

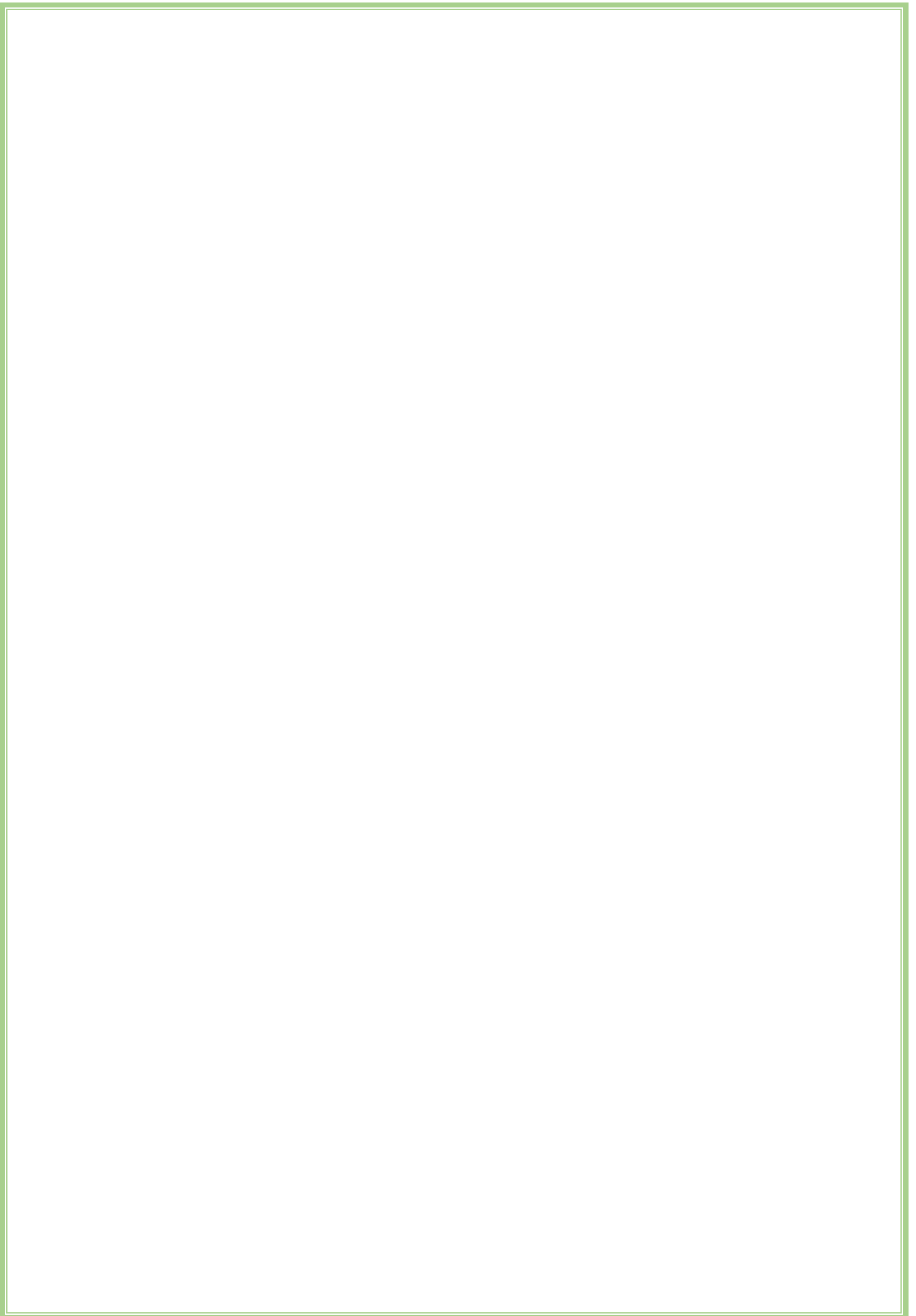


**STAGE 6**  
**ASSESSMENT**  
**and REPORTING**  
**HANDBOOK - 2023**  
**PRELIMINARY**

**BE REAL**



*Respect Engagement*  
*Achievement Learning*



**PRELIMINARY ASSESSMENT CALENDAR**  
**Term 4, 2022 – 14 November to 16 December 2022**

Week 8	Primary Industries – Event 1 Design and Technology – Task 1
Week 9	Biology – Task 1 Photography, Video and Digital Imaging – Task 1
Week 10	English Advanced – Task 1 English Studies – Task 1 Mathematics – Task 1 Modern History – Task 1 Sport, Lifestyle and Recreation – Task 1 Society and Culture – Task 1

