

Vincentia High School



Preliminary Assessment Schedule 2022

Dear Student and Family

Reaching the Higher School Certificate is a significant milestone for students and one for all to be proud of. The Higher School Certificate, is a rigorous credential for students preparing for post-school pathways and as such, we at Vincentia High School are committed to supporting students to achieve their personal best. We recommend that as students receive this copy of this Preliminary Course Assessment Handbook, they understand how everything HSC related works.

Our assessment program encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

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

In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors.

Assessment tasks issued at Vincentia High School apply the principles of effective and informative assessment:

1. Clear and direct links to learning outcomes
2. Assessment is integral to teaching and learning
3. Assessment is valid
4. Assessment is fair
5. Assessment engages the learner
6. Assessment values teacher judgment
7. Assessment is time efficient and manageable
8. Assessment recognises individual achievement and progress
9. Assessment for learning

Read this booklet carefully, and if you are confused about any aspect, make sure you speak to your class teacher, the appropriate Head Teacher, Year Adviser, the Careers Adviser or the Deputy Principal for your year group.

Kind Regards
 Ruth Winfield
 Principal, Vincentia High School
 Accredited Lead Teacher

THE HSC – AN OVERVIEW

The Higher School Certificate (HSC) is the highest certification awarded in New South Wales schools. It is achieved by students who satisfactorily complete Years 11 and 12 at secondary school. To be eligible, students must meet HSC Course requirements and sit for the statewide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC Courses. All courses in the HSC have a unit value. Most courses are 2 units. Students must satisfactorily complete the Preliminary course (usually studied during Year 11) before they are eligible to commence the corresponding HSC Course (usually studied during Year 12). English is the only compulsory subject for the HSC.

Types of HSC Courses

Board Developed Courses

Most courses studied for an HSC are Board Developed Courses. They are set and externally examined by NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and its Environment, Languages and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of an Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

These include courses that are developed by schools, TAFE or universities rather than NESA. They contribute to the HSC but do not contribute to the calculation of the ATAR. Examples of Board Endorsed Courses are Sport Lifestyle and Recreation Studies and Work Studies.

Vocational Education and Training (VET)

There are 14 Industry Curriculum Frameworks (Automotive, Business Services, Construction, Electro Technology, Entertainment Industry, Entertainment Industry, Hospitality, Human Services, Information Technology, Information and Digital Technology, Timber and Furniture Technologies, Primary Industries, Retail Services Tourism and Events). These courses have been designed to deliver units of competency that are drawn from Industry Training Packages encompassing a range of Board Developed Courses and which allow students to gain Australian Qualifications Framework (AQF) Certificates, usually at Certificate II or III level.

SENIOR ASSESSMENT GUIDELINES – PRELIMINARY AND HSC

School assessment is an integral part of a student's Higher School Certificate. This internal school assessment counts for 50% of a student's overall mark in each course and is reported on the Higher School Certificate Record of Achievement. Each subject has developed an Assessment Schedule in strict accordance with the NSW Education Standards Authority (NESA) guidelines. School-based assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

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

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

The exact date of each assessment task will be notified in writing at least two weeks in advance. In special circumstances the school reserves the right to vary this information, subject to written notification.

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

School Responsibilities

The school is required to provide students with the following information:

- ***An Assessment Calendar*** – this outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- ***Written Assessment Notification*** - this notification outlines a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at least TWO weeks in advance. In exceptional circumstances some tasks may be rescheduled or substituted and in such cases Class Teachers will inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- ***Assessment Task Feedback and Record of Progress*** - at the completion of each task, students will receive a mark, rank and detailed marking criteria and written feedback concerning areas for development. A register will be maintained for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).

- **Official NESA non-completion of a course warning letter** - official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the Stage 6 course requirements.

Student Responsibilities

Students must demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.

- Students must attend classes regularly and ensure their attendance does not fall below 85%.
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- If a student is absent on the day an assessment task notification is issued then it is her/his responsibility to contact the teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with the Head Teacher of the Faculty if there is any doubt about the requirements of the subject/course assessment policy.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.

GENERAL INFORMATION

Disability Provisions

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, or you suffer personal or family situations that prevent you from a normal preparation for assessments, you must obtain a 'Disability Provision' form from the Head Teacher Learning and Support early in Term 1.

All students applying for disability provisions must inform the Deputy Principal.

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

Students may need provisions for:

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

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

Absence from excursions and fieldwork

- Some course rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of any concession is at the discretion of the Principal.

Late to formal exam

- Students must make sure that they carefully read their examination timetable and are punctual for all formal examinations.
- If a student is up to 15 minutes late after the start of a formal examination they will complete the examination and no extra time will be given.
- If a student is more than 15 minutes late to a formal examination they are to report directly to the Deputy Principal, where a decision regarding the completion of the task may be negotiated.
- If a student does not attend an exam an 'N' warning will be issued.

Submission of hand-in assessment task

- Failure to submit a task on time will result in a zero mark being awarded.
- If a student is absent on the day the hand-in task is due they should arrange to have the task delivered to the school office or, where appropriate, email their task to: **Vincentia-h.school@det.nsw.edu.au**
- If applying for illness/misadventure students should follow the procedures outlined in this booklet.
- If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date.

Unfair advantage on the day of, or week prior, to a task

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

- To absent yourself from any lessons on a day that an assessment task is scheduled or a hand-in task is due.
- To absent yourself from any lessons or normal school routine on the day that a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.
- Misuse of Senior Study Centre or Library – being present in your timetabled classes.

If a student is late they must report directly to the Deputy Principal of the year group.

Malpractice

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

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination

- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- submitting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an examination or task will result in a zero being awarded for the task. Students may appeal any such decision using the appeals procedures existing within the school.

In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with the NSW Education Standards Authority (NESA).

ILLNESS/MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively. Students wishing to apply for illness/misadventure should follow the procedures outlined below.

Procedures to follow in the case of:

- Absence due to illness/misadventure on the day of an in-school assessment task.
 - The student or family member is requested to contact the school on the morning the task is scheduled.
 - Students must report to the Deputy Principal on the first day of their return to school and collect an Illness/Misadventure form.
 - Completed forms must be returned to the Deputy Principal within two days.
- Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted.
 - The student or family member is requested to contact the school on the same day a task is due to be submitted.
 - Students should make every attempt to have the task delivered or submitted via email.
 - If a task is not submitted on the due date, the student must submit the task to the Deputy Principal on the first day of the student's return to school, and complete an Illness/Misadventure form.
 - Completed forms must be returned to the Deputy Principal within two days.
- Illness/misadventure during an in-school assessment.
 - The student must notify the supervisor of the task that they are feeling unwell before they view the task. At this stage the student will need to decide;
 - (a) To sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness.
 - (b) Leave the task and apply for illness/misadventure. The student must then collect an Illness/Misadventure form from the Deputy Principal and follow the Illness/Misadventure process. A medical certificate dated the day of the task will be required.
- Illness/misadventure during an examination period.
 - The student or family member is requested to contact the school on the morning of any scheduled examination if they will miss the examination.
 - Prior to their return to school the student must contact the Deputy Principal in charge of the Year group to negotiate and organise a rescheduling of the affected exam(s).
 - Students must report to the Deputy Principal on the first day of their return to school and collect an Illness/Misadventure form.

