students will receive a minimum 2 weeks' notice of changes in writing.

## Business Services 240 Hours

Assessment Events for Certificate II in Business Services BSB20115		Event 4	Event 5	Event 6		
		Sustainability and Innovation	Workplace Information and Technology	Customer Service	Work Placement*	Trial HSC Exam
<p>The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.</p> <p>Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p>		Date: Week: 8 Term: 1	Date: Week:6 Term:2	Date: Week: 6 Term: 3	Date: Week: 8 Term: 1, 2 or 3	Date: Week: 3-4 Term: 3
Code	Unit of Competency					
BSBINN201	Contribute to workplace innovation	x				
BSBSUS201	Participate in environmentally sustainable work practices	x				
BSBINM201	Process and maintain workplace information		x			
BSBWOR204	Use business technology		x			
BSBWOR202	Organise and complete daily work activities			x		
BSBWOR203	Work effectively with others			x		
BSBCUS201	Deliver a service to customers			x		

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

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

## Hospitality HSC 120 Hours 2021

Assessment Events for Hospitality Food and Beverage Delivery Strategy B  SIT20316 Certificate II in Hospitality		Topic quiz	Event No. 2	Event No. 3	Event No. 4	Event No 6	Work Placement	Trial Exam
		Online	Working in Industry	Source and present	Let's get inducted	E- Portfolio Checks 2,3 &4		
		These quizzes combined with event assessments will determine outcome of unit	Week: 1-5  Term 4 2020	Week: 6  Term:1 2021	Week: 4  Term:2 2021	Term: 4 2020  Term: 1 2021  Term: 3 2021	Week: 5-8  Term: 4 2020	Week: 5  Term: 3 2021
Code	Unit of Competency							
SITHFAB007	Serve food and beverages	Term 4 Wk 2	✓			Portfolio checks and feedback on students skill and knowledge development		
SITHFAB004	Prepare and serve non-alcoholic beverages		✓					
BSBCMM201	Communicate in the workplace	Term 4 Wk 10		✓				
BSBWOR203	Work effectively with others	Term 1 Wk 3	✓					
SITXCCS003	Interact with customers							
SITHCOM002	Show social and cultural understanding							
SITXCOM001	Source and present			✓				
SITHIND003	Use hospitality skills effectively						✓	
SITHIND002	Source and use information on the hospitality Industry	Term 2 Wk 3			✓			
HLTAID003	Provide first aid - by Term 3 Wk 9							

Depending on the achievement of units of competency the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Assessment components in this course are competency based. Students need to demonstrate they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

## Retail

### 240 Hours Certificate III in Retail - 2021

Assessment Events for Certificate III in Retail SIR30216		Event No. 4	Event No.5	Event No. 6	Trial Exam	Work Placement 35 Hours	HSC Exam
		Window of Opportunity	I See Sales People	Commission Impossible			
		Week: 2 Term: 1 2021	Week: 7 Term: 2 2021	Week: 2 Term: 3 2021	Week: 4 Term: 3	Ongoing	Week: TBC Term: 4
Code	Unit of Competency						
SIRXPDK001	Advise on products and services	✓					
SIRRINV001	Receive and handle retail stock	✓					
SIRRMER001	Produce visual merchandise displays	✓					
SIRXSLS001	Sell to the retail customer		✓				
SIRXRSK001	Identify and respond to security risks		✓				
SIRXSLS002	Follow point-of-sale handling procedures			✓			
SIRRRTF001	Balance and secure POS terminal			✓			

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a SIR30216 Certificate III in Retail or a Statement of Attainment towards SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent’. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

# Board Endorsed Courses

## Computing Applications

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Module 1	Module 2	Module 3	Final Exam	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5	
Outcomes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	1.1, 1.2 1.3 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	
Knowledge	10	10	15	15	50
Skills	10	10	15	15	50
Total value	20	20	30	30	100

