



# 2020

# YEAR 11

# ASSESSMENT

# BOOKLET

UPDATED APRIL 2020 DUE TO CV-19

# JAMES FALLON HIGH SCHOOL

## PRELIMINARY HSC COURSES

### ASSESSMENT BOOKLET 2020

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# JAMES FALLON HIGH SCHOOL

## PRELIMINARY COURSE ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE

### 2020 POLICY & PROCEDURE

**Rationale:** This policy seeks to provide a fair and equitable assessment process to all students who will complete the Preliminary HSC in 2020. It is also designed to protect all students from any particular student gaining an unfair advantage in the completion of assessment tasks in any of the Preliminary HSC courses.

**Prerequisite:** Satisfactory completion of the Preliminary HSC course or its equivalent is a prerequisite for entry into an HSC course. All students must complete at least 12 Units to satisfy the requirements of the Preliminary course. The Preliminary Course is undertaken in terms 1, 2 and 3 of 2020. In term 4 students will commence their HSC courses. This booklet outlines all internal assessment tasks for each of the Preliminary HSC courses offered for study at James Fallon High School in 2020.

For each internal assessment task outlined in this booklet you have been provided with the:

- syllabus **components**
- **particular week** in which the task is to occur
- **outcomes** that the task is assessing and
- **weighting** of the task.

As well as this information, additional details are provided to you through formal written notification of specific tasks during the course.

#### 1. WHEN DOES THE PERIOD FOR PRELIMINARY HSC INTERNAL ASSESSMENT TASKS TAKE PLACE?

The internal assessment period will begin in Week 5 of Term 1, 2020 and continue through to the end of Week 10 of Term 3 in 2020.

You will complete **no** assessment tasks in Weeks 1-4 of Term 1, 2020.

#### 2. HOW AND WHEN WILL I BE NOTIFIED OF SPECIFIC ASSESSMENT TASKS IN EACH COURSE?

You will be notified in writing of the specific date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification may include:

- sending you an email and/or other electronic notification, OR
- providing you with a hard copy of the notification, OR
- both of these means.

You will receive this information not less than 10 school days in advance of the date that a particular task is scheduled in this booklet.

#### 3. IF I HAVE ASSESSMENT TASKS YET TO BE ATTEMPTED OR SUBMITTED FROM A PRELIMINARY HSC COURSE, WILL I BE PERMITTED TO BEGIN HSC CLASSES IN TERM 4?

No, you will not.

#### 4. WHAT ARE THE RULES AROUND ASSESSMENT TASKS DURING THE PRELIMINARY EXAMINATIONS?

In 2020 the Preliminary Examinations will occur in Weeks 9 and 10 of Term 3.

No in-class assessment tasks will be scheduled for completion *after* Week 7 of Term 3 in 2020.

Note, however, some practical subjects may have submission dates in Weeks 8, 9 or 10 of Term 3

#### 5. MAY THE TEACHER CHANGE THE WEEK WHICH IS LISTED IN THIS BOOKLET FOR A PARTICULAR ASSESSMENT TASK?

Only in **exceptional circumstances**. Moving a task for an entire class will happen **very rarely**.

To alter the **Week** a task is to be attempted by the class, **all** of the following steps **must** happen not less than 10 school days **before the Week** indicated in this booklet:

- The classroom teacher must initially consult the Head Teacher and provide compelling reasons as to why the Week needs to be changed.
- If the Head Teacher supports the change, then the Deputy Principal Curriculum needs to be consulted. The impact of moving the Week of a task will be considered by the Deputy Principal Curriculum in relation to the assessment calendar.
- If the change is supported by the Deputy Principal Curriculum then all members of the class, including you, need to agree in writing to the change.

The final decision on the variation of an assessment task due date will be made by the Deputy Principal Curriculum.

#### 6. MAY A STUDENT OBTAIN A VARIATION OR EXTENSION OF TIME FOR A PARTICULAR ASSESSMENT TASK?

Only in **exceptional circumstances**.

Non-submission or non-attempt on the due date will result in a mark of **zero** being awarded in any variation application which outlines circumstances that are **not** considered **exceptional**.

The following circumstances will generally be recognised as **exceptional**:

- Where you have more than three (3) assessment tasks due in a particular week and you provide 10 school days' notice before the relevant week of that fact to the Deputy Principal Curriculum.
- Where you have a serious and continuing medical condition which is supported by a doctor's certificate and such documentation is submitted to the Deputy Principal Curriculum.

