



Blakehurst High School

Preliminary Assessment Handbook and Schedules 2024

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

INTEGRITY RIGOUR EMPATHY

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YEAR 9

Ms M. Galanos / Mr A. Fares

YEAR 10

Mrs Z. Georgopoulou / Mrs M. Poulos

YEAR 11

Ms M. Fotiadis/ Ms K. Shepherd

YEAR 12

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TRANSITION ADVISORS

Mrs S.Koutsoukos/Mrs M. Tsambourlis

PREAMBLE

The purpose of this, the BHS Preliminary Assessment Handbook and Schedules 2024, is to communicate the procedures and rules in relation to internal assessment in Stage 6 at Blakehurst High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereinafter referred to as NESA). This handbook also contains the assessment schedules for all Year 11 Preliminary courses offered at Blakehurst High School.

At the commencement of the Preliminary (Year 11) courses, students will be provided with a soft copy emailed to them and their parents/guardian. Updated versions are accessible on the school's website as are the forms referred to in this handbook. If this document is updated students will be informed via email. It is the students responsibility to ensure they are accessing the most current version of this document from the school's website.

ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- Meet the [HSC minimum standard in Literacy and Numeracy](#)
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: [All My Own Work](#) (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

PATTERN OF STUDY TO QUALIFY FOR THE HSC

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

HSC RECORD OF ACHIEVEMENT

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

PERFORMANCE BANDS

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

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

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

UNIVERSITY ENTRY

The Australian Tertiary Admission Rank (ATAR) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions:

- at least two units of English must be included;
- at least three Board Developed Courses of two units value or greater must be included;
- courses from at least four subjects must be included;
- at most, two units of Category B courses may be included.

Category B Courses may include:

1. Accounting (TAFE);
2. Construction Examination (VET);
3. Electrotechnology Examination (TAFE);
4. English Studies Examination (optional examination);
5. Information Technology Examination (TAFE);
6. Mathematics Standard 1 (optional examination);
7. Retail Services Examination (TAFE);
8. Hospitality Examination (VET);
9. Tourism Examination (TAFE).

Please check with Mrs Koutsoukos (Careers Adviser) regarding your TAFE courses.

SCHOOL ASSESSMENT

School Assessment is intended to measure the student's total achievement in a course. This internal school assessment counts for 50% of a student's overall mark in each course and is reported on the Higher School Certificate Record of Achievement. Each faculty of Blakehurst High School has prepared an Assessment Schedule for its Preliminary course in accordance with the NSW Education Standards Authority (NESA) guidelines, [ACE 8072: *Development of HSC school-based assessment programs*](#).

School-based assessment tasks are designed to measure performance of a wider range of syllabus outcomes than can be assessed by the external examination. Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

[ACE 8073: *Completion of HSC internal assessment tasks*](#)

NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

[ACE 8078: *Non-completion of HSC internal assessment: failure to submit task*](#)

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. Only in **exceptional circumstances** (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

[ACE 8079: *Non-completion of HSC internal assessment: principals must warn students*](#)

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a noncompletion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

The school submits to NESA in September the assessment marks awarded at the school in each subject. These assessment marks indicate the rank order and relative performance of all candidates in each course. NESA moderates these marks according to the HSC examination performance of the students in the cohort. The rank order is not altered, but the marks themselves may be higher or lower than the marks submitted depending on the examination performance.

Students may be required to do multiple assessment tasks or examinations on any one day. As well, students may be required to hand in more than one prepared HSC assessment task on any one day. Assessment in the HSC course is the ranking of students across the allotted tasks in components determined by NESA for each subject.

All assessment schedules for the HSC courses offered at Blakehurst High School are included in this document. Each schedule outlines the nature of the various tasks, the components to which it relates, the approximate time when the task will be assessed, the values or weighting of the task and the syllabus outcomes assessed by the task. *The exact date for each assessment task will*

be notified in writing at least two weeks in advance. In special circumstances the school reserves the right to vary this information, subject to written notification.

SATISFACTORY COMPLETION OF A COURSE

To get your HSC in a subject, the Principal must state that you have satisfied the requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Preliminary or HSC course by the school;
- achieved some or all of the course outcomes.

To comply with these requirements, satisfactory attendance (of at least 85%) is expected.

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If you are in danger of not meeting the above course completion, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements.

If you have not met the above criteria for satisfactory completion of a course, the school will inform NESA and will inform you in writing.

You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. The Principal will advise you of this right and explain the appeal process.

COURSE REQUIREMENTS: N DETERMINATION PROCESS

Satisfactorily completing the course

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

- followed the course developed or endorsed by NESA;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
- achieved some or all of the course outcomes

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their HSC;
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

Travel is not a satisfactory reason for missing a task and you will still receive a zero.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark will be recorded for that task. The student and their parents will be advised, in writing, of the non-completion of course outcomes.

Non-serious attempts

Students studying an HSC course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though not reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in preparation for tasks that are part of the HSC Assessment program.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.

If it appears that a student is at risk of not meeting the internal assessment requirements of a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student will be interviewed by the classroom teacher. On the second warning letter, the student and their parents will be required to attend an interview with the Head Teacher (this may involve phone contact).

An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the student's Record of Achievement.

HSC MINIMUM STANDARDS

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests, or an exemption](#) from the HSC minimum standard requirement.

RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *BHS Preliminary Assessment Handbook and Schedules 2024*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.

- Students with Year 11 Preliminary Assessment Schedules (found in the *BHS Preliminary Assessment Handbook and Schedules 2024*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

RESPONSIBILITIES OF TEACHERS AND HEAD TEACHERS

- Issuing all students a copy of the Course Assessment Schedule.
- Providing written notice in hard copy as well as being placed on the Google Classroom for that subject, with at least two weeks notice of:
 - outcomes, assessment components and weightings;
 - the nature and administration of each assessment task, including assessment marking criteria;
 - the mark value of each task;
 - the school procedure for valid absences/lateness.
 - In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Providing detailed marking criteria and written feedback after each task of what the student did well and what the student can do to improve.
- Verifying assessment work that is completed outside the school.
- Issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/guardians in danger of not satisfactorily completing a course.
- Providing a variation free zone of one week before the Preliminary examination period; i.e. no excursions or incursions.
- Providing an assessment free zone of one week before the Preliminary examination period unless the task has been given to you more than six weeks in advance **and** it is a hand in task.
- Recording and maintaining all assessment tasks results in a secure location.
- Providing the student ranking within the course at the end of each task in Year 11.
- Ensuring the final cumulative school-based assessment marks are NOT provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

RESPONSIBILITIES OF STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the *BHS Preliminary Assessment Handbook and Schedules 2024* and ensuring access to the most current version of the Handbook on the [school's website](#).
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teachers to obtain the task notification. No extension will be granted if a student fails to carry out this action. This can also be accessed on the Subjects Google Classroom.
- Checking with the relevant Head Teacher if any areas of the course assessment schedule need clarification.
- Attending all lessons timetabled on the day of an in class task as not to gain an unfair advantage.
- Handing in all assessment tasks on time (a task is deemed late if the task is not handed in at the time specified on the assessment notification) e.g.: the teachers will specify before school, in lesson time or a specific time of day. Receipt of the task will be acknowledged by the teacher and the student with each of them signing. Failure to submit a task on time (without a Doctor's Certificate) will result in a zero mark being awarded.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.

- Submitting only their own, original work.
- Saving drafts to an external drive. Keeping handwritten rough drafts (See “Technology and assessment tasks” below for issues relating to computer failure).
- Lodging appeal against marks awarded for an assessment task at the time of receiving the marked assessment task.
- In examinations or in-class tasks:
 - obeying the instructions of the supervising teacher
 - maintaining silence for the period of the examination or task
 - allowing other students to work undisturbed
 - taking to your desk only the equipment that is specifically permitted

Please note: **Travel is not a satisfactory reason for missing a task and you will receive a zero.**

Absence from Excursions and Field work

- Some courses require students to undertake compulsory field work or attend compulsory excursions. In the case of unavoidable absence from such activities the students must negotiate alternative arrangements prior to the date of task. The granting of any concession is at the discretion of the Principal.