- Completed forms must be returned to the Deputy Principal within two days.
- Illness/misadventure for a Group performance.
 - When a group performance cannot go ahead on a scheduled date, all students affected need to complete an Illness/Misadventure form.
 - This form needs to be collected from and returned to the Deputy Principal within two days.
 - The Deputy Principal will reschedule an alternative date for the performance.

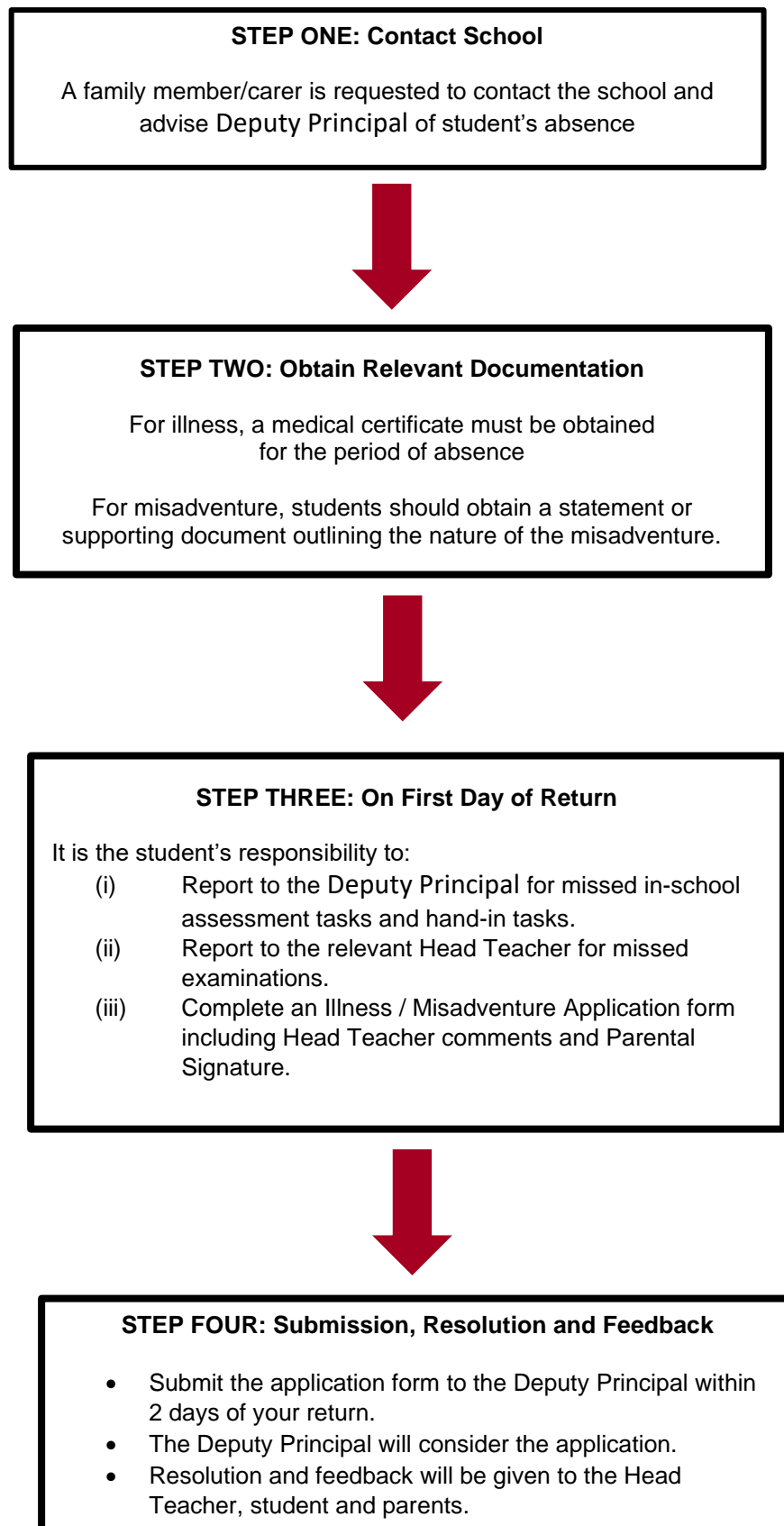
Outcome of illness/misadventure

The Deputy Principal for that year group will consider all illness/misadventure cases. They will judge the presented evidence and decide whether the application is to be upheld or rejected. If the application is upheld one of three things may occur:

- Original or substitute task completed - A zero will be recorded for the original task and the student will be required to complete the task or a substitute task. The mark gained for this task will replace the zero.
- Awarded mark remains - The performance may be considered to be unaffected, and the student's result in the task will remain as marked.
- Maintain rank applied to task - In exceptional circumstances, where undertaking an alternative task is not possible, the Principal may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the 'zero'.

In all cases, students may lodge and appeal to the Principal in writing to reconsider the decision. Students must follow the appeal process and the appeal must be submitted within two days of receiving the initial decision.

PROCEDURE FOR ILLNESS/MISADVENTURE



PROCEDURES FOR REQUESTING AN EXTENSION

All students are provided with the opportunity to request an extension if they feel they have a genuine inability to meet a scheduled due date. These applications are to be expressed in writing using the request for extension form provided by the school.

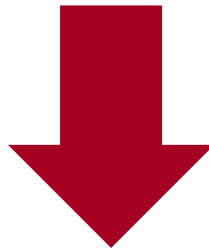
These forms are to be collected from the Deputy Principal and must be returned to the relevant Deputy Principal within two days of issue.

All applications for an extension must be made at least 5 school days prior to the due date.

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

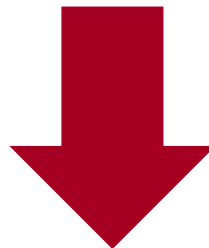
STEP ONE: Collect Request for Extension Form

Student must collect a Request for Extension Form from the relevant Deputy Principal.
All forms must be signed by the Deputy Principal with the date issued.



STEP TWO: Submit the Application

Within two days of the form being issued students must complete all paperwork and submit the form to the relevant Deputy Principal.
This application must be made at least 5 days prior to the official due date.



STEP THREE: Resolution

The application will be considered by the relevant Deputy Principal.
The decision will be communicated in writing to the relevant Head Teacher, student and parents/carers.

HSC: ALL MY OWN WORK

HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

How is HSC: All My Own Work related to HSC eligibility?

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent before the completion of Year 10. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

What are the objectives and outcomes for HSC: All My Own Work?

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- A commitment to principles of good scholarship, academic honesty and ethical practices
- Respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

What is included in the HSC: All My Own Work program?

