

Wellington High School



Year 12 2016

Assessment Guide

Your guide to assessment for the Higher School Certificate

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

This booklet is designed to provide a simple guide for assessment procedures for all students studying the Higher School Certificate at Wellington High School.

All students, parents and guardians should read this document carefully and ensure that they fully understand the procedures and practices to be followed.

Questions relating to specific courses should be directed in the first instance to the Head Teacher of the faculty concerned or the appropriate teacher listed below.

Questions relating to the Assessment Policy itself should be directed to the Deputy.

- Principal Mr D Harvey
- Deputy Principal Mr R Cosier
- Year Adviser Mr K Nonnenmacher

- Head Teachers

English	Mrs A West
Mathematics	Ms M Hamblin
Science	Ms L Anderson
HSIE	Mrs K Parkes
TAS	Mrs J Gorrie
Learning Support	Mrs M Reeves
Transition	Mrs B George

- In Charge

Other Providers VET/TAFE/Careers	Ms J Pixton
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VET Co-ordinator Mrs Jodie Gorrie

WHAT YOU NEED TO KNOW ABOUT THE HIGHER SCHOOL CERTIFICATE ASSESSMENT

No student should be given an unfair advantage in performing any assessment task. Our aim is to ensure that Higher School Certificate assessments accurately assess the ability of individual students in each course.

Higher School Certificate Eligibility

To qualify for the Higher School Certificate students must:

1. Satisfactorily complete courses totalling 12 units of Preliminary courses.
2. Satisfactorily complete the pre-requisites for any Higher School Certificate courses.
3. Study at least 10 units of Higher School Certificate courses of which six units must be from Board Developed Courses. At Wellington High School we strongly recommend students completing 12 units of Higher School Certificate courses.
4. Study at least two units of a Board Developed Course in English.
5. Study at least six units of Board Developed Units.
6. Study at least three courses of two unit value or greater.
7. Study at least four subjects.
8. No more than six units of Science can contribute to the 12 Preliminary units and 10 Higher School Certificate units required for the award of the Higher School Certificate.

Course Requirements

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

1. Followed the course developed or endorsed by the Board of Studies; and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Satisfactorily achieved the course outcomes.
4. A satisfactory record of attendance.
5. Satisfactorily completed course requirements.
6. Completed the requirements of all assessable tasks.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

THE HIGHER SCHOOL CERTIFICATE DOCUMENT

1. If you meet all the requirements, you will be awarded the Higher School Certificate.
2. Results of Higher School Certificate courses satisfactorily completed appear on the Record of Achievement and on the Course Report. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:-

The Assessment Mark is the moderated mark awarded for your assessment tasks at school.

The Examination Mark is the mark awarded for your external exam.

The Higher School Certificate Mark is the average of the Higher School Certificate and School Assessment marks.

The Performance Band shows your level of achievement in that course.

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

3. Students with special education needs who meet the study requirements for a Higher School Certificate will receive a Higher School Certificate Testamur and a Record of Achievement. Students will also receive a Student Profile listing the outcomes achieved in each Life Skills Course.

TERTIARY ENTRY

Entry from Year 12 into university courses generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as interview and portfolio. The ATAR is calculated by the universities, not the Board of Studies.

To be eligible for the ATAR, you must study at least 10 units of Board Developed Higher School Certificate units. In NSW and the ACT universities calculate the ATAR based on our best 10 units of Board Developed Courses. Further information is available in the University Admission Handbook.

THE SCHOOL ASSESSMENT

The purpose of the school-based assessment is to provide an ongoing measure of performance.

An assessment mark is compiled for each course and is based on a set of tasks in accordance with guidelines set out by the Board of Studies.

How will I be assessed?

1. Within each course there is a set of nominated tasks eg. fieldwork, assignments, tests, practical experiments, essays.
2. A mark is allocated for each of these tasks.
3. The total of these marks is used to rank the students in each course.
4. Students will be given their progressive ranking for each course at the end of each reporting period.

NOTE: The Assessment Schedules provided in this booklet are outlines only. More detailed information on assessments in specific subjects will be obtained from the teachers of the various subjects.

It is recommended that students use the Assessment Planner at the back of this booklet to track the timing of tasks and assist their organisation.

LIFE SKILLS PATHWAY ASSESSMENT

Where a student is studying Life Skills courses the Learning Support Team will provide students and parents with further information and documentation on how they will be assessed in the Life Skills Higher School Certificate courses.

WHAT ARE MY RESPONSIBILITIES?

The table on Page 3 to Page 6 sets out your responsibilities during the Higher School Certificate assessment period. Please study them carefully.

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	STUDENT RESPONSIBILITIES	SCHOOL RESPONSIBILITIES
CORRECT PATTERN OF STUDY	Be sure that your courses of study meet the requirements for the award of a Higher School Certificate.	The Deputy Principal, your Year Adviser and the Careers Adviser will provide assistance in checking your plan of Higher School Certificate courses.
ASSESSMENT PLAN / POLICY	Be sure that you have carefully studied your Higher School Certificate ASSESSMENT POLICY AND PLAN.	At the start of your Higher School Certificate courses the school will provide you with an ASSESSMENT POLICY AND PLAN for your courses.
UNCERTAINTY	If you have any concerns about the assessment for your Higher School Certificate courses, check with the appropriate person listed. Uncertainty cannot be used as an excuse for not meeting your obligations.	The ASSESSMENT POLICY will provide you with information on how the Higher School Certificate assessment works.
ASSESSMENT PLAN	Be sure that you are clearly aware of your responsibilities and, in particular, the requirements and due date of any assessment tasks. Students are given notice of all assessable tasks at the beginning of the course. It is your responsibility to keep track of what tasks are coming up. It is your responsibility to transfer your assessment tasks onto the Assessment Planner.	The ASSESSMENT PLAN for each of your courses will provide details as to: <ul style="list-style-type: none"> • The nature of each task • The outcomes to be assessed in each course. Where the outcomes are not identified in the assessment plan they will be notified to the students at least two weeks prior to the issue of the task. • The mark weighting of the task in your Higher School Certificate final assessment. • The week or date, which the task must be completed.
COURSE REQUIREMENTS	Take every possible step to ensure you are fulfilling the requirements for your Higher School Certificate courses.	Your course teachers will monitor your progress and report to you any cases of "Non-compliance" with assessment guidelines.
DILIGENT AND SUSTAINED EFFORT	This requires you to complete all course work and tasks to the best of your ability.	
NON-ASSESSABLE TASKS	Non-assessable tasks must be completed to the best of your ability.	Your teachers set non-assessable tasks as part of the course work. The tasks will assist you in meeting the course outcomes.

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	STUDENT RESPONSIBILITIES	SCHOOL RESPONSIBILITIES
WHAT A TASK REQUIRES	Be sure that you clearly understand the requirements of any task.	Provide information about the task including the course outcomes to be assessed and a marking scheme. For tasks, which are completed over a period of time, the Course Teacher will provide written information as to what is required for the task.
ASSESSMENT MARK / RANK	Check your assessable task results when issued.	Provide a mark and rank for each task. Provide a progressive Higher School Certificate rank at the end of each reporting period.
ATTENDANCE	Attend all timetabled lessons unless a legitimate reason prevents it. Sufficient lessons must be attended to meet the outcomes of the course. If you are absent it is your responsibility to catch up on all missed work. As a general rule your absences should not exceed 15% of the available lessons.	Monitor student attendance to ensure that sufficient course work is being experienced to achieve the course outcomes. Advise students and guardians in writing if their attendance is causing concern. Satisfactory attendance is required to achieve the outcomes of any course. If the Principal deems attendance to be unsatisfactory then he may decide that sufficient course outcomes have not been achieved for the award of the Higher School Certificate in those courses affected.
ABSENT ON THE DAY OF TASK	Hand in your assessment task to the course teacher on time. If you know that you are going to be away on the day of an assessment task, then you must consult with the Course Teacher, Head Teacher or Deputy Principal at the earliest possible time. If you are away unexpectedly then it is your responsibility to contact the Course Teacher, Head Teacher or Deputy Principal before the commencement of the task. This is usually done by you or a member of your family ringing the school. As soon as you return to school (first thing), you must see the Head Teacher and Deputy Principal. Appropriate documentation must be presented to support your case. Sickness and misadventure must be genuine.	<p>The school requires valid proof from students as to why the normal Assessment Plan has been varied. It will provide a mark of zero if the student has not provided a valid and acceptable reason for a variation being made.</p> <p>Students may appeal to the Deputy Principal for special consideration if the requirement to notify the school of absence due to unexpected illness has not been met.</p>

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

	STUDENT RESPONSIBILITIES	SCHOOL RESPONSIBILITIES
DUE DATES	<p>Due dates must be met. Unless otherwise stated a task will be considered as due:-</p> <ul style="list-style-type: none"> . On the Friday of the due week. . At the beginning of the course lesson on the due date. 	<ul style="list-style-type: none"> . Provide at least 2 weeks notice as to the exact date for the completion of any assessment task. . Assessment tasks should not require completion in the week prior and during any major exam period. . No tasks should be due after the Trial Higher School Certificate. . Provide a mark of zero for a late task unless special consideration has been granted beforehand.
HIGHER SCHOOL CERTIFICATE PRACTICAL AND AURAL TASKS	<p>These are major Higher School Certificate works which are submitted for external marking. The standard of work Statewide is high. You must start these when advised by your teachers and make a serious long-term effort to reach the required standard. You will not be permitted to take additional time from other lessons as the due dates approach. It is your responsibility to have these ready on time.</p>	<p>Your teachers will advise you of the procedures for these tasks and advise you along the way.</p>
CHANGE OF COURSE	<p>Wellington High School requires that changes take place by the specified date, (the sixth week of the course), unless otherwise deemed appropriate by the Deputy or Principal.</p>	<p>The Board of Studies requires that the school only permit course changes up to that point at which the student can reasonably be expected to meet the new course's outcomes. Changes will take place up to Week 6 of Term 4, 2010, unless otherwise deemed appropriate by the Deputy or the Principal.</p>
PROBLEMS COMPLETING A TASK	<p>If a problem does occur, discuss it with your teacher at the earliest possible time. Reasons and excuses will not be considered after the event.</p> <p>Remember that you should always back up your work if using computers. A memory stick is a valuable asset for senior students.</p>	<p>In cases of "Non-Compliance" with the assessment guidelines the school will provide a warning in writing with advice on how to rectify the problem. If necessary a second and final warning may be issued in writing. At this point, if the student has not rectified the problem, their progress will be deemed as "UNSATISFACTORY" in that course</p>

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	STUDENT RESPONSIBILITIES	SCHOOL RESPONSIBILITIES
MALPRACTICE	Fair practices are expected from students at all times.	Unfair advantage cannot be allowed. A mark of zero or a deduction may be given by the Head Teacher where:- <ul style="list-style-type: none"> • Cheating or attempted cheating takes place. • Claiming another person's work as your own. • Allowing other students to copy your work. • Deliberately disrupting an assessment task. • A frivolous or non-serious attempt occurs.
NON COMPLETION OF A TASK	If you miss a task and receive a zero, you must still complete the task to a satisfactory standard in order to complete the course.	Record the completion of tasks to ensure that students complete both assessable and non-assessable tasks. Provide a mark of zero for a late task unless special consideration has been granted beforehand.
FRIVOLOUS AND NON-SERIOUS ATTEMPT	Complete all tasks to the best of your ability.	The school will treat this as "NON COMPLETION OF A TASK".
ORIGINALITY OF WORK	Any assessable work submitted by you must be your own work. All sources of assistance and advice must be acknowledged within the work or as a list of references at the end of the task.	The school requires all assessable student work to be their own. Students can refer to sources in their work, but marks are awarded for how these are used.
SPECIAL PROVISIONS	If you feel that you may require Special Provisions for the Higher School Certificate or at a particular time, talk to your Year Adviser or the Deputy.	The Board of Studies makes special provisions available to students who have difficulties or impairments which are likely to affect their results in the Higher School Certificate. To claim Special Provisions see the Deputy.
APPEALS	<p><i>If you have followed the School Assessment Policies and feel that you have been disadvantaged by an assessment decision then you must follow the steps listed below:-</i></p> <ul style="list-style-type: none"> • Discuss the matter with your course teacher. • If unhappy with the decision, discuss the matter with the Head Teacher. • If still unhappy with the decision lodge an Appeal with the Deputy on the form at the back of this booklet. This must take place within five school days of the return date of the task or issue of assessment statistics. • An appeal must contain all of the evidence to support your case. 	The school provides a Review Committee to mediate in cases of dispute about assessment procedures.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

GLOSSARY OF KEY WORDS

Using the glossary will help students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.	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	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to [analysis/evaluation] 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.		

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE ENGLISH ADVANCED ASSESSMENT SCHEDULE 2015

Component	Task	Outcomes to be Assessed	When	Marks
Area of Study	Folio of Work	1, 2, 5, 9	Term 4, Week 7	10%
Module B	Listening / Response to Literature	1, 3, 4, 5, 6, 9, 11	Term 1, Weeks 7	15%
All	Half Yearly Examination	1, 2, 3, 10, 11	Term 1, Week 9/10	20%
Module C	Reading / Writing	2, 10, 11, 13	Term 2, Week 7	15%
Module A	Writing	4, 6, 8, 12	Term 3, Week 3	10%
All	Trial Higher School Certificate	1, 2, 3, 10, 11	Term 3, Week 6/7	20%
Area of Study	Creative Writing—assessed during trial examination	5, 7, 8, 12	Term 3, Week 6/7	<u>10%</u>
				<u>100%</u>

OUTCOMES - The Student

1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.
- 2A. A student recognises different ways in which particular texts are valued.
3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
- 12A. A student explains and evaluates different ways of responding to, and composing, text.
13. A student reflects on own processes of learning.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE ENGLISH EXTENSION 1 ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Module / Elective	Speaking / Writing	2, 3, 4	Term 1, Week 3	20%
	Half Yearly Examination	1, 2, 3, 4	Term 1 Week 9/10	20%
	Extended Response	1, 3, 4	Term 2, Week 7	40%
	Trial Higher School Certificate	All	Term 3, Week 5	<u>20%</u>
				<u>100%</u>

OUTCOMES - The Student

1. Distinguishes and evaluates the values expressed through texts.
2. Explains different ways of valuing texts.
3. Composes extended texts.
4. Develops and delivers sophisticated presentations.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE ENGLISH STANDARD ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Area of Study	Folio of Work / Writing	1, 3, 4, 5, 7, 9, 10	Term 4, Week 7	15%
Module A	Reading / Writing / Presentation—assessed during half yearly examination	1, 2, 4, 8, 11, 13	Term 1, Weeks 9/10	10%
All	Half Yearly Examination	1, 2, 3, 6, 10, 11	Term 1, Week 9/10	15%
Module B	Reading / Writing / Listening	4, 6, 7, 10	Term 2, Week 7	10%
Module C	Writing	5, 7, 8, 12	Term 3, Week 3	15%
All Area of Study	Trial Higher School Certificate Creative Writing	1, 2, 3, 10, 11 2, 4, 6, 9, 12	Term 3, Week 6/7 Term 3, Week 6/7	20% <u>15%</u>
				<u>100%</u>

OUTCOMES - The Student

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE ENGLISH STUDIES ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Module 1	Work portfolio	1, 3	Term 4, week 11	20%
Skills	Reading/Comprehension/Listening	1, 2, 3	Term 1, Week 5	10%
Mandatory Study	Powerpoint Presentation	1, 4	Term 1, Week 7	30%
Module 2	Research Assignment	3, 4	Term 2, Week 5	15%
Skills	Reading/Comprehension/Listening	1, 2, 3	Term 2, Week 9	10%
Module 3	Speaking/Representation	2, 4	Term 3, Week 7	<u>15%</u>
				<u>100</u>

OUTCOMES - The Student

1. Explains the ideas and values of the texts
2. Demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency
3. Recognises a range of purposes and contexts in language
4. Plans and organises to complete tasks or projects, both individually and collaboratively

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE PD/HEALTH/PE ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Health Priorities in Australia	Research	H1, H2, H3, H4, H5	Term 4, Week 9	15%
Sports Medicine	Presentation	H13, H17	Term 1, Week 6/7	15%
Knowledge	Half Yearly	H1, H2, H3, H4, H5, H7, H8, H9	Term 1, Week 9/10	20%
Factors Affecting Performance	Research	H13, H16	Term 2, Week 5	15%
Improving Performance	Practical	H7, H9, H16	Term 3, Week 2	15%
Knowledge	Trial	All	Term 3, Week 6/7	<u>20%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1. Describes the nature, and justifies the choice, of Australia's health priorities.
- H2. Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3. Analyses the determinants of health and health inequities.
- H4. Argues the case for the new public health approach to health promotion.
- H5. Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- H6. Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7. Explains the relationship between physiology and movement potential.
- H8. Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9. Explains how movement skill is acquired and appraised.
- H10. Designs and implements training plans to improve performance.
- H11. Designs psychological strategies and nutritional plans in response to individual performance needs.
- H12. Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2).
- H13. Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
- H14. Argues the benefits of health-promoting actions and choices that promote social justice.
- H15. Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
- H16. Devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17. Selects appropriate options and formulates strategies bases on a critical analysis of the factors that affect performance and safe participation.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE MATHEMATICS ASSESSMENT SCHEDULE 2016

Component (Syllabus Reference)	Task	Outcomes to be Assessed	When	Marks
10, 11, 3	Assignment	H1, H2, H5, H9	Term 4, Week 8	10%
6	Open Book Test	H1, H3, H5, H6, H7, H8, H9	Term 1, Week 5	15%
10, 11, 3, 7, 14	Half Yearly Examination	H1 to H9	Term 1, Week 9/10	30%
2	Class Test	H1, H2, H3, H4, H5, H6, H9	Term 2, Week 9	15%
All topics	Trial Higher School Certificate Examination	H1 to H9	Term 3, Week 6/7	<u>30%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1. Seeks to apply mathematical techniques to problems in a wide range of practical contexts.
- H2. Constructs arguments to prove and justify results.
- H3. Manipulates algebraic expressions involving logarithmic and exponential functions.
- H4. Expresses practical problems in mathematical terms based on simple given models.
- H5. Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.
- H6. Uses the derivative to determine the features of the graph of a function.
- H7. Uses the features of a graph to deduce information about the derivative.
- H8. Uses techniques of integration to calculate areas and volumes.
- H9. Communicates using mathematical language, notation, diagrams and graphs.

NOTE: All tests MAY INCLUDE work covered in the 2 Unit Preliminary Mathematics Course

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HIGHER SCHOOL CERTIFICATE MATHEMATICS Extension 1 ASSESSMENT SCHEDULE 2015

Component	Task	Outcomes to be Assessed	When	Marks
	Assignment	HE1-2, HE4, HE6	Term 4, Week 9	5
	Open book test	HE1-2, HE5, HE6	Term 1, Week 6	5
	Half Yearly Examination	HE1-2, HE4	Term 1 Week 9/10	15
	Class Test	HE1-2, HE3	Term 2, Week 8	10
	Trial Higher School Certificate Examination	HE1-HE7	Term 3, Week 6/7	<u>15</u>
				<u>50</u>

OUTCOMES - The Student

- HE1— Appreciated interrelationships between ideas drawn from different areas of mathematics
- HE2— Uses inductive reasoning in the construction of proofs
- HE3— Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- HE4— Uses the relationship between functions, inverse functions and their derivatives
- HE5— Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6— Determines integrals by reduction to a standard form through a given substitution
- HE7— Evaluates mathematical solutions to problems and communicates them in an appropriate form

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE MATHEMATICS GENERAL **Pathway 1** ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Further algebraic skills Modelling with functions—AM3-4 Credit cards—FM4	Class test	1, 2, 3, 6, 9, 10	Term 4, Week 8	20%
Further algebraic skills Modelling with functions—AM3-4 Credit cards—FM4 Distributions—DS4; Interpreting sets of data—DS5; Working with statistics—DS6, Further applications of area and volume—MM4; Scale drawings and house plans—De1	Half Yearly Examination	1, 2, 3, 4, 5, 6, 7, 9, 10	Term 1, Weeks 9/10	20%
Water usage and collection—Pe1; Electricity—Pe2; Sustainability and energy-efficient housing—Pe1-3	Project	1, 2, 3, 4, 5, 7, 9, 10	Term 2, Week 5	15%
Accommodation costs: buying and renting—Ho1; Costs of running a household, maintenance and repairs—Ho2	Project	1, 2, 3, 4, 5, 6, 9, 10	Term 2, Week 9	15%
All topics except Blood—Hu1; Body measurements—Hu2; Lung capacity Hu3	Yearly Examination	1—10	Term 3, Weeks 6/7	<u>30%</u>
				<u>100%</u>

OUTCOMES - The Student

- MG1H-1 Uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- MG1H-2 Analyses representations of data in order to make predictions
- MG1H-3 Makes predictions about everyday situations based on simple mathematical models
- MG1H-4 Analyses simple two-dimensional and three-dimensional models to solve practical problems
- MG1H-5 Interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
- MG1H-6 Makes informed decisions about financial situations likely to be encountered post-school
- MG1H-7 Develops and carries out simple statistical processes to answer questions posed
- MG1H-8 Solves problems involving uncertainty using basic counting techniques
- MG1H-9 Chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
- MG1H-10 Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE MATHEMATICS GENERAL **Pathway 2** ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Further algebraic skills and techniques—AM3 Modelling linear relationships—AM4 Modelling non-linear relationships—AM5	Class test	3, 9, 10	Term 4, Week 5	15%
Multistage events and applications of probability—PB2	Class test	1, 2, 8, 9, 10	Term 1, Week 4	10%
Further algebraic skills and techniques—AM3 Modelling linear relationships—AM4 Modelling non-linear relationships—AM5 Credit and borrowing—FM4 Annuities and loan repayments—FM5 Multistage events and applications of probability—PB2 Interpreting sets of data—DS4 The normal distribution—DS5 Sampling and populations—DS6	Half Yearly Examination	1, 2, 3, 6, 7, 8, 9, 10	Term 1, Weeks 9/10	30%
Body measurements—FSHe1 Medication—FSHe2 Life expectancy—FSHe3	Project	1, 2, 3, 5, 7, 9, 10	Term 2, Week 9	15%
All topics	Trial Higher School Certificate	1—10	Term 3, Weeks 6/7	<u>30%</u>
				<u>100%</u>

OUTCOMES - The Student

MG2H-1	Uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MG2H-2	Analyses representations of data in order to make inferences, predictions and conclusions
MG2H-3	Makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
MG2H-4	Analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
MG2H-5	Interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurement and calculations and the conversion to appropriate units.
MG2H-6	Makes informed decisions about financial situations, including annuities and loan repayments
MG2H-7	Answers questions requiring statistical processes, including the use of normal distribution, and the correlation of bivariate data
MG2H-8	Solves problems involving counting techniques, multistage events and expectation
MG2H-9	Chooses and uses appropriate technology to locate and organise information from a range of contexts
MG2H-10	Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE VISUAL ART ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Art Making	Students practice body of work	H1, H2, H3, H4, H5	Term 1, Week 2	15%
Art Criticism and Art History	Research Task on Frames, Conceptual Frameworks and Artist's Practice	H6, H7, H8, H9, H10	Term 1, Week 5	15%
Art Criticism and Art History	Half Yearly Examination	H6, H7, H8, H9, H10	Term 1 Week 9/10	10%
Art making	Student Practice Body of Work	H1, H2, H3, H4, H5	Term 2, Week 4	15%
Art Criticism and Art History	Research Task on Frames, Conceptual Frameworks and Artist's practice	H6, H7, H8, H9, H10	Term 2, Week 9	15%
Art Criticism and Art History	Trial Higher School Certificate Examination	H6, H7, H8, H9, H10	Term 3, Week 6/7	10%
Art making	Student Practice Body of Work	H1, H2, H3, H4, H5	Term 3, Week 6	<u>20%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1. Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions conceptual framework.
- H2. Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work frames.
- H3. Demonstrates an understanding of the frames when working independently in the making of art representation.
- H4. Selects and develops subject matter and forms in particular ways as representations in art making conceptual strength and meaning.
- H5. Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H6. Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
- H7. Applies their understanding of practice in art criticism and art history conceptual framework.
- H8. Applies their understanding of the relationships among the artist, artwork, world and audience frames.
- H9. Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art representation.
- H10. Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE VISUAL DESIGN ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Art Making	Design Practise Assessment	DM1, 2, 3, 4, 5, 6	Term 4, Week 8	15%
Art Criticism and Art History	Visual Design Research Task	CH1, CH2, CH3, CH4	Term 1, Week 5	10%
Art making	Design Practice Assessment	DM1, DM2, DM3, DM4, DM5, DM6	Term 1, Week 7	15%
Art Criticism and Art History	Half Yearly examination	CH1, CH2, CH3, CH4	Term 1 Week 9/10	10%
Art Criticism and Art History	Visual Design Research Task	CH1, CH2, CH3, CH4	Term 2, Week 9	10%
Art Making	Design Practise Assessment	DM1, DM2, DM3, DM4, DM5, DM6	Term 2, Week 6	15%
Art Making	Design Practise Assessment	DM1,2,3,4,5,6	Term 3, Week 4	15%
Art Criticism and Art History	Trial Higher School Certificate Examination	CH1, CH2, CH3, CH4	Term 3, Week 6/7	<u>10%</u>
				<u>100%</u>

OUTCOMES - The Student

- DM1 Generates a characteristic style that is increasingly self-reflective in their design practice.
- DM2 Explores concepts of artist/designer, kinds of designed works, interpretations of the world and response in their making of designed works audience/consumer.
- DM3 Investigates different points of view in the making of designed works.
- DM4 Generates images and ideas as representations/simulations.
- DM5 Develops different techniques suited to artistic and design intentions in the making of a range of works.
- DM6 Takes into account issues of occupational health and safety in the making of a range of works.
- CH1 Generates in their critical and historical practice ways to interpret and explain design.
- CH2 Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
- CH3 Distinguishes between different points of view, using the frames in their critical and historical investigations.
- CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE BIOLOGY ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Skills in planning and conducting first hand investigation	Practical Report Journal	H11 to H16	Term 4, Week 10	20%
Skills in scientific thinking and communication	Research Assignment	H1, H3, H4, H5, H9, H10, H14, H15	Term 1, Week 5	20%
Knowledge and understanding	Half yearly examination	H1, H2, H3, H4, H6, H7, H8, H9, H10	Term 1, Weeks 9/10	15%
Skills in planning and conducting first hand investigations	Open ended investigation	H2, H5, H9, H10, H11, H12, H13, H14, H15, H16	Term 2, Week 8	15%
Knowledge and understanding and skills	Trial Higher School Certificate examination	H1 to H16	Term 3, Weeks 6/7	<u>30%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 Analyses the ways in which models, theories and laws in biology have been tested and validated.
- H3 Assesses the impact of particular advances in biology on the development of technologies.
- H4 Assesses the impacts of applications of biology on society and the environment.
- H5 Identifies possible future directions of biological research.
- H6 Explains why the biochemical processes which occur in cells are related to macroscopic changes in the organism.
- H7 Analyses the impact of natural and human processes on biodiversity.
- H8 Evaluates the impact of human activity on the interactions of organisms and their environment.
- H9 Describes the mechanisms of inheritance in molecular terms.
- H10 Describes the mechanisms of evolution and assesses the impact of human activity on evolution.
- H11 Justifies the appropriateness of a particular investigation plan.
- H12 Evaluates ways in which accuracy and reliability could be improved in investigations.
- H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14 Assesses the validity of conclusions from gathered data and information.
- H15 Explains why an investigation is best undertaken individually or by a team.
- H16 Justifies positive values about, and attitudes towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE CHEMISTRY ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Knowledge and understanding Skills in communicating understanding Skills in gathering and processing relevant information from secondary sources and communicating information and understanding	Research task	H1, H2, H3, H4, H5, H13 H14, H15	Term 4, Week 7	25%
Knowledge and understanding Skills in scientific thinking and problem solving	Half yearly examination	All	Term 1, Weeks 9/10	25%
Skills in planning and conducting first hand investigations and communicating	Practical portfolio	H1, H2, H8, H10, H11, H12, H13, H14, H15	Term2, Week 5	25%
All	Trial Higher School Certificate	All	Term 3, Week 6/7	<u>25%</u> <u>100%</u>

OUTCOMES - The Student

- H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 Analyses the ways in which models, theories and laws in chemistry have been tested and validated.
- H3 Assesses the impact of particular advances in chemistry on the development of technologies.
- H4 Assesses the impacts of application of chemistry on society and the environment.
- H5 Describes possible future directions of chemical research.
- H6 Explains reactions between elements and compounds in terms of atomic structures and periodicity.
- H7 Describes the chemical basis of energy transformations in chemical reactions.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE PHYSICS ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Skills in scientific thinking, problem solving and communicating	Research assignment—Rockets	H13, H1, H3, H14, H12	Term 4, Week 10	20%
Knowledge and understanding of the nature and practice of physics and skills	Half Yearly Examination	H10, H9, H2, H7 H6, H5, H2, H3	Term 1, Weeks 9/10	15%
Skills in scientific thinking, problem solving and in communicating understanding and conclusions	Skills assignment	H13, H14	Term 2, Week 3	15%
Skills in planning and conducting first hand investigations	Open ended investigation and report journal investigations	H15, H14, H12, H9, H11	Term 3, Week 3	20%
All	Trial Higher School Certificate Examination	H1 to H16	Term 3, Weeks 6/7	<u>30%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 Analyses the ways in which models, theories and laws in physics have been tested and validated.
- H3 Assesses the impact of particular advances in physics on the development of technologies.
- H4 Assesses the impacts of applications of physics on society and the environment.
- H5 Identifies possible future directions of physics research.
- H6 Explains events in terms of Newton's Laws, Law of Conservation of Momentum and Relativity.
- H7 Explains the effects of energy transfers and energy transformations.
- H8 Analyses wave interactions and explains the effects of these interactions.
- H9 Explains the effects of electric, magnetic and gravitational fields.
- H10 Describes the nature of electromagnetic radiation and matter in terms of the particles.
- H11 Justifies the appropriateness of a particular investigation plan.
- H12 Evaluates ways in which accuracy and reliability could be improved in investigations.
- H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14 Assesses the validity of conclusions from gathered data and information.
- H15 Explains why an investigation is best undertaken individually or by a team.
- H16 Justifies positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE INFORMATION PROCESSES AND TECHNOLOGY ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Assignment Task 1 Information Systems and Data bases, Project Management	Plan, design and implement database	H1.1, H1.2, H2.1, H2.2, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	Term 4, Week 8	20%
Assessment Task 2 Multimedia Systems and Project Management	Multimedia Memory Book	H1.1, H.12, H2.1, H2.2, H3.2, H4.1, H5.1, H5.2, , H6.1, H6.2, H7.1, H7.2	Term 1, Week 9	20%
Half Yearly Examinations	Multiple Choice, Short Answer and Extended Response	All units studied	Term 1, Weeks 9/10	20%
Assessment Task 3 Communication systems and Transaction Processing Systems	Research Task	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1	Term 2, Week 7	20%
Trial HSC Examinations	Multiple Choice, Short Answer and Extended Response	All units studied	Term 3, Weeks 6/7	<u>20%</u> <u>100%</u>

OUTCOMES - The Student

- H1.1 Applies and explains an understanding of the nature and function of information technologies to a specific practical situation.
- H1.2 Explains and justifies the way in which information systems relate to information processes in a specific context.
- H2.1 Analyses and describes a system in terms of the information processes involved.
- H2.2 Develops and explains solutions for an identified need which address all of the information processes.
- H3.1 Evaluates and discusses the effect of information systems on the individual, society and the environment.
- H3.2 Demonstrates and explains ethical practice in the use of information systems, technologies and processes.
- H4.1 Proposes and justifies ways in which information systems will meet emerging needs.
- H5.1 Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects.
- H5.2 Assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices.
- H6.1 Analyses situations, identifies needs, proposes and then develops solutions.
- H6.2 Selects, justifies and applies methodical approaches to planning, designing or implementing solutions.
- H7.1 Implements and explains effective management techniques.
- H7.2 Uses methods to thoroughly document the development of individual and team projects.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE MUSIC ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
	Viva voce on studied topic	H2, H4, H6, H8	Term 4, Week 8	25%
	Half Yearly Examination—Aural paper = 30% Practical = 70%	H1, H4, H5, H10, H9	Term 1, Week 9/10	50%
	Composition/Arrangement on Topic	H1, H4, H5, H10, H9	Term 2, Week 8	25%
	Trial Examination—Aural paper = 30% Practical exam = 70%	H3, H5, H7, H9	Term 3, Week 6/7	<u>50%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1 Performs stylistically music, which is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2 Reads, interprets, discusses and analyses simple musical scores which are characteristic of the topics studied.
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H5 Critically evaluates and discusses performances and compositions.
- H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
- H7 Understands the capabilities of the performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8 Identifies, recognises, experiments with and discusses the use and effects of technology in music.
- H9 Performs as a means of self-expression and communication.
- H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE ABORIGINAL STUDIES ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Social Justice and Human Rights Issues <ul style="list-style-type: none"> • Global Perspective • Comparative Study 	Half Yearly Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.3, H4.1,	Term 1, Weeks 9/10	20%
Research and Inquiry Methods	Major Research Project - Project Log 15% Final Project 25%	H1.1, H4.1, H4.2, H4.3	Term 2, Week 4	40%
Aboriginality and the Land	Written Response	H1.3, H3.1, H3.2, H3.3	Term 3, Week 2	20%
Trial Higher School Certificate	Examination	H1.1, H1.2, H2.2, H3.3, H4.2, H4.3	Term 3, Weeks 6/7	<u>20%</u>
				<u>100%</u>

OUTCOMES - The Student

- H1.1 Explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples.
- H1.2 Analyses and discusses the social justice and human rights issues which are contemporary consequences of the colonisation of Aboriginal and other indigenous peoples.
- H1.3 Assess the representation of Aboriginal peoples and cultures for bias and stereotyping.
- H2.1 Examines contemporary expressions of aboriginal and other Indigenous people's culture, heritage and identity.
- H2.2 Analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous people's cultural, political, social and economic life.
- H3.1 Assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination.
- H3.2 Evaluates the impact of key government policies, legislation and judicial processes on socio economic state of Aboriginal peoples and communities.
- H3.3 Compares and evaluates current initiatives which reassert the social, economic and political independence of Aboriginal and indigenous peoples.
- H4.1 Investigates, analyses and synthesizes information from Aboriginal and other perspectives.
- H4.2 Undertakes community consultation and fieldwork.
- H4.3 Communicates information effectively from Aboriginal Perspectives, using a variety of media.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE ANCIENT HISTORY ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Personalities in Their Times—Hannibal	Oral/Historical Investigation	H1.1, H3.1, H3.6, H4.1, H4.2	Term 4, Week 8	20%
Ancient Society—New Kingdom Egypt	Short answer in half yearly examination	H1.1, H2.1, H3.3, H4.1, H4.2	Term 1, Weeks 9/10	20%
Historical Period—Punic Wars	Research—Structured Response	H1.1, H2.1, H3.2, H3.4, H4.1, H4.2	Term 3, Week 3	25%
Trial Higher School Certificate	Examination	H1.1, H2.1, H3.3, H3.5, H4.1, H4.2	Term 3, Weeks 6/7	<u>35%</u>
				<u>100%</u>

OUTCOMES - The Student

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|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>H1.1
H2.1
H3.1
H3.2
H3.3
H3.4
H3.5
H3.6
H4.1
H4.2</p> | <p>Describe And assess the significance of key people, groups, events, institutions societies and sites within their historical context.</p> <p>Explain historical factors and assess their significance in contributing to change and continuity in the ancient world.</p> <p>Locate, select and organise relevant information from a variety of sources.</p> <p>Discuss relevant problems of sources for reconstructing the past.</p> <p>Analyse and evaluate sources for their usefulness and reliability.</p> <p>Explain and evaluate differing perspectives and interpretations of the past.</p> <p>Analyse issues relating to ownership and custodianship of the past.</p> <p>Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.</p> <p>Use historical terms and concepts appropriately.</p> <p>Communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.</p> |
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WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE BUSINESS STUDIES ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Marketing	Research Task	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Term 4, Week 8	25%
Operations / Marketing	Half Yearly examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Term 1, Weeks 9/10	25%
Finance	Stimulus / Skills	H2, H3, H4, H5, H6, H7, H8, H9, H10	Term 2, Week 9	25%
Finance / Human Resources / Marketing / Operations (All topics)	Trial Higher School Certificate	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Term 3 Week 5/6	<u>25%</u> <u>100%</u>

OUTCOMES - The Student

- H1 Critically analyses the role of business in Australia and globally
- H2 Evaluates management strategies in response to changes in internal and external influences
- H3 Discusses the social and ethical responsibilities of management
- H4 Analyses business functions and processes in large and global businesses
- H5 Explains management strategies and their impact on businesses
- H6 Evaluates the effectiveness of management in the performance of businesses
- H7 Plans and conducts investigations into contemporary business issues
- H8 Organises and evaluates information for actual and hypothetical business situations
- H9 Communicates business information, issues and concepts in appropriate formats
- H10 Applies mathematical concepts appropriately in business situations

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE GEOGRAPHY ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Ecosystem at Risk	Research	H1., H2., H5, H6, H7, H8, H9, H12, H13	Term 4, Week 7	25%
Ecosystem at Risk Urban Places	Half Yearly Examination	H1, H2, H3, H4, H5, H6, H10, H11, H12, H13	Term 1, Weeks 9/10	20%
Urban Places	Field Report/Field Work	H1, H2, H3, H4, H5, H6, H10, H11, H12, H13	Term 2, Week 7	25%
Trial Higher School Certificate	Examination	H1, H2, H3, H4, H5, H6, H8, H10, H11, H12, H13	Term 3, Weeks 6/7	<u>30%</u>
<ul style="list-style-type: none"> • Eco systems at Risk • Urban Places • People and Economics Activity 				<u>100%</u>

OUTCOMES - The Student

- H1 Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economics activity.
- H2 Explains the factors which place ecosystems at risk and the reasons for their protection.
- H3 Analyses contemporary urban dynamics and applies them in specific contexts.
- H4 Analyses the changing spatial and ecological dimensions of an economic activity.
- H5 Evaluates environmental management strategies in terms of ecological sustainability.
- H6 Evaluates the impacts of, and responses of people to, environmental change.
- H7 Justifies geographical methods applicable and useful in the workplace and relevant to a changing world.
- H8 Plans geographical inquiries to analyse and synthesise information from a variety of sources.
- H9 Evaluates geographical information and sources for usefulness, validity and reliability.
- H10 Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts.
- H11 Applies mathematical ideas and techniques to analyse geographical data.
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.
- H13 Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

WELLINGTON HIGH SCHOOL – HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE – COMMUNITY AND FAMILY STUDIES ASSESSMENT SCHEDULE, 2016

Component	Task	Outcomes to be Assessed	When	Marks
Research Methodology	Independent Research Task (IRP)	H4.1, H4.2	Term 1, Week2, 2016	15%
Half Yearly Examination	Multiple choice, Short Answer and Extended Response Questions	H4.1, H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2	Term 1, Weeks 9/10, 2016	15%
Groups in context	Information Booklet on a selected group	H1.1, H2.2, H3.1, H3.3, H4.2, H5.1, H6.2	Term 2, Week 2, 2016	20%
Parenting and Caring	Essay – Support for parents and carers (In class task)	H1.1, H2.1, H3.2, H5.1, H5.2, H6.1	Term, 3, Week 9, 2016	20%
Trial High School Certificate - Examination	Multiple choice, Short Answer and Extended Response questions	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1 H6.2	Term 3 Weeks 6/7, 2016	15%
Social Impact of Technology	Case study of a selected technology	H2.3, H3.4, H4.1, H4.2, H6.1	Term 3, Week 8, 2016	15%

OUTCOMES – The Student

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1 analyses different approaches to parenting and caring relationships
H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2 evaluates networks available to individuals, groups and families within communities
H3.3 critically analyses the role of policy and community structures in supporting diversity
H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1 justifies and applies appropriate research methodologies
H4.2 communicates ideas, debates issues and justifies opinions
H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
H6.1 analyses how the empowerment of women and men influences the way they function within society
H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
7.2 develops a sense of responsibility for the wellbeing of themselves and others
7.3 appreciates the value of resource management in response to change
7.4 values the place of management in coping with a variety of role expectations

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE EXPLORING EARLY CHILDHOOD ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Observation Diary	Diary/Written reports on class/student observations	1.2, 1.3, 3.1, 2.4, 4.1, 4.2, 6.2	End Terms 1, 2 2015 Term 3, Week 5 2015	10%
Children's Literature Young Children and the Law, Young Children with Special Needs	Problem solving assignment	1.2, 1.3, 1.4, 4.1, 5.1, 6.1, 6.2	Term 1, Week 2	25%
All of the above	Half Yearly Examination	All	Term 1, Weeks 9/10	10%
Food and Nutrition Child Health and Safety	Research project	1.3, 1.4, 1.5, 6.1, 6.2	Term 2, Week 6	30%
All of the above	Trial Higher School Certificate	All	Term 3, Weeks 6/7	<u>25%</u>
				<u>100%</u>

OUTCOMES - The Student

- 1.1 Analyses prenatal issues which have an impact on development.
- 1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children.
- 1.3 Examines the nature of different periods in childhood - infant, toddler, preschool and the early school years.
- 1.4 Analyses the ways in which family, community and culture influence the growth and development of young children.
- 1.5 Examines the implications for growth and development when a child has special needs.
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families.
- 2.2 Critically examines factors which influence the social world of young children.
- 2.3 Explains the importance of diversity as positive issues for children and their families.
- 2.4 Analyses the role of a range of environmental factors which have an impact on the lives of young children.
- 2.5 Examines strategies which promote safe environments.
- 3.1 Evaluates strategies which encourage positive behaviour in young children.
- 4.1 Demonstrates appropriate communication skills with children and/or adults.
- 4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds.
- 4.3 Demonstrates appropriate strategies to resolve group conflict.
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- 6.1 Demonstrates an understanding of decision making processes.
- 6.2 Critically examines all issues including beliefs and values which may influence interactions with others.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE INDUSTRIAL TECHNOLOGY – TIMBER ASSESSMENT SCHEDULE 2016

Component	Task	Outcomes to be Assessed	When	Marks
Design, Management and Communication and Production	Hand in a progress draft of a written portfolio, and a progress assessment of the practical component of the Major project	H3.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	Term 4. Week 8	35%
Industry Study	Industry Study Report - Hand In	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	Term 1. Week 6	10%
Design, Management and Communication; and Production	Hand in a progress draft of a written portfolio, and a progress assessment of the practical component of the Major project	H3.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	Term 3. Weeks 2	40%
Industry related manufacturing technology, Major Project related, production, and machinery use and the Industry study	Trial HSC Examination	H1.1, H1.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1	Term 3. Weeks 4/5	15%

OUTCOMES – The Student

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE SPORT, LIFESTYLE AND RECREATION ASSESSMENT SCHEDULE 2015

Component	Task	Outcomes to be Assessed	When	Marks
Resistance training	Practical	1, 2, 4, 5	Term 4, Week 9	15%
Knowledge	Half Yearly Examination	1, 2, 3, 4, 5	Term 1, Weeks 9/10	20%
Sports coaching and training	Practical	1, 3, 5	Term 2, Week 2	15%
First Aid and Sports Injuries	Theory Test and Practical Test	1, 2, 3, 5	Term 2, Week 8	20%
Knowledge	Trial Higher School Certificate	1, 2, 3, 4, 5	Term 3, Weeks 6/7	<u>30%</u>
				<u>100%</u>

OUTCOMES - The Student

1. Knowledge and understanding of the factors which influence health and participation in physical activity.
2. Knowledge and understanding of the principles and processes impacting on the realisation of movement potential
3. The ability to analyse and implement strategies which promote health, physical activity and enhanced performance.
4. A capacity to influence the participation and performance of self and others.
5. A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

COMPETENCY BASED COURSES

Hospitality; Metal and Engineering; Primary Industry Studies; Construction Pathways

As there are many competencies to be assessed over the two years in each course, it must be assumed that one or more competencies, or part competencies, will be assessed weekly.

It is important to note that:-

- All students must complete 70 hours of work placement to obtain qualifications
- Competency-based assessment is ongoing.
- Assessment can occur at any time.
- In competency-based assessment, students are permitted to submit for a retest of a learning outcome *without penalty*.
- Students will have opportunities to be reassessed on any competencies not achieved due to illness or misadventure.
- Transfer credit of modules in the competency log for TAFE studies will only be given on **FULLY completed modules**.
- Where students do not complete a competency it may therefore be impossible for them to complete that module. This is the case even if all other competencies in that module have been completed.
- A student will be seen not to complete a competency if they truant from that lesson or fail to submit work in the given time.
- As the log states “students who do not complete a module during the time allocated may be permitted further attempts at the unfinished sections of the module by arrangement with their teachers during the course. Learning outcomes from partially completed modules will not be recognised for advanced standing.”
- Competency assessments are considered to be the same as assessment tasks for other subjects and the same rules set by the school will apply.
- **ALL** work not regarded as school-based assessment tasks (or competency assessment) may still be set and will be expected to be completed. If sufficient work is not completed this may be regarded as not satisfactorily completing the course. Work of this nature should be considered to be appropriate preparation for formal assessment and should therefore be completed.
- As the “*professional*” student you should be approaching your studies with the appropriate attitude.
- Where a task or competency is attempted in a “*non-serious*” manner, then a zero mark can be awarded or the competency recorded as not achieved.
- Recognition of prior learning (RPL) is available. If you have already completed all or part of a similar vocational course elsewhere, that is, at TAFE or another school, your previous studies and results may be recognised. You will not have to repeat that training and assessment providing you have supporting documentary evidence. Ask your teacher for the Application for RPL / RCC form. Your teacher will provide a separate policy for RPL.

THE HIGHER SCHOOL CERTIFICATE EXAMINATION IN COMPETENCY BASED COURSES

Students may include one VET Framework course in their best 10 Board Developed units to contribute to the Australian Tertiary Admission Rank (ATAR). If this option is elected, then a final Higher School Certificate examination must be completed. An estimate exam mark must be submitted to the Board of Studies by the school. This mark is developed in accordance with the Assessment Schedules included and will be based on an average of the Year 12 Half Yearly examination mark and the Trial Higher School Certificate mark.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE HOSPITALITY ASSESSMENT SCHEDULE 2016



Education
Public Schools

RTO 90333 Wagga Wagga

Qualification Code and Title: SIT20312 Certificate II in Hospitality (Kitchen Operations)

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other: include the Assessment event title/number if applicable
SITHXFSA201 SITHCCC202	Participate in safe food handling practices Produce appetisers and salads	✓		✓	✓				
SITHKOP101	Clean kitchen premises and equipment	✓	✓		✓				
SITHFAB204	Prepare and serve espresso coffee	✓	✓	✓	✓		✓		
SITHIND201	Source and use information on the hospitality industry				✓				
SITXINV202	Maintain the quality of perishable items	✓			✓				
SITHCCC207	Uses cookery skills effectively (holistic)	✓	✓				✓	✓	✓ Portfolio

Assessment of competencies will be ongoing throughout the year. Students will be formally assessed in the Half-Yearly and Trial HSC Examinations

It is mandatory for all students to complete 35 hours of work placement within the HSC year.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE METAL and ENGINEERING ASSESSMENT SCHEDULE 2016



Education
Public Schools

RTO 90333 Wagga Wagga

Qualification Code and Title: MEM10105 Certificate I in Engineering

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other: Include the Assessment event title/ number if applicable
Cluster 4 - Calculating and Cutting									
MEM05005B	Carry out mechanical cutting	✓	✓	✓					
MEM12024A	Perform computations	✓			✓				
Cluster 5 - Workshop Machines									
MEM05012C	Perform routine manual metal arc welding	✓	✓	✓	✓				
MEM07032B	Use workshop machines for basic operations	✓	✓	✓	✓				
Cluster 6 - Skills into Action									
MEM15002A	Apply quality systems	✓						✓	
MEM15024A	Apply quality procedures	✓						✓	
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓					✓	✓	

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE METAL and ENGINEERING ASSESSMENT SCHEDULE 2016



RTO 90333 Wagga Wagga

Qualification Code and Title: MEM10105 Certificate I in Engineering

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other: Include the Assessment event title/number if applicable
Cluster 7 - Interpret Technical Drawing (HSC unit only)									
MEM09002B	Interpret technical drawing				✓				
Cluster 8 Options - Select a single unit to gain the required 2 points	to qualify for Certificate 1								
MEM05004C	Perform routine oxy acetylene welding (2 units)	✓	✓	✓	✓				

Assessment of competencies will be ongoing throughout the year. Students will be formally assessed in the Half-Yearly and Trial HSC Examinations

It is mandatory for all students to complete 35 hours of work placement within the HSC year.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE PRIMARY INDUSTRIES ASSESSMENT SCHEDULE 2016



Education
Public Schools

RTO 90333 Wagga Wagga

Qualification Code and Title: AHC20110 Certificate II in Agriculture

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other: Include the Assessment event title/number if applicable
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Chemicals / Spray it Cluster

AHCCHM201A	Apply chemicals under supervision				✓				
AHCWRK201A	Observe and report on weather	✓			✓				
AHCPMG201A	Treat weeds				✓				
AHCWRK209A	Participate in environmentally sustainable work practices				✓				

Work Cluster

AHCWRK204A	Work effectively in the industry	✓			✓				
AHCWRK205A	Participate in workplace communications				✓		✓		

Feeding and Watering Stock—Extensive Livestock Operations Cluster

AHCLSK211A	Provide feed for livestock								
AHCLSK209A	Monitor water supplies								
Show time - Optional unit									
AHCLSK316A	Prepare livestock for competition	✓		✓	✓				

Assessment of competencies will be ongoing throughout the year. Students will be formally assessed in the Half-Yearly and Trial HSC Examinations
It is mandatory for all students to complete 35 hours of work placement within the HSC year.

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE CONSTRUCTION PATHWAYS ASSESSMENT SCHEDULE 2016



Education
Public Schools

RTO 90333 Wagga Wagga

Qualification Code and Title: CPC20211 Certificate II in Construction Pathways

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other: include the Assessment event title/number if applicable
Cluster 4: Prepare to Concrete									
CPCCC02021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM20024A	Handle construction materials	✓			✓		✓		
Cluster 5: Group Project									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	
Cluster 6: Working Effectively									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		
Cluster 7: Option 1 - Joinery									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

HIGHER SCHOOL CERTIFICATE CONSTRUCTION PATHWAYS ASSESSMENT SCHEDULE 2016



RTO 90333 Wagga Wagga

Qualification Code and Title: CPC20211 Certificate II in Construction Pathways

Competency codes	Units of competency

Cluster 7:									
CPCCC02013A	Carry out concreting to simple forms	✓	✓		✓			✓	
CPCCA2003A	Erect and dismantle formwork for footings and slabs on ground	✓	✓		✓			✓	

Assessment of competencies will be ongoing throughout the year. Students will be formally assessed in the Half-Yearly and Trial HSC Examinations
It is mandatory for all students to complete 35 hours of work placement within the HSC year.

WELLINGTON HIGH SCHOOL
Higher School Certificate Assessment Policy
Planner 2015/2016

TERM 4 2015 WEEK	SUBJECT	TERM 4 2015 WEEK	SUBJECT
1		7	
2		8	
3		9	
4		10	
5		11	
6			

WELLINGTON HIGH SCHOOL
Higher School Certificate Assessment Policy
Planner 2015/2016

TERM 1 2016 WEEK	SUBJECT	TERM 1 2016 WEEK	SUBJECT
1		6	
2		7	
3		8	
4		9	
5		10	

WELLINGTON HIGH SCHOOL
Higher School Certificate Assessment Policy
Planner 2015/2016

TERM 2 2016 WEEK	SUBJECT	TERM 2 2016 WEEK	SUBJECT
1		6	
2		7	
3		8	
4		9	
5		10	

WELLINGTON HIGH SCHOOL
Higher School Certificate Assessment Policy
Planner 2015/2016

TERM 3 2016 WEEK	SUBJECT	TERM 3 2016 WEEK	SUBJECT
1		6	
2		7	
3		8	
4		9	
5		10	

WELLINGTON HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

ASSESSMENT APPEAL FORM

This form is to be used for lodging any appeal relating to School Certificate, Preliminary or Higher School Certificate Assessments within the school.

Name:

Date:

Course:

Class:

Checklist:

I have spoken with the Course Teacher

I have spoken with the Head Teacher

Directions:

- State the full nature of your appeal clearly indicating all details. The appeal must contain evidence to support your case.
- The form must be lodged with Mr Harvey within five school days of the return of the task or issue of the assessment statistics.

Signed: