

2024

Preliminary Assessment Information



*Growth of the mind
Developing the person*

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PRELIMINARY COURSE ASSESSMENT GUIDELINES

This document has been prepared with reference to:

DoE: *Curriculum planning and programming, assessing and reporting to parents (2016)*

NESA: *Principles for Assessment –Stage 6 (2017)*

Assessment, Certification and Examination Manual (ACE- current edition)

Effective Assessment Principles

This policy has been developed to ensure that Assessment for students in all courses is administered in accordance with the NSW Education Standards Authority (NESA) mandatory regulations. This policy also includes procedures which are designed to ensure quality practice in designing, marking and recording assessment tasks and data at Macksville High School.

Assessment Schedule

The assessment schedule is developed at the beginning of the Stage 6 course. The schedule is approved by the Faculty Head Teacher, and published in *The Assessment Information Handbook* which is provided for students and parents.

Each student will be provided with an assessment calendar indicating the week in which assessment tasks will fall. Students are then given a specific assessment task information sheet with at least two weeks' notice of the exact date of a task. The assessment task sheet will indicate the type of assessment, the outcomes assessed, the weighting of the task and will have marking guidelines attached.

Each student will be required to sign a register when they receive the task information sheet, when they submit their task and when the task is returned with feedback.

It is the responsibility of the student if they are away to ensure that they receive any distributed assessment tasks as outlined in the assessment booklet.

The Nature of Assessment Tasks

The nature of Assessment Tasks is directed by the mandated course components from the NSW Education Standards Authority.

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

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

Each assessment task should:

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

Extract from Principles of Assessment for Stage 6 2017

Teachers are expected to:

- Follow all NESA mandatory requirements for assessment and reporting.
- Conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop quality assessment tasks including rubrics for students and well-constructed marking schemes.
- Provide effective feedback to students in relation to their strengths, weaknesses and areas for improvement.
- Assist student learning and encourage students to take greater responsibility for their learning.
- Evaluate and refine teaching programs in response to student performance.
- Report student achievement to various audiences including NESA, parents, employers and others in ways that meet their needs.
- Ensure the authenticity of student responses when tasks are completed outside of class time.
- Provide information on student learning and progress in a course in relation to syllabus outcomes.

Student responsibilities in relation to assessment:

1. Students are expected to complete all assessment tasks by the due date and time.
2. Some assessment tasks involve attendance at excursions, field studies etc. Attendance is compulsory. Where financial hardship is a factor the Faculty Head Teacher should be approached for assistance.
3. It is the student's responsibility to ensure that they backup academic work created using computers. Failure of technology is not a valid reason for not submitting a task on time.
4. All work submitted for assessment must be the student's own work. Any breach of this rule will result in a mark of zero.

Number of Tasks

Each subject has a mandated amount of formal assessments they require. This is limited to three tasks in Year 11 and four in Year 12. There are specified minimum and maximum weightings for formal tasks that assess student knowledge, understanding and skills.

Submission of Assessment Tasks

All tasks are due by 9am on the due date. They must be handed to the Class Teacher/ Head Teacher and each student must sign to indicate submission of task.

Specific tasks and major works may be completed within class time or have alternate submission instructions. In this instance students are required to be present at school and in class for the entire day.

Late tasks will be accepted by the teacher and given a zero mark unless a misadventure has been submitted. Students still must sign in acknowledgement and register that the task is late. Students will still receive appropriate feedback regarding their progress.

Misadventure Information

Students are able to lodge an illness/misadventure application if they believe that circumstances beyond their control have diminished their performance in an assessment task.

Reasons for lodging a misadventure may include unavoidable events such as:

- Illness or injury
- Death of a family member or friend
- Traffic accident
- Isolation due to weather

Reasons **do not** include;

- Family holidays
- Misinterpretation of date or task
- Attendance at sporting or cultural events

If in the rare instance a student has an event that is school sanctioned which conflicts with an assessment task, they must also follow the misadventure process and each case will be evaluated individually. After the misadventure form has been lodged it will be evaluated and a decision will be made.