The HSC: All My Own Work program is divided into five modules, each of which is organised around five or six focus questions. Each module includes:

- Information, scenarios and quiz items
- A summary of key information, issues and strategies
- Frequently Asked Questions (FAQs)
- A list of resources for further information, including links to relevant websites
- A quiz (that includes all quiz items incorporated in the module).

REPORTING

You will receive regular feed-back on your progress through the teacher's evaluation of the assessment task. Advice on ranking will be provided after each task and on the half and yearly report.

HSC Common grading scale - Preliminary

Assessing student achievement is the process of collecting information of student performance on certain tasks in relation to the outcomes of a course. In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors. Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and teachers must award grades to students based on descriptors of typical achievement from elementary to excellent. Generic descriptors can be found below. Grading student achievement is the process of assigning a letter (A,B,C,D,E or N) to summarise the level of a student's achievement in a course.

The NSW Record of School Achievement Grading System is concerned with describing the student's achievement at the end of Year 11. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

The scale describes performance at each of the five grade levels.

A - The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B - The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C - The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D - The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E - The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

N – Non- completion of course

NON-COMPLETION OF HSC COURSE REQUIREMENTS

Procedures for non-completion of preliminary and HSC course requirements

The Non-completion of a course procedure commences when a student has not:

- a) Followed the course developed by the board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes.

The first official warning letter is issued indicating the area(s) of concern. The Head Teacher of the faculty and the course teacher interview the student in danger of not satisfactorily completing a course. The Class Teacher documents the interview on SENTRAL and outlines the Agreed Plan for Improvement and support offered to resolve the outstanding work described in the letter. The letter is signed by the Classroom teacher, Head Teacher and Principal.

The second official warning letter will be issued for completely different reasons as outlined in the first official warning i.e. a student cannot receive two letters for the same task. A pattern of indiscretions which illustrate that the course completion criteria (a), (b) and/or (c) have not been met needs to be established. The second letter should not immediately follow the first letter and needs to relate to a different set of course work missed.

Attendance cannot in itself, be a cause for issuing the N award letter. The specific work missed as a result of irregular attendance needs to be recorded in the letter. Once a second official warning letter is issued (either the same or a different subject) an interview with the Parent/Carer, Student, relevant Deputy Principal, Principal and Year Adviser will be organised to discuss all outstanding and current concerns. At this interview an agreed plan for improvement will be negotiated and be implemented over an agreed timeframe. This interview and outcome will be recorded on SENTRAL.

At this meeting the Principal will make a determination, which may include the implementation of a negotiated program of improvement and the issue of a warning of expulsion for post compulsory aged students. This interview and outcome will be recorded on SENTRAL. NB: Students who have received a minimum of two official warning letters in a single course and have not completed the requirements detailed on these letters are at risk of receiving an 'N' determination for that course.

REQUIREMENTS OF THE 'EDUCATION ACT 1990' - IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE – ATTACHMENT 1

Higher School Certificate – section 95

- (1) Higher School Certificates are to be granted by NESA (previously the Board of Studies) to students who:
 - (a) have been granted a Record of School Achievement or who have attained such other qualifications as NESA considers satisfactory, and
 - (b) have attended a government school, or a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or a school outside New South Wales recognised by NESA or a TAFE establishment, and
 - (c) have participated, to NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
 - (d) have been accepted by NESA as having satisfactorily completed those courses of study, and
 - (e) have, to NESA's satisfaction, undertaken the requisite examinations or other forms of assessment, and
 - (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.
- (2) The requisite examination or other assessment must include a public examination conducted on a state-wide basis.
- (3) NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of NESA, be justified.

Curriculum for Higher School Certificate candidates – section 12

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

These requirements are articulated in Attachment 2

REQUIREMENTS OF THE 'EDUCATION ACT 1990' - IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE – ATTACHMENT 2

| Check | Do students who will complete the Higher School Certificate in 2020 meet the following pattern of study requirements? |
|--------------------------|---|
| <input type="checkbox"/> | At least 12 units of Preliminary courses and 10% units of HSC courses. [Ref: Assessment Certification Examination (ACE), ACE 8005] |
| <input type="checkbox"/> | At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course English Studies) at both Preliminary and HSC level. |
| <input type="checkbox"/> | At least 4 subjects – at both Preliminary and HSC level. |
| <input type="checkbox"/> | At least 6 units of Board Developed Courses – at both Preliminary and HSC level. |
| <input type="checkbox"/> | At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level. |
| <input type="checkbox"/> | Met eligibility requirements and completed the NESA eligibility form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002] |
| <input type="checkbox"/> | All students undertaking Preliminary or HSC courses in 20%18 are required to complete the 'HSC: All My Own Work' program (or equivalent) prior to the school's submission of students' 20%17 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. Exception: Completion of the 'HSC: All My Own Work' program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the 'HSC: All My Own Work' program for students with disability, as necessary. |
| <input type="checkbox"/> | Board Endorsed Courses have current endorsement |
| <input type="checkbox"/> | Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE 7001, 8010%, 8011, 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via 'Schools Online'.] VET course exclusions are available on the NESA website under Vocational Education. |
| Check | Reminders |
| <input type="checkbox"/> | Students seeking an Australian Tertiary Admission Rank (ATAR) must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, English Studies, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR. |
| <input type="checkbox"/> | Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details]. |
| <input type="checkbox"/> | Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC disability provisions including the application process is available on the NESA website |
| <input type="checkbox"/> | Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses]. |



SENIOR STUDENT PATTERN OF STUDY ADJUSTMENT

Student Name: _____ ERN: _____ Year: _____

List of subjects currently studied:

| | Category A/B | | Category A/B | | Category A/B |
|----|--------------|----|--------------|----|--------------|
| 1. | | 4. | | 7. | |
| 2. | | 5. | | 8. | |
| 3. | | 6. | | 9. | |

Post School Goals:

Checklist: HSC NESA Developed Units – minimum 6

☐

HSC ATAR Units – minimum 10%

☐

Category B – VET Units

☐

Deputy Principal – Pattern of Study Endorsed

☐

Signed: _____

I wish to leave/pick up _____. I understand the impact of this decision on my HSC pattern of study and have discussed the decision with my parent/carer.

Student: _____ Date _____

Parent: _____ Date _____

(Please turn over for school/office use)

School Administration:

Head Teacher: _____

I have discussed this decision with the student and endorse their decision.

HT Signature: _____

Date: _____

Deputy Principal: _____

I have discussed this decision with the student, parent and associated staff and endorse this decision.