Late to a formal exam

- Students must make sure that they carefully read their examination timetable and are punctual for all formal examinations.
- If a student is **up to 15 minutes late** after the start of a formal examination they will complete the examination and no extra time will be given.
- If a student is **more than 15 minutes late** to a formal examination they are to report directly to the Deputy Principal where a decision regarding the completion of the task will be negotiated.

Technology and assessment tasks

Technology and/or computer equipment failure will not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly or save to cloud-based platforms such as One Drive, Google Drive or Microsoft Teams on the Department of Education portal.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email or USB.

Online learning

In the event we move to online learning due to health advice students are required to:

- follow their normal school timetable
- participate in the learning activities provided to them on Google Classroom
- participate in any Zoom lessons provided.
- complete all set work
- complete any assessment tasks that have been modified for online learning.

EXAMINATION RULES

1. **FULL SCHOOL UNIFORM MUST BE WORN TO ALL EXAMINATIONS. No Hats.**
2. Assemble outside the hall/other room at least **15 MINUTES** before the starting time for each examination.
3. There will be no toilet breaks. Please go to the toilet before the exam.
4. Have all the equipment you will need for the examination removed from your bags.

5. Only the essential equipment you will need for the examination will be allowed to be taken to your desk (no pencil cases or electronic equipment not approved by the NESAs). All other equipment and bags must be left in the area indicated by the teacher. **Mobile Phones need to be turned off and left in bags. Students found with a mobile phone may have his/her paper cancelled.**
6. **No student will be admitted after the first hour nor will be permitted to leave until the conclusion of the exam.**
7. No food or drink (except water in a CLEAR bottle) is to be taken to your examination desk.
8. You must enter the examination room quietly. There is to be no talking in the exam room. **Any talking** after the commencement of the examination could result in cancellation of all or part of your exam paper.
9. Watches are to be placed in clear view on the examination desk. **No Smart watches are allowed.**
10. **Cheating in an examination is a very serious offence.** Students suspected of seeking to obtain information from any source not approved for that paper may have their paper cancelled.
11. If you have a problem during an examination, raise your hand to attract the attention of a teacher. **DO NOT** leave your seat.
12. Except in cases of emergency, a student may not leave the examination room during the session.
13. Each student is responsible for ensuring that all of their answers are appropriately bundled with their Name/Student Number on each sheet and handed in at the end of the session.
14. Teachers supervising an examination are not permitted to give assistance of any kind, except to clarify a misprint in the paper. Interpretation of questions will not be offered.
15. Prepare yourself for each examination the night before. Check you have all the necessary equipment you will need (pens, pencil, ruler, compass, protractor, calculator, paper etc). Check the starting time for each examination.
Take your examinations seriously – they are important!
16. **ABSENCE.** If you are absent on the day of an examination a parent or guardian **MUST** phone the school to explain your absence. As soon as you are able to, you must report to the Deputy Principal, and fill in an **ILLNESS/MISADVENTURE** form with evidence attached e.g. Medical Certificate. You need to immediately organise an alternate exam time with the relevant Head Teacher. Failure to follow this procedure may result in you being given **ZERO** for the examination.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task at least two weeks prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

In the event we move to online learning due to health advice the school has the right to modify tasks to suit the online learning environment. Students will be notified in writing of any modifications made to assessment tasks with at least two weeks notice. The written notice will include all the information listed above.

HSC: ALL MY OWN WORK

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year

12 Life Skills courses. At Blakehurst High School, the HSC: All My Own Work program is delivered in Term 4 of Year 10 via Google Classroom.

ACADEMIC INTEGRITY

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows the student to gain an unfair advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work, in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- 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.

Defining Plagiarism

Plagiarism means presenting the ideas and words of others as if they were the students own work. Creating one's own work and using the published work of others which you have acknowledged is not plagiarism.

What you must do to avoid plagiarism

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Head Teacher Student Growth. The Head Teacher Student Growth will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth within **two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)). Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. NESA allows students to use their choice of referencing but the student must adhere to the conventions of that style. For example, the order for documenting references using Harvard Style for books, journals and periodicals is as follows:

- author's surname and initials

- year of publication
- title of publication in italics with maximal capitalisation
- title of series, volume number, edition - if applicable
- editor, reviser, compiler or translator - if other than the author
- publisher
- place of publication
- page number or numbers - if applicable

For example: Popper, K.R. 1961, *The Poverty of Historicism*, Routledge & Kegan Paul, London.

Online (electronic) material

For electronic media (World Wide Web, disk or CD-ROM) the order for references is as follows:

- author's surname and initials
- date of publication
- date of revision in parentheses in day-month-year format
- date accessed in parentheses in day-month-year format
- title of article in single quotation marks with minimal capitalisation
- title of work in italics with maximal capitalisation
- address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like this:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006), *Evaluating Internet Research Sources*, http://www.sccu.edu/faculty/R_Harris/evalu8it.htm

Teaching and Learning Centre. UNE. The University of New England Style Guide. (last modified 28/03/06) <http://www.une.edu.au/tlc/stvleguide/author.htm>

AI and ChatGPT

AI use is permitted as a tool to compare or double-check your understanding of a topic. AI tools are not always reliable and the information they produce may be inaccurate or incorrect.

You must not use any AI tools, including ChatGPT to produce your assessable work for you. Using AI tools to derive and submit responses to assignment questions in place of your own work is a form of plagiarism.

BHS policy states that if 15% or more of any task is identified as being AI derived or plagiarised, the student will receive a zero mark.

Misconduct

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and / or the Principal / Deputy Principal and may be awarded zero for that task.

Procedures for management of Malpractice

Issues of Malpractice need to be investigated by the Head Teacher and in more serious cases, reported to the Principal/Deputy Principal.

Where the malpractice is serious and where the penalty of a zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this

decision. Schools with HSC candidates are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. The Head Teacher will then lodge this formally on the NESMA Malpractice Register.

UNFAIR ADVANTAGE

NESMA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons or normal school routine on a day that an in class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.
- **Arriving late** on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from **any** lesson the day prior to a scheduled assessment task without a doctor's certificate.

If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task. Should a student wish to appeal this decision they must submit this in writing to the Head Teacher Student Growth within **two school days** of the decision being taken. (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

SUBMISSIONS OF ASSESSMENT TASKS

The *BHS Preliminary Assessment Handbook and Schedules 2024* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

INVALID AND UNRELIABLE TASKS

The school has the right to declare an assessment task as invalid or unreliable. The reasons for declaring an invalid or unreliable assessment task may include breach of security, school evacuation, fire drill and compromised integrity of the task. Should an assessment task be declared invalid or unreliable, it will be rescheduled at the school's discretion.

STUDENTS COMPLETING WORK PLACEMENT

Work Placement takes priority over school assessments. Hand in assessment tasks must be submitted on the day stated on the assessment notification. Inclass tasks may be rescheduled, students must use the [Request to Reschedule Due to School Business Form \(Appendix D\)](#) and return it to the relevant Faculty Head Teacher 5 days prior to the Work Placement.

ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the [Request to Reschedule Due to School Business Form \(Appendix D\)](#) to the Faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- Hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- In-class assessment tasks – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer.
- Examinations – the Head Teacher Student Growth will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the Head Teacher Student Growth.

The consequences of not following these procedures will result in a zero mark being awarded.