If the application is successful there are a number of options that will be considered by the Head Teacher or Principal.

They include:

- An alternate date or early submission
- Estimation
- An alternate task

Documentation

Students will need to provide evidence to support their misadventure.

This may include:

- Doctors or other medical practitioners certificate
- A statutory declaration outlining specific circumstances and events
- Funeral/Death notice

Illness/Misadventure during Examination Periods

If a student becomes ill or experiences an unavoidable event and cannot attend an examination they must ring the school on 6568 1066. They can speak to one of the following people to explain the situation:

- Principal
- Year Adviser
- Deputy Principal
- Head Teacher of the subject

If a student is ill before the examination but can still attend, they should tell the supervising teacher when they arrive and see their Year Adviser afterwards. If a student is ill during an examination and it may have affected their performance they must tell the supervising teacher immediately.

Pathways of Study in Senior Years

There are a number of pathways available at Macksville High School for senior students depending upon the student's academic ability, career aspirations, interests and skills.

1. **HSC Course/ATAR Pathway** involves students studying at least 10 units of Board Developed Courses and they are eligible to apply for an ATAR and attend University. They may include one VET course in these 10 units.
2. **HSC Course/NON-ATAR Pathway** involves students studying at least 10 units which may be a combination of Board Developed and Board Endorsed Courses. They are not eligible for an ATAR and are more likely to have career aspirations which include TAFE or on the job training.

Vocational Education and Training (VET) – Dual Accreditation

Students who have elected to study a VET (Vocational Education and Training) course will be assessed on their ability to achieve competency standards over a continuous, two-year course of study, as opposed to other courses which separate Preliminary (Year 11) and HSC (Year 12) requirements.

Students have the opportunity to gain *Industry Accreditation* by achieving the required competency standards AND *Higher School Certificate Accreditation* by sitting for the Higher School Certificate Examination in the Vocational Education course. Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) must sit the external examination.

A compulsory element of assessment is the satisfactory completion of 70 hours of work placement in a relevant industry.

VET Requirements

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If a student fails to undertake the mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an **'N' determination**.

Students **MUST** complete 35 hours of work placement in both the Preliminary and HSC courses. Failure to satisfactorily complete these requirements **WILL** result in an 'N' determination for the particular VET course. If a student only has 10 HSC units this **WILL** mean that they will not receive a Higher School Certificate.

If a student needs to catch up work placement hours where it is not listed in the assessment schedule it is a requirement that they check for other due tasks prior to commencing the placement. Negotiation must be made with the Head Teacher or they will need to arrange an alternate week to complete work placement.

Warning Letters

Warning letters are sent by the school to a student who:

- has failed to complete an assessment task
- is not meeting course outcomes

All assessment tasks are listed in the official 'Assessment Schedule'. Students sign to acknowledge receipt of this document but additional copies are available from the Year Adviser and electronic copies are on the school's website <http://www.macksville-h.schools.nsw.edu.au>

If a *Warning Letter* is sent home it requires a response from the student and caregiver. The student should immediately complete the task for which they have received the *Warning Letter* and the caregiver should return the attached slip to the school acknowledging they have received the *Warning Letter*.

If the student ignores the *Warning Letter* and does not submit the task a second letter will be sent. After this second warning there may not be any additional warnings on that task. If the student does not complete a consecutive task further warning letters will be sent. When the assessments that the student has failed to complete equals more than 50% of the total assessment the school can make an 'N' determination.

'N' Determination

An 'N' determination for a Preliminary (Year 11) subject means a student may not be permitted to continue into the HSC year (Year 12). In the HSC year an 'N' determination means that the subject will not appear on the students HSC or be counted towards an ATAR.

A student will be considered to have satisfactorily completed a Preliminary and HSC course only if there is sufficient evidence that the student has met the course completion criteria. The Principal, on request of the Head Teacher may issue an official 'N' determination *Warning Letter*. This will be followed by an additional deadline to complete required tasks. If this due date is not met then the Principal is able to submit an 'N' determination request to NESAs. It is important to note that if this 'N' determination is successful this subject can not be included in the students Preliminary or HSC results.