DP Signature: _____

Date: _____

Principal Signature: Ms R Winfield

Signed: _____

Date: _____

OFFICE USE:***NESA Records Updated:***

Date: _____

Signature: _____

Timetable Updated:

Date: _____

Signature: _____



SPECIAL CIRCUMSTANCES **(ILLNESS/MISADVENTURE)**

Name: _____ **Year:** _____ **Date:** _____

Please describe the Assessment Task(s) missed below:

| Course | Teacher | Type of Assessment Task | Due Date |
|--------|---------|-------------------------|----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |

Reasons for missing assessment task(s): _____

Reasons for requesting extension: _____

Reason for appeal: _____

I have/have not attached a Medical Certificate from Doctor: _____

I have/have not attached a supporting statement from: _____

Deputy Principal was notified of this appeal on ____ / ____ / ____ by _____

Student Signature: _____

Approved / Denied - Date: _____

Deputy Principal: _____

Notes

English

ENGLISH STUDIES

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|---|---|--|-------------|
| Nature of task | Writing Portfolio Mandatory Module: <i>Achieving through English</i> | Presentation Elective Module: <i>MiTunes & Texts</i> | Elective Module Examination <i>Telling us all about it</i> | |
| Timing | Term 1 Week 10 | Term 2 Week 8 | Term 3 Exam Period | |
| Outcomes assessed | ES11.1, ES11-2 ES11-3, ES11-6 | ES11-5, ES11-8 ES11-9, ES11-10 | ES11-4, ES11-7 ES11-8, ES11-9 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 20% | 15% | 15% | 50% |
| Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively | 20% | 15% | 15% | 50% |
| | 40% | 30% | 30% | 100% |

ENGLISH STANDARD

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--|-------------|
| Nature of task | Imaginative Composition & Reflection Reading to Write | Multimodal Presentation Contemporary Possibilities | Yearly Examination Close Study of Literature | |
| Timing | Term 1 Week 10 | Term 2 Week 8 | Term 3 Exam Period | |
| Outcomes assessed | EN11-4, EN11-5 EN11-9 | EN11-1, EN11-2 EN11-3 | EN11-6 EN11-7, EN11-8 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15% | 20% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | 20% | 15% | 50% |
| | 30% | 40% | 30% | 100% |

ENGLISH ADVANCED

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--|-------------|
| Nature of task | Imaginative Composition & Reflection Reading to Write | Multimodal Presentation Critical Study of Literature | Yearly Examination Narratives That Shape Our World | |
| Timing | Term 1 Week 9 | Term 2 Week 8 | Term 3 Exam Period | |
| Outcomes assessed | EA11-3, EA11-5 EA11-10 | EA11-1, EA11-2 EA11-4 | EA11-6, EA11-7, EA11-8 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15% | 20% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | 20% | 15% | 50% |
| | 30% | 40% | 30% | 100% |

ENGLISH EXTENSION (1)

2022

| Components | Task 1 | Task 2 | Task 3 | |
|--|-----------------------------------|--|--|-------------|
| Task Description | Imaginative Response & Reflection | Critical Response with Related Text (In class response) | Related Research Project Multimodal Project | |
| Timing | Term 1 Week 10 | Term 2 Week 10 | Term 3 Examination Period | |
| Outcomes Assessed | EE11-2 EE11-6 | EE11-1 EE11-3 | EE11-4 EE11-5 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15% | 15% | 20% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | 15% | 20% | 50% |
| | 30% | 30% | 40% | 100% |

DRAMA

2022

| Components | Task 1 | Task 2 | Task 3 | |
|--------------------------|---|---|---|--------------------|
| Task Description | Improvisation, Playbuilding & Group performance Logbook | Scripted Drama & Elements of production Performance and portfolio | Theatrical Traditions and Performance Styles End of year Exam | |
| Timing | Term 1 Week 9 | Term 2 Week 9 | Term 3 Examination Period | |
| Outcomes Assessed | P1.2, P1.4, P1.5, P1.7 P1.8, P2.5, P2.6 | P1.1, P1.3, P1.5, P1.7 P2.2, P2.6 | P3.1, P3.2, P3.3, P3.4 | |
| Components | | | | Weighting % |
| Making | 20% | 20% | | 40% |
| Performing | 20% | 20% | | 40% |
| Critically Studying | | | 20% | 20% |
| | 40% | 40% | 20% | 100% |

Mathematics

MATHEMATICS STANDARD

2022

| Components | Task 1 | Task 2 | Task 3 | |
|--|----------------------------------|-----------------------------------|-----------------------------------|-------------|
| Task Description | In Class Open Book Test | Investigation | Preliminary Examination | |
| Timing | Term 1 Week 7 | Term 2 Week 7 | Term 3 Week 9 | |
| Outcomes Assessed | MS11-2, M11-5 MA11-7, MS11-10 | MS11-3, MS11-4 MS11-9, MS11-10 | MS11-1, MS11-6 MS11-8, MS11-10 | |
| Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 15% | 15% | 20% | 50% |
| Problem Solving, Reasoning and Justification | 15% | 15% | 20% | 50% |
| | 30% | 30% | 40% | 100% |

MATHEMATICS ADVANCED

2022

| Components | Task 1 | Task 2 | Task 3 | |
|--|--------------------------|--------------------------|--------------------------|-------------|
| Task Description | Investigation | In Class Open Book Test | Preliminary Examination | |
| Timing | Term 1 Week 7 | Term 2 Week 7 | Term 3 Week 9 | |
| Outcomes Assessed | MA11-1, MA11-2 MA11-9 | MA11-3, MA11-4 MA11-8 | MA11-5, MA11-6 MA11-7 | |
| Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 15% | 15% | 20% | 50% |
| Problem Solving, Reasoning and Justification | 15% | 15% | 20% | 50% |
| | 30% | 30% | 40% | 100% |

MATHEMATICS EXTENSION 1

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|-------------------------|------------------|--------------------------|-------------|
| Nature of Task | In Class Open Book Test | Investigation | Preliminary Exam | |
| Timing | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 9 | |
| Outcomes Assessed | ME11-1, ME11-2 | ME11-3, ME11-4 | ME11-5, ME11-6 ME11-7 | |
| Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 15% | 15% | 20% | 50% |
| Problem Solving, Reasoning and Justification | 15% | 15% | 20% | 50% |
| | 30% | 30% | 40% | 100% |

Science

BIOLOGY

2022

| Task | Task 1 | Task 2 | Task 3 | |
|----------------------------------|--|--|--|-------------|
| Nature of Task | Practical (Module 1) | Depth Study (Field Trip-Module 3) | Yearly Examination (Modules 1-4) | |
| Timing | Term 2 Week 3 | Term 3 Week 3 | Term 3 Exam Period | |
| Outcomes Assessed | BIO11-8 BIO11-9 BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 | BIO11-10 BIO11-11 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 | BIO11-8 BIO11-9 BIO11-10 BIO11-11 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 20% | 20% | 20% | 60% |
| Knowledge and understanding | 10% | 10% | 20% | 40% |
| | 30% | 30% | 40% | 100% |

❖ *This course involves a mandatory fieldwork component*

CHEMISTRY

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|---|---|--|-------------|
| Nature of Task | Practical Task (Module 1) | Depth Study (Module 2 or 3) | Final Examination (Modules 1-4) | |
| Timing | Term 1 Week 9 | Term 2 Week 9 | Term 3 Exam Period | |
| Outcomes Assessed | CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-8 | CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-9 | CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 20% | 20% | 20% | 60% |
| Knowledge and understanding | 10% | 10% | 20% | 40% |
| | 30% | 30% | 40% | 100% |