PROCEDURES FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

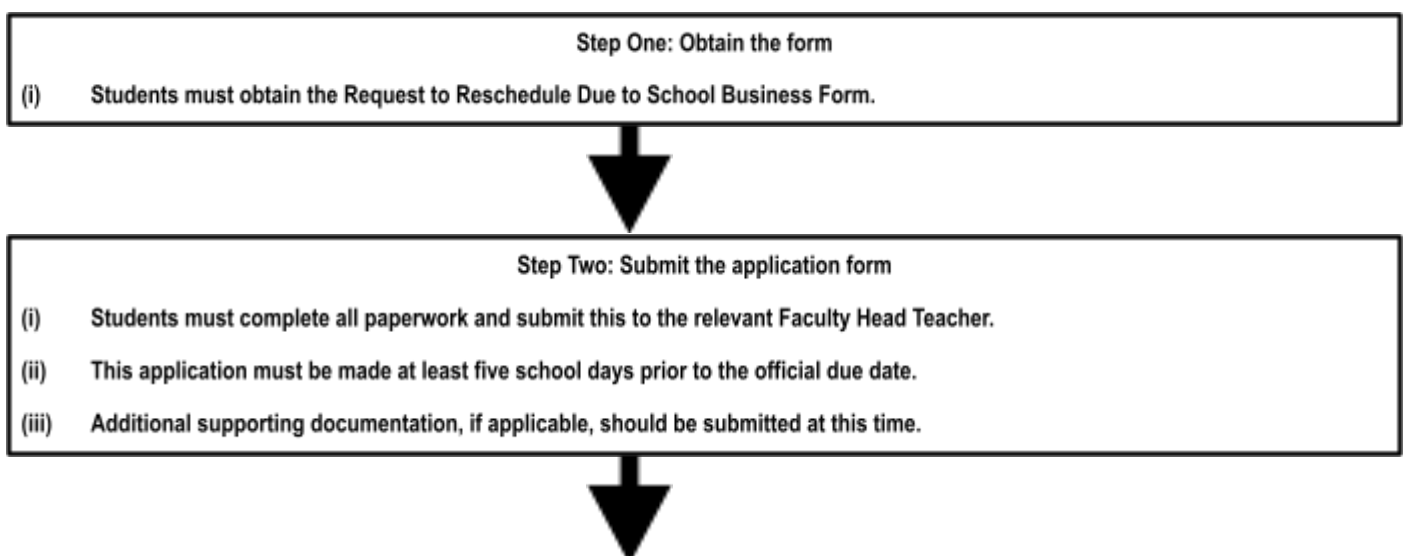
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the [Request to Reschedule Due to School Business Form \(Appendix D\)](#) provided by the school. These forms are to be obtained by the student from the school's website or Head Teacher Curriculum and must be returned to the relevant Faculty Head Teacher.

All applications for a rescheduled assessment task must be submitted at least five school days prior to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Head Teacher Curriculum (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



Step Three: Resolution and feedback

- (i) The application will be considered by the relevant Faculty Head Teacher.**
- (ii) The decision will be communicated in writing to Class Teacher, student and parents/caregivers.**

If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

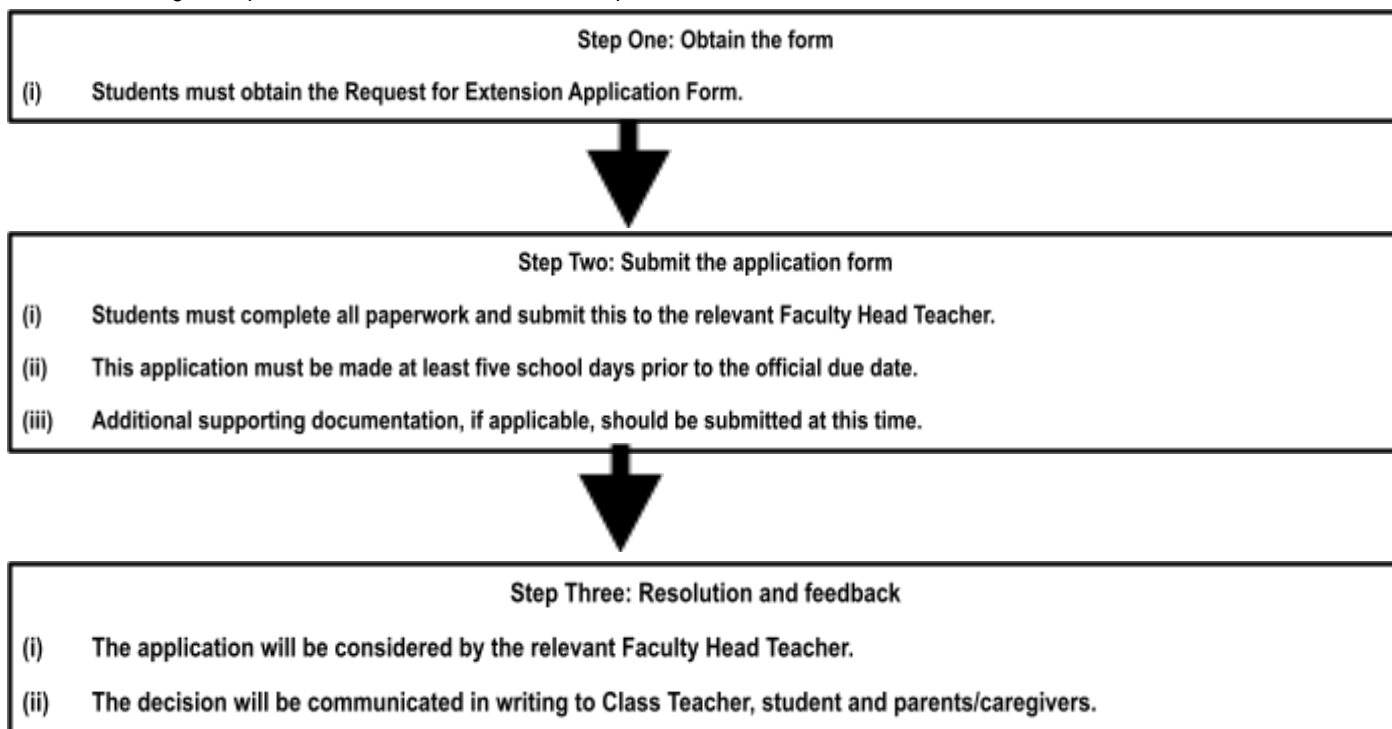
PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A Medical Certificate will be required in all cases of illness.

Applications are to be expressed in writing using the [Request for Extension Application Form \(Appendix C\)](#) provided by the school. These forms are to be obtained by the student from the school's website or Head Teacher Student Growth and must be returned to the relevant Faculty Head Teacher.

All applications for an extension must be made at least five school days prior to the due date.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not approved, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a zero mark being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

PROCEDURES FOR APPLYING FOR ILLNESS AND MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures **MUST** be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the results they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedures specific to the situation as outlined below.

1. Absence due to illness misadventure on the day of an in-class assessment task

- Student or parent/guardian must phone the school on 9546 3281 before the **day of the task** or **by 8:30am** on the day of the task and inform the office staff that you will be absent;

- Immediately report to the relevant Head Teacher **on the day you return to school**, complete an [Illness/Misadventure Application Form \(Appendix A\)](#) available on the school's website, from the Head Teacher Student Growth and in this booklet, and provide medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be returned to the relevant Faculty Head Teacher within two school days of his/her return to school.

2. Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/guardian must phone the school on 9546 3281 before the **day of the task** or **by 8:30am** on the day of the task and inform the office staff that you will be absent;
- Students must make every effort to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. emails or via Google Classroom)
- If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day you return to school**, complete an [Illness/Misadventure Application Form \(Appendix A\)](#) available on the school's website, from the Head Teacher Student Growth and in this booklet, and provide medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be returned to the relevant Faculty Head Teacher within two school days of his/her return to school.

3. Illness/misadventure during an in-class assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a. Sit the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
 - b. Leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form \(Appendix A\)](#) and following the Illness/Misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9546 3281
- Prior to their return to school, the student must contact the Head Teacher Curriculum to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the Head Teacher Student Growth at a time determined
- Students must obtain an [Illness/Misadventure Application Form \(Appendix A\)](#) and any other relevant documentation
- Completed forms and documentation must be returned to the Faculty Head Teacher within two school days of his/her return to school

5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. NOT another student member of the group) **MUST** contact the school by 8:30am on the day the task is scheduled by phone 9546 3281
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an [Illness/Misadventure Application Form \(Appendix A\)](#).
- These forms need to be returned to the relevant Faculty Head Teacher within two school days of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form \(Appendix A\)](#) and any other relevant documentation and return to the relevant Head Teacher within two school days of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a Medical Certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the Illness/Misadventure Application Form.