## Driver Education

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Critical inquiry	Visual presentation / written report	Research task	Trial Exam	
Content	Module 1 & 2	Module 3 & 4	Option 1 & 2	All topics	
Task date	Term 4 2020: Week 8	Term 1 2021: Week 10	Term 2 2021 Week 10	Trial Exam	
Outcomes	7.1-7.5, 8.1-8.5	9.1 – 9.5, 10.1-10.5	O1.1, O1.4, O1.5, O2.3, O2.4	7.1-10.5 in addition elective outcomes	
Knowledge and Understanding	10	10	8	12	40
Critical thinking, research, analysis and communication	15	15	12	18	60
Total value	25	25	20	30	100

## Exploring Early Childhood

Component	Task 1	Task 2	Task 3	Weighting
Task description	Child Health and Safety Write a report on safety in the home	The children's service Industry Report on the different types of care	Open book exam	
Timing	Term 4 2020 Week 7	Term 1 2021 Week 10	Term 3 2021 Week 7/8	
Outcomes	1.2, 1.3, 2.4, 2.5, 6.1	1.4, 2.1, 2.4, 4.1, 6.1	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 6.1, 6.2	
Knowledge and understanding	10	20	20	50
Skills	20	20	10	50
Total value	30	40	30	100

## Financial Management

Component	Task 1	Task 2	Task 3	Weighting
Task description	Budgeting Scenario	How people manage their finances Interview & report	End of course Exam	
Timing	Term 1 Week 3 Monday 8 <sup>th</sup> Feb	Term 2 Week 3 Monday 3 <sup>rd</sup> May	Term 3 Week 6 Monday 16 <sup>th</sup> Aug	
Outcomes	1.1, 1.4, 1.5, 1.6, 2.4, 5.1, 5.2	1.1, 1.4, 1.6, 2.4, 5.1, 5.2	1.2, 1.3, 1.4, 1.7, 1.8, 2.1, 2.4, 4.1, 5.1	
Knowledge and understanding of course content	10	5	25	40
Stimulus-based skills	5	5	5	15
Inquiry and Research	10	15		25
Communication	5	10	5	20
Total value	30	35	35	100

## Marine Studies and Aquaculture

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
Task description	Information brochure, slide presentation	Construction of a model	Information board design and student worksheet	Practical, set up aquarium and information pamphlet	Research	
Timing	Completed with Learning Activity 6	Completed with Learning Activity 12	Completed with Learning Activity 15	Completed with Learning Activity 18	Completed with Learning Activity 23	
Outcomes	1.1, 1.2, 2.3, 3.4	1.2, 1.4, 3.4, 5.1	1.1, 3.1, 3.2, 5.2	1.1,2.1, 2.3, 5.1, 5.3, 5.4	1.3, 1.5, 2.1, 3.3, 4.1, 4.2	
Knowledge	15	10	10	5	10	50
Skills	10	15	2.5	7.5	15	50
Total value	25	25	12.5	12.5	25	100 (2 unit) 50 (1 unit)

## Photography Video Digital Media

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Photographic Making 1 and Journal	Photographic Making 2 and Journal. Photographic critical and historical study	Photographic Making 3 and Journal	Exam	
Timing	Term 4 2020 Week 8	Term 1 2021 Week 8	Term 2 2021 Week 8	Term 3 2021 Week 3/4	
Outcomes	M 1-6	M 1-6 CH – 1-5	M 1-6	CH – 1-5	
Art making – photographic practice	35	15	20		70
Art Criticism and Art History		20		10	30
Total value	35	35	20	10	100

## Sport Lifestyle and Recreation

Component	Planning	Designing	Researching and designing	Examination	Weighting
Content	Outdoor recreation	Sports administration	Fitness programming	All modules	
Task date	Term 4 2020 Week 9	Term 1 2021 Week 9	Term 2 2021 Week 8	Term 3 2020 Trial Exam	
Outcomes	1.5, 3.5, 4.3	1.1, 1.3, 1.6, 2.3, 4.5	3.2, 3.3, 4.1	1.2, 1.5, 1.6, 2.2, 3.2, 3.5, 4.1, 4.3	
Knowledge and Understanding	12	12	13	13	50
Critical thinking, research, analysis and communication	13	13	12	12	50
Total value	25	25	25	25	100