INVESTIGATING SCIENCE

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|--|--|--|-------------|
| Nature of Task | Data Analysis | Depth Study Models | Journal Review | |
| Timing | Term 1 Week 6 | Term 2 Week 9 | Term 3 Week 7 | |
| Outcomes Assessed | INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS-8 INS-9 | INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS-10 | INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-11 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 20% | 20% | 20% | 60% |
| Knowledge and understanding | 10% | 20% | 10% | 40% |
| | 30% | 40% | 30% | 100% |

PHYSICS

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|---|---|---|-------------|
| Nature of Task | Practical (Module 1& 2) | Depth Study (Research-Module 3) | Final Examination (Modules 1-4) | |
| Timing | Term 2 Week 2 | Term 2 Week 9 | Term 3 Exam Period | |
| Outcomes Assessed | PH11-8 PH11-9 PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 | PH11-10 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 | PH11-8, 9, 10, 11 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 20% | 20% | 20% | 60% |
| Knowledge and understanding | 10% | 10% | 20% | 40% |
| | 30% | 30% | 40% | 100% |

CAPA

Creative And Performing Arts

;

MUSIC

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|-------------------|------------------|------------------|------------------|-------------|
| Nature of Task | Topic 1 | Topic 2 | Topic 3 | |
| Timing | Term 1 Week 9 | Term 2 Week 6 | Term 3 Week 8 | |
| Outcomes Assessed | P1, P2, P5, P10 | P1, P3, P9, P11 | P4, P5, P6, P7 | |
| Components | | | | Weighting % |
| Performance | | 10% | 15% | 25% |
| Composition | 25% | | | 25% |
| Musicology | 10% | 15% | | 25% |
| Aural | | | 25% | 25% |
| | 35% | 25% | 40% | 100% |

PHOTOGRAPHY

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|-------------------------------|--------------------|--------------------|--------------------|-------------|
| Nature of Task | Module 1 | Module 2 | Module 3 | |
| Timing | Term 1 Week 10 | Term 2 Week 10 | Term 3 | |
| Outcomes Assessed | M1, M2 CH1, CH2 | M1, M2 CH1, CH2 | M1, M2 CH1, CH2 | |
| Components | | | | Weighting % |
| Making | 20% | 25% | 25% | 70% |
| Critical & Historical Studied | 10% | 10% | 10% | 30% |
| | 30% | 35% | 35% | 100% |

VISUAL ARTS

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|-------------------------------|---|---|---|-------------|
| Nature of Task | Module 1 | Module 2 | Module 3 | |
| Timing | Term 1 Week 10 | Term 2 Week 10 | Term 3 | |
| Outcomes Assessed | P1, P2, P3, P4, P5 P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5 P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5 P6, P7, P8, P9, P10 | |
| Components | | | | Weighting % |
| Art Making | 10% | 20% | 20% | 50% |
| Critical & Historical Studies | 10% | 20% | 20% | 50% |
| | 20% | 40% | 40% | 100% |

VISUAL DESIGN

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|-------------------------------|---------------------------|----------------------|---------------------------|-------------|
| Nature of Task | Module 1 | Module 2 | Module 3 | |
| Timing | Term 1 Week 10 | Term 2 Week 10 | Term 3 | |
| Outcomes Assessed | DM1, DM2, DM6 CH1, CH2 | DM3, DM5 CH3, CH4 | DM1, DM2, DM9 CH1, CH3 | |
| Components | | | | Weighting % |
| Design Making | 20% | 25% | 25% | 70% |
| Critical & Historical Studies | 10% | 10% | 10% | 30% |
| | 30% | 35% | 35% | 100% |

HSIE

Human Society in It's Environment

ABORIGINAL STUDIES

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|--------------------------|--|---|-------------|
| Nature of Task | Aboriginality & The Land | Local/Comparative Case Study: Research & Report | Yearly Exam | |
| Timing | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 9/10 | |
| Outcomes Assessed | P1.2, P2.1, P2.2 | P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3 | P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of content | 5% | 10% | 15% | 30% |
| Investigation, Analysis, Synthesis and Evaluation of information from a variety of sources and perspectives | 10% | 10% | 10% | 30% |
| Research and Inquiry Methods | 5% | 10% | 10% | 25% |
| Communication of information, ideas and issues in appropriate forms | 5% | 5% | 5% | 15% |
| | 25% | 35% | 40% | 100% |

ANCIENT HISTORY

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|--|--|---|-------------|
| Nature of Task | Reconstructing the Past | Historical Investigation Research & Presentation | Yearly Examination | |
| Timing | Term 1 Week 7 | Term 2 Week 9 | Term 3 Week 9/10 | |
| Outcomes Assessed | P1.1, P1.2, P3.1, P3.2, P3.3 P3.4, P3.5, P3.6, P4.1, P4.2 | P1.1, P2.1, P3.1, P3.2, P3.3 P3.4, P3.6, P4.1, P4.2 | P1.1, P2.1, P3.1, P3.2 P3.3, P3.4, P3.6, P4.1, P4.2 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of content | 15% | | 25% | 40% |
| Source based skills | 15% | | 10% | 25% |
| Historical inquiry & research | | 20% | | 20% |
| Communication of historical information in appropriate forms | | 10% | 5% | 15% |
| | 30% | 30% | 40% | 100% |

BUSINESS STUDIES

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|------------------|-------------------|---------------------|-------------|
| Nature of Task | Media Folio | Business Plan | Yearly Examination | |
| Timing | Term 1 Week 9 | Term 2 Week 10 | Term 3 Week 9/10 | |
| Outcomes Assessed | P2, P7, P9 | P4, P5, P8 | P4, P8, P9 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of content | 10% | 10% | 20% | 40% |
| Source based skills | | 10% | 10% | 20% |
| Inquiry & research | 10% | 10% | | 20% |
| Communication of business information, ideas and issues in appropriate forms | 10% | 10% | | 20% |
| | 30% | 40% | 30% | 100% |

FRENCH

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--------------------------|--|---|--|-------------|
| Nature of Task | Response to spoken/visual texts/oral presentation Family Life | Responses in English and French to a series of emails Recreation | Yearly Examination | |
| Timing | Term 2 Week 1 | Term 2 Week 10 | Term 3 Week 10 | |
| Outcomes Assessed | 2.2, 2.3, 2.6 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.5 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | |
| Components | | | | Weighting % |
| Listening | 20% | | 10% | 30% |
| Reading | | 20% | 10% | 30% |
| Speaking | 10% | | 10% | 20% |
| Writing | | 10% | 10% | 20% |
| | 30% | 30% | 40% | 100% |