The [Illness/Misadventure Application Form \(Appendix A\)](#) is available online on the school's website, at the school office and from the Head Teacher Student Growth .

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

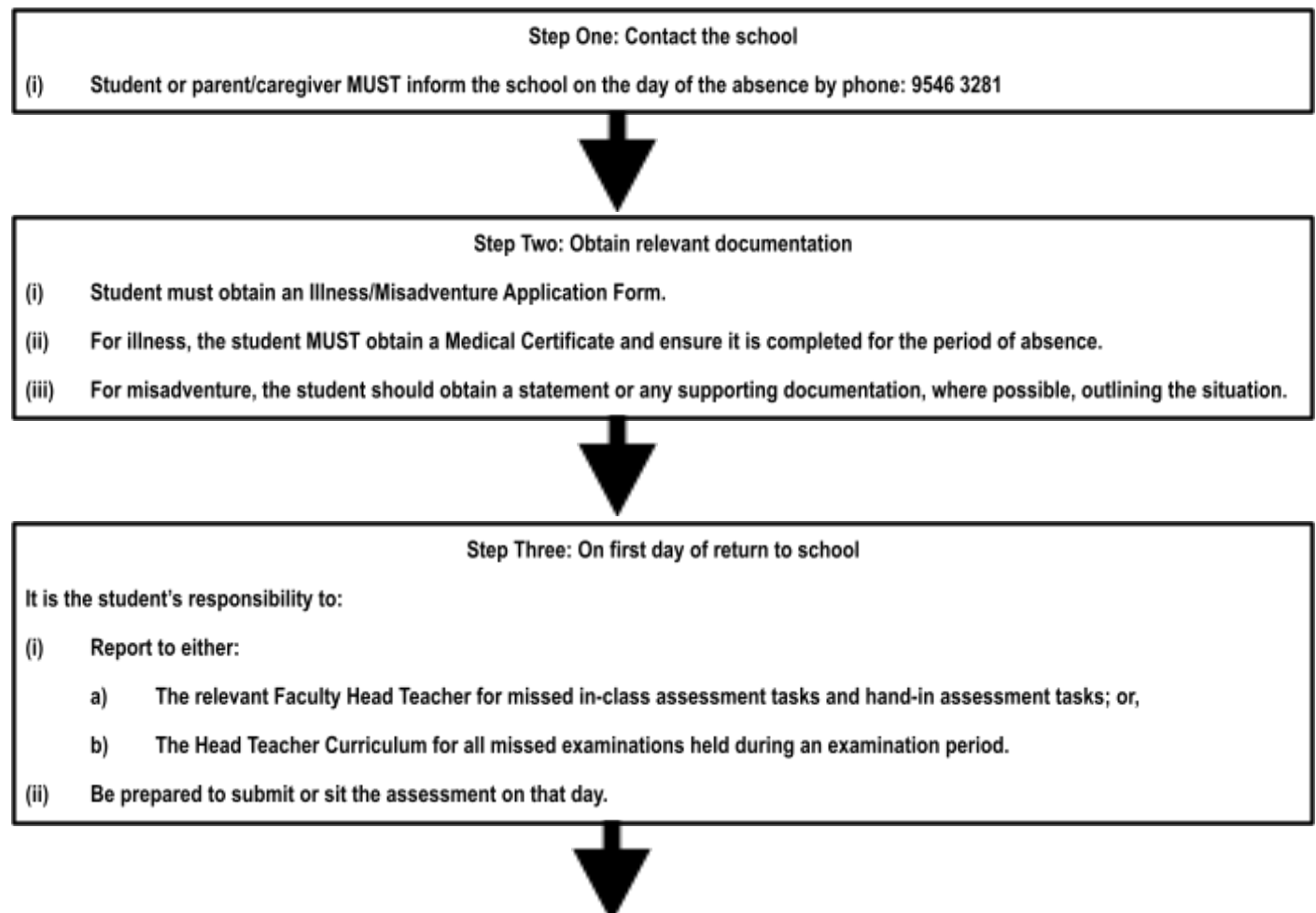
Note that: If you **do not** follow the above procedures, you will be awarded a zero mark for the task.

- If you follow the above procedures, **and** your reason is judged to be valid, the Head Teacher will decide if you are to do the original task or complete an alternative task.

Note that: If you disagree with a determination about the validity of your absence you may appeal to the School Assessment Committee see Procedures for appeals

SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:



Step Four: Submission, resolution and feedback

- (i) Submit the Illness/Misadventure Application Form and relevant documentation to the relevant Head Teacher within two school days of returning to school.
- (ii) The relevant Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the other relevant Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. Maintain rank applied to task – in exceptional circumstances, where undertaking an alternative task is not possible, the Head Teacher Student Growth in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NES rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time – the original task will be marked and this earned mark will apply.
2. Original task was submitted or attempted late – the original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)). within two school days of receiving the initial decision.

APPEAL SURROUNDING THE ASSESSMENT PROCEDURE

Grounds for an appeal

Students who believe a task has been incorrectly marked should discuss the matter with the class teacher concerned. Dissent about a mark which a teacher has determined is NOT grounds for appeal.

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

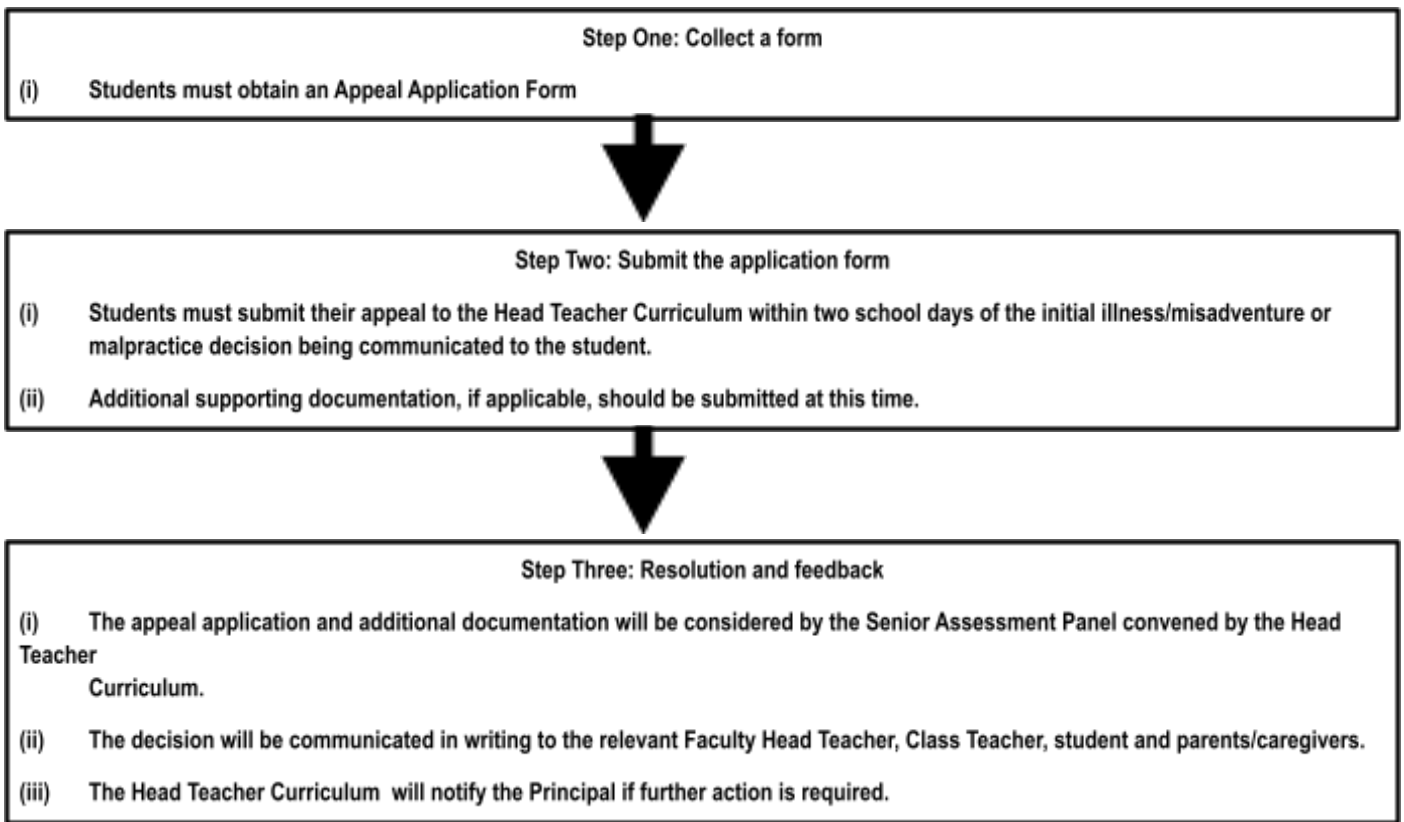
All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an [Appeal Application Form Appendix B](#)) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student’s appeal, the relevant Head Teacher will consider the following as applicable:

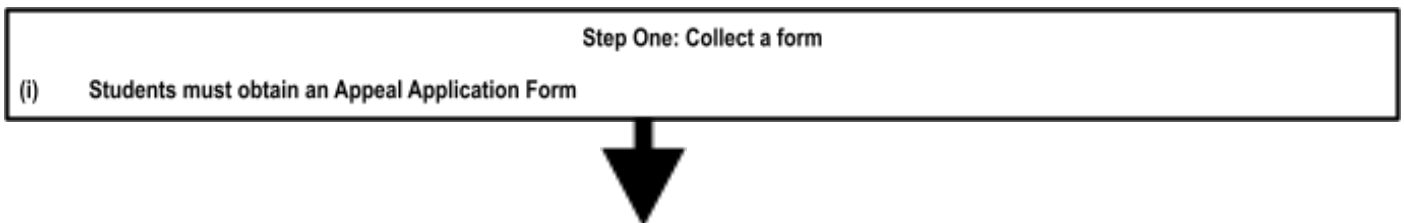
- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student’s appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

To appeal an illness/misadventure or malpractice decision:



To appeal an assessment task result:



Step Two: Submit the application form

- (i) Students must submit their appeal to the relevant Faculty Head Teacher within two school days of the receipt of the assessment task result.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant Faculty Head Teacher.
- (ii) The decision will be communicated in writing to the Head Teacher Curriculum, Class Teacher, student and parents/caregivers.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

REPORTING ON STUDENT PROGRESS

Blakehurst High School provides written student progress reports in Semester 1 and Semester 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

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

Teachers, students and parents/caregivers must be aware that achievement grades do not correlate to the HSC performance bands and, therefore, cannot be used to predict results in a student's HSC Record of Achievement.

Each Preliminary and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement.

Parent-Teacher interviews are scheduled before the end of Semester 1 for Year 12. These evenings are held to allow parents/caregivers and teachers to discuss student progress. It is important that all parents/caregivers make an appointment via the Sentral Parent Portal, to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher via the front office for curriculum matters, or the Year Adviser for other issues, such as student wellbeing.

ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6

Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

DISABILITY PROVISIONS FOR EXAMINATIONS

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. NESAs may provide disability provisions for students in the Higher School Certificate examinations. NESAs may approve disability provisions if a student has:

- a permanent condition, such as diabetes or reading difficulty;
- a temporary condition, such as a broken arm; or
- an intermittent condition, such as back pain when sitting for long periods.

All disability provisions are determined via an official application process to NESAs.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. (ACE Manual 10001)

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. (ACE Manual 10003)

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, you must obtain an [Application for In-School Disability Provisions Appendix E](#) form from the Learning and Support Teacher, or Head Teacher Support Growth early in Term 1. All students applying for provisions must inform the Deputy Principal.

If this condition occurs later in the year, it must be registered with the Deputy Principal immediately.

DISABILITY PROVISIONS AT BLAKEHURST HIGH SCHOOL

Blakehurst High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects examination performance and requires disability provisions e.g. a physical injury, the Deputy Principal may elect to grant disability provisions for an individual task. These provisions will be issued using NESA's general guidelines, however, there is no guarantee that NESA will approve the same provisions.

Blakehurst High School will endeavour to provide students with access to disability provisions to reduce disadvantage to affected students. The implementation of disability provisions is however restricted by available school resources and remains the decision of the school. Students must complete the [Application for In-School Disability Provisions Appendix E](#) application form.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Unique Student Identifier (USI)

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's Licence or a valid Passport.

Higher School Certificate Examination - VET Courses

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. A written exam component will be included in the Trial school assessment. The examination is independent of competency based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Work Placement

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

NOTE: An "N" Award in a VET course will be given if the mandatory workplace hours are not met.

Competency Based Assessment

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed “competent” or “not yet competent” by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Recognition of Prior Learning/Credit Transfer

If the student has already completed part of the course elsewhere, or has previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

ANCIENT HISTORY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Investigating Ancient History Research Task	Historical Investigation	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8 -10	
Outcomes Assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-6 AH11-7 AH11-9, AH11-10	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

BIOLOGY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Practical Examination	Depth Study	Preliminary Examination	
Timing	Term 1 Weeks 8-10	Term 2 Weeks 8-10	Term 3, Week 8 -10	
Outcomes Assessed	BIO11/12-3 BIO11/12-4 BIO11-8 Module 1	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-11 Modules 3 and 4	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8-11 Modules 1, 2, 3 and 4	
Component	Weighting %			
Knowledge and Understanding	10	5	25	40
Skills	20	25	15	60
Total %	30	30	40	100

BUSINESS STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Nature of Business Research & Written Response	Business Management Topic Test	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8 -10	
Outcomes Assessed	P1, P2, P3, P5, P7, P8, P9	P1, P3, P4, P5, P6, P7,P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Stimulus Based Skills	10		10	20
Inquiry and research	5	15		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

CHEMISTRY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Research Task	Depth Study	Preliminary Examination	
Timing	Term 1 Week 7-10	Term 2 Week 6 -8	Term 3, Week 8 -10	
Outcomes Assessed	CH11/12 -4 and 5 CH11/12 -6 CH11/12 -8 (Module 1)	CH11/12 -1 CH11/12 -2 CH11/12 -3 CH11/12 -5 CH11/12 -7 CH11/12 -8, 9 and 10 (Modules 1, 2 and 3)	CH11/12 -1 CH11/12 -2 CH11/12 -6 CH11/12 -8,9,10,11 (Module 1,2 3 and 4)	
Component	Weighting %			
Knowledge and Understanding	5	10	25	40
Skills	15	30	15	60
Total %	20	40	40	100

CHINESE BEGINNERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to Spoken/visual texts/Oral presentation in Chinese	Responses in English and Chinese to a series of texts	Preliminary Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8 -10	
Outcomes Assessed	1.1, 1.2,2.2	2.3, 2.4,3.2,3.1	1.1,2.2,,2.3,2.4,3.1,3.2	
Component				Weighting %
Listening	20		10	30
Speaking	10		10	20
Writing		10	10	20
Reading		20	10	30
Total %	30	30	40	100

CHINESE AND LITERATURE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Spoken and Written Exchanges	Listening responding, Reading Responding, Creative Writing	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8 -10	
Outcomes Assessed	1.2,2.1	2.1,3.2,3.8	2.1, 3.2,3.8	
Component	Weighting %			
Speaking	10			10
Writing		15	15	30
Listening	10		10	20
Reading		25	15	40
Total %	20	40	40	100 %

CHINESE CONTINUERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to a spoken/visual text/oral presentation	Response to Multimodal texts	Preliminary Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3, Week 8 -10	
Outcomes Assessed	1.1,1.2,3.1, 3.2	2.12.3,3.5	1.1,1.2,2.2,2.3,3.5	
Component				Weighting %
Listening	20%		10%	30
Speaking		10	10%	20
Writing	10		10%	20
Reading		20%	10%	30
Total %	30	30	40	100

CHINESE IN CONTEXT ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Response to spoken and visual texts: Young people and their relationships/role of family and friends	Responding to texts: Traditions and values in a contemporary society	Preliminary Examination	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8 -10	
Outcomes Assessed	3.1, 3.4,	1.2, 2.1,	1.2,2.1,3.1,3.4	
Component	Weighting %			
Speaking		20	10	30
Reading	15		10	25
Listening	15		10	25
Writing		10	10	20
Total %	30	30	40	100 %

COMMUNITY AND FAMILY STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Resource Management Research Anaylis	Individuals and Groups Literature Review	Preliminary Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8 -10	
Outcomes Assessed	P1.2, P4.1, P4.2, P5.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2	
Component				Weighting %
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	35	35	100

DESIGN AND TECHNOLOGY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Minor Design Project 1	Minor Design Project 2	Preliminary Examination	
Timing	Term 1, Week 10	Term 3, Week 4	Term 3, Week 8 -10	
Outcomes Assessed	P1.1, P2.1, P4.2, P4.3, P5.2, P6.1	P3.1, P4.1, P5.1, P5.2, P5.2, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	
Component				Weighting %
Knowledge and understanding of course content			40	40
Knowledge and skills in designing, managing, producing and evaluating design projects	30	30		60
Total %	30	30	40	100

ECONOMICS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Research report	In-class Task	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8 -10	
Outcomes Assessed	P1,P4, P5, P7,P8,P9, P10, P11, P12	P1, P2, P3, P5, P6, P8, P10, P11	P1, P2, P3, P6, P7, P8, P10, P11	
Component	Weighting %			
Knowledge and understanding of course content	5	10	25	40
Stimulus based skills	10	5	5	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

ENGINEERING STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Engineering Report	Engineering Report Engineered Products	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8 -10	
Outcomes Assessed	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.1, P2.2, P3.1, P3.3, P4.2, P4.3, P6.1	
Component	Weighting %			
Knowledge and understanding of course content		20	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	20	40	40	100

ENGLISH ADVANCED ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Common Module Reading to Write Imaginative/ Discursive/ Persuasive Composition and Reflection	Module A Narratives that Shape our World Multimodal Presentation	Module B Critical Study of Literature Preliminary Examination Paper 1 - Section 1 and 2 Paper 2 - Section 1 and 2	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8-10	
Outcomes Assessed	EA11-1, EA 11-3, EA 11-9	EA11-2, EA 11-6, EA 11-7	EA11-4, EA 11-5, EA 11-8	
Component				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	<p>Module A Language and Texts in Context</p> <p>Point of View writing task</p>	<p>Module B Close Study of Text</p> <p>Multimodal presentation (Viewing/Listening and speaking)</p>	<p>Module C Texts and Society</p> <p>Preliminary Examination Modules A,B and C</p>	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8-10	
Outcomes Assessed	EAL11-2, EAL11-3, EAL11-4, , EAL11-7	EAL11- 1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL 11-1B, EAL11-3, EAL11-5, EAL11- 6 ,EAL11-8	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes,	15	15	20	50
Total %	30	30	40	100

ENGLISH EXTENSION 1 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Common Module: Texts, Culture and Value Imaginative Response	Common Module: Texts, Culture and Value Multimodal Presentation - Independent Research Project	Common Module: Texts, Culture and Value Preliminary Examination- Critical Response	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8-10	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Component	Weighting %			
Knowledge and understanding of complex texts and of how and why they are valued	10	30	10	50
Skills in complex analysis, sustained composition and independent investigation	20	10	20	50
Total %	30	40	30	100



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Common Module Reading to Write Imaginative/ Discursive/ Persuasive Composition and Reflection	Module A Contemporary Possibilities Multimodal Presentation	Module B - Close Study of Literature Preliminary Examination Paper 1 - Section 1 and 2 Paper 2 - Section 1 and 2	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8-10	
Outcomes Assessed	EN11-1, EN11-3, EN11-9	EN11-2, EN11-6, EN11-7	EN11-4, EN11-5, EN11-8	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

ENGLISH STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Mandatory Module Achieving through English – English in education, work and community Portfolio of Coursework	Module D Digital Worlds Multimodal Presentation	Module H Part of the Family Preliminary Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8-10	
Outcomes Assessed	ES11-3, ES11-6, ES11-10	ES11-4, ES11-7, ES11-8, ES11-9	ES11-1, ES11-2, ES11-5	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	40	30	30	100

FOOD TECHNOLOGY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Food Availability and Selection: Report and Practical Preparation	Food Quality: Experiment Design and Practical Preparation	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3, Week 8 -10	
Outcomes Assessed	P1.1, P1.2, P4.1, P4.2, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	50
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	10
Total %	30	30	40	100

GEOGRAPHY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Fieldwork Report + In-Class Skills Quiz	Geographical Investigation	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3, Week 8 -10	
Outcomes Assessed	GE-11-01 GE-11-03 GE-11-07 GE-11-09	GE-11-05 GE-11-06 GE-11-07 GE-11-09	GE-11-01 GE-11-02 GE-11-04 GE-11-07 GE-11-08	
Component	Weighting %			
Knowledge and understanding of course content	5	10	25	40
Geographical skills and tools	10	5	5	20
Geographical inquiry and research, including fieldwork	5	15		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

HOSPITALITY: FOOD AND BEVERAGE ASSESSMENT SCHEDULE



Education

Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2024 - 2025
 Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Blakehurst High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
Code	Unit of Competency	Week 10 Term 2 Date TBA	Week 7 Term 3 Date TBA	Week 8-10 Term 3 Date TBA
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES
ASSESSMENT SCHEDULE**



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Industry Study	Minor Project	Preliminary Examination	
Timing	Term 1, Week 10	Term 3, Week 5	Term 3, Week 8 -10	
Outcomes Assessed	P1.1, P1.2, P2.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1	P1.1, P1.2, P2.1, P3.1, P4.1, P4.2	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

ITALIAN BEGINNERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to Spoken/visual texts/Oral presentation in Italian	Responses in English and Italian to a series of texts	Preliminary Examination	
Timing	Term 2 Week 1	Term 3 Week 4	Term 3, Week 8 -10	
Outcomes Assessed	1.2,1.3,1.4,2.2,2.5	2.2,2.3,2.4,2.5,3.1,3.2,3.3,3.4	1.1,1.2,1.3,1.4 2.1,2.2,2.3,2.4,2.5 3.1,3.2,3.3	
Component	Weighting %			
Reading		20%	10%	30
Speaking	10%		10%	20
Writing		10%	10%	20
Listening	20%		10%	30
Total %	30	30	40	100%

ITALIAN CONTINUERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to a spoken/visual text/oral presentation	Response to Multimodal texts	Preliminary Examination	
Timing	Term 2 Week 1	Term 3 Week 2	Term 3, Week 8 -10	
Outcomes Assessed	1.1,1.2,2.1,2.2,3.1,3.3	2.1,2.2,2.3 3.1, 3.2, 3.3, 3.5, 4.1	1.1, 1.2, 1.3,2.1, 2.2,2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,4.1	
Component	Weighting %			
Listening	20%		10%	30%
Speaking	10%		10%	20%
Reading		20%	10%	30%
Writing		10%	10%	20%
Total %	30%	30%	40%	100

JAPANESE BEGINNERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to Spoken/visual texts/Oral presentation in Japanese	Responses in English and Japanese to a series of texts	Preliminary Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3, Week 8 -10	
Outcomes Assessed	1.1,1.2,2.2, 2.3, 2.4,2.6,	2.1,2.2,2.4,2.3 3.1,3.2	1.1,1.2,1.3,1.4 2.1,2.2,2.3,2.4,2.5,2.6 3.1,3.2,3.3,3.4	
Component	Weighting %			
Speaking	10%		10%	20
Listening	20%		10%	30
Reading		20%	10%	30
Writing		10%	10%	20
Total %	30	30	40	100%

JAPANESE CONTINUERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Responses to a spoken/visual text/ oral presentation	Response to multimodal texts	Preliminary Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8 -10	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2,3.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Component	Weighting %			
Speaking	10		10	20
Listening	20		10	30
Reading		20	10	30
Writing		10	10	20
Total %	30	30	40	100%

LEGAL STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	The Legal System Research/Short Answer Responses	Individual and the Law Extended Response	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8 -10	
Outcomes Assessed	P1, P2, P3, P4, P6, P7. P10	P2, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5 ,P6, P7, P9, P10	
Component	Weighting %			
Knowledge and Understanding of the Course Content	5	15	20	40
Analysis and Evaluation		10	10	20
Inquiry and Research	20			20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	30	30	40	100

MATHEMATICS ADVANCED ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Assignment Algebraic Techniques; Equations and Inequations; Functions	In Class test Trigonometry; Further Functions; Introduction to Calculus	Preliminary Examination All Topics	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Term 3, Week 8 -10	
Outcomes Assessed	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-5 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Component				Weighting %
Understanding, Fluency and Communicating	15%	15%	20%	50
Problem Solving, Reasoning and Justification	15%	15%	20%	50
Total %	30	30	40	100%

MATHEMATICS EXTENSION 1 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Assignment Permutations and Combinations; Inequalities; Polynomials	In Class test Graphical Relationships; Inverse Functions; Parametric Form	Preliminary Examination All Topics	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Term 3, Week 8 -10	
Outcomes Assessed	ME11-1 ME11-2 ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Component	Weighting %			
Understanding, Fluency and Communicating	15%	15%	20%	50
Problem Solving, Reasoning and Justification	15%	15%	20%	50
Total %	30	30	40	100%

MATHEMATICS STANDARD 2 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Assignment+Validation Task Classifying & Representing Data; Formulae & Equations; Earning & Managing Money	In Class test Relative Frequency & Probability; Applications of Measurement; Working with Time	Preliminary Examination All topics	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Term 3, Week 8 -10	
Outcomes Assessed	MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-8 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Component				Weighting %
Understanding, Fluency and Communicating	15%	15%	20%	50
Problem Solving, Reasoning and Justification	15%	15%	20%	50
Total %	30	30	40	100%

MATHEMATICS STANDARD 1 (optional ATAR) ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Assignment Classifying & Representing Data; Formulae & Equations; Earning & Managing Money	In Class test Relative Frequency & Probability; Applications of Measurement; Working with Time	Preliminary Examination All topics	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Term 3, Week 8 -10	
Outcomes Assessed	MA11-1 MA11-2 MA11-5 MA 11-6 MA11-9 MA11-10	MA11-3 MA11-4 MA11-8 MA11-9 MA11-10	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9 MA11-10	
Component				Weighting %
Understanding, Fluency and Communicating	15%	15%	20%	50
Problem Solving, Reasoning and Justification	15%	15%	20%	50
Total %	30	30	40	100%

MODERN GREEK BEGINNERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to Spoken/visual texts/Oral presentation in Greek	Responses in English and Greek to a series of texts	Preliminary Examination	
Timing	Term 2 Week 2/3	Term 3 Week 4	Term 3, Week 8 -10	
Outcomes Assessed	1.2,1.3,1.4, 2.2,2.5	2.2,2.3,2.4,2.5,3.1,3.2,3.3,3.4	1.1,1.2,1.3,1.4 2.1,2.2,2.3,2.4,2.5 3.1,3.2,3.3	
Component	Weighting %			
Reading		20%	10%	30
Speaking	10%		10%	20
Listening	20%		10%	30
Writing		10%	10%	20
Total %	30	30	40	100%

MODERN GREEK CONTINUERS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Response to a spoken/visual text/oral presentation	Response to Multimodal texts	Preliminary Examination	
Timing	Term 2 Week 2	Term 3 Week 2	Term 3, Week 8 -10	
Outcomes Assessed	1.1,1.2,,2.1,2.2,3.1,3.3	2.1,2.2,2.3 3.1, 3.2, 3.3, 3.5, 4.1	1.1, 1.2, 1.3,2.1, 2.2,2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,4.1	
Component				Weighting %
Listening	20%		10%	30
Speaking	10%		10%	20
Reading		20%	10%	30
Writing		10%	10%	20
Total %	30	30	40	100

MODERN HISTORY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Essay	Historical Investigation	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8 -10	
Outcomes Assessed	MH 11-2, MH 11-3, MH 11-4, MH 11-6, MH 11-9	MH 11-5, MH 11-6, MH 11-7, MH 11-8, MH 11-9, MH11-10	MH 11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-5, MH 11-6, MH 11-9	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	10	20
Historical inquiry and research	5	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

MUSIC 1 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	<p>Solo Performance + Reflection</p> <p>Topic 1</p> <p>Solo performance based on the topic with written reflection of process based on musicological research.</p>	<p>Composition Portfolio with Musicology Reference</p> <p>Topic 2</p> <p>Composition or arrangement, including portfolio with reference to the characteristics of style in the composition, relevant to the chosen topic.</p>	<p>Preliminary Examination</p> <p>Yearly Exam</p> <p>Performance and Aural Skills</p>	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8 -10	
Outcomes Assessed	P1, P5, P9, P11	P2, P3, P8, P10	P4, P5, P6, P7, P10	
Component				Weighting %
Performance	15		10	25
Composition		25		25
Musicology	15	10		25
Aural			25	25
Total %	30	35	35	100

MUSIC 2 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Solo Performance + Reflection w/ Sight Singing Topic 1 Solo performance based on the topic with written reflection of process based on musicological research.	Composition / Portfolio and Analysis Mandatory Topic Music 1600 – 1900 Composition portfolio and score analysis of two contrasting works with reference to compositional techniques and stylistic features	Preliminary Examination Yearly Exam Performance and Aural Skills	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8 -10	
Outcomes Assessed	P1, P5, P9, P11	P2, P3, P8, P10	P4, P5, P6, P7, P10	
Component				Weighting %
Performance	15		10	25
Composition		25		25
Musicology	15	10		25
Aural	5		20	25
Total %	35	35	30	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Core 1: Better Health for Individuals Investigation and Topic Test	Core 2: The Body in Motion Research Task	Preliminary Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3 Year 11 Examination Block, Weeks 8-10	
Outcomes Assessed	P1, P2, P3,P4,P6, P15, P16	P7, P8, P11,P16, P17	P1-17	
Component				Weighting %
Knowledge and understanding	10	10	20	40
Skills	20	20	20	60
Total %	30	30	40	100

PHYSICS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Research Report (Secondary Sources and Lab Investigation)	Depth Study (on Kinematics and Dynamics (Modules 1 and 2))	Final Examination	
Timing	Term 1 – Week 10	Term 2 – Week 8	Term 3, Week 8 -10	
Outcomes Assessed	PH11-3 PH11-4 PH11-7	PH11-1 PH11-2 PH11-3 PH11-5 PH11-6 PH11-7 PH11-8 PH11-9 PH11-10	PH11-8 PH11-9 PH11-10 PH11-11	
Component				Weighting %
Skills in Working Scientifically	25	25	10	60
Knowledge and Understanding	5	5	30	40
Total %	30%	30%	40%	100%

SOCIETY AND CULTURE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Research	Mini- Personal Interest Project	Preliminary Examination	
Timing	Term 1, Week 7	Term 2, Week 10	Term 3, Week 8 -10	
Outcomes Assessed	P1, P3, P4, P9, P10	P2, P5, P6, P7, P8, P9, P10	P1, P2, P3, P5, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content	15	10	25	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 %	25	40	35	100

SPORT LIFESTYLE AND RECREATION ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Sports Coaching and Training Research Task	Athletics Practical	Preliminary Examination	
Timing	Term 1, Week 6	Term 2, Week 2	Term 3, Week 8-10	
Outcomes Assessed	1.1, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 2.5, 3.1, 3.2, 3.3, 4.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	
Component	Weighting %			
Knowledge and understanding	20	10	20	50
Skills	10	20	20	50
Total %	30	30	40	100

VISUAL ARTS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Topic and Nature of task	Art Through the Ages Submitted artwork(s) and VAPD. Critical and historical studies Written assignment and research	Identity Submitted artwork(s) and VAPD	Reaction Yearly Examination Art Criticism and Art History Written examination- section 1 and section 2	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8-10(TBA)	
Outcomes Assessed	P1, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Component				Weighting %
Artmaking	10	40		50
Art Criticism and Historical Studies	20		30	50
Total %	30	40	30	100



Principal
Mrs S. Kapsimalis

Blakehurst High School

ILLNESS/MISADVENTURE APPLICATION (Appendix A)

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Type of Claim (please tick) Illness Misadventure

Outline reasons for this application for Illness/Misadventure and attach relevant documentation

.....
.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Receipt date of Illness/Misadventure form:
.....

Task submitted/completed Yes No Date Completed:

Date of rescheduled task:

Head Teacher Approval: Approved Rejected

Comments:
.....

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: Accepted Rejected

Deputy Principal Signature: Date: / /

Comment:

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File

X Attach any supporting evidence here with a staple



Principal
Mrs S. Kapsimalis

Blakehurst High School

APPEAL APPLICATION (Appendix B)

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

- | | | | | |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Please provide a statement in support of your application to appeal.

.....
.....
.....
.....

List any additional documentation in support of your application:

.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Deputy Principal

Appeals Panel Members:

.....
.....

Resolution: Accepted Rejected

Comment:
.....
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File

X Attach any supporting evidence here with a staple



Blakehurst High School

Principal
Mrs S. Kapsimalis

REQUEST FOR EXTENSION APPLICATION (Appendix C)

X Attach any supporting evidence here with a staple

Form Issued by Deputy Principal on: / /

Form Received on: / /

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

- | | | | | |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Other (please specify):

Reason for application (attach supporting letter or documentation as necessary)

State sufficient details to support your case for consideration to gain an extension of time.

.....
.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Comments:

.....
.....

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: Accepted Rejected

Comment:

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mrs S. Kapsimalis

Blakehurst High School

REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS

(APPENDIX D)

X Attach any supporting evidence here with a staple

Name of Activity:
Date: Venue:

Section A

To be completed by the student

Student's Name: Course: Year:
Parent's Name: Daytime parent contact number:
Name of Assessment Task:
Due Date: Class Teacher:

Nature of Task: (please circle)

Examination **Performance** **Assignment** **Field Work** **Portfolio**
Research Activity **Practical Task** **Speaking Task** **Viewing Task** **Written Task**

Other (please specify):

Reason for application (attach supporting letter or documentation as necessary)

.....
.....
.....

Parent/Carer Signature: Student Signature:
Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:
Date of rescheduled task: / /

Student issued reschedule notification: Yes No

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Comment:
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mrs S. Kapsimalis

Blakehurst High School

APPLICATION FOR IN-SCHOOL DISABILITY PROVISIONS (Appendix E)

Complete and return to the Learning and Support Teacher

Student's Name: Date: / /

Nature of Disability:

Describe how this disability affects you during exams:

Type of provision required:

<input type="checkbox"/> Separate supervision	<input type="checkbox"/> Rest breaks	<input type="checkbox"/> Personal computer
<input type="checkbox"/> Reader/writer	<input type="checkbox"/> Special fonts/special paper	<input type="checkbox"/> Toilet breaks
<input type="checkbox"/> Special seating/standing	<input type="checkbox"/> Diabetic Provisions	<input type="checkbox"/> Other (please list):
<input type="checkbox"/> Medication/healthcare breaks	<input type="checkbox"/> Stand and stretch

Describe how the requested provision/s will help you during exams:

Do you have a specialist diagnosis for this disability? (Documentation) **Yes** **No**

List your subjects:

GLOSSARY OF KEY TERMS

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

Word	Definition	Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Evaluate	Make a judgement based on criteria; determine the value of
Analyse	Identify components and the relationship between them; draw out and relate implications	Examine	Inquire into
Apply	Use, utilise, employ in a particular situation	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Appreciate	Make a judgement about the value of	Extract	Choose relevant and/or appropriate details
Assess	Make a judgement of value, quality, outcomes, results or size	Extrapolate	Infer from what is known
Calculate	Ascertain/determine from given facts, figures or information	Identify	Recognise and name
Clarify	Make clear or plain	Interpret	Draw meaning from
Classify	Arrange or include in classes/categories	Investigate	Plan, inquire into and draw conclusions about
Compare	Show how things are similar or different	Justify	Support an argument or conclusion
Construct	Make; build; put together items or arguments	Outline	Sketch in general terms; indicate the main features of
Contrast	Show how things are different or opposite	Predict	Suggest what may happen based on available information
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Deduce	Draw conclusions	Recall	Present remembered ideas, facts or experiences
Define	State meaning and identify essential qualities	Recommend	Provide reasons in favour
Demonstrate	Show by example	Recount	Retell a series of events
Describe	Provide characteristics and features	Summarise	Express, concisely, the relevant details
Discuss	Identify issues and provide points for and/or against	Synthesise	Putting together various elements to make a whole
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between		



PERSONAL ASSESSMENT TASK CALENDAR

Wk			Term 1 2024		Term 2 2024		Term 3 2024		Term 4 2024			
1	M	FEB	29	APR	29	Staff Dev Day	JULY	22	Staff Dev Day	OCT	14	School starts
	T		30		Staff Dev Day	23		School Starts	15			
	W		31		Staff Dev Day	24			16			
	Th		1		Y7, 11, 12 start	25			17			
	F		2		Whole school start	26			18			
2	M	FEB	5	MAY	6		JULY	29		OCT	21	
	T		6		7	30			22			
	W		7		8	31			23			
	Th		8		9	1			24			
	F		9		10	2			25			
3	M	FEB	13	MAY	13		AUG	5		OCT	28	
	T		13		14	6			29			
	W		14		15	7			30			
	Th		15		16	8			31			
	F		16		17	9			1			
4	M	FEB	19	MAY	20	Athletics Carnival	AUG	12		OCT	4	
	T		20		21	13			5			
	W		21		22	14			6			
	Th		22		23	15			7			
	F		23		24	16			8			
5	M	FEB	26	MAY	27		AUG	19		NOV	11	
	T		27		28	20			12			
	W		28		29	21			13			
	Th		29		30	22			14			
	F		1		31	23			15			
6	M	MAR	4	JUNE	3		AUG	26		NOV	18	
	T		5		4	27			19			
	W		6		5	28			20			
	Th		7		6	29			21			
	F		8		7	30			22			
7	M	MAR	11	JUNE	10	King's Birthday	SEPT	2		NOV	25	
	T		12		11	3			26			
	W		13		12	4			27			
	Th		14		13	5			28			
	F		15		14	6			29			
8	M	MAR	18	JUNE	17		SEPT	9	PRELIM EXAM	DEC	2	
	T		19		18	10		PRELIM EXAM	3			
	W		20		19	11		PRELIM EXAM	4			
	Th		21		20	12		PRELIM EXAM	5			
	F		22		21	13		PRELIM EXAM	6			
9	M	MAR	25	JUNE	24		SEPT	16	PRELIM EXAM	DEC	9	
	T		26		25	17		PRELIM EXAM	10			
	W		27		26	18		PRELIM EXAM	11			
	Th		28		27	19		PRELIM EXAM	12		Presentation Day	
	F		29		28	20		PRELIM EXAM	13			
10	M	APR	1	JULY	1		SEPT	23	PRELIM EXAM	DEC	16	
	T		2		2	24		PRELIM EXAM	17			
	W		3		3	25		PRELIM EXAM	18		Last day for students	
	Th		4		4	26		PRELIM EXAM	19		Staff Dev Day	
	F		5		5	27		PRELIM EXAM	20		Staff Dev Day	
11	M	APR	8									
	T		9									
	W		10									

	Th		11											
	F		12											