The following circumstances will generally **NOT** be recognised as **exceptional**:

- Extra-curricular activities
- Paid employment commitments
- Attending or preparing to attend recreational activities such as music concerts and the Albury Gold Cup
- Holidays
- One or two days of illness during the two weeks leading up to the task

The final decision on the variation of an assessment task due date for an individual student will be made by the Deputy Principal Curriculum

**7. WHAT HAPPENS IF I AM UNWELL OR FACE AN UNFORESEEABLE EMERGENCY ON THE DAY OF AN ASSESSMENT TASK?**

- a. The school is to be **telephoned** by you or your parent/guardian at the earliest possible opportunity and the reason for the absence is to be communicated to the Deputy Principal Curriculum.
- b. **The first day** you return to school, you are to see the Deputy Principal Curriculum to discuss your absence and to submit a variation application together with comprehensive supporting documentation, where relevant.
- c. If your unexpected absence was the result of illness or a medical condition, a **doctor's certificate is required**.
- d. You will be expected to attempt the relevant task immediately you return to the school OR at the first opportunity, whichever one the Deputy Principal Curriculum decides is applicable to your situation.
- e. Failure to adhere to steps a. – d. (above) will result in the award of **zero marks** for the relevant task.

The final decision on whether an unexpected absence on the day of an assessment task will be grounds for a variation with or without penalty will be made by the Deputy Principal Curriculum.

**8. WHAT HAPPENS IF TECHNOLOGY FAILURES, EITHER AT HOME OR AT SCHOOL, PREVENT ME FROM SUBMITTING THE TASK ON THE DUE DATE?**

You will be awarded **zero marks**.

Printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances.

Technology problems are simply **NOT** grounds for a legitimate variation or extension of time.

**9. WHAT HAPPENS IF I DO NOT ATTEND SCHOOL ON THE SCHOOL DAY IMMEDIATELY BEFORE THE DAY OF AN ASSESSMENT TASK?**

You will be awarded **zero marks** unless you can demonstrate **exceptional circumstances** for your absence.

It is not possible to anticipate all of the circumstances that qualify as 'exceptional' but you will be expected to provide **compelling evidence** for your absence.

As a guide, you are referred to the two lists at Question 6 of this policy as to what generally will and what will not be considered exceptional.

If the reason offered is not considered exceptional, **zero marks** will be awarded in order that you do not receive an unfair advantage over other students.

The final decision on the awarding of zero marks for failing to attend school on the school day immediately prior to an assessment task will be made by the Deputy Principal Curriculum.

**10. WHAT HAPPENS IF IT IS DETERMINED THAT I HAVE *CHEATED* OR ENGAGED IN *MALPRACTICE* SO AS TO GIVE ME AN UNFAIR ADVANTAGE OVER OTHER STUDENTS?**

You will be awarded **zero marks** for that task.

It is your responsibility to abide by the principles of the ‘All My Own Work’ modules which set out the ways you can make sure your work is in fact legitimately yours. If in doubt, ask your teacher ***before*** submitting the task.

The final decision on the awarding of zero marks for cheating or malpractice in respect of any assessment task will be made by the Principal.

See the JFHS Malpractice Policy at pages 6-7 of this booklet for further details about the definition, processes and consequences for engaging in malpractice or cheating.

**11. IF I AM AWARDED ZERO MARKS FOR A TASK DO I STILL NEED TO COMPLETE THE TASK?**

Yes.

Once a zero mark has been awarded, an alternative time will be arranged for completion of that task.

Written notification of this award of zero marks in the form of a Board of Studies official warning letter will be sent to your parents/guardian. That letter will set out the alternative date for the completion of the task by you.

You must abide by that new deadline and all assessment requirements continue to apply in respect of the task.

**12. IF A TASK IS SCHEDULED TO BE SUBMITTED AT A PARTICULAR TIME OF THE SCHOOL DAY AND I SUBMIT IT AFTER THAT TIME BUT ON THE SAME DAY, WHAT HAPPENS?**

You will be awarded **zero marks** unless you can demonstrate **exceptional circumstances** for your late submission and this will be determined by the Deputy Principal Curriculum and the appropriate Head Teacher.

**13. HOW IS ASSESSMENT DIFFERENT WHILE THE CORONAVIRUS PANDEMIC IS KEEPING EVERYONE AT HOME?**

**This is a time of great uncertainty, so please, if in doubt ASK your teacher, head teacher or the deputy!**

The main changes, until we return to school, are:

- i. With the difficulties presented by in-class tasks and practical tasks in a range of courses, many Year 11 courses have seen teachers make changes to the formal assessment schedule. So, have a look at each of your courses and take note of those changes. Unless NESA directs otherwise, the changes in this booklet will be **permanent** no matter what happens with the Coronavirus and the date we return to the school site.
- ii. Variations procedure and policy:
  - a. If you are unable to submit a task on time, you must notify your teacher and the relevant head teacher.
  - b. The head teacher will decide whether your reason for not submitting the task is valid and an extension of time will be granted, OR, your reason is invalid, zero marks awarded and the task rescheduled.
  - c. If after being notified of the variation decision by the Head Teacher, you believe the decision that has been made is unfair, you may appeal that decision to the Deputy Principal, Curriculum (DPC).
  - d. The rules around variations set out elsewhere in this document, otherwise continue to apply.
  - e. If you engage in plagiarism, your variation will be referred directly to the DPC for decision and action.