GEOGRAPHY

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|---|---|---|-------------|
| Nature of Task | Fieldwork/Written Report | Senior Geography Project | Yearly Examination | |
| Timing | Term 1 Week 9 | Term 2 Week 9 | Term 3 | |
| Outcomes Assessed | P1, P2, P3, P4, P5, P6 P7, P8, P9, P10, P11, P12 | P1, P2, P3, P4, P5, P6 P7, P8, P9, P10, P11, P12 | P1, P2, P3, P4, P5, P6 P7, P8, P9, P10, P11, P12 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 5% | 5% | 10% | 20% |
| Geography skills & tools | 10% | 5% | 5% | 20% |
| Geographical inquiry & research including fieldwork | 5% | 20% | 5% | 30% |
| Communication of geographical fieldwork information, ideas and issues in appropriate forms | 10% | 10% | 10% | 30% |
| | 30% | 40% | 30% | 100% |

LEGAL STUDIES

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|--------------------------------|-------------------------------------|--------------------|-------------|
| Nature of Task | Media File The Legal System | Essay The Individual and the Law | Yearly Examination | |
| Timing | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week | |
| Outcomes Assessed | P1, P2, P3, P4 | P5, P6, P7, P8 | P1, P2, P9 P10 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 10% | 10% | 20% | 40% |
| Analysis and Evaluation | 5% | 10% | 10% | 25% |
| Inquiry and Research | 10% | 5% | | 15% |
| Communication and ideas/concepts in appropriate forms | 10% | 10% | | 20% |
| | 35% | 35% | 30% | 100% |

MODERN HISTORY

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|---------------------------------|--|---|-------------|
| Nature of Task | Archaeology & Source Evaluation | Historical Investigation Research & Presentation | Yearly Examination In-class Essay | |
| Timing | Term 1 Week 7 | Term 2 Week 10 | Term 3 Week 9 | |
| Outcomes Assessed | MH11.6, MH11.7 MH11.10 | MH11.6, MH11.7 MH11.8, MH11.9 | MH11.1, MH11.2, MH11.3, MH11.4, MH11.5, MH11.9 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 10% | | 20% | 30% |
| Historical skills in the analysis & evaluation of sources and interpretations | 10% | 5% | | 15% |
| Historical inquiry & research | 5% | 15% | | 20% |
| Communication and historical understanding in appropriate forms | 5% | 20% | 10% | 35% |
| | 30% | 40% | 30% | 100% |

SOCIETY & CULTURE

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|---------------------------|------------------------------|---------------------|-------------|
| Nature of Task | Social and Cultural World | Personal and Social Identity | Yearly Examination | |
| Timing | Term 1 Week 8 | Term 2 Week 10 | Term 3 Week 9/10 | |
| Outcomes Assessed | P1, P2, P3 P4, P5, P6 | P6, P7, P8 | P9, P10 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 15% | 20% | 15% | 50% |
| Application and evaluation of social and cultural research methodologies | 15% | 10% | 5% | 30% |
| Communication of Information, Ideas and Issues in appropriate forms | 5% | 10% | 5% | 20% |
| | 35% | 40% | 25% | 100% |

PD/H/PE

Personal Development, Health and Physical Education

COMMUNITY & FAMILY STUDIES

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|---|---|---------------------|-------------|
| Nature of Task | Core 1 – RESOURCE MANAGEMENT Case Study | Core 2 - INDIVIDUALS & GROUPS Article Analysis & Question | Yearly Examination | |
| Timing | Term 1 Week 5 | Term 2 Week 5 | Term 3 Week 8-10 | |
| Outcomes Assessed | P1.1, P5.1, P6.1 | P2.1, P2.3, P6.2 | P1 – P3, P6 – P7 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 10% | 10% | 20% | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | 20% | 20% | 20% | 60% |
| | 30% | 30% | 40% | 100% |

EXPLORING EARLY CHILDHOOD

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|--------------------------|-------------------|--|-------------|
| Nature of Task | Birth Studies Interviews | Family Case Study | Craft Portfolio & Practical Presentation | |
| Timing | Term 1 Week 8 | Term 2 Week 4 | Term 3 Week 6 | |
| Outcomes Assessed | 1.1, 5.1, 6.1 | 1.4, 2.1, 2.5 | 1.3, 2.2, 3.1 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 10% | 20% | 20% | 50% |
| Skills in critical thinking, research, analysis and communicating | 15% | 15% | 20% | 50% |
| | 25% | 35% | 40% | 100% |

Personal Development/Health/Physical Education 2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|----------------------------|----------------------------------|-----------------------|-------------|
| Nature of Task | In-class Extended Response | Practical Tasks & Video Analysis | Yearly Examination | |
| Timing | Term 1 Week 7 | Term 2 Week 5 | Term 3 Week 9 | |
| Outcomes Assessed | P2, P3, P15 | P7, P9 | P1 - P12 P15 - P17 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of course content | 15% | 10% | 15% | 40% |
| Skills in critical thinking, research, analysis and communicating | 15% | 20% | 25% | 60% |
| | 30% | 30% | 40% | 100% |

SPORT, LIFESTYLE & RECREATION

2022

| Task Number | Task 1 | Task 2 | Task 3 | |
|--------------------------------|---|-------------------------------|--------------------------------------|-------------|
| Nature of Task | Games & Sports Applications Practical Test & Quiz | Athletics & Video Analysis | Sports Coaching Practical & Diary | |
| Timing | Term 1 Week 6-7 | Term 2 Week 4-5 | Term 3 Week 9 | |
| Outcomes Assessed | 1.1, 3.1, 4.4 | 2.5, 3.3, 5.2 | 2.1, 2.2, 3.2, 4.2 | |
| Components | | | | Weighting % |
| Knowledge and Understanding | 10% | 20% | 20% | 50% |
| Skills | 15% | 15% | 20% | 50% |
| | 25% | 35% | 40% | 100% |

TAS

Technology and Applied Studies

DESIGN & TECHNOLOGY

2022

| Task number | Task 1 | Task 2 | Task 3 | |
|---|------------------------|--|---------------------------------|--------------------|
| Nature of task | Designer Case Study | Charity Project | Yearly Examination | |
| Timing | Term 1 Week 8 | Term 2 Week 9 | Term 3 End | |
| Outcomes assessed | P1.1, P2.1, P2.2, P6.1 | P3.1, P4.1, P4.2, P4.3 P5.1, P5.2, P5.3, P6.2 | P1.1, P2.2, P5.1, P5.2, P5.3 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 10% | 20% | 40% |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 10% | 30% | 20% | 60% |
| | 20% | 40% | 40% | 100% |

ENGINEERING STUDIES

2022

| Task | Task 1 | Task 2 | Task 3 | |
|---|---|---|--|--------------------|
| Nature of task | Engineering Fundamentals & Engineered Product Analysis | Engineering Solution & Engineering Report | Yearly Examination | |
| Timing | Term 1 Week 10 | Term 2 Week 8 | Term 3 Weeks 9-10 | |
| Outcomes assessed | P1.2, P2.1, P4.1, P4.2 | P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2 | P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1 | |
| 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 | 15% | 25% | | 40% |
| | 25% | 35% | 40% | 100% |