**Term 1, 2023 - 31 January – 6 April 2023**

Week 3	Primary Industries – Event 2
Week 4	English Advanced – Task 2 English Studies – Task 2 Modern History – Task 2
Week 5	Sport, Lifestyle and Recreation – Task 2
Week 6	Primary Industries – Event 3
Week 7	Biology – Task 2 Design and Technology – Task 2
Week 8	English Studies – Task 3
Week 9	English Advanced – Examination 1 and Examination 2 English Studies – Task 3 Modern History – Yearly Examination Photography, Video and Digital Imaging – Task 2 Sport, Lifestyle and Recreation – Task 3
Week 10	Biology – Examination 1 and Examination 2 Mathematics – Yearly Examination Primary Industries – Event 4 Society and Culture – Task 3

## PRELIMINARY AND HSC ASSESSMENT: GENERAL INFORMATION

This information is designed as a simple guide for assessment procedures for all students studying for the preliminary and Higher School Certificate (HSC) at Walcha Central School. No student should be given an unfair advantage in performing any assessment task.

All students, parents and caregivers should read this information and ensure that they fully understand the procedures and practices to be followed. Questions should be directed to the faculty head teachers, the deputy principal or principal.

### ***Types of courses***

Students study courses to achieve a Higher School Certificate. Each course is categorised as either a one-unit course or a two-unit course. Most students are studying two-unit courses. Courses are also categorised as either board developed or board endorsed courses.

Board developed courses are those where an external examination (except for life skills) exists. These board developed courses may contribute to an ATAR. They include some VET courses and all life skills courses. Board developed courses are further categorised as either category A or category B courses.

VET courses are board developed courses that are based on National Training Packages. These courses provide dual accreditation: VET qualification and a 2 unit HSC course (Category B). These courses may have access to an ATAR pathway. These courses have an optional examination. Each of these courses have a mandatory work placement requirement of 70 hours over the 240 hour or 2 year course. VET courses are considered as category B courses.

Life skills courses are designed for some students with special education needs. The curriculum options for each student are determined through collaborative curriculum planning processes. These courses have board developed status. They count towards a HSC so therefore the same rules for assessment tasks apply as those for mainstream classes. Life skills courses cannot contribute to an ATAR.

Board endorsed courses do not have an external examination; they rely on school based assessment. They count towards your HSC but do not contribute to an ATAR.

### ***Tertiary Entry (ATAR)***

Entry from Year 12 into university courses generally depends on your Australian Tertiary Rank (ATAR). Some courses have additional selection methods such as interview and portfolio and school recommendation schemes (commonly known as early entry). The ATAR is calculated by the University Admissions Centre (UAC), not the NSW Education Standards Authority (NESA).

To qualify for an ATAR you require the completion of at least 10 units of board developed courses including at least:

- **eight units from Category A courses (no more than two units of Category B courses)**
- two units of English
- three board developed courses of two units or greater
- four courses.

### ***Syllabus Outcomes***

These are statements of the knowledge, skills and values students are expected to achieve and to demonstrate in assessment tasks.

## **Syllabuses**

The syllabuses of the courses you have elected to study can be accessed on the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au>. Teachers will provide a scope and sequence statement for each course.

## **Higher School Certificate Eligibility**

To qualify for the Higher School Certificate students must:

- satisfactorily complete courses totalling 12 units of preliminary courses
- satisfactorily complete the prerequisites for any HSC courses
- study at least two units of a board developed course in English
- study at least six units of board developed units
- study at least three courses of two unit value or greater
- study at least four courses
- study no more than six units of science.