A student will be considered to have satisfactory completed a HSC course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria and completed assessment tasks to a total value of 50%.

Attendance

As a guide NESAs states that students should attend not less than 85% of lessons, below this number students are likely to not meet outcomes of the course. Not meeting course outcomes will result in a *Warning Letter*.

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Malpractice

This is any activity undertaken by a student that allows them to gain an unfair advantage. This includes but is not limited to:

- Copying someone else's work in part or whole and presenting it as their own work.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Using the ideas of another person without reference to the source.
- Buying, stealing or borrowing someone else's work and presenting it as their work.
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Contriving false explanations to explain work handed in late.
- Assisting another student to engage in malpractice.

In cases of proven dishonesty, the student's assessment task is declared invalid and zero is recorded for the task. This may be recorded with the NESAs HSC Assessment Task

Malpractice Register. Students must complete the NESAs module *All My Own Work* before beginning the Preliminary course.

If a student is suspected of malpractice then the Head Teacher and Classroom Teacher will inform the parents and caregivers along with the student. They will supply evidence that demonstrates the plagiarism or malpractice within the tasks. The students will be required to complete the task or an alternate task in order to meet the requirements of the course but will receive a mark of zero.

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.'

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Marking and Reporting

Assessment tasks are marked and returned to students in a timely manner. When tasks are returned students must sign to indicate that they have received their work and feedback.

At the completion of each task, the students are given the following information:

- the mark for that task
- the cumulative rank achieved so far
- the proportion of the total assessment completed
- written feedback on their performance

Final marks at the end of the Assessment period are confidential. Final ranks are available to students via the *Students Online* service.

Schools are responsible for awarding each student who completes a Stage 6 course, with the exception of Life Skills courses, a grade to represent the student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved. The NSW syllabuses state what students at each stage are expected to learn, and the A to E grade scale describes how well students have achieved.

Teachers will use published Standards and Performance Descriptors to ensure that internal assessment grades align with the NSW Education Standard Authority requirements. They will make professional on-balance judgments to decide which grade description best matches the standards their students have achieved. Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. More information can be accessed on the NESAs website; <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

Special Provisions

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Students are able to apply for special provisions if they have an ongoing illness, learning difficulties or disabilities or medical emergencies that impact their performance throughout the term. Students can access additional information about how to apply for special provisions from the Year Adviser, Deputy Principal or Principal. They will assist in submitting an application to NESAs.

All students are encouraged to seek support from staff during the year as needed. These support staff include:

<i>Support Personnel</i>	<i>Type of Support</i>
Classroom Teachers	Assistance with course work and assessment tasks
Head Teachers	Assistance with Warning letters and Misadventures forms
Year Advisers	Assistance with wellbeing issues which may impact on school for the student
Senior Mentor Teacher	Available in the Library daily for support and assistance with study routines, wellbeing issues, course work and assessment tasks in consultation with other staff
School Counsellor	Support and Counselling relating to personal and wellbeing issues
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide and university requirements
Learning and Support Staff	Support and advice around Special Provisions including accessing a reader/writer, additional time or rest breaks during examinations. Assistance for learning difficulties or disabilities or ongoing illness

ASSESSMENT CALENDAR

WEEK	TERM 1.	TERM 2.	TERM 3.
1		VET English Advanced English Standard	VET English Advanced English Standard
2		PD/H/PE	
3			Music
4			
5			Numeracy CEC
6			Assessment Free Zone
7		Biology CAFS ITE	
8	Engineering Visual Arts Visual Design	Maths Advanced Maths Standard Numeracy CEC Physics	Exams
9	Biology CAFS Music ITE Business Studies Food Technology Marine Studies	English Studies Chemistry PD/H/PE SLR Mathematics Extension 1	
10	Maths Advanced Maths Standard Numeracy CEC Physics	Engineering Visual Arts Visual Design Business Studies Food Technology Marine Studies	
11	English Studies Chemistry SLR Mathematics Extension 1		