## Visual Design

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task description	Design Making 1 & Journal	Design Making 2 and Journal Historical and Critical Task	Design Making 3 and Journal	Trial Exam	
Timing	Term 4 2020 Week 8	Term 1 2021 Week 8	Term 2 2021 Week 6	Term 3 2021 Week 3/4	
Outcomes	DM 1-6	DM 1-6 CH 7-10	DM 1-6	CH 7-10	
Making – design practice	35	15	20		70
Critical and Historical Study		20		10	30
Total value	35	35	20	10	100



## Work Studies 120 hours

Component	Task 1	Task 2	Task 3	Weighting
Description	Build a Working Life	Writing a job description	Prepare a Resume	
Timing	Term 1 – 2021 Week 8	Term 2 – 2021 Week 4	Term 3 – 2021 Week 2	
Outcomes	1, 3, 5, 7, 8, 9	1, 2, 5	2, 4, 5, 6	
Knowledge and understanding of course content	5	5	20	30
Skills	25	25	20	70
Total value	30	30	40	100

## Work Studies 240 hours

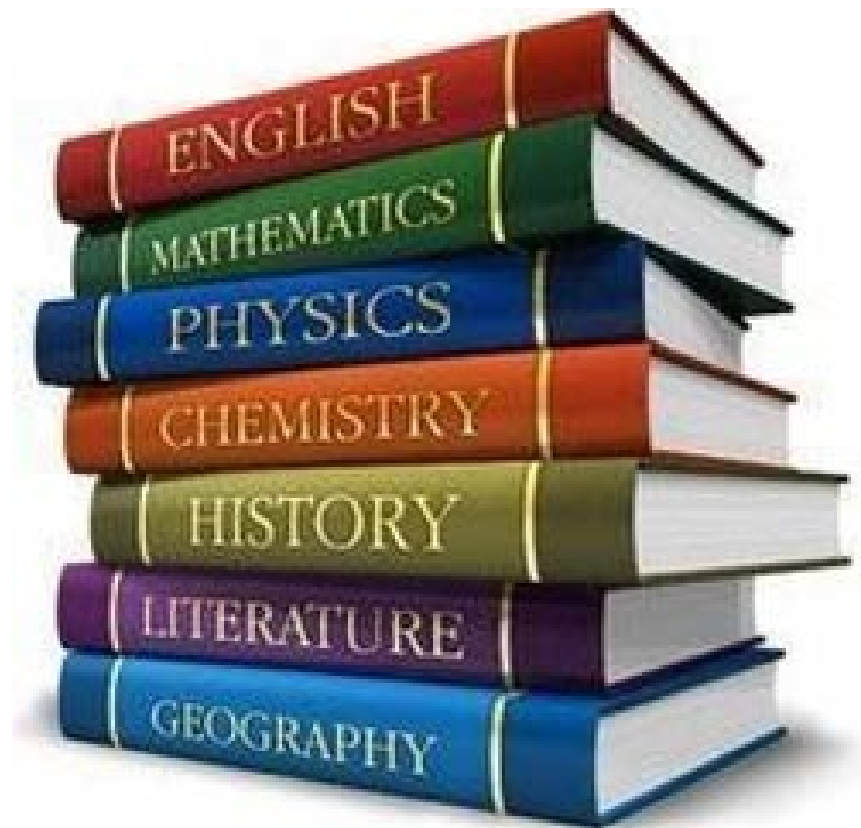
Component	Task 1	Task 2	Task 3	Weighting
Description	Self-Employment Business Report	Prepare Job Application	End of course Exam	
Timing	Term 1 2021 Week 5	Term 2 2021 Week 7	Term 3 2021 Week 5	
Outcomes	1, 2, 5, 6, 7, 9	2, 3, 4, 5, 6	1 to 9	
Knowledge and understanding of course content	5	5	20	30
Skills	30	25	15	70
Total value	35	30	35	100