## **Course Requirements**

Students will be considered to have satisfactorily completed a course leading up to the Higher School Certificate examination if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NSW Education Standards Authority (NESA) <https://educationstandards.nsw.edu.au>
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- satisfactorily achieved some or all of the course outcomes
- satisfactorily completed the course requirements
- completed assessment tasks that contribute to more than fifty per cent of the course assessment marks
- a satisfactory record of attendance.

## **The School Assessment**

The purpose of school-based assessment is to provide an ongoing measure of performance. It gives a student credit for what he or she has achieved throughout their courses in addition to the final examination. An assessment mark is compiled for each course and is based on a set of tasks in accordance with guidelines set out by the NSW Education Standards Authority (NESA). Students will be assessed in the following way:

- within each course there is a set of nominated tasks eg fieldwork, assignments, tests, practical experiences, essays
- a mark is allocated for each of these tasks
- the total of these marks is used to rank the students in each course
- students will be given their progressive ranking following each task.

## **HSC: All My Own Work**

### **Plagiarism is malpractice or cheating. How to avoid it!**

The *HSC: All My Own Work* program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. These include understanding and valuing ethical practices when locating and using information as part of their HSC studies. The program consists of five modules and is available in online and downloadable formats. All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed the *HSC: All My Own Work* program, or its equivalent.

The program is delivered during Term 4 of Year 10. It is the student's responsibility to ensure that they complete this course satisfactorily.

The web site for this program is <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>.

### ***Bibliography***

It is essential that students research widely and acknowledge the source of their ideas by keeping a record of resources in a bibliography attached to all tasks.

### ***The Higher School Certificate Document***

If you meet all requirements, you will be awarded the HSC. Results of HSC courses satisfactorily completed appear on the record of achievement and on the course report. Results of board developed courses are recorded under the following headings on the record of achievement:

- **The Assessment Mark** is the moderated mark awarded for your assessment tasks at school
- **The Examination Mark** is the mark awarded for your external examinations
- **The Higher School Certificate Mark** is the average of the Higher School Certificate examination and school assessment marks
- **The Performance Band** shows your level of achievement in that course.

A Course Report will contain this information for each course. It includes descriptors for each performance band, which provide a summary of what students know and are able to do.

## PRELIMINARY AND HSC ASSESSMENT: RESPONSIBILITIES

Issue	Student Responsibilities	School Responsibilities
Correct patterns of study	Students are to ensure that their patterns of courses meet their needs, in particular whether these patterns will meet requirements for the HSC and/or for an ATAR	The careers advisor or curriculum co-ordinator will provide assistance in checking the plan of Higher School Certificate courses for each student. The curriculum co-ordinator will confirm patterns of study of all students and cross-check with students and parents.
Uncertainty	If students have any concerns about the assessment for the Higher School Certificate courses, they are encouraged to check with the curriculum head teacher of that course.	The school will provide students with information on how both preliminary and Higher School Certificate assessment works.
Course requirements	Students will take every possible step to ensure the fulfilling of requirements for preliminary and HSC courses. This may include work placement experiences, bodies of work, practical work experiences or other course-specific requirements.	Course teachers will monitor progress and report to students any cases of non-compliance with assessment guidelines or lack of diligence and sustained effort.
Assessment schedules	<p>Students are given notice of all assessment tasks at the beginning of the preliminary and HSC courses.</p> <p>Students are to ensure that they have carefully studied the ASSESSMENT SCHEDULES and the CALENDAR.</p> <p>It is the student's responsibility to keep track of upcoming tasks.</p> <p>Students will confirm receipt of the assessment handbook by signature.</p>	<p>At the start of both preliminary and HSC courses, the school will provide students with an ASSESSMENT SCHEDULE for each course and a CALENDAR containing all tasks.</p> <p>Class teachers will produce an assessment schedule for the courses they teach. These schedules will comply with the requirements of the current version of the syllabus for that course, with the NES A ACE Manual and with the school's assessment policy.</p>
Assessment notifications	<p>Students are to ensure that they are clearly aware of responsibilities and, in particular, the requirements and due date of any assessment tasks.</p> <p>Students who are absent from school have a responsibility to approach teachers to collect any missed work or task notifications.</p> <p>Students are encouraged to seek clarification of any issue in an assessment notification which is not fully understood.</p> <p>Students will confirm receipt of the assessment notifications by signature.</p>	<p>Course teachers will provide students with an assessment notification for each task, on the designated proforma, on green paper, at least two (2) weeks prior to the task. It will indicate details such as:</p> <ul style="list-style-type: none"> <li>• The mark weighting of the task in the HSC final assessment.</li> <li>• The date, by which the task must be completed</li> <li>• The syllabus outcomes to be assessed</li> <li>• The nature of each task</li> </ul> <p>Course teachers will ensure that any student who is absent on the day of notification receives a copy on the next day of attendance or it will be posted to the student in the case of a long absence for any reason.</p> <p>Course teachers will provide students with clarification of any issue in an assessment notification which is not fully understood.</p>

