



Preliminary Assessment Guidelines 2023

Preliminary Assessment Guidelines

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

Vincentia High School

Student Responsibilities

1 Do All Tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

2 Do Tasks When Due

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

3 Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is attendance.

4 Clashes

It is your responsibility to let the Head Teacher know if there is a clash, such as a compulsory excursion on the same day as an Assessment Task. A Special Circumstances Form must be completed.

5 Absence from Tasks

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so. If not, a zero (0) will be awarded.

6 Assessment Requirements

Ensure you have a copy of the assessment requirements for EACH course you are studying and that you are aware of course requirements.

7 Vincentia High School Assessment Guidelines

Be aware of the assessment guidelines and procedures of Vincentia High School as detailed in this booklet and elaborated on in the Assessment section of our school website in the Assessment Guidelines documentation.

8 Advice

It is your responsibility to seek advice if there is a problem which has not been resolved satisfactorily within a class or KLA. You can speak with the Head Teacher, a Learning and Support Teacher, your Year Advisor or Deputy Principal. All of these staff are ready to help you if required.

To be fair to everyone, the rules must be followed.

Vincentia High School






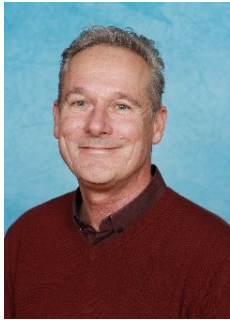





Year 11 – Key Support Staff

KEY CONTACTS

			
Ruth Winfield Principal	Christine Gates Deputy Principal – Year 8 and 11	Sandra Clark Deputy Principal, Inclusion and Support	Maree McNeil Careers Advisor
			
Madi Wheeler Year Advisor	Monique Jackson Year Advisor	Nicole Higgins Head Teacher Wellbeing	Gai Brown Aboriginal Education Coordinator
			
Renee Gilbert Deputy Principal Instructional Leader	Simon Flanigan Deputy Principal – Year 9 and Year 12	Kylie Newton Deputy Principal - Year 7 and Year 10	Toni Smith Head Teacher Learning Support

Preliminary – Key Contacts

Year 11 students will participate in the following subjects and be supported by the following head teachers:

			
English <i>Jess Holloway Fry</i> English	Mathematics <i>John Powter (Rel)</i> Mathematics	Science <i>Patrick Twining</i> Science	HSIE <i>Michael Matuschka</i> History and Geography
			
PD/H/PE <i>Brad Jardine (Rel)</i> PDHPE	TAS <i>Andrew Newton</i> Technology Mandatory	CAPA <i>Jaz Corr</i> Music and Visual Arts	Teaching and Learning <i>Lisa Raftery (Rel)</i> Library
			
Support <i>Kathryn Antonio</i>	Gumbari <i>Tom Mason</i>	School Sport <i>Alison Bech</i>	Representative Sport <i>Vivienne Nolan</i>

The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment. It is important that students, parents and teachers read this booklet, understand it and follow the procedures within it.

It ensures a consistent approach to practice and process at Vincentia High School. It needs to be noted, however, that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

Eligibility requirements for the HSC To be eligible for the award of the Higher School Certificate, students must:

- satisfactorily complete Years 9 & 10 or gain other qualifications that satisfy NESA;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college or TAFE;
- have completed HSC: All My Own Work (or its equivalent) unless you have only entered for Year 11 and Year 12 Life Skills courses;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- meet the minimum standard of literacy and numeracy within five years of starting your HSC course.

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:

- repeat some or all Stage 6 courses;
- accumulate new Stage 6 courses to meet the eligibility requirements for the HSC; or
- complete the requirements for the HSC within 5 years of the first HSC examination being sat.

School Assessment

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, logbooks
- 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 HSC assessment task on any one day. Assessment in the HSC 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 cumulative rank, 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 HSC course requirements.

Student Responsibilities

- 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 responsibility to contact the teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with their Class Teacher or 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.

School Based Assessment - VET

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they 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.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry standard. 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 students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

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

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO. Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses.

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. The HSC examination is 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 a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam. Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

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 will be negotiated.