FOOD TECHNOLOGY

2022

| Task | Task 1 | Task 2 | Task 3 | |
|--|---|--------------------------------------|--------------------------------|-------------|
| Nature of task | Food Quality Experiment and Preparation | Nutrition Investigation | Yearly Examination | |
| Timing | Term 2 Week 4 | Term 3 Week 2 | Term 3 Weeks 9-10 | |
| Outcomes assessed | P2.2, P3.2, P4.1 P4.4, P5.1 | P2.1, P3.1, P3.2 P4.1, P4.4, P5.1 | P1.1, P1.2, P2.2 P4.4, P5.1 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | | 10% | 30% | 40% |
| Knowledge and skills in designing, researching, analysing and evaluating | 10% | 10% | 10% | 30% |
| Skills in experimenting with and preparing food by applying theoretical concepts | 20% | 10% | | 30% |
| | 30% | 30% | 40% | 100% |

INDUSTRIAL TECHNOLOGY

2022

| Task | Task 1 | Task 2 | Task 3 | |
|---|--|--|--|-------------|
| Nature of task | Design Build - Project 1 | Design Build - Project 2 | Yearly Examination | |
| Timing | Term 2 Week 3 | Term 3 Week 7 | End -Term 3 | |
| Outcomes assessed | P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3 P5.1, P5.2 | P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.3 P5.1, P6.1, P6.2 | P1.1, P1.2, P2.1, P3.1 P6.1, P7.1, P7.2 | |
| Components | | | | Weighting % |
| Industry Study | | | 15% | 15% |
| Design, Management & Communication | 10% | 10% | 10% | 30% |
| Production | 20% | 20% | | 40% |
| Industry Related Manufacturing Technology | 5% | 5% | 5% | 15% |
| | 35% | 35% | 30% | 100% |

TEXTILES & DESIGN

2022

| Task number | Task 1 | Task 2 | Task 3 | |
|---|------------------------------------|--------------------------------------|--|-------------|
| Nature of task | Communication Techniques Portfolio | Preliminary Textiles Project | Yearly Examination | |
| Timing | Term 2 Week 2 | Term 3 Week 3 | Term 3 Weeks 9-10 | |
| Outcomes assessed | P2.1, P2.3, P3.2 | P1.1, P1.2, P2.1, P2.2 P2.3, P4.1 | P1.1, P1.2, P3.1, P3.2 P5.1, P5.2, P6.1 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 10% | 30% | 50% |
| Skills and Knowledge in the design, manufacture and management of textiles projects | 10% | 30% | 10% | 50% |
| | 20% | 40% | 40% | 100% |

Assessment Advice for HSC VET Courses

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

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

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

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

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

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

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

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

Work placement – Advice from NESA in response to COVID-19

"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. Students are no longer required to undertake NESA-mandated VET work placements." NESA update, 29 April 2020.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

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

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

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

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

Assessment Summary for BSB20115 Certificate II in Business

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

| Cluster name, unit of competency code and title. | Observation of practical work | Product assessment | Oral questioning | Written assignment, test | Role play, Oral presentation | HSC examinable |
|--|-------------------------------|--------------------|------------------|--------------------------|------------------------------|----------------|
|--|-------------------------------|--------------------|------------------|--------------------------|------------------------------|----------------|

Cluster 1 Keyboarding Speed, Accuracy & Word Processing

| | | | | | | |
|--|---|---|--|---|--|--|
| BSBITU307 Develop keyboarding speed and accuracy | Y | Y | | Y | | |
| BSBITU211 Produce digital text documents | Y | Y | | Y | | |

Cluster 2 Work Health and Safety

| | | | | | | |
|--|---|---|--|---|---|---|
| BSBWHS201 Contribute to health and safety of self and others | Y | Y | | Y | Y | Y |
|--|---|---|--|---|---|---|

Cluster 3 Handle Mail

| | | | | | | |
|-----------------------|--|---|---|---|--|--|
| BSBINM202 Handle mail | | Y | Y | Y | | |
|-----------------------|--|---|---|---|--|--|

Cluster 4 File It

| | | | | | | |
|---|--|---|---|---|--|---|
| BSBINM201 Process and maintain workplace information | | Y | Y | Y | | Y |
| BSBWOR202 Organise and complete daily work activities | | Y | Y | Y | | |

Cluster 5 Lets Communicate

| | | | | | | |
|--|--|--|---|---|---|--|
| BSBITU213 Use digital technologies to communicate remotely | | | Y | Y | Y | |
| BSBCMM201 Communicate in the workplace | | | Y | Y | Y | |

Cluster 6 Lets Work Together

| | | | | | | |
|--|--|--|---|---|--|---|
| BSBIND201 Work effectively in a business environment | | | Y | Y | | Y |
| BSBINN201 Contribute to workplace Innovation | | | Y | Y | | Y |
| BSBCUS201 Deliver a service to customers | | | Y | Y | | Y |

Cluster 7 Going Green

| | | | | | | |
|---|---|--|--|---|---|---|
| BSBSUS201 Participate in environmentally sustainable work practices | Y | | | Y | Y | Y |
| BSBITU212 Create and use spreadsheets | Y | | | Y | Y | |

Cluster 8 Financial Documents

| | | | | | | |
|---|--|--|--|---|--|---|
| TLIP2029A Prepare and process financial documents | | | | Y | | Y |
|---|--|--|--|---|--|---|

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the BSB20115 Certificate II in Business. The Statement of Attainment towards BSB20115 Certificate II in Business will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for CPC20211 Certificate II in Construction Pathways

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

| Cluster name, unit of competency code and title. | Observation of practical | Product assessment | Oral questioning | Written assignment | Role-play. Oral | Self-Assessment | HSC examinable |
|--|--------------------------|--------------------|------------------|--------------------|-----------------|-----------------|----------------|
|--|--------------------------|--------------------|------------------|--------------------|-----------------|-----------------|----------------|

Cluster 1 Working Safely in the Construction Industry

| | | | | | | | |
|--|---|--|--|---|--|---|---|
| CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry | Y | | | Y | | Y | Y |
|--|---|--|--|---|--|---|---|

Cluster 2 Carpentry Basics

| | | | | | | | |
|--|---|---|--|---|--|---|----|
| CPCCCA2011A Handle carpentry materials | Y | Y | | Y | | Y | |
| CPCCA2002B Use carpentry tools and equipment | Y | Y | | Y | | | ** |

Cluster 3 White Card

| | | | | | | | |
|---|---|--|---|---|---|--|---|
| CPCCWHS1001 Prepare to work safely in the construction industry | Y | | Y | Y | Y | | Y |
|---|---|--|---|---|---|--|---|

Cluster 4 Levelling

| | | | | | | | |
|--|---|--|--|---|--|--|--|
| CPCCCM2006B Apply basic levelling procedures | Y | | | Y | | | |
|--|---|--|--|---|--|--|--|