# Skills for Work & Vocational Pathways

Certificate II 180 hours – 3 units

Assessment Events for Yr 12 FSK20113 Certificate II in Skills for Work & Vocational Pathway		Event 1	Event 2	Event 3	Event 4	Event 5	Event 6	Event 7	Event 8	Event 9
		Date: 30/10/20 Week 3 Term 4	Date:27/11/20 Week 7 Term 4	Date:5/2/21 Week 2 Term 1	Date: 1/4/21 Week 10 Term 1	Date: 4/6/21 Week 7 Term 2	Date: 30/7/21 Week 3 Term 3	Date: 13/8/21 Week 5 Term 3	Date: 27/8/21 Week 7 Term 3	Date: 17/9/21 Week 10 Term 3
Code	Unit of Competency									
FSKLRG10	Use routine strategies for career planning									
FSKLRG11	Use routine strategies for work-related learning									
FSKRDG09	Read and respond to routine standard operating procedures									
FSKRDG10	Read and respond to routine workplace information									
FSKWTG09	Write routine workplace texts									
FSKNUM14	Calculate with whole numbers & familiar fractions, decimals & percentages at work									
FSKNUM15	Estimate, measure & calculate with routine metric measurements for work									
FSKDIG01	Use digital technology for routine workplace tasks									
FSKLRG09	Use strategies to respond to routine workplace problems									
FSKWTG07	Write routine formal workplace texts									
BSBWHS201	Contribute to the health and safety of self and others									
BSBITU201	Produce simple word documents									
BSBWOR204	Use business technology									
FSKOCM07	Interact effectively with others									
FSKOCM04	Use oral communication skills to participate in workplace meetings									
FNSFLT202	Develop and use a savings plan									

## Study support information



## **Student Portal**

- Make sure you log onto your Student Portal

## **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.

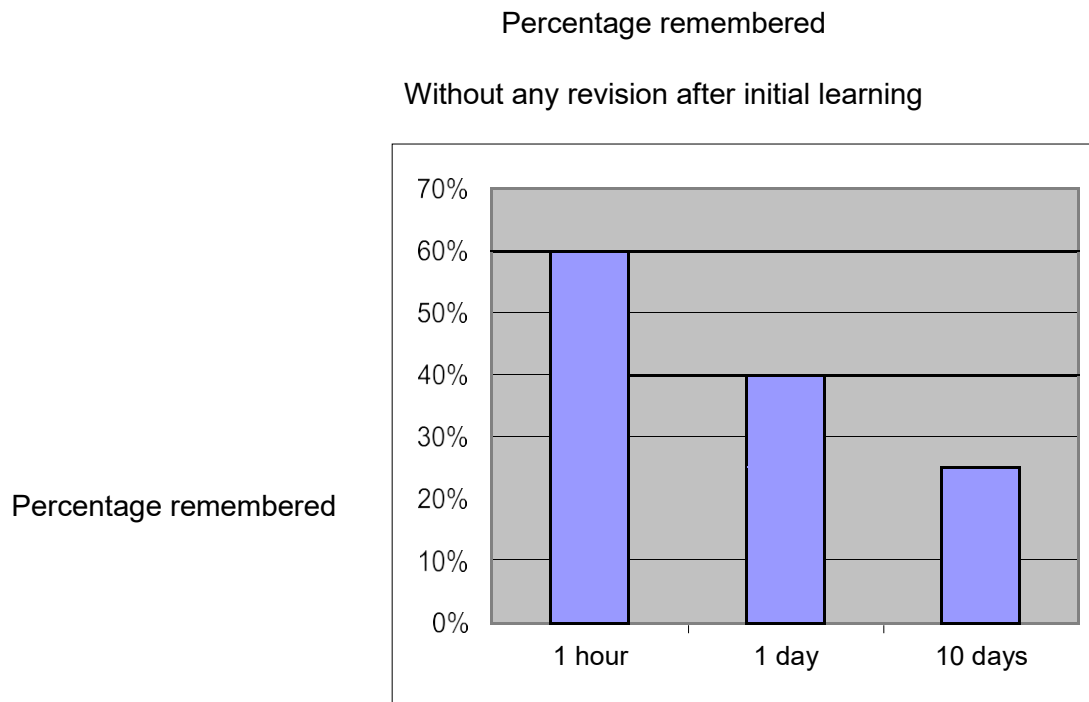
## **Important considerations**

Being able to manage your time is a key study skill. Studying at Stage 6 in both Year 11 and Year 12 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.

Distance Education teachers aim to enable all students to reach their full potential.

## A Note on Forgetting

Some students are not aware that everyone forgets things at an amazing rate. You must revise regularly. This graph gives you some indication of how much a typical person will forget without revising.



The information on the following pages, relating to improving memory, was taken from a website NSW HSC Online especially designed by Charles Sturt University for students preparing for the HSC.

This site provides numerous links to assist you with your personal study needs. You can Google NSW HSC online or go to:

### Study and Exams

Refer to your Student Portal and the NESA website for information on study and exams.

## 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
- firsthand 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
  - 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 at the examination centre early, so you are not rushed
  - Check you have the correct examination equipment (where applicable, pen, paper, watch, calculator).
2. 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.
3. Be careful of your time allocation. Note the questions which have been allocated the most marks, these will require the greater time.
4. 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.
5. 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 his 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.

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## Application for extension of time for an assessment task

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

I, \_\_\_\_\_ formally request an extension of time for:

Task No: \_\_\_\_\_ Subject: \_\_\_\_\_

Nature of task:

\_\_\_\_\_  
\_\_\_\_\_

Which is due on: \_\_\_\_\_ (*day, date and time*)

Reason:

\_\_\_\_\_  
\_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

OR

Request received via phone call and form completed by \_\_\_\_\_  
(teacher/ year adviser) on behalf of student.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### Decision for extension of time for an assessment task

Teacher to complete:

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Not supportive of extension request

Reason:

\_\_\_\_\_  
\_\_\_\_\_

Support for extension request

Reason:

\_\_\_\_\_  
\_\_\_\_\_

New Due Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher to complete:

Approval has not been granted

Approval is given for the extension to be granted

Reason:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Appeal against assessment task determinations

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s) \_\_\_\_\_

Appeal details:

Assessment task No: \_\_\_\_\_

Assessment task details:

\_\_\_\_\_  
\_\_\_\_\_

Evidence and reasons for appeal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I declare that all the information I have provided is true.

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

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Malpractice determination appeal

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- Study notes
- Supervisor's statement providing evidence that refutes malpractice claim
- Other (e.g. statutory declaration) please specify:

\_\_\_\_\_

I declare that all the information I have provided is true.

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

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervisor's statement Malpractice determination appeal**

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

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I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



### Illness/misadventure appeal

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- Medical certificate
- Supervisors statement
- Other (e.g. statutory declaration )- please specify:

\_\_\_\_\_

\_\_\_\_\_

Student appeal:

I have read and understood the assessment policy.

I consider that my assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

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

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### **Supervisor's statement illness/misadventure appeal**

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Did the student report illness/misadventure prior to attempting the task? Yes or No (please circle)

Please fully record your observations or understanding of the illness/misadventure suffered by the student.

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I consider that the student's assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

### Non-serious attempt determination appeal

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Evidence to support that a serious attempt was made during the examination:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Supporting documentation attached:

- study notes
  
- Supervisor's statement providing evidence that refutes non-serious attempt determination
  
- Other (e.g. statutory declaration ) please specify:

\_\_\_\_\_  
\_\_\_\_\_

I declare that all the information I have provided is true.

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

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## **Supervisor's statement Non-serious attempt determination appeal**

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

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

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

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I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Higher School Certificate Non-Completion of Course Determination

### Student Appeal Form

This form should be completed only if the student feels that he/she has met the NSW Education Standards Authority (NESA) course completion requirements, as detailed in the Principal's Determination Form, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age)

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

Student Number: \_\_\_\_\_

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

Student's Home Address: \_\_\_\_\_

In lodging an appeal, you are asking the school to reconsider the decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the school reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

Course Name (Please list Extension courses separately)	

## Student statement in support of appeal

You need to detail how you have completed all NESA course completion requirements and include any evidence to support your appeal. You should refer to any warning letters you have been sent and provide details of tasks/assignments you may now have completed.

If you are appealing in a number of courses you need to name and comment on each course separately. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

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


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


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


Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if student is under 18 years of age)

## 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



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