<b>Issue</b>	<b>Student Responsibilities</b>	<b>School Responsibilities</b>
Assessment notifications (cont)		Course teachers will require students to acknowledge receipt of each assessment notification by signature.
Assessment Tasks	<p>Students will make a serious attempt at each assessment task.</p> <p>Each student will comply with all aspects of the school's assessment policy.</p> <p>Students will ensure that work presented for assessment is entirely their own. Students will complete an academic integrity statement for all hand-in assessment tasks.</p> <p>Students will confirm submission or completion of each task by signature.</p>	<p>Course teachers will ensure that each assessment task complies with NESA requirements, school assessment policy and schedule for that course, in terms of:</p> <ul style="list-style-type: none"> <li>• Assessment notification for that task</li> <li>• Weighting</li> <li>• Assessment components</li> <li>• Syllabus outcomes</li> <li>• Due date or date of task</li> <li>• Nature of task and appropriateness to outcomes</li> <li>• Clarity of language and instructions</li> <li>• Marking scheme/rubric/guidelines</li> <li>• Expected discrimination between candidates</li> </ul> <p>Course teachers will ensure the efficient management of assessment tasks, so that each student is able to demonstrate achievement in an equitable manner.</p> <p>Course teachers will require a completed academic integrity statement for all hand-in assessment tasks.</p> <p>Course teachers will require students to confirm submission or completion of each assessment task by signature.</p>
Task Marking		<p>Course teachers will mark assessment tasks in a manner which:</p> <ul style="list-style-type: none"> <li>• is consistent with the marking scheme/rubric/guidelines provided</li> <li>• is consistent between candidates and between classes, if applicable</li> <li>• avoids bias or discrimination</li> </ul> <p>Course teachers will maintain an accurate, secure, confidential record of all marks achieved by students. This record will be in a form which indicates achievement of outcomes and components.</p>



<p>Return of marked tasks</p>	<p>Students will confirm receipt of each marked task by signature.</p> <p>Students will check assessment task results immediately when returned.</p> <p>Students are encouraged to participate actively in feedback processes following assessment tasks.</p> <p>Students are encouraged to clarify marks awarded for items in tasks.</p>	<p>Course teachers will provide feedback to students on their performance, marks and ranks in assessment tasks.</p> <p>Course teachers will, when appropriate, amend student marks and ranks following feedback and clarification.</p> <p>Course teachers will collect and maintain records of student signatures for returned tasks.</p>
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<b>Issue</b>	<b>Student Responsibilities</b>	<b>School Responsibilities</b>
<p>Progressive rank</p>	<p>Students are encouraged to clarify ranks in assessment tasks.</p>	<p>Course teachers will provide students with a progressive rank following each assessment task.</p>
<p>Student attendance on the date (or due date) of tasks</p>	<p>Students hand in assessment tasks to the course teacher on the scheduled date.</p> <p>If an absence on the day of an assessment task is planned ahead of time, students will consult with the course teacher, head teacher or deputy principal at the earliest possible time.</p> <p>If a student is absent unexpectedly, it is the student's responsibility to contact the course teacher, head teacher or deputy principal before the commencement of the task. This may be done by the student or a family member telephoning the school.</p> <p>On the first day of attendance following the task, a student will see the course teacher and head teacher. An illness/misadventure form will be completed if the student wishes to claim illness or misadventure. Appropriate documentation will be presented to support a case for consideration.</p> <p>Students may appeal to the deputy principal for special consideration if the requirement to notify the school of absence due to unexpected illness has not been met.</p> <p>If a student misses a task and receives a mark of zero (0), he or she will still complete the task to a satisfactory standard in order to complete course requirements.</p>	<p>On the date (or due date) of an assessment task, course teachers will prepare an assessment task completion slip, in order to list potential absent students.</p> <p>Course teachers will mark the class roll on the day of an assessment task and will record the names of absent students on an assessment task completion slip. A nil return will be produced where no students are absent. This slip will be handed to the head teacher on the day of the task.</p> <p>Course teachers will enter the names of any absent students onto blank illness/misadventure forms and hand the forms to the respective students on their first day of return from absence.</p> <p>Course teachers will keep a record of contacts made regarding absent students.</p> <p>Course teachers, with immediate supervisors, will interview students and assist with documentation.</p> <p>Course teachers, with immediate supervisors, will negotiate and schedule an appropriate time for a completion of the task by absent students, if necessary.</p> <p>Course teachers will provide a mark of zero (0) for students who are not able to substantiate absence from a task or non-submission of a task by the due date.</p> <p>Course teachers will collect and mark completed tasks from students, even though a zero (0) has been recorded. Feedback will be provided in the usual manner.</p>

