

# Finley High School



## Assessment Policies and Procedures for HSC 2021

*Teaching, learning and achieving in a  
safe and caring community.*

*Respectful    Responsible    Learners*

**You Must Read This Booklet**

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# Assessment Policies and Procedures

## 1. General Introduction

This booklet is designed to outline the assessment policies and procedures implemented at Finley High School for courses studied for the Higher School Certificate (HSC), Year Twelve. It also provides some general information around issues relating to the Higher School Certificate Examinations. Students should ensure they also read the booklet titled 2021 Higher School Certificate Rules and Procedures developed by the NSW Education Standards Authority (NESA).

Other useful information can also be found at:

**HSC Online** [hsc.csu.edu.au](http://hsc.csu.edu.au)

**NSW Education Standards Authority (NESA)** [educationstandards.nsw.edu.au/wps/portal/nesa/home](http://educationstandards.nsw.edu.au/wps/portal/nesa/home)

**Students Online NSW** [studentsonline.bos.nsw.edu.au](http://studentsonline.bos.nsw.edu.au)

**Universities Admissions Centre** [uac.edu.au](http://uac.edu.au)

## 2. General Assessment Guidelines

The final HSC mark is a 50:50 combination of a student's examination mark and a moderated school-based assessment mark for each course.

### ***Why do we have school-based assessment?***

- So that all students are thoroughly prepared for the HSC year when 50% of their final result comes from their assessment performance.
- So that all students have a clear picture at the end of the HSC Course as to their achievements over the whole of the course.
- It enables schools to give credit to students for mastery of skills, which have been difficult to examine in formal examinations.
- A student can be rewarded for achievements which, although evident to the class teacher, may not be adequately assessed in a single external examination.
- It may be called upon in the event of misadventure during one or more of the HSC examinations.

Students are required to satisfactorily attempt a number of assessment tasks for their courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects.

### ***What happens with the school-based assessment marks?***

Schools submit a HSC assessment mark to NESA for every student in every course.

Students then sit the HSC examinations. This is set and marked by NESA. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

Marks are then moderated. Moderation is very important as the HSC is for all Year 12 students in NSW. Put simply, NESA uses the state-wide external exam marks as a way of adjusting for any differences in the way your teachers mark assessments compared to other schools.

For each course, the procedure adjusts the average of the school assessments to be equal to the average of the examination marks obtained by the group. It also sets the top school assessment to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark.

Although the marks may change, the rank order and the relative spacing will remain the same.

### ***How are assessment results reported?***

In December, following the HSC examinations, students will receive a Higher School Certificate Record of Achievement Notice.

In every NESA course, your moderated assessment mark and examination mark will be aligned to calculate your HSC mark. It will be awarded on an achievement scale from 0-100 (for 2 unit courses).

HSC marks for each course are divided into bands, with each band representing a typical performance by a student within that mark range. For a 2 unit course, Band 6 is the highest level of performance and the minimum standard expected in 50.

Band 6 = 90 - 100 marks

Band 5 = 80 - 89 marks

Band 4 = 70 - 79 marks

Band 3 = 60 - 69 marks

Band 2 = 50 - 59 marks

Band 1 = 0 - 49 marks

The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. For an Extension course, the bands are E4 (highest level of performance) to E1.

ALL courses studied in Year Twelve will appear on the Year Twelve Record of Achievement including Board Endorsed Courses, eg SLR. Such courses have no external exam; therefore no exam mark is recorded but in the assessment column the school's assessment mark will appear.

### **3. The School and Assessment**

#### ***Assessment at Finley High School.***

NESA issues a Syllabus for each course. Individual schools design an assessment policy based on the relevant information in each syllabus, such as the COMPONENTS, NUMBER and WEIGHTING of tasks.

Finley High School has developed an Assessment policy to best help our students.