# JFHS MALPRACTICE POLICY\*

## 1. HONESTY AND INTEGRITY

All JFHS students must be entirely honest when completing all assessment tasks, exams and submitted works. You are marked only on the quality and originality of the work you have produced yourself.

## 2. ALWAYS ACKNOWLEDGE YOUR SOURCES

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet. There is no need to formally acknowledge material you have learned from your teacher in classes.

## 3. UNDERSTANDING MALPRACTICE

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your HSC will be placed in jeopardy
- your name will be recorded on a malpractice register in Sydney
- you may even be referred to the Independent Commission Against Corruption

Malpractice includes:

- copying all or part of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- slightly re-wording phrases from another source and passing the phrases off as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to
- using someone else's words, ideas, designs, images or work in projects or performance tasks without giving their source
- paying someone to prepare or write material
- cheating in an exam
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

\* **Note:** this document draws heavily on the NESA policy

#### 4. UNDERSTANDING MALPRACTICE AND ITS CONSEQUENCES

JFHS treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

##### First Incident:

- Interview with the appropriate head teacher
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by classroom teacher.
- Recorded on school's welfare system and possible level move

##### Second Incident:

- Interview with the appropriate head teacher and deputy principal
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal
- Formal caution of suspension
- Recorded on school's welfare system and moved to Level 9

##### Third Incident:

- Interview with the deputy principal and principal
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal or principal
- Suspension
- Recorded on school's welfare system and moved to Level 10

#### STUDENTS IN YEARS 11 -12

In addition to the consequences outlined above for each incident, senior students who engage in malpractice can reasonably anticipate the following steps to be taken:

- Entry of the student's name on the NSW Education Standards Authority Malpractice Register
- NESA official warning letter mailed to parent/carer
- Possible non-award of a grade for the HSC course(s) in which the malpractice has occurred

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**ABORIGINAL STUDIES**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

COMPONENTS	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2	
		T	W	T	W
		1	9	3	9/10
		Aboriginality and the Land		All topics	
		Perspectives file – perspectives on relationship to country		Yearly Examination	
Knowledge and understanding of course content	40	10		30	
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	5		10	
Research and inquiry methods, incl. aspects of the local community case study	20	10		10	
Communication of information, ideas and issues in appropriate forms	25	5		20	
<b>OUTCOMES ASSESSED FOR EACH TASK</b>		<b>P1.1, P1.2, P1.3, P2.2, P3.1, P3.2, P3.3 P4.1</b>		<b>P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3</b>	
<b>Total</b>	<b>100</b>	<b>30</b>		<b>70</b>	

# AGRICULTURE

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

Task number	Task 1	Task 2	Task 3	
Nature of task	Farm Case Study Questions	Presentation Animal Disease	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 9–10	
Outcomes assessed	P1.1, P2.1, P2.3, P3.1, P5.1	P2.2, P3.1, P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	40
Skills in effective research, experimentation and communication	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**ANCIENT HISTORY**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		<b>1</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>9/10</b>
		<b>Investigating Ancient History</b>		<b>Historical Investigation</b>		<b>All Modules</b>	
		<b>Source Analysis</b>		<b>Research Presentation</b>		<b>Course Exam</b>	
<b>Knowledge and understanding of course content</b>	<b>40</b>	<b>20</b>				<b>20</b>	
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	<b>20</b>	<b>10</b>				<b>10</b>	
<b>Historical inquiry and research</b>	<b>20</b>			<b>20</b>			
<b>Communication of historical understanding in appropriate forms</b>	<b>20</b>			<b>10</b>		<b>10</b>	
<b>OUTCOMES FOR EACH TASK</b>		<b>AH11-4 AH11-6 AH11-7</b>		<b>AH11-5 AH11-8 AH11-9</b>		<b>AH11-1 AH11-2 AH11-3 AH11-10</b>	
	<b>Marks /100</b>	<b>30</b>		<b>30</b>		<b>40</b>	

# BIOLOGY

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Ecosystem Depth Study</b>  Ecosystem Dynamics	<b>Enzymes Task</b>  Investigating Enzyme activity	<b>Preliminary Examination</b>  Formal Examination	
	Term 1, Week 11	Term 2, Week 8	Term 3, Week 10	
	<b>Outcomes assessed</b>  BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-11	<b>Outcomes assessed</b>  BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11-8	<b>Outcomes assessed</b>  ALL	
<b>Working Scientifically</b>	20	20	20	<b>60</b>
<b>Knowledge and understanding</b>	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# BUSINESS STUDIES