<p>Non-completion of a task</p>	<p>Students are encouraged to discuss task completion problems with the course teacher at the earliest possible time. Reasons and excuses will not be considered after the event.</p> <p>Equipment failure such as computer or printing difficulties will not be accepted as reasons for late submission of a task. Students are encouraged to produce backups, both electronic and hard copy, of all work at regular intervals.</p>	<p>Course teachers will monitor student progress through extended tasks.</p> <p>Course teachers will provide support and negotiate genuine cases of non-completion with students.</p> <p>Course teachers will not accept technological failure as a genuine reason for late or non-submission.</p>
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<b>Issue</b>	<b>Student Responsibilities</b>	<b>School Responsibilities</b>
<p>Malpractice</p>	<p>Students will behave in a fair manner in every respect of both preliminary and HSC assessment.</p> <p>Students will ensure that work presented for assessment is entirely their own.</p> <p>Students are expected to make a serious attempt at all tasks.</p>	<p>Course teachers, through negotiation with the head teacher, will award a mark of zero (0) when students have:</p> <ul style="list-style-type: none"> <li>• cheated or attempted to cheat</li> <li>• claimed another person's work as their own</li> <li>• allowed other students to copy their work</li> <li>• deliberately disrupted an assessment task</li> <li>• made a frivolous or non-serious attempt</li> </ul>
<p>Diligence and sustained effort</p>	<p>Each student is required to complete all course work and tasks to the best of his or her ability. This includes both assessment and non-assessment tasks.</p> <p>Students will complete non-assessment tasks in order to prepare for assessment tasks and for the examinations.</p>	<p>Course teachers will monitor student completion of course work to ensure that sufficient work is being experienced to achieve the course outcomes.</p> <p>Course teachers will begin N-Award procedures when students do not apply themselves with diligence and sustained effort.</p>
<p>Attendance</p>	<p>Students will attend all timetabled lessons unless prevented by a legitimate reason. Satisfactory attendance is required to achieve the outcomes of any course.</p>	<p>Course teachers will monitor student attendance to ensure that sufficient course work is being experienced to achieve the course outcomes.</p>

<p>N-Award Warning Letters</p>	<p>Students will ask a parent to sign the return slip of an N-Award warning letter, and submit the return slip promptly (within three (3) days of receipt) to the deputy principal.</p>	<p>Course teachers will arrange for N-Award warning letters to be sent to parents of students being awarded zero (0) for absence during an assessment task.</p> <p>Course teachers will arrange for N-Award warning letters to be sent to parents of students being awarded zero (0) for non-completion of an assessment task.</p> <p>Course teachers will arrange for N-Award warning letters to be sent to parents of students being awarded zero (0) for involvement in malpractice.</p> <p>Course teachers will arrange for N-Award warning letters to be sent to parents/caregivers of students who have not completed course work because of low attendance.</p> <p>Course teachers will arrange for N-Award warning letters to be sent to parents/caregivers of students whose attendance is causing concern.</p> <p>Course teachers will require students to produce N-Award letter return slips to the deputy principal within a reasonable period from the date of sending.</p>
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<b>Issue</b>	<b>Student Responsibilities</b>	<b>School Responsibilities</b>
<p>N-Award Warning Letters (cont)</p>		<p>If the principal deems attendance to be unsatisfactory, it may be decided that sufficient course outcomes have not been achieved for the award of the preliminary and Higher School Certificate in those courses affected.</p> <p>If the principal deems that a student's diligence and, or sustained effort are unsatisfactory, it may be decided that sufficient course outcomes have not been achieved for the award of the preliminary and Higher School Certificate in those courses affected.</p>
<p>Special provisions</p>	<p>If a student feels that he or she may require special provisions for the Higher School Certificate or at a particular time, he or she is advised to talk to the deputy principal.</p>	<p>Course teachers will provide advice to the learning and support teacher (LAST) if they feel that particular students may require special provisions during assessment.</p>

<p>Appeals</p>	<p>If a student has followed the school assessment policies and feels that he or she has been disadvantaged by an assessment decision, he or she will follow the steps listed below:</p> <ul style="list-style-type: none"><li>• Discuss the matter with the course teacher</li><li>• If unhappy with the decision, discuss the matter with the head teacher</li><li>• If still unhappy with the decision lodge an appeal with the principal</li></ul> <p>These steps will take place within five school days of the return date of the task or issue of assessment statistics.</p> <p>An appeal will contain all of the evidence to support the appeal case.</p>	<p>Course teachers will deal fairly and equitably with students in implementing the school's HSC assessment policies.</p>
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## 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 both the preliminary and the Higher School Certificate documents. Using this 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, and 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 (analyse/evaluate)
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 or 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, and 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	put together various elements to make a whole

## BIOLOGY

### 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weight
Term	Week			Skills in Working scientifically	Knowledge and understanding	
4	9	Practical task / Depth study	BIO 11-12 1,2,3,4,7 BIO 11-8	20%	20%	40%
1	7	Research Task	BIO 11-12 4,5,6,7 BIO 11-10	15%	15%	30%
1	10	Yearly Examination	BIO 11/12 1,2,3,4,5,6,7 BIO 11- 8/9/10/11	10%	20%	30%
		<b>Total Weighting</b>		<b>45%</b>	<b>55%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## DESIGN AND TECHNOLOGY 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weight
Term	Week			Component 1 Knowledge and understanding of course content	Component 2 Knowledge and skills in designing, managing, producing and evaluating design projects	
4	8	Designer Case Study	P1.1, P2.2, P6.1	10%	20%	30%
1	7	Preliminary Project	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	10%	30%	40%
1	9/10	Preliminary Examination	P1.1, P2.2, P5.1, P5.2, P5.3	20%	10%	30%
		<b>Total Weighting</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## ENGLISH ADVANCED 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weight
Term	Week			Knowledge and understanding	Process and Skills	
4	10	Creative writing task and reflection	EA11-1, EA11-3, EA11-5, EA11-6, EA11-9	15%	20%	35%
1	4	Multimodal: PowerPoint presentation and 3-5-minute speech	EA11-2, EA11-3, EA11-4, EA11-7	10%	20%	30%
1	9	Examination: 2 x examinations <b>Examination 1</b> (1 ½ hrs): 2 x responses (Creative Writing and text deconstruction) <b>Examination 2</b> (1 ½ hrs): 2 x responses on texts studied in class in 2023	EA11-1, EA11-2 EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	20%	15%	35%
		<b>Total Weighting</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.



## ENGLISH STUDIES

### 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weight
Term	Week			Knowledge and understanding of course content	Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	
4	10	Research Project: Portfolio of work	ES11-1, ES11-3, ES11-4, ES11-9, ES11-10	15%	15%	30%
1	4	Collection of written work	ES11-1, ES11-4, ES11-5, ES11-6	15%	15%	30%
1	9	Multimodal texts	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	20%	20%	40%
		<b>Total Weighting</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## MATHEMATICS

### 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weighting
Term	Week			Component 1 Understanding, fluency and communication	Component 2 Problem-solving, reasoning and justification 15%	
4	10	Topic Test	MA11-1 MA11-2 MA11-8 MA11-9	15%	10%	<b>30%</b>
1	4	How are outdoor concert spaces designed?	MA11-3 MA11-8 MA11-9	15%	15%	<b>30%</b>
1	11	Yearly Examination	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	20%	20%	<b>40%</b>
		<b>Total Weighting</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## MODERN HISTORY

### 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight				Task Total Weighting
Term	Week			Knowledge and understanding of course content	Source-based skills: analysis, synthesis, and evaluation of historical information from a variety of courses	Historical inquiry and research	Communication of historical understanding in appropriate forms	
4	10	Investigating Modern history: Source Analysis	MH11-1, 4, 6, 7	10%	10%		10%	<b>30%</b>
1	4	Historical Investigation	MH11-3, 6, 7, 8, 9, 70	10%	5%	15%	5%	<b>35%</b>
1	9	Yearly Examination	MH11-2, 5, 6, 7, 9	20%	5%	5%	5%	<b>35%</b>
<b>Total Weighting</b>				<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## PHOTOGRAPHY, VIDEO and DIGITAL IMAGING 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weighting
Term	Week			Critical and Historical Studies	Making	
1	9	Digital photography	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	0%	20%	20%
2	8	Video	M1, M2, M3, M4, M5, M6	0%	20%	20%
		<b>Total Weighting</b>		<b>Assessed as part of HSC component</b>	<b>40%</b>	<b>40%</b>

**Weightings will add up to 100% with HSC components due to the structure of the course.**

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## PRIMARY INDUSTRIES 2023 Preliminary Assessment Schedule

		Event 1	Event 2	Event 3	Event 4	Event 5	Work Placement
UNIT OF COMPETENCY	CODE	WHS	Chemicals	Preliminary half yearly exam	Working in the Industry	Preliminary yearly exam	
		Term 4 Week 8	Term 1 Week 3	Term 1 Week 6	Term 1 Week 10	Weeks 9 and 10	TBA in early 2023
Participate in WHS processes	AHCWHS201						
Works effectively in the industry	AHCWRK204						
Participates in workplace communications	AHCWRK205						
Participates in environmentally sustainable practice	AHCWRK209						
Apply Chemicals under supervision	AHCCHM201						
Treat weeds	AHCPMG201						

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

## SPORT, LIFESTYLE and RECREATION 2023 Preliminary Assessment Schedule

Date		Task	Outcomes	Component Weight		Task Total Weighting
Term	Week			Knowledge and Understanding	Process and Skills	
4	10	Aquatics: Bronze Certificate	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	15%	15%	<b>30%</b>
1	5	Outdoor Recreation: Fishing Day	1.1, 1.3, 2.3, 3.6, 4.1, 4.2, 4.4	10%	20%	<b>30%</b>
1	9	Health Lifestyle: Health Advocacy	1.5, 2.3, 3.5, 4.3	25%	15%	<b>40%</b>
		<b>Total Weighting</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>

**Please Note:** All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

**SOCIETY AND CULTURE**  
**2023 Preliminary Assessment Schedule**

<b>Date</b>		<b>Task</b>	<b>Outcomes</b>	<b>Component Weight</b>			<b>Task Total Weighting</b>
<b>Term</b>	<b>Week</b>			<b>Knowledge and Understanding of course content</b>	<b>Application and evaluation of social and cultural research methods</b>	<b>Communication of information, ideas and issues in appropriate forms</b>	
4	10	<b>Research and Oral Presentation</b> The Social and Cultural World	P1, P3, P6, P9, P10	20%	5%	5%	<b>30%</b>
1	4	<b>Essay</b> Personal and Social Identity	P1, P2, P3, P5, P8, P10	10%	20%	10%	<b>40%</b>
1	10	<b>Media Analysis</b> Intercultural Communication	P1, P3, P4, P7, P8, P9	20%	5%	5%	<b>30%</b>
		<b>Total Weighting</b>		<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

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