- Assessment schedules for each course will be in the back of this booklet, this provides basic information.
- At least 2 weeks before an assessment task is due you will receive written notice of the task. This will be in more detail than the assessment schedule. This is NOT the case for the Trial HSC Exams.
- The majority of students should only have 1 task due in any week and no more than 2 tasks in any given week. Students doing extension courses, course by distance education or a few other exceptions may not follow this guideline.
- Finley High School has established an **assessment free** period of two weeks before the Year 12 Trial HSC Examinations.

It is the individual teacher's responsibility to maintain accurate and up-to-date records of marks awarded and outcomes met for each task. As a guideline, teachers should also return assessment tasks within 2 weeks of being handed in for marking.

#### ***Disability Provisions at Finley High School***

Disability provisions provide students with practical support to access, i.e. read and respond to, the Higher School Certificate (HSC) exams.

In providing disability provisions for the HSC exams, NESA complies with the Disability Discrimination Act 1992 (Cth) (DDA) and the Disability Standards for Education 2005, issued under the DDA.

Disability provisions are one way that NESAs ensure there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.

Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. For example, students with a:

- learning disability may use reader or writer
- medical disability may access toilet breaks or use adapted furniture
- vision disability may use braille or large-print papers
- hearing disability may use an oral or sign interpreter.

#### **4. Assessment and Students**

##### ***How many assessment tasks am I required to do?***

The number of tasks varies according to the course involved. The number of tasks in any two unit course is usually between three and four tasks at Finley High School.

##### ***Do I have to complete all assessment tasks?***

All students are expected to have made a satisfactory attempt at all assessment tasks. If you fail to do this you will receive an N-Warning letter. This letter indicates that the student is in danger of not passing the course.

Where a student fails to complete assessment tasks which contribute in excess of 50% of the marks available for that course, the Principal may certify that the course has not been studied satisfactorily.

##### ***How will I know that I have an Assessment Task? How much advance notice that an Assessment Task is due should I be given?***

Students should be given at least two weeks written notice of an assessment task, except for the Trial HSC Exams. The students need to sign an assessment register to acknowledge they have been given the assessment. This notification will tell students:

- What the task is and details of how it is to be submitted, eg typed, poster, folder etc.
- Date of issue of the task.
- When the task is due for submission – date and time.
- The value of the task.
- What the task is assessing – outcomes.
- Marking scale for the task. (See documentation for an example)

##### ***When do I have to submit assessment tasks?***

On every assessment task the 'Due Date' will be indicated. Students should note that long-term tasks (eg Visual Arts major work) will in most cases be divided up into various parts. Each part will have set dates for their submission.

All tasks that are not "in-class tasks" must be submitted by 8.50am on the due date to the appropriate teacher. The student needs to sign the assessment register for evidence of submission of the task. If the teacher is not available the task should be handed to the relevant Head Teacher and the assessment register signed as usual.

##### ***Can I get an extension on the due date of an Assessment Task?***

In cases of illness, serious misadventure or some other extreme circumstance students can be granted extensions but they must make written application through the classroom teacher, subject Head Teacher and the Deputy Principal. Students should be aware that they may be required to provide a **medical certificate** or other written evidence to accompany such applications.

However, it is important that students understand that certain conditions apply to an application for an extension.

- Extensions **will not** be granted on the day an assessment is due. Applications must be made at least 24 hours prior to the due date of a task and must be in writing on the appropriate form that can be found in this booklet.
- Such extensions will not be given
  - over holiday periods
  - for set in-class tasks
  - for examinations

Students applying for an extension will need to complete the required paperwork (see documentation section).

### ***What happens if I'm sick or suffer some misadventure on the day of an Assessment Task?***

In the event that you are sick or suffer some misadventure on the day of an Assessment Task you must:

- contact your classroom teacher, the Head Teacher of the department or the Deputy Principal at the school.
- provide a written explanation of the circumstances surrounding your inability to attend. Students should note that they may be required to produce a medical certificate.
- The Head Teacher may decide that:
  - You should attempt the Assessment Task on another date.
  - You should attempt an alternative Assessment Task, or
  - You should be given an estimate

Students applying for misadventure will need to complete the appropriate paperwork (see documents).

### ***What if I do not submit a task?***

The non-submission of a task by the due date, except in the case where a student has an extension/misadventure, will result in a student being awarded zero for that task. Students are reminded that all tasks that are not "in-class tasks" must be submitted by 8.50am on the due day to the appropriate teacher.

### ***What happens if the computer I'm doing my assessment task on 'crashes'?***

Students are encouraged to use cloud based word processing software that automatically saves where appropriate for an Assessment Task. However, it is the student's responsibility to ensure that they make a back up copy of all material. It is strongly recommended that they save all material to a USB as well as the hard drive and also have progressive 'hard copies' of their work on paper. Unless otherwise specified, all tasks should be presented as a hard copy and last minute printer failures will not be an acceptable reason for failing to hand in a task on time.

Failure to make back-up copies may result in a student being awarded zero for a task if it is not submitted by the due date.

### ***What happens if I disagree with a teacher's marking of a task?***

A student may approach a teacher immediately upon the return of the task to discuss the mark which has been awarded. This does not guarantee the mark will be changed. The mark for an assessment task cannot be reviewed at a later stage.

## **5. Cheating and Consequences**

All students must have completed the HSC: All My Own Work program before being enrolled into any Preliminary or HSC course.

The program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. The content of the program covers 5 areas. These are:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

On the completion of the program the supervising teacher will certify the student if the results are adequate. If not the students will need to attempt the program again. Once certified the student and supervising teacher will sign off on the program. This indicates students understand the concepts in each of the 5 areas covered.

### ***What if a student cheats or plagiarizes?***

Any student who plagiarizes or cheats will receive a mark of zero for the assessment task. Plagiarism is "the act of copying without permission or acknowledgement" or "using the work of another person and presenting it as one's own" ([www.student.mq.edu.au/plagiarism](http://www.student.mq.edu.au/plagiarism)).

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero assessment allocated by writing a full account to the Principal, who will decide on the merits of the appeal.

## **6. Vocational Education & Training Courses (VET)**

VET courses are competency based.

The statements of competency aim to convey:

- Performance: what a person is required to do
- Conditions: under what conditions e.g. workplace
- Standards: level of achievement.

To be competent in a VET course a person is required to:

- Perform individual tasks (task skills)
- Manage a number of different tasks within the job (task management skills)
- Respond to irregularities and breakdowns in routine (contingency management skills)
- Deal with expectations and responsibilities of the work environment which includes working with other people (job/role environment skills)

As part of these courses students must undertake 70 hours of work placement.

Students may elect to undertake a HSC examination in these courses. To assist in preparation for this, students may undertake a number of assessment items as per the schedule.

Each Vocational Education & Training (VET) course has competencies and work placement hours attached to it.

Non completion of work placement hours and /or required competencies may cause a student to be recognised as having unsatisfactorily completed the course. If this occurs the students will receive a 'N' warning letter in the particular course. If the issue is not rectified the student may not receive the HSC for the course.

The VET courses at Finley High School have an optional HSC examination attached to them. Students planning on getting an ATAR may choose to sit the optional examination in one of their VET courses. Students MUST notify the school's NESA administrator if they wish to do the examination.

## **7. 'Non Assessment' Work**

### ***Do I have to complete "non-assessment" tasks?***

Non-assessment tasks are very important in the context of the whole course, practice for assessment tasks and HSC examination preparation. Students should understand that non-assessment tasks assist in the development of skills and are an opportunity to experiment and learn by mistakes. Therefore, students are expected to complete all set in class tasks and all set homework.

The same applies to Trial HSC Examinations. The major purpose of such exams is to prepare students for the HSC exam at the end of Year 12. As such, students must make a serious attempt at all parts of all examinations whether they are assessable components or not.

The award of the HSC may be withheld on the grounds of non-completion or non serious attempt at non-assessment tasks.

### ***HSC Minimum Standard***

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective 2018 Year 9 NAPLAN test(s).