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**Preliminary Assessment
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2024

Subject: Biology	Contact Person: Mrs L Grady
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Experiment	Fieldwork	Yearly Examination	
Timing of Task	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 8-9	
Outcomes to be Assessed	11.2, 11.3, 11.7, 11.8	11.1, 11.4, 11.5, 11.7, 11.10, 11.11	11.5, 11.6, 11.8, 11.9, 11.10, 11.11	
Components				
Skills in working scientifically	20	20	20	60
Knowledge and understanding of the course content	10	10	20	40
Total %	30	30	40	100

Subject: Business Studies	Contact Person: Mr B Lockyer
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Task Number	Task 1		Task 2		Task 3		Weighting %
	Nature of Task	Case Study	Small Business Plan	Yearly Examination	Timing of Task	Yearly Examination	
		Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 8-9			
Outcomes to be Assessed		P2, P6, P7, P8	P1, P3, P6, P9	P4, P5, P9, P10			
Components							
Knowledge and understanding of course content	5		15		20		40
Stimulus-based skills	10				10		20
Inquiry and research	10		10				20
Communication of business information, ideas and issues in appropriate forms			10		10		20
Total %	25		35		40		100

Subject: Chemistry	Contact Person: Mrs T Jones
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Experiment	Reactive Chemistry Depth Study	Yearly Examination	
Timing of Task	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes to be Assessed	11.1, 11.2, 11.3, 11.5, 11.8	11.4, 11.5, 11.6, 11.7, 11.9	11.4, 11.7, 11.8, 11.9, 11.10, 11.11	
Components				
Skills in working scientifically	20	20	20	60
Knowledge and understanding of the course content	10	10	20	40
Total %	30	30	40	100

Subject: Community and Family Studies	Contact Person: Mrs L Atkins
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Case Study Wellbeing	Research Report Roles	Yearly Examination	
Timing of Task	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 8-9	
Outcomes to be Assessed	P1.2, P4.2, P6.1	P2.1, P2.2, P3.1, P4.1	P1.1, P6.2	
Components				
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology analysing and communicating	20	20	20	60
Total %	35	35	30	100

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Subject: English Advanced	Contact Person: Mrs A Hill
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Multimodal Presentation and Writing Portfolio	Essay	Yearly Examination	
Timing of Task	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 8-9	
Outcomes to be Assessed	EA11-1, EA11-2, EA11-5, EA11-9	EA11-3, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-6	
Components				
C1 - Knowledge and understanding of course content.	10	20	20	50
C2 – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20	10	20	50
Total %	30	30	40	100

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Subject: English Standard	Contact Person: Mrs A Hill
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Writing Portfolio	Multimodal Presentation	Yearly Examination	
Timing of Task	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 8-9	
Outcomes to be Assessed	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-4	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6	
Components				
C1 - Knowledge and understanding of course content.	10	20	20	50
C2 – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20	10	20	50
Total %	30	30	40	100

Subject: English Studies	Contact Person: Mrs A Hill
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Career Dossier and Interview	Collection of Work	Examination	
Timing of Task	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes to be Assessed	ES11-3, ES11-4, ES11-6	ES11-4, ES11-5, ES11-6	ES11-3, ES11-4, ES11-10	
Components				
C1 - Knowledge and understanding of course content.	10	20	20	50
C2 – Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	20	10	20	50
Total %	30	30	40	100

Subject: Engineering Studies	Contact Person: Mr G Hill
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Task Number	Task 1	Task 2	Task 3	
Nature of Task	Engineering Fundamentals Report	Braking Systems Report	Yearly Examination	
Timing of Task	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 8-9	
Outcomes to be Assessed	P1.2, P3.2, P3.3	P4.1, P5.2, P6.2	P1.1, P2.2, P3.1, P3.3, P4.3	
Components				Weighting %
Knowledge and understanding of course content.	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice.	20	20		40
Total %	30	30	40	100