Submission of hand-in assessment task

- Submission time for a hand-in task will be by **clearly outlined on the assessment notification** for that specific task. Receipt of the task will be acknowledged by the teacher.
- 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@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.

A student deemed to have unfair advantage may incur a zero (0) mark for the given task.

Changes to Course Assessment Schedules

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

Keeping Copies of Assessment Tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format.

This copy will:

1. provide the student with the opportunity to submit a replacement task; and
2. provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted without being re-done. It should not be assumed that an illness and misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should not be deleted, until you have the marked task back from your teacher. It is also recommended that students back-up assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of tasks processes as directed by the school.

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).

Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task. A non-serious attempt may include things such as, but is not limited to:

- only multiple-choice questions completed in a task or an examination paper;
- repeating the question as the answer.
- malpractice in some or all of the task; and/or
- inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt, will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within 2 school days of being informed by the Course Teacher or Head Teacher.

Applying for 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 relevant faculty Head Teacher on the first day of their return to school and collect an Illness/Misadventure form.
 - Completed forms must be returned to the Head Teacher 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 relevant faculty Head Teacher on the first day of the student's return to school, and complete an Illness/Misadventure form.
 - Completed forms must be returned to the Head Teacher 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 relevant faculty Head Teacher 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 relevant Head Teacher within two days.
 - The faculty Head Teacher 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 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.

HSC Minimum Standards

Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced. The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests four times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Records of School Achievement

Only students who meet the HSC minimum standard will receive a HSC testamur.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/resultsdocumentation>

Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular, those with an intellectual disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

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's form from the Deputy Principal, or 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.

PROCEDURE FOR ILLNESS/MISADVENTURE

STEP ONE: Contact School

A family member/carer is requested to contact the school and advise relevant Head Teacher of student's absence



STEP TWO: Obtain Relevant Documentation

For illness, a medical certificate must be obtained for the period of absence

For misadventure, students should obtain a statement or supporting document outlining the nature of the misadventure.



STEP THREE: On First Day of Return

It is the student's responsibility to:

- (i) Report to the Head Teacher of the faculty concerned for missed in-school assessment tasks and hand-in tasks.
- (ii) Report to the relevant Deputy Principal/Head Teacher for missed examinations.
- (iii) Complete an Illness / Misadventure Application form including Head Teacher comments and Parental Signature.



STEP FOUR: Submission, Resolution and Feedback

- Submit the application form to the relevant Head Teacher or Deputy Principal within 2 days of your return.
- The Deputy Principal will consider the application.
- Resolution and feedback will be given to the Head Teacher, student and parents.

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.

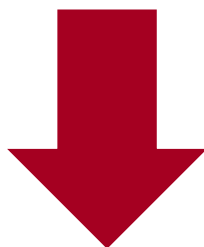
These forms are to be collected from the Deputy Principal and must be returned to the relevant Deputy Principal within two days of issue.

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.

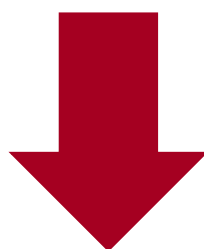
All forms must be signed by the Deputy Principal with the date issued.



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 Head Teacher.

This application must be made at least 5 days prior to the official due date.



STEP THREE: Resolution

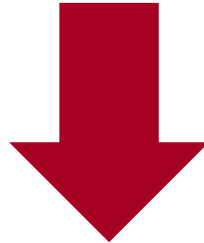
The application will be considered by the relevant Head Teacher.

The decision will be communicated in writing to the relevant staff, student and parents/carers.

PROCEDURES FOR MALPRACTICE – ISSUING AND APPEAL

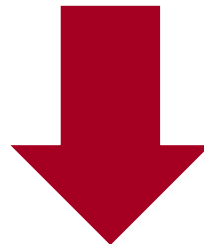
STEP ONE: Teacher Suspects Student of Malpractice

The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.



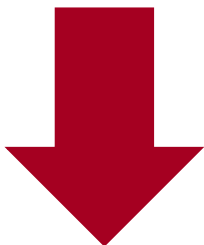
STEP TWO: Teacher Issues an N-Warning Letter

An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.



STEP THREE: Consideration of Evidence

The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely.



STEP FOUR: Student Given Right to appeal

The student will be informed of their right of appeal and the appeal process.
Appeals must be lodged to the Deputy Principal within 2 school days of verbal/written notification of an incidence of malpractice. (Form in booklet)

CONSEQUENCES OF MALPRACTICE

Proven malpractice will limit a student's marks or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice MUST be registered with NESA in the Malpractice Register in Schools Online. This will be done by Deputy Principal (Year 12) with information supplied by the Head Teacher. One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for part or all of the assessment task;
- an N Warning letter sent to the student/supervisor;
- withdrawal from a course/s.

STUDENT APPEALS: MALPRACTICE

After being informed of the consequence of proven Malpractice, students have 2 school days to appeal a decision made by the Head Teacher of the course, to the Deputy Principal. The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing.

Notes of any discussion/interview will be made and retained. If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the Principal.

This appeal MUST be made within 2 school days of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any new evidence provided.

The Principal's decision will be final.

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

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.

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

Check	Do students who will complete the Higher School Certificate in 2024 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].



ASSESSMENT GUIDELINES

APPENDIX

Illness/Misadventure Application Form

STUDENT FORM

Please submit immediately before or after illness/misadventure to the faculty Head Teacher responsible for the task.

Student Name: _____

Course: _____

Teacher: _____

Task Name: _____

Date Due: _____

Date of submission of request form: _____

Course Teacher/Head Teacher contacted: YES / NO

Date of this contact: _____

Nature of request (please select): ☐ ILLNESS ☐ MISADVENTURE

Please provide details and attach independent evidence to this form:

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

PART 2 – STAFF ONLY

Illness/Misadventure Application Form

STEP 1: Head Teacher

Student name: _____

Task name: _____

Course: _____

Faculty: _____

☐ Not Supported ☐ Supported (GO TO STEP 2)

☐ Insufficient cause demonstrated – zero marks awarded

☐ N Warning letter sent

☐ Student informed and recorded

Additional comments: _____

STEP 2 – Decision

☐ New date to complete/submit the same task

New Due Date: _____

☐ New date to complete task

New Due Date: _____

☐ Exempt from task (Principal direction only)

☐ Student/Supervisor informed of decision

☐ Recorded

Additional comments: _____

Signed: _____ (Head Teacher)

Date: _____ (Head Teacher)

STEP 3 – Right of Appeal to Deputy Principal

A student has the right to appeal the decision made in Step 1. The student must present in writing explicit reasons/any new evidence for appealing the HT decision and submit this written appeal to the Deputy Principal (within 2 school days of the HT decision).

Deputy Principal Decision

☐ Appeal Supported

☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student/Supervisor informed

☐ Head Teacher informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

STEP 4 – Right of Appeal to Principal

The student must present in writing explicit reasons/any new evidence for appealing the Deputy Principal decision and submit this written appeal to the Principal (within 2 school days of the DP decision).

Principal Decision

☐ Appeal Supported

☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student informed

☐ Head Teacher informed

☐ Deputy Principal informed

Signed: _____ (Principal) Date: _____ (Principal)

Malpractice Appeal

STUDENT FORM

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Deputy Principal Decision

☐ No change to HT decision ☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

Reason/s: _____

☐ HT Informed ☐ Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal.

For Office Use Only:

Principal Decision

☐ No change to HT decision ☐ Change to decision: Reason/s and decision outcome: Malpractice Register

Reason/s: _____

☐ HT Informed ☐ Student/Supervisor informed

Signed: _____ (Principal) Date: _____ (Principal)

Task Extension Request

STUDENT FORM

Please submit this form prior to the due date of the task to the Head Teacher of the Faculty responsible for the assessment task.

Step One: Request to Head Teacher

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____

Reason/s for Extension Request:

For Office Use Only:

Head Teacher Response

☐ Approval of Task Extension

New Date: _____

☐ Task Extension not approved

Reason/s: _____

☐ HT Recorded

☐ Student/Supervisor informed

Signed: _____ (Deputy Principal)

Date: _____ (Deputy Principal)

Step Two: Appeal to Deputy Principal

Provide the information above to the Deputy Principal and organise a time to discuss this request for a task extension.

For Office Use Only:

Deputy Principal Decision

☐ No change to HT decision

☐ Change to decision: Reason/s and decision outcome

Reason/s: _____

☐ HT Informed and task recorded

☐ Student/Supervisor informed

Signed: _____ (Principal)

Date: _____ (Principal)

SENIOR STUDENT – PATTERN OF STUDY ADJUSTMENT

STUDENT FORM

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

Category B – VET Units

Pattern of Study Endorsed

Subject is being:

☐ Left

☐ Changed

Details:

_____ from _____

_____ from _____

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 _____

(Office use – turn overleaf)

School Administration:

Head Teacher Signatures

(For all of those involved)

Head Teacher: _____

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:** _____



ASSESSMENT SCHEDULES

ENGLISH

ENGLISH STUDIES

2023

Task	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

2023

Task	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

2023

Task	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 10	Term 2 Week 8	Term 3 Exam Period	
Outcomes assessed	EA11-3, EA11-5 EA11-9	EA11-1, EA11-2 EA11-4	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)

2023

Task	Task 1	Task 2	Task 3	
Task Description	Portfolio	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

2023

Task	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

2023

Task	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

2023

Task	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

2023

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

2023

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

2023

Task	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

2023

Task	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%

CAPA

MUSIC

2023

Task	Task 1	Task 2	Task 3	
Nature of Task	Topic 1	Topic 2	Topic 3	
Timing	Term 1	Term 2	Term 3	
	Week 9	Week 6	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

2023

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

VISUAL ARTS

2023

Task	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

2023

Task	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

ABORIGINAL STUDIES

2023

Task	Task 1	Task 2	Task 3	
Topic	Aboriginality and the Land	Comparative Study	Class Content	
Nature of Task	Extended Response	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 P4.1, P4.2, P4.3	P1.2, P1.3, P2.2, P3.1, P3.2, P3.3	
Components				Weighting %
Knowledge and Understanding of content	5%	10%	15%	30%
Investigation, Evaluation and Synthesis of information from a variety of sources and perspectives	10%	10%	10%	30%
Research and Inquiry Methods	5%	10%	10%	25%
Communication of ideas and ideas in appropriate forms	5%	5%	5%	15%
	25%	35%	40%	100%

ANCIENT HISTORY

2023

Task	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

2023

Task	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

2023

Task	Task 1	Task 2	Task 3	
Nature of Task	Response to spoken/visual texts/oral presentation	Responses in English and French to a series of emails	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%

LEGAL STUDIES

2023

Task	Task 1	Task 2	Task 3	
Nature of Task	Media File/Essay 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

2023

Task	Task 1	Task 2	Task 3	
Nature of Task	The Decline and Fall of the Romanov Dynasty Source Analysis	Historical Investigation	Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9-10	
Outcomes Assessed	MH11.3, MH11.6, MH11.7 MH11.9, MH11.10	MH11.1, MH11.2 MH11.3, MH11.4, MH11.5 MH11.8, MH11.9	MH11.1, MH11.3, MH11.4, MH11.5, MH11.6, MH11.9	
Components				Weighting %
Knowledge and Understanding of course content	15%	5%	20%	40%
Historical skills in the analysis & evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry & research	5%	10%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
	35%	30%	35%	100%

SOCIETY & CULTURE

2023

Task	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%

PDHPE

COMMUNITY & FAMILY STUDIES

2023

Task	Task 1	Task 2	Task 3	
Nature of Task	Core 1 – RESOURCE MANAGEMENT Case Study	Core 2 - INDIVIDUALS & GROUPS Movie Analysis	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8-10	
Outcomes Assessed	P1-1, 4-2, 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

2023

Task	Task 1	Task 2	Task 3	
Nature of Task	Pregnancy Childbirth Research	Food and Nutrition Practical and Written	Presentation	
Timing	Term 1 Week 6	Term 2 Week 8	Term 3 Week 7	
Outcomes Assessed	1-1, 1-2, 1-4, 5-1 6-1, 6-2	1-3, 3-1, 4-1, 6-1	2-1, 2-3, 2-4 4-2, 4-3	
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%

	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

2023

Task	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

DESIGN & TECHNOLOGY

2023

Task	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

2023

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

2023

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

2023

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

2023

Task	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%

VET

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate you have gained and can apply the specific knowledge and skills for the unit of competency (UoC) to be deemed competent in that unit. 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. This means a course mark is not allocated for competency-based assessment. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA 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’. Refer to the [**VET Student Induction Booklet**](#) for additional advice. You will receive a report from the school each semester indicating competency outcomes. After meeting all the assessment requirements, the successful achievement of competency in the units as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level, or if at least one unit of competency is achieved a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 if at least one unit of competency is achieved. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) may be requested by using the Wagga Wagga Application for Recognition of Prior Learning (RPL) for a unit of competency including a portfolio of evidence relevant to each unit. Seek RPL advice from your trainer. This RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review. This UoC must be stated in the RTO’s TAS on commencement of the course. **Credit Transfer (CT)** may be given for a unit of competency previously achieved with another RTO after verification of the Transcript of Academic Record, or through a viewable verifiable online VET USI transcript. Seek CT advice, from your trainer who will contact the RTO, prior to the commencement of the delivery of this UoC. This UoC must be stated in the RTO’s TAS on commencement of the course.

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

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

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer
- a N determination will be issued if work placement is not satisfactorily completed. This means the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment if one or more unit/s of competency is achieved
- the scheduled date for work placement is shown in the course assessment summary
- you will complete the supplied workplace journal applicable to your placement.

Work placement advice from NESA in response to COVID-19

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

The HSC examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information). Where applicable this HSC examination is

- 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. Where applicable, 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 BSB30120 Certificate III in Business

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) – 70 hours in total	Term 2 week 10 26/06/2023-30/06/2023
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency (Code and Title)		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory / Stream
Cluster 1	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	X	X	X	Mandatory Stream
Cluster 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	X	X	X	Mandatory Stream
Cluster 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	X	X	X	Mandatory Stream
Cluster 4	BSBPEF201	Support personal wellbeing in the workplace	X	X	X	Mandatory
Cluster 5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	X	X	X	Mandatory Stream
Cluster 6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	X	X	X	Mandatory Mandatory Stream
Cluster 7	BSBCRT311	Apply critical thinking skills in a team environment	X	X	X	Mandatory

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the BSB30120 Certificate III in Business. The Statement of Attainment towards BSB30120 Certificate III in Business will only be the possible AQF outcome if at least one UoC has been achieved.

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

SCHOOL	VINCENTIA HIGH SCHOOL
Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 4-week 6 28/7/2023 – 08/12/2023
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 2	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 3	CPCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Choose Option 1, 2 OR 3 in Cluster 5 to gain the qualification and be eligible for the HSC (delete options below not being delivered and delete this row)						
Cluster 5 – Option 1 Brick & blocklaying	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	X	X	X	
	CPCCBL2002	Use bricklaying and blocklaying tools and equipment				
Cluster 5 – Option 2 Wall & floor tiling	CPCCWF2002	Use wall and floor tiling tools and equipment	X	X	X	
	CPCCCM2013	Undertake basic installation of wall tiles				
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

VINCENTIA HIGH SCHOOL – HSC 2023 ASSESSMENT SCHEDULE

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

Requirement for HSC purposes				Dates: Term 3 Week 8 4/9/2023 - 8/9/2023		
Work Placement (compulsory for the HSC) 35 hours in total						
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR				N/A		
Assessment Plan			Evidence Collection			HSC
Cluster	Competency Codes	Title of competency	Written Task/Questioning – written or oral *** to knowledge eg. Quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities eg. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner, work samples, photos, videos, logbooks
Cluster 1 – Welcome to the industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	Y	Y	Y	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	Y	Y	Y	
	MEM18002	Use power tools/hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	Y	Y	Y	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project	Y	Y	Y	Y
	MEMPE001A	Use engineering workshop machines				
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines	Y	Y		
	MEMPEC04A	Use fabrication equipment				
Cluster 6 – My pathway	MEMPE05A	Develop a career plan for the engineering and manufacturing industry	Y		Y	

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