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

## **8. Appeals and Reviews**

If a student feels that an aspect of an assessment needs to be reviewed or they need to set an appeal in motion. The process is as follows:

### ***Talk to your teacher / Head Teacher***

In the first instance, students who feel they have suffered some detriment as a result of incorrect procedures or misadventure should seek assistance from their relevant Teacher or Head Teacher.

### ***Appeal to Head Teacher***

Appropriate paperwork (see documentation) needs to be completed due to failure to submit a specific HSC Course Assessment Task on time or absence from Assessment Task due illness or misadventure. This appeal is to be handed to the relevant Teacher and then the Head Teacher on the first available day after the incident. In consultation the Teacher and Head Teacher will decide if the appeal is upheld. They will let the student know as soon as possible.

### ***Appeal to Principal***

A student who wishes to appeal against a decision made by the Head Teacher should write an appeal on the appropriate form and hand it to the Principal within three school days of being notified of the Head Teachers decision (see documents).



### ***Is there any aspect of my HSC assessment which I may have reviewed?***

An assessment review will relate only to a student's rank sent to NESAs by the school. After the final HSC examination students can see their rank in each course on Students Online. If the student thinks the placement in any course is not correct, the student needs to talk to the teacher immediately. After talking to the teacher, if the student is still not satisfied they can apply to the Principal for an official review. This must be completed by the date specified by NESAs. If you are still not satisfied you can advise the Principal you would like an appeal sent to NESAs.

### ***What factors are considered in a review?***

The only factors considered are that:

- the weightings specified by the school in its assessment program conform with NESAs's requirements as detailed in the subject guides;
- The procedures used by the school for determining the final assessment mark have conformed with its stated assessment program. In particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
- The assessment mark contains no clerical or computational errors.

## **9. Documents Used In Assessment Procedures**

Listed in this section are documents that are used in all aspects of the Assessment Procedures.

- ***"Frontsheet" for HSC Assessment Tasks (example only)***  
Used to advise students of a task given, indicating - date of task, date of issue, task to be completed, weighting, what is required and relevant details.
- ***Application for an extension.***  
This form must be completed and handed in at least 24 hours before the due date. They are available from this booklet and the Deputy Principal.
- ***Application for an appeal***  
Will be sent to parents to advise that a student has not completed an Assessment Task. It will outline what is required and the date to be completed by.
- ***N-Warning notification***  
A similar letter will be sent to parent/s of a student who fails to complete an assessment task by the due date. If the assessment is not completed after this letter is sent it will jeopardise the student achieving the HSC.
- ***NESA's Certificate and results***  
HSC Testamur- Awarded to students at the completion of their HSC.  
HSC Record of Achievement- Includes assessment mark, examination mark, HSC mark and Performance band.  
HSC Course Reports- describes what a student within the band received typically knows, understands and can do.





# Application Form For an Extension for Preliminary & HSC Assessment

Name: \_\_\_\_\_

Task: \_\_\_\_\_

Due Date: \_\_\_\_\_

Extension Days Required: \_\_\_\_\_

Reason for Extension Application:

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New Due Date: \_\_\_\_\_

Signed (Student): \_\_\_\_\_

Signed (Class Teacher): \_\_\_\_\_

Signed (Head Teacher): \_\_\_\_\_

Signed (Principal): \_\_\_\_\_      **Approved**      **Not Approved**

You **must** advise your classroom teacher if successful in your application for extension **before the due date**.

This slip **must** be attached to your task when you submit it.



# Application Form For an Appeal for Preliminary & HSC Assessment (Non-completion/late submission of assessment)

*Please complete, sign and return to the appropriate teacher*

Name: \_\_\_\_\_

Task: \_\_\_\_\_

Original Due Date: \_\_\_\_\_

Reason for non-completion of assessment task:

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Signed (Student): \_\_\_\_\_

Signed (Class Teacher): \_\_\_\_\_

Signed (Head Teacher): \_\_\_\_\_

Signed (Parent/ guardian) \_\_\_\_\_

Signed (Principal): \_\_\_\_\_      **Approved**      **Not Approved**

This slip **must** be attached to your task when you submit it.



Finley High School

PRELIMINARY/HSC

## ILLNESS/MISADVENTURE APPEAL FORM

If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

**OR**

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

### YOU SHOULD COMPLETE THIS FORM

Please consult the Finley High School Preliminary/HSC Assessment Policy before completing the form.

Name: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone No: \_\_\_\_\_

Subject: \_\_\_\_\_ Date of Assessment Task: \_\_\_\_\_

Class Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Type of Appeal: *(please circle)*                      ILLNESS                      MISADVENTURE

Details: *(see over for instructions)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's signature: \_\_\_\_\_ Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Please hand this completed form to the Deputy Principal**

✂ \_\_\_\_\_

### Receipt of Illness/Misadventure Form Acknowledgement

Student: \_\_\_\_\_

Subject: \_\_\_\_\_

Your appeal was received on: \_\_\_\_\_

Signed: \_\_\_\_\_

Instructions: For the circumstances of your appeal to be accurately assessed, the following information is required:

In case of illness:

- the date of onset of illness;
- an indication of the duration of the condition.

In case of misadventure:

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

*NB: Please attach supporting documentation*

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FOR SCHOOL USE ONLY:

Comments by Teacher / Head Teacher:

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DECISION:

Appeal Upheld

Appeal Declined

Comment:

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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

NOTIFICATION:

Head Teacher informed

Date: \_\_\_\_\_

Student informed

Date: \_\_\_\_\_



Respectful  
Responsible  
Learners

# FINLEY HIGH SCHOOL

Principal: Mr J Ward B.HSc. Grad.Dip.SecEd  
Deputy Principal: Mrs P Jackson B.Com.Grad.Dip.Ed

Tocumwal Street FINLEY NSW 2713  
Phone: 03 5883 1344 Fax: 03 5883 2396  
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E-mail: [finley-h.school@det.nsw.edu.au](mailto:finley-h.school@det.nsw.edu.au)

Wednesday, 1 September 2018

Mr & Mrs Sample  
8 FINLEY STREET  
FINLEY NSW 2713

Dear Mr & Mrs Sample,

## ***Re: Official Warning - Non-Completion of a Higher School Certificate Course***

I am writing to advise that your child, JOHN SAMPLE, is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course Personal Development, Health and Physical Education.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1<sup>st</sup> official warning** we have issued concerning Personal Development, Health and Physical Education.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

### **Course Completion Criteria**

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

- Followed** the course developed or endorsed by the Board; and
- Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year Twelve, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, John has not satisfactorily met part a, b and c of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for John to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with John and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
Head Teacher

\_\_\_\_\_  
Principal

Date: \_\_\_/\_\_\_/\_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_\_\_

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by John.

<b>Task Name(s)/Course Requirement(s) /Course Outcome(s)</b>	<b>Percentage weighting (if applicable)</b>	<b>Original Due Date (if applicable)</b>	<b>Action Required By Student</b>	<b>Revised date to be completed by</b>

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Please detach this section and return to school

**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE**

- I have received the letter dated Wednesday, 1 September 2018 indicating that John is in danger of not having satisfactorily completed Personal Development, Health and Physical Education.
- I am aware that this course may not appear on John's Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make John ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## **10. Assessment Ranking Appeals**

After all HSC examinations have been complete, Students Online will provide you with your assessment rank order within each of your courses at our school. Your rank order is calculated from your school assessment results.

If you feel that your rank in any course is incorrect, you should contact the school as soon as possible. If necessary, you can apply to your school Principal for a review. There is no provision for a review of the actual marks awarded for assessment tasks. Further details about reviews and appeals are on the assessment appeal form which can be obtained from your school.

If you are dissatisfied with the result of your school review of your course assessment rankings you can appeal to NESAs against the decision. NESAs then decides if the correct weightings were used, whether the school followed its own assessment program and that there were no clerical errors. If the appeal is upheld, NESAs refers the matter back to the school for further review.

## 11. HSC Assessment Schedules

HSC Biology 2 Unit 2021					
Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	RESEARCH: Eye, Ear & Kidney, malfunctions and technologies to improve them.	Modelling: Cell Nuclear Structure and Function	Depth Study: Biotechnology	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 8	Term 2 Week 1	Term 2 Week 8	Term 3 Week 6	
<b>Outcomes assessed</b>	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5, BIO 12-6, BIO 12-7, BIO 12-15	BIO12-5, BIO12-6, BIO12-12	BIO12-6, BIO12-7, BIO12-13	ALL OUTCOMES	
Component	Weighting %				
Knowledge and understanding	10	10	10	10	<b>40</b>
Skills in Working Scientifically	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Year 12 Business Studies 2021					
Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Finance in Class Assessment Task	Operations Media File and Extended Report	Marketing Plan Report	Trial HSC Examination	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 4	Term 3 Week 1	Term 3 Week 6	
<b>Outcomes assessed</b>	H3, H5, H6, H7, H8, H9	H1, H4, H5, H7, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
Component	Weighting %				
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Stimulus-based skills		5	10	5	<b>20</b>
Inquiry & research	10		10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### HSC Chemistry 2 Unit 2021

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Titration practical task	Depth Study Report	Data Manipulation Practical Task	Trial HSC Examination	
<b>Timing</b>	Term 1 Week 5	Term 2 Week 8	Term 3 Week 1	Term 3 Week 6	
<b>Outcomes assessed</b>	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-15	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-15	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-13	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-12 CH11/12-13 CH11/12-14	
<b>Component</b>					<b>Weighting %</b>
Skills in working scientifically	10	15	15	15	<b>55</b>
Knowledge and understanding	10	15	5	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>HSC Community and Family Studies 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	IRP	Groups in Context	Parenting and Caring	Trial HSC Examination	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 1	Term 3 Week 1	Term 3 Week 6	
<b>Outcomes assessed</b>	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	All outcomes taught	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysis and communicating	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>HSC Earth and Environmental Science 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Depth Study 1 Presentation Research Task – Impacts of Climate on Australia	Practical Investigation Modelling Earth Processes	Depth Study 2 Research and Case Study on Mining and Renewable and Non-Renewable Resources	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 6	
<b>Outcomes assessed</b>	EES11/12-1 EES11/12-5 EES11/12-4 EES11/12-7 EES12-13	EES11/12-2 EES11/12-3 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES 11/12-5 EES11/12-6 EES11/12-7 EES12-14	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-12 EES11-13 EES11-14 EES11-15	
<b>Component</b>					<b>Weighting %</b>
Skills in Working Scientifically	15	25	10	10	<b>60</b>
Knowledge, understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### HSC English Advanced 2 Unit 2021

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Analytical essay prescribed text and related material Common Module: Texts and Human Experiences <i>The Crucible</i>	Multimodal presentation Module A: Textual Conversations <i>The Tempest</i> and <i>Hagseed</i>	Choice of text type Module C: Craft of Writing	Trial HSC Examination Paper 1 Common Module Paper 2 Modules (Module B: Critical Study: <i>Good Night and Good Luck</i> (f))	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	
<b>Outcomes assessed</b>	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	15	15	10	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### HSC English Standard 2 Unit 2021

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Analytical response using prescribed text and related material Common Module: Texts and Human Experiences	Multimodal presentation Module A: Language, Identify and Culture Contemporary Asian Poetry	Choice of text type Module C: Craft of Writing	Trial HSC Examination Paper 1 Common Module Paper 2 Modules (Module B: Close Study: <i>The Curious Incident of the Dog in the Night-time</i> )	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	
<b>Outcomes assessed</b>	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
Component					Weighting %
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



### HSC English Studies 2 Unit 2021

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Essay using prescribed text and related text Common Module: Texts and Human Experiences <i>Billy Elliot</i>	Planning and collaborating a day trip and photo diary Multi modal  Elective Module C: On the Road	Select a song and annotate, album art, management pitch, artist's biography  Elective Module F: My tunes	Collection of classwork All modules  Module L: Who do I think I am?	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6 (TBC)	
<b>Outcomes assessed</b>	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Component					Weighting %
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### HSC English Extension 1 – 1 Unit 2021

Task number	Task 1	Task 2	Task 3		
<b>Nature of tasks</b>	Imaginative response and reflection Common Module	Critical response with related text	Trial HSC Examination		
<b>Timing</b>	Term 1 (Negotiated with teacher/ students)	Term 2 (Negotiated with teacher/ students)	Term 3 Week 6		
<b>Outcomes assessed</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, ES12-5		
Component	Weighting %				
Knowledge and understanding of course content	15	20	15		<b>50</b>
Skills in complex analysis composition and investigation	20	15	15		<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>		<b>100</b>

### HSC English Extension 2 – 1 Unit 2021

Task number	Task 1	Task 2	Task 3		
<b>Nature of tasks</b>	Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process		
<b>Timing</b>	Term 1 (Negotiated with teacher/ students)	Term 2 (Negotiated with teacher/ students)	Term 3 (Negotiated with teacher/ students)		
<b>Outcomes assessed</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5		
Component					Weighting %
Skills in extensive independent research	15	20	15		<b>50</b>
Skills in sustained composition	15	20	15		<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

<b>HSC Geography 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Ecosystems at Risk	People and Economic Activity	Urban Places	Trial HSC Examination	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 5	Term 3 Week 3	Term 3 Week 6	
<b>Outcomes assessed</b>	H1, H2, H5, H8, H10	H1, H4, H5, H7, H13	H1, H3, H9, H10	H6, H10, H11, H12	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Geographical Tools and Skills	5	5	5	5	<b>20</b>
Geographical inquiry and research, including fieldwork		5	5	10	<b>20</b>
Communication of geographical information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>HSC History Extension 1 Unit</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of tasks</b>	Historical Process (Proposal, Process Log and Annotated sources)	Major Project - Essay	Trial HSC Examination	
<b>Timing</b>	Term 2 TBC	Term 3 TBC	Term 3 TBC	
<b>Outcomes assessed</b>	HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12.4	
<b>Component</b>				
Knowledge and understanding of significant historiographical ideas and processes	10	10	20	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**HSC Industrial Technology – Metal and Engineering Technologies – 2 Unit 2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Design and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 4	Term 2 Week 10	Term 3 Week 6	
<b>Outcomes assessed</b>	H3.1 H3.2 H3.3 H5.1	H1.1 H1.2 H6.1 H6.2 H7.1 H7.2	H2.1 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H3.1 H4.3 H6.1 H7.1 H7.2	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	5	30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>	<b>100</b>

<b>HSC Legal Studies 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Human Rights: Individual Research	Crime Analysis	Option 1 Essay	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 6	
<b>Outcomes assessed</b>	H1, H2, H4, H5, H6, H7, H8, H9, H10	H1, H3, H4, H6	H1, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Analysis and evaluation		5	10	5	<b>20</b>
Inquiry and Research	10	5	5		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

HSC Mathematics Standard 2 – 2 Unit 2021					
Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Assignment/ Investigation  Topics N2.1, N2.2	In-class Open Book Test  Topics F4.1,4.2	In Class Task  Topics M6	Trial HSC Examination  Topics ALL	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 5	Term 2 Week 7	Term 3 Week 6	
<b>Outcomes assessed</b>	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS11-2 MS11-5 MS11-6 MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
<b>Component</b>	<b>Weighting %</b>				
Understanding, Fluency and Communicating	7.5	15	12.5	15	<b>50</b>
Problem Solving, Reasoning and Justification	7.5	15	12.5	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>



<b>HSC Mathematics Standard 1 – 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Assignment/ Investigation  Topics N2.1, N2.2	Assignment  Topics M5	In Class Task  Topics F2,F3	Trial HSC Examination  Topics ALL	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 10	Term 2 Week 7	Term 3 Week 