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2	
		T	W	T	W
		1	10	3	9/10
		<b>Assessment Task 1</b>  <b>Nature of Business</b>  <b>PART A:</b> Excursion Matrix/Notes  <b>PART B:</b> Business Report		<b>Assessment 3</b>  <b>Exam</b>	
Knowledge and understanding of content	40	10		30	
Stimulus based skills	20			20	
Inquiry and Research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20	5		15	
OUTCOMES FOR EACH TASK		P1, P2, P3, P7, P8, P9		P1, P2, P3, P4, P5, P6, P8, P9, P10	
	<b>Marks /100</b>	<b>PART A: 5%</b> <b>PART B: 20%</b> <b>25</b>		<b>TOTAL: 75%</b>  <b>75</b>	

# CHEMISTRY

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		2	4	2	10	3	9/10
		Practical & Calculation Assessment		Depth Study		Preliminary Exam	
Skills in working scientifically	60	15		30		15	
Knowledge and understanding of course content	40	5		10		25	
OUTCOMES FOR EACH TASK		CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8		CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-9		CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
		<i>Marks</i> <i>/100</i>		<b>20</b>		<b>40</b>	
				<b>40</b>		<b>40</b>	

# COMMUNITY AND FAMILY STUDIES

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2	
		T	W	T	W
		1	7	3	9/10
		Resource Management Assessment Task		Preliminary Examination	
Knowledge and understanding of course content.	40	10		30	
Skills in critical thinking, research methodology, analysing and communicating.	60	20		40	
		30%		70%	
OUTCOMES FOR EACH TASK		P 1.1, P 1.2, P 4.1, P 4.2, P 5.1		P 1.1, P 1.2, P 2.1, P 2.2, P 2.3, P 2.4, P 3.1, P 4.1, P 4.2, P 5.1, P 6.1, P 6.2, P7.1	
	<b>Marks /100</b>	<b>30</b>		<b>70</b>	

**DANCE**

**ASSESSMENT SCHEDULE 2020**

**PRELIMINARY HSC COURSE**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Core Performance</b> Submission of PowerPoint/iMovie presentation and Journal.	<b>Performance/ Composition</b> <b>Part A</b> Submission of filmed Composition <b>Part B</b> Performance of class dance and Journal	<b>Yearly Examination</b> Written Core Appreciation Exam	
	Term 2, Week 3	Term 3 Week 6	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P2.1, P2.2, P2.2, P2.3,	<b>Outcomes assessed</b> P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P2.4 P2.5, P 2.6	<b>Outcomes assessed</b> P4.1, P4.2 P4.5	
Performance	20	20		<b>40</b>
Composition		30		<b>30</b>
Appreciation			30	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>50</b>	<b>30</b>	<b>100</b>



**DESIGN AND TECHNOLOGY  
ASSESSMENT SCHEDULE 2020  
PRELIMINARY HSC COURSE**

COMPONENTS	WEIGHTINGS	TASK 1				TASK 2	TASK 3
		Part A		Part B			
		T	W	T	W	Term 3 Week 5	Term 3 Weeks 9/10
		1	8	2	2		
Design Skills/study				Environment Design		Exam	
Designing and Producing	50	10				40	
Presentation of Research	25	25					
Test Type tasks	25						25
Outcomes for each Task		4.1, 4.3, 5.2, 6.2 2.1, 2.2, 5.3				1.1, 3.1, 4.3, 5.2, 5.3 4.2, 4.3, 5.1, 5.2, 6.1	4.3, 5.1, 5.3, 6.1
	100	10		25		40	25

# **DRAMA 2-UNIT**

## **REVISED - 2020 ASSESSMENT SCHEDULE**

### **PRELIMINARY HIGHER SCHOOL CERTIFICATE COURSE**

OBJECTIVES (as per Syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	6	2	6	3	6
		TASK TYPE & NAME					
		Individual Design/ Performance Task: Australian Playwrights <i>Practical &amp; Theory</i>		Style Study Task: Absurdist Theatre <i>Practical &amp; Theory</i>		Playbuilding Task: PLAYBOX Festival <i>Practical &amp; Theory</i>	
<b>Making</b>	40%	15		5		20	
<b>Performing</b>	30%			10		20	
<b>Critically Studying</b>	30%	5		25			
<b>OUTCOMES FOR EACH TASK</b>		P1.1, P1.3, P1.6, P3.1		P1.4, P2.3, P2.4, P3.1, P3.2, P3.3, P3.4		P1.2, P1.5, P1.7, P1.8, P2.1, P2.2, P2.5, P2.6	
	MARKS /100	20		40		40	

**ENGLISH STANDARD**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		<b>1</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>9/10</b>
		<b>Common Module: Reading to Write</b>		<b>Module B: Close Study of Text</b>		<b>All Modules</b>	
		<b>Imaginative Composition and Reflection</b>		<b>Essay</b>		<b>Course Exam</b>	
<b>Knowledge and understanding of course content</b>	<b>50</b>	<b>15</b>		<b>20</b>		<b>15</b>	
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	<b>50</b>	<b>15</b>		<b>15</b>		<b>20</b>	
<b>OUTCOMES FOR EACH TASK</b>		<b>EN11-3, EN11-4, EN11-9</b>		<b>EN11-1, EN11-2, EN11-7</b>		<b>EN11-5, EN11-6, EN11-8</b>	
	<b>Marks /100</b>	<b>30</b>		<b>35</b>		<b>35</b>	

**ENGLISH ADVANCED**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	7 & 11	2	7	3	9/10
		<b>Common Module: Reading to Write</b>		<b>Module B: Critical Study of Literature</b>		<b>All Modules</b>	
		<b>Critical and Creative Writing</b>		<b>Written Tutorial Submission</b>		<b>Course Exam</b>	
<b>Knowledge and understanding of course content</b>	50	10		20		20	
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	50	20		15		15	
<b>OUTCOMES FOR EACH TASK</b>		EA11-2, EA11-4, EA11-9		EA11-3, EA11-5, EA11-8,		EA11-1, EA11-6, EA11-7,	
	<b>Marks /100</b>	<b>30</b>		<b>35</b>		<b>35</b>	

**ENGLISH EXTENSION**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		<b>1</b>	<b>10</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>9/10</b>
		<b>Module: Texts, Culture and Value</b>		<b>Research Project: Close Study of Text</b>		<b>All Modules</b>	
		<b>Writing Portfolio: Critical and Creative Responses</b>		<b>Multimodal Tutorial Presentation</b>		<b>Course Exam</b>	
<b>Knowledge and understanding of complex texts and of how and why they are valued</b>	<b>50</b>	<b>20</b>		<b>20</b>		<b>10</b>	
<b>Skills in complex analysis, sustained composition and independent investigation</b>	<b>50</b>	<b>10</b>		<b>20</b>		<b>20</b>	
<b>OUTCOMES FOR EACH TASK</b>		<b>EE11-2, EE11-5</b>		<b>EE11-4, EE11-6</b>		<b>EE11-1, EE11-3,</b>	
	<b>Marks /100</b>	<b>30</b>		<b>40</b>		<b>30</b>	

**ENGLISH STUDIES  
ASSESSMENT SCHEDULE 2020  
PRELIMINARY HSC COURSE**

<b>COMPONENTS (as per syllabus)</b>	<b>WEIGHTINGS (as per Syllabus)</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		<b>1</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>9/10</b>
		<b>Elective Module 1</b>		<b>All Modules</b>		<b>All Modules</b>	
		<b>Multimodal presentation</b>		<b>Collection of Classwork: Portfolio of Learning</b>		<b>Course Exam</b>	
<b>Knowledge and understanding of course content</b>	<b>50</b>	<b>20</b>		<b>15</b>		<b>15</b>	
<b>Skills in:</b> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	<b>50</b>	<b>20</b>		<b>15</b>		<b>15</b>	
<b>OUTCOMES FOR EACH TASK</b>		<b>ES11-2, ES11-6, ES11-8</b>		<b>ES11-3, ES11-7, ES11-9, ES11-10</b>		<b>ES11-1, ES11-4, ES11-5</b>	
	<b>Marks /100</b>	<b>40</b>		<b>30</b>		<b>30</b>	

**GEOGRAPHY**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2	
		T	W	T	W
		2	2	3	9/10
		<b>Part A:</b> Fieldwork Report (15%) <b>Part B:</b> In class Test (15%)		Preliminary HSC Course Examination	
Knowledge and understanding of course content	40	10		30	
Geographical tools and skills	20	10		10	
Geographical inquiry and research, including fieldwork	20	20			
Communication of geographical information, ideas and issues in appropriate forms	20	10		10	
OUTCOMES FOR EACH TASK		P1, P4, P5, P8, P9 and P12		P1, P2, P3, P4, P5, P6, P8, P9 and P12	
WEIGHTING		50%		50%	

**INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS &  
FURNITURE TECHNOLOGIES  
ASSESSMENT SCHEDULE 2020  
PRELIMINARY HSC COURSE**

<b>COMPONENTS</b>	<b>WEIGHTINGS</b>	<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>	
		T	W	T	W	T	W
		2	8	3	5	3	9/10
		<b>Industry Study</b>		<b>Individual Project/Folio</b>		<b>Exam</b>	
Industry Study	20	5		10		5	
Management Communication Production	50	20		20		10	
Industry Related Manufacturing	30	10		10		10	
Outcomes for each Task		1.1, 2.2, 6.1, 6.2, 7.1		2.1, 3.1, 3.3, 4.2, 4.3, 5.2, 5.4, 6.1		1.2, 3.2, 5.1, 6.1, 6.2, 7.1	
	<b>100</b>	<b>35</b>		<b>40</b>		<b>25</b>	



**INVESTIGATING SCIENCE**

**ASSESSMENT SCHEDULE 2020**

**PRELIMINARY HSC COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHT</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	8	3	6	3	9
		<b>Data Analysis Task</b>		<b>Depth Study</b>		<b>Exam</b>	
<b>Skills in working scientifically</b>	60	20		30		10	
<b>Knowledge and understanding of course content</b>	40	10		10		20	
<b>OUTCOMES FOR EACH TASK</b>		<b>INS11/12-2 INS11-8</b>		<b>INS11/12-7 INS11-10</b>		<b>INS11-9 INS11/12-6</b>	
	<b>Marks /100</b>	<b>30</b>		<b>40</b>		<b>30</b>	

# LEGAL STUDIES

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 3	
		T	W	T	W
		1	10	3	9/10
		Assessment Task 1 The Legal System  PART A: Media File  PART B: Class Test		Assessment 3  Preliminary Course Examination	
Knowledge and Understanding	40	15		25	
Analysis and Evaluation	20			20	
Inquiry and Research	20	20			
Communication of legal information, issues and ideas in appropriate forms	20	10		10	
OUTCOMES FOR EACH TASK		P1, P2, P3, P4, P7, P9		P1, P4, P5, P6, P7, P8, P9, P10	
		PART A: 20% PART B: 25%		TOTAL: 40%	
	<i>Weighting</i>	45%		55%	

**MATHEMATICS STANDARD  
ASSESSMENT SCHEDULE 2020  
PRELIMINARY HSC COURSE**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>In Class Assessment Task</b> Topics F1.2	<b>Assignment / Investigation</b> Topics M1.1, M1.3, A1, S2	<b>Yearly Examination</b> Topics F1.1, F1.2, A1, A2, S1, S2, M1, M2	
	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9/10	
	<b>Outcomes assessed</b> MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	<b>Outcomes assessed</b> MS11-3 MS11-4 MS11-6 MS11-8 MS11-9 MS11-10	<b>Outcomes assessed</b> MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**MATHEMATICS ADVANCED**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

Components	Task 1	Task 2	Task 3	Weighting %
	<b>In Class Assessment Task</b>	<b>Assignment / Investigation</b>	<b>Yearly Examination</b>	
	<u>Topics</u> MA-F1	<u>Topics</u> MA-F1.2 MA-F1.3 MA-F1.4	<u>Topics</u> MA-F1 MA-T1 MA-T2 MA-C1 MA-E1 MA-S1	
	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9/10	
	<b>Outcomes assessed</b> MS11-1 MS11-2 MS11-8 MS11-9	<b>Outcomes assessed</b> MS11-1 MS11-3 MS11-4 MS11-8 MS11-9	<b>Outcomes assessed</b> MA11-1 to MS11-9	
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**MATHEMATICS EXTENSION 1**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Weighting %</b>
	<b>In Class Assessment Task</b>  <u>Topics</u> ME-A1	<b>Yearly Examination</b>  <u>Topics</u> ME-A1 ME-F1 ME-F2 ME-T1 ME-T2 ME-C1	
	Term 1, Week 8	Term 3, Week 9/10	
	<b>Outcomes assessed</b> ME11-5 ME11-6 ME11-7	<b>Outcomes assessed</b> ME11-1 to ME11-7	
Understanding, Fluency and Communicating	15	35	<b>50</b>
Problem Solving, Reasoning and Justification	15	35	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>70</b>	<b>100</b>

**MODERN HISTORY**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		<b>1</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>9/10</b>
		<b>Case Study</b>		<b>Historical Investigation</b>		<b>All Modules</b>	
		<b>Source Analysis</b>		<b>Research Essay</b>		<b>Course Exam</b>	
<b>Knowledge and understanding of course content</b>	<b>40</b>	<b>15</b>		<b>10</b>		<b>15</b>	
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	<b>20</b>	<b>10</b>				<b>10</b>	
<b>Historical inquiry and research</b>	<b>20</b>	<b>5</b>		<b>15</b>			
<b>Communication of historical understanding in appropriate forms</b>	<b>20</b>	<b>5</b>		<b>5</b>		<b>10</b>	
<b>OUTCOMES FOR EACH TASK</b>		<b>MH11-4, MH11-6, MH11-7, MH11-10</b>		<b>MH11-2, MH11-8, MH11-9</b>		<b>MH11-1, MH11-3, MH11-5</b>	
	<b>Marks /100</b>	<b>35</b>		<b>30</b>		<b>35</b>	

**PDHPE**  
**ASSESSMENT SCHEDULE 2020**  
**PRELIMINARY HSC COURSE**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Core 1 Better Health for Individuals</b>	<b>Core 2 The Body in Motion</b>	<b>End Course Exam</b>	
	<b>Week 6 Term 1 2020</b>	<b>Week 6 Term 2 2020</b>	<b>Week 9/10 Term 3 2020</b>	
	<b>Research Task</b>	<b>Research &amp; Digital Presentation</b>	<b>Final Exam</b>	
	P3, P4, P6, P16	P7, P8, P11, P17	P1-3, P7, P10, P12	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Skills in critical thinking, research, analysing and communicating	<b>20</b>	<b>20</b>	<b>20</b>	<b>60</b>
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PHYSICS

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	9	2	6	3	9
		Practical task		Depth Study		End of course examination	
Skills in working Scientifically	40	15		10		15	
Knowledge and Understanding	60	5		30		25	
OUTCOMES FOR EACH TASK		PH11 – 3, 4, 9		PH11 – 1, 4, 5, 6, 7		ALL	
	Marks /100	20		40		40	



# SPORT, LIFESTYLE AND RECREATION

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

Component	Task 1	Task 2	Task 3	Weighting
	<b>Module: 8.1</b>  <b>Aquatics</b>	<b>Module: 8.9</b>  <b>Healthy Lifestyles</b>	<b>Module 8.11</b>  <b>Outdoor Recreation</b>	
	Term 1 Week 8 2020	Term 2 Week 7 2020	Term 3 Week 7 2020	
	1.1 3.6 4.5	1.5 2.3 3.5 4.3	1.3 4.2 4.4	
Knowledge and Understanding	15	15	20	<b>50</b>
Skills	15	20	15	<b>50</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# VISUAL ARTS

## ASSESSMENT SCHEDULE 2020

### PRELIMINARY HSC COURSE

Task number	Task 1 A & B	Task 2 A & B	Task 3	
<b>Nature of task</b>	<b>Practical (Term 1 A)</b> <b>Subjective Frame</b> Submitted Artworks created during the Drawing unit using a subjective approach.	<b>Practical (Term 2 A)</b> <b>Exploring Media and Frames</b> Submitted artwork(s) exploring Painting		
	<b>Art Criticism and Art History (Term 1 B)</b> Research Task – Section 1 Response Analysing artworks using the Subjective Frame	<b>Art Criticism and Art History (Term 2 B)</b> Hand in Essay which analyses artworks using the cultural frame. In class section exam.	<b>Art Criticism and Art History (Term 3)</b> <b>Yearly Examination</b> Art Criticism and Art History Written Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P3 P4, P6, P7, P8, P9,	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10	
<b>Components</b>	<b>Weighting %</b>			
Artmaking	20	30		50
Art Criticism and Art History	10	10	30	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# VET COURSE INFORMATION

## Assessment Advice for HSC VET Courses

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

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

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** is available by submitting the RTO RPL Form with the evidence relevant to each unit of competency for which RPL is being sought. The RPL Form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

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

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

Note:

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

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

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).

- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Add information
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the Trial HSC exam.	Add information

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play. Oral presentation	Third party report	Other	Self-Assessment	HSC examinable
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### Cluster 1 Teamwork in a service environment

SIRXIND001 Work effectively in a service environment	Y		Y	Y	Y		S		Y
SIRXCOM002 Work effectively in a team	Y		Y	Y	Y		S		Y

### Cluster 2 Safely maintain the store environment

SIRXWHS002 Contribute to workplace health and safety	Y		Y	Y	Y		S		Y
SIRXIND002 Organise and maintain the store environment	Y		Y	Y	Y		S		

### Cluster 3 Point of sale procedures and security

SIRXSLS002 Follow point-of-sale procedures	Y		Y	Y	Y		S		Y
SIRXRSK001 Identify and respond to security risks	Y		Y	Y	Y		S		Y

### Cluster 4 Serving the customer

SIRXCEG001 Engage the customer	Y			Y	Y		S	Y	Y
SIRXCEG002 Assist with customer difficulties	Y			Y	Y		S	Y	Y
SIRXCEG003 Build customer relationships and loyalty	Y			Y	Y		S	Y	Y

### Cluster 5 Handling retail stock

SIRRINV001 Receive and handle retail stock	Y			Y	Y		S		
SIRRINV002 Control stock	Y			Y	Y		S		

### Cluster 6 Selling and advising the retail customer

SIRXSLS001 Sell to the retail customer	Y	Y		Y	Y		S		Y
SIRXPDK001 Advise on products and services	Y	Y		Y	Y		S		Y

### Cluster 7 Merchandise displays

SIRRMER001 Produce visual merchandise displays	Y	Y	Y	Y	Y		CD/S	Y	Y
--	---	---	---	---	---	--	------	---	---

S- Simulated place environment, WPJ – Workplace Journal, CD – Create a display in class

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIR30216 Certificate III in Retail or a Statement of Attainment towards SIR30216 Certificate III in Retail.



**JAMES FALLON HIGH SCHOOL  
VARIATION FROM ASSESSMENT**

**PRELIMINARY HSC COURSE**

NAME .....

SUBJECT .....

DATE OF ASSESSMENT TASK.....

**APPLICATION FORM**

YEAR.....

TEACHER .....

PERIOD/S.....

REASON FOR REQUESTED VARIATION (To be completed by student)

.....

.....

.....

.....

SIGNED .....

DATE .....

---

To be completed by Deputy Principal - Curriculum.

DATE RECEIVED..... EVIDENCE PRESENTED Yes \_\_\_\_ No \_\_\_\_

**DECISION:**

**SATISFACTORY**

**UNSATISFACTORY**

**COMMENTS**

.....

.....

SIGNED: ..... Deputy Principal

---

**To be either:** a. Completed by Head Teacher, **OR**  
b. Initiated by Head Teacher in the event of student absence on due date of task.

DATE RECEIVED.....TIME RECEIVED .....

DECISION: .....

SIGNED: ..... Head Teacher

CLASS TEACHER NOTIFIED ..... Class Teacher

---

EXAM ORGANISER NOTIFIED (where applicable) Signed: .....

Students must return this form to the Deputy Principal - Curriculum who will file it for future reference.

**BOARD OF STUDIES WARNING LETTER  
UNSATISFACTORY COMPLETION OF A PRELIMINARY HSC COURSE**

Dear

The purpose of this letter is to warn you that..... is in danger of receiving an unsatisfactory ('U') determination in the course listed below. This determination will mean that he/she will not receive a result in this course on his/her Preliminary Record of Achievement. It may also mean that he/she is unable to proceed to the HSC Course as he/she has not satisfactorily completed the Preliminary Course.

Course in jeopardy: .....

The following information specifies those areas where he/she is failing to meet Board of Studies course requirements:

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

- (a) followed the course developed or endorsed by the Board: and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) ) achieved some or all of the course outcomes.

He/she has not to date satisfactorily met .....(a), (b), (c) or all of the above

The following list notifies you of those tasks not yet completed and/or for which \_\_\_\_\_ has not made a genuine attempt. In order for him/her to satisfy course requirements the following tasks need to be satisfactorily completed.

Task Name	Past Date Due	New Date Due
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**Please regard this letter as an official warning.** The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the \_\_\_\_\_ warning we have issued concerning \_\_\_\_\_ (course)

The Board requires principals to issue two course-specific warnings prior to a final 'N' determination being made for a course.

Please discuss this most important matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely,

---

Head Teacher

---

Principal

**YEAR 11 PRELIMINARY HSC 2020**  
**MY PERSONALISED ASSESSMENT**  
**SCHEDULE & PLANNING TOOL**

**TERM 1 2020**

<b>WEEK</b>	<b>DATES</b>	<b>TASKS SCHEDULED</b>
1A	29/01/20 – 31/01/20	
2B	03/02/20 - 07/02/20	
3A	10/02/20 - 14/02/20	
4B	17/02/20 - 21/02/20	
5A	24/02/20 - 28/02/20	
6B	02/03/20 - 06/03/20	
7A	09/03/20 - 13/03/20	
8B	16/03/20 - 20/03/20	
9A	23/03/20 - 27/03/20	
10B	30/03/20 - 03/04/20	
11A	06/04/20 – 09/04/20	

**TERM 2 2020**

<b>WEEK</b>	<b>DATE</b>	<b>TASKS SCHEDULED</b>
1B	28/04/20 - 01/05/20	
2A	04/05/20 - 08/05/20	
3B	11/05/20 - 15/05/20	
4A	18/05/20 - 22/05/20	
5B	25/05/20 - 29/05/20	
6A	01/06/20 – 05/06/20	
7B	08/06/20 – 12/06/20	
8A	15/06/20 – 19/06/20	
9B	22/06/20 – 26/06/20	
10A	29/06/20 – 03/07/20	

**TERM 3 2020**

<b>WEEK</b>	<b>DATE</b>	<b>TASKS SCHEDULED</b>
1B	21/07/20 - 24/07/20	
2A	27/07/20 - 31/07/20	
3B	03/08/20 - 07/08/20	
4A	10/08/20 - 14/08/20	
5B	17/08/20- 21/08/20	
6A	24/08/20- 28/08/20	
7B	31/08/20 - 04/09/20	
8A	07/09/20 – 11/09/20	<b>ASSESSMENT-FREE WEEK</b>
9B	14/09/20 - 18/09/20	<b>YEAR 11 FINAL WRITTEN EXAMINATION PERIOD</b>
10A	21/09/20 - 25/09/20	<b>YEAR 11 FINAL WRITTEN EXAMINATION PERIOD</b>