Subject: Food Technology	Contact Person: Mrs D Alchin
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Research & Practical	Research & Practical	Yearly Examination	
Timing of Task	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 8-9	
Outcomes to be Assessed	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P4.4, P5.1	
Components				
Knowledge and understanding of course content	5	15	20	40
Knowledge and skills in designing, researching, analysing and evaluating	15	5	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Total %	35	35	30	100

Subject: Industrial Technology- Electronics	Contact Person: Mr K Jordon
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Task Number	Task 1	Task 2	Task 3	
Nature of Task	Planning and Communication	Preliminary Project	Yearly Examination	
Timing of Task	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 8-9	
Outcomes to be Assessed	P1.2, P3.1 P5.1	P3.3, P4.1, P4.2	P1.1, P2.1, P7.1	
Components				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

Subject: Marine Studies	Contact Person: Ms J Collits
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Marine Environment Skill Analysis	Dangerous Sea Creatures	Class Test	
Timing of Task	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 4	
Outcomes to be Assessed	1.2, 2.1,3.4,5.2	1.1,2.1,2.3,3.1	1.3, 2.3, 3.5, 5.3	
Components				
Knowledge and understanding of outcomes and course content	10	20	20	50
Skills, Outcomes and Content	20	10	20	50
Total %	30	30	40	100

Subject: Mathematics Advanced	Contact Person: Ms V Cooper
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Investigation	Open Book Test	Yearly Examination	
Timing of Task	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 8-9	
Outcomes to be Assessed	MA-11.1, MA-11.8, MA-11.9	MA-11.2, MA-11.3, MA-11.4	All Outcomes	
Components				
Concepts, skills and techniques solve mathematical problems.	15	15	20	50
Reasoning and communication	15	15	20	50
Total %	30	30	40	100

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Subject: Mathematics Standard	Contact Person: Ms V Cooper
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Task Number	Task 1	Task 2	Task 3	Weighting %
Timing of Task	Open Book Test Term 1, Week 10	Investigation Term 2, Week 8	Yearly Examination Term 3, Weeks 8-9	
Outcomes to be Assessed	MS-11.1, MS11.5	MS-11.6, MS-11.9	All Outcomes	
Components				
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Subject: Mathematics Extension 1	Contact Person: Ms V Cooper
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Investigation	Open Book Test	Yearly Examination	
Timing of Task	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes to be Assessed	ME-11.2, ME-11.6	ME-11.7	All outcomes	
Components				
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Total %	30	30	40	100

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Subject: Music	Contact Person: Ms V Herrick
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Task Number	Task 1	Task 2	Task 3	
Nature of Task	Aural Skills	Composition Portfolio and Research	Yearly Examination and Performance	
Timing of Task	Term 1, Week 9	Term 3, Week 3	Term 3, Weeks 8-9	
Outcomes to be Assessed	P4, P6	P2, P3, P4, P5, P6, P7, P8	P1, P4, P5, P6, P9	
Components				Weighting %
Performance			25	25
Composition		25		25
Musicology		10	15	25
Aural	20	5		25
Total %	20	40	40	100

Subject: Numeracy CEC	Contact Person: Ms V Cooper
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Investigation	Investigation	Investigation	
Timing of Task	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5	
Outcomes to be Assessed	N6-1.2, N6-1.3	N6-2.1, N6-2.6	N6-3.1, N6-3.2	
Components				
Numerical reasoning	15	15	20	50
Mathematical thinking	15	15	20	50
Total %	30	30	40	100

Subject: Personal Development, Health and Physical Education	Contact Person: Mrs J Price
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Task Number	Task 1		Task 2		Task 3		Weighting %
	Nature of Task	Health Research Task	Movement Analysis	Yearly Examination			
Timing of Task		Term 2, Week 2	Term 2, Week 9	Term 3, Weeks 8-9			
Outcomes to be Assessed		P2, P3, P5, P15	P7, P8, P9, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 P12, P15, P16, P17			
Components							
Knowledge and understanding of course content		10	10	20			40
Skills in critical thinking, research, analysing and communicating		20	20	20			60
Total %		30	30	40			100

Subject: Physics	Contact Person: Mr K Stirrat
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Practical Task Kinematics	Depth Study Assessment Task	Yearly Examination	
Timing of Task	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes to be Assessed	11.1, 11.2, 11.4, 11.8	11.1, 11.3, 11.6, 11.7, 11.9	11.4, 11.5, 11.10, 11.11, 11.8, 11.9, 11.10, 11.11	
Components				
Skills in working scientifically	25	25	10	60
Knowledge and understanding of the course content	5	5	30	40
Total %	30	30	40	100

Subject: Sport, Lifestyle and Recreation	Contact Person: Mr J Driver
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Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Bronze Medallion Test	Sports Coaching Plan	First Aid Certificate	
Timing of Task	Term 1, Week 11	Term 2, Week 9	Term 3, Week 10	
Outcomes to be Assessed	P1.3, P3.1, P3.6 P4.4, P4.5	P1.1, P1.3, P2.1, P4.2	P2.5, P3.6, P4.5	
Components				
Knowledge and understanding of course content.	10	10	10	30
Skills and techniques in physical activity	10	20	10	40
Capacity to work in collaboration and independently.	10	10	10	30
Total %	30	40	30	100

Subject: Visual Art	Contact Person: Mr J Driver
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Task Number	Task 1	Task 2	Task 3	* This subject requires a Visual Design Diary.
Nature of Task	Art Making, Drawing and Painting	Art Making – Mixed Media	Yearly Examination	
Timing of Task	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 8-9	
Outcomes to be Assessed	P1, P2, P6	P3, P4, P5	P7, P8, P9, P10	
Components				Weighting %
Critical and Historical Design	5	5	40	50
Design and Making	15	35		50
Total %	20	40	40	100

Subject: Visual Design	Contact Person: Ms H Eakin
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Task Number	Task 1	Task 2	Task 3	* This subject requires a Visual Design Diary.
Nature of Task	Product Design – Vessel and Process Diary	Graphic Design- Mural Design	Wearable Design and Process Diary	
Timing of Task	Term 1, Week 8	Term 2, Week 10	Term 3, Week 6	
Outcomes to be Assessed	DM1,DM4, DM5, CH1, CH2	DM1,DM2,DM4,DM5, DM6, CH1, CH3	DM1,DM2, DM4, DM5, DM6, CH3,CH4	
Components				Weighting %
Critical and Historical Design	10	10	10	30
Design and Making	20	20	30	70
Total %	30	30	40	100

Subject: Construction - VET	Contact Person: Mr G Gough
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Task Number	Task 1		Task 2		Weighting %
	Nature of Task	Knowledge of Carpentry	Yearly Examination	Yearly Examination	
	Timing of Task	Term 2, Week 1	Term 3, Weeks 8-9		
	Outcomes to be Assessed	CPCCWHS2001A, CPCCWHS1001	CPCCCA2011A, CPCCCA2002B, CPCCCM1015		
	Components				
	Knowledge and understanding of course content	20	30		50
	Skills in critical thinking, research methodology, analysing and communicating	20	30		50
	Total %	40	60		100

Code	Unit of Competency	Week 4	Week 8	Week 5	Work placement 35 Hours	Preliminary Exam
		Term 1 Date Task 1	Term 1 Date Task 2	Term 2 Date Task 3		
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X				
	Project 1 - Workshop Project 1	X				
CPCCCM1011	Undertake basic estimation and costing		X			
CPCCOM1015	Carry out measurements and calculations		X			
	Project 2 - Workshop Project		X			
CPCCOM2001	Read and interpret plans and specifications			X		
CPCCOM1013	Plan and organise work			X		
	Project 3 - Outdoor Project			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways or a Statement of Attainment towards CPC20120 Certificate II in Construction
The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs/reporting requirements.

***Selected units only to be confirmed by your teacher.**

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

Subject: Hospitality - VET

Contact Person: Mrs D Alchin

Code	Assessment Task for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students	Unit of Competency			
		Task 1	Task 2	Task 3	
		Week Term Date	Week Term Date	Week Term Date	Week Term Date
SITXFA005	Use hygienic practices for food safety	X			
SITXWHS005	Participate in safe work practices	X			
SITXFA006	Participate in safe food handling practices	X			
SITHCC025	Prepare and present sandwiches	X			
SITXCOM007	Show social and cultural sensitivity	X			
SITXCCS011	Interact with customers	X			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages			X	
SITHFAB025	Prepare and serve espresso coffee			X	
SITHFAB027	Serve food and beverages			X	
BSBTWK201	Work effectively with others				X
SITHIND006	Use hospitality skills effectively				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.* Selected units only to be confirmed by your teacher.

Subject: VET Manufacturing and Engineering

Contact Person: **Mr C Harradine**

Code	Unit of Competency	Task 1		Task 2		Task 3		Work Placement 35hrs total	Yearly Exam*
		Welcome to the Industry	Right tool, Right job	Engineering in Practice	Yearly Exam*				
Assessment Events for Certificate I in Engineering MEM10119									
MEM13015	Work safely and effectively in manufacturing and engineering	✓		Week: 7 Term: 2 2024	Week: 5 Term: 3 2024	Week: 5-6 Term: 3			
MEM16006	Organise and communicate information	✓							
MEM11011	Undertake manual handling	✓							
MEM18001	Use hand tools		✓						
MEM18002	Use power tools/hand held operations		✓						
MEM12024	Perform computations				✓				
MEM16008	Interact with computer technology				✓				
MEM07032	Use workshop machines for basic operations				✓				

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10119 or a Statement of Attainment towards a Certificate I in Engineering MEM10119
The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.
***Selected units only to be confirmed by your teacher.**

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

Subject: Primary Industries	Contact Person: Mr C Williams
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Task Number	Nature of Task	Timing of Task	Outcomes to be Assessed
	Yearly Examination	Term 3, Week 5-6	
			3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.3, 3.3.1, 3.3.2, 3.5.1, 3.5.4, 3.6.1, 3.6.4
	Components		
	Knowledge and understanding of course content.	60	
	Skills in learning clusters excluding animal units.	40	
	Total %	100	

* VET competencies required

Weighting %

60

40

100

Assessment Events for AHC20116 Certificate II in Agriculture (2units x 2years)		Cluster 1	Cluster 7	Cluster 2	Cluster 9	Work Placement 1	Preliminary Exams
Cluster	Code	Unit of Competency					
1	AHCWHS201	✓					
7	AHCBIO201		✓				
7	AHCMOM202		✓				
7	AHCMOM304		✓				
2	AHCWRK204			✓			
2	AHCWRK205			✓			
2	AHCWRK209			✓			
9	AHCINF201				✓		
9	AHCINF202				✓		

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Agriculture AHC20116** or a Statement of Attainment towards a **Certificate II in Agriculture AHC20116**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

Subject: Sports Coaching- VET

Contact Person: Ms H Black

COURSE: SIS30521 - Certificate III in Sport Coaching (Release 1)

2024

Cluster	Code	Unit of Competency	Event 1			Event 2			Event 3a			
			Week: 1	Term: 1	Date: 12/4	Week:10	Term: 2	Date: 5/7	Week: 10	Term: 3	Date: 27/9	
Assessment Events for SIS30521 - Certificate III in Sport Coaching (Release 1)												
1 – Tournament Time	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events										
2 – Community Coach	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge										
3a – Officiating in Sport	SISSSOF002	Continuously improve officiating skills and knowledge										

Depending on the achievement of units of competency in 2023, the possible qualification outcome is a Statement of Attainment towards a SIS30521 - Certificate III in Sport Coaching

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements.* Selected units only to be confirmed by your teacher.

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