Cluster 5 Reading Plans

| | | | | | | | |
|---|---|--|--|---|--|--|---|
| CPCCCM2001A Read and interpret plans and specifications | Y | | | Y | | | Y |
|---|---|--|--|---|--|--|---|

Cluster 6 Prepare for Concreting

| | | | | | | | |
|---|---|---|--|---|--|---|---|
| CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground | Y | Y | | Y | | Y | |
| CPCCCM1015A Carry out measurements and calculations | Y | Y | | Y | | Y | Y |

Cluster 7 Group Project

| | | | | | | | |
|--|---|---|---|---|--|---|---|
| CPCCCM1013A Plan and organise work | Y | Y | Y | Y | | Y | Y |
| CPCCM2004A Handle construction materials | Y | | Y | Y | | | |

Cluster 8 Skills Into Action

| | | | | | | | |
|---|--|--|--|---|---|---|---|
| CPCCCM1012A Work effectively and sustainably in the construction industry | | | | Y | | Y | Y |
| CPCCCM1014A Conduct workplace communication | | | | Y | Y | | Y |

Cluster 9 Option 1: Joinery Option 1 or 2 must be completed to attain the qualification and be eligible for the HSC (delete units not being delivered)

| | | | | | | | |
|--|---|---|--|---|--|---|--|
| CPCCJN2001A Assemble components | Y | Y | | Y | | Y | |
| CPCCJN2002B Prepare for off-site manufacturing process | Y | Y | | Y | | Y | |

Cluster 9 Option 2: Brick and Block Laying

| | | | | | | | |
|---|---|---|--|---|--|---|--|
| CPCCBL2001A Handle and prepare bricklaying material | Y | Y | | Y | | Y | |
| CPCCBL2002A Use bricklaying and blocklaying tools and equipment | Y | Y | | Y | | Y | |

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for Manufacturing and Engineering Introduction: MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

| | |
|--|-----------------|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 35 hours in total | Add information |
| There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR | NA |

| Cluster name, unit of competency code and title. | Observation of practical work | Product assessment | Written assignment, Test, Quiz | Portfolio | HSC examinable |
|--|-------------------------------|--------------------|--------------------------------|-----------|----------------|
|--|-------------------------------|--------------------|--------------------------------|-----------|----------------|

Cluster 1 – Welcome to the industry

| | | | | | |
|---|---|---|---|--|--|
| MEM13015 Work safely and effectively in manufacturing and engineering | | Y | Y | | |
| MEM16006 Organise and communicate information | | Y | Y | | |
| MEM11011 Undertake manual handling | Y | Y | Y | | |

Cluster 2 – Right tool, right job

| | | | | | |
|---|---|---|---|--|--|
| MEM18001 Use hand tools | Y | Y | Y | | |
| MEM18002 Use power tools/hand held operations | Y | Y | Y | | |

Cluster 3 – Engineering in practice

| | | | | | |
|--|---|---|---|--|--|
| MEM12024 Perform computations | Y | Y | Y | | |
| MEM16008 Interact with Computer technology | Y | Y | | | |
| MEM7032 Use workshop machines for basic operations | Y | | | | |

Cluster 4 – Can we build it

| | | | | | |
|--|---|---|---|---|--|
| MEMPE006A Undertake a basic engineering project | Y | Y | Y | Y | |
| MEMPE001A Use engineering workshop machines | Y | | | Y | |
| MEMPE005A Develop a career plan for the engineering and manufacturing industry | | | Y | | |

Cluster 5 – Sparks and noise

| | | | | | |
|---|---|---|---|--|--|
| MEMPE002A Use electric welding machines | Y | | Y | | |
| MEMPE004A Use fabrication equipment | Y | Y | Y | | |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for SIT20416 Certificate II in Kitchen Operations

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

| | Observation of practical | Product Assessment | Oral questioning | Written assignment, fact quiz | Role play, oral | Supplementary | Evidence | Other, HSC examinable |
|--|--------------------------|--------------------|------------------|-------------------------------|-----------------|---------------|----------|-----------------------|
|--|--------------------------|--------------------|------------------|-------------------------------|-----------------|---------------|----------|-----------------------|

Cluster 1 Getting Along

| | | | | | | | |
|--|--|--|--|---|--|--|---|
| BSBWOR203 Work effectively with others | | | | Y | | | Y |
|--|--|--|--|---|--|--|---|

Cluster 2 Safe and hygienic food preparation

| | | | | | | | |
|--|---|---|--|---|--|--|---|
| Part A Hygienic Food Preparation | | | | | | | |
| SITXFSA001 Use hygienic practices for food safety | Y | | | Y | | | Y |
| Part B Safe Food Preparation | | | | | | | |
| SITHCCC001 Use food preparation equipment | Y | Y | | Y | | | Y |
| SITXFSA002 Participate in safe food handling practices | Y | Y | | Y | | | Y |

Cluster 3 Safe and sustainable work practices

| | | | | | | | |
|---|---|--|---|---|--|--|---|
| BSBSUS201 Participate in environmentally sustainable work practices | Y | | Y | Y | | | |
| SITXWHS001 Participate in safe work practices | Y | | Y | Y | | | Y |

Cluster 4 Preparing quality simple dishes

| | | | | | | | |
|---|---|---|--|---|--|--|--|
| SITHCCC002 Prepare and present simple dishes | Y | Y | | Y | | | |
| SITXINV002 Maintain the quality of perishable items | Y | Y | | Y | | | |

Cluster 5 Producing menu Items

| | | | | | | | |
|--|---|--|--|---|--|---|---|
| SITHCCC005 Prepare dishes using basic methods of cookery | Y | | | Y | | Y | Y |
|--|---|--|--|---|--|---|---|

Cluster 6 Cleaning the kitchen

| | | | | | | | |
|---|---|---|--|---|--|--|---|
| SITHKOP001 Clean kitchen premises and equipment | Y | Y | | Y | | | Y |
|---|---|---|--|---|--|--|---|

Cluster 7 Preparing appetisers and salads

| | | | | | | | |
|--|---|--|--|---|--|---|--|
| SITHCCC006 Prepare appetisers and salads | Y | | | Y | | Y | |
|--|---|--|--|---|--|---|--|

Cluster 8 Sandwich preparation

| | | | | | | | |
|---|---|---|--|---|--|--|--|
| SITHCCC003 Prepare and present sandwiches | Y | Y | | Y | | | |
|---|---|---|--|---|--|--|--|

Cluster 9 Keeping up to date with industry

| | | | | | | | |
|---|--|--|--|---|--|--|---|
| SITHIND002 Source and use information on the hospitality industry | | | | Y | | | Y |
|---|--|--|--|---|--|--|---|

Cluster 10 Use cookery skills effectively

| | | | | | | | |
|---|---|---|--|--|--|---|--|
| SITHCCC011 Use cookery skills effectively | Y | Y | | | | Y | |
|---|---|---|--|--|--|---|--|

****UoC highlighted in yellow must be assessed by an assessor that holds three years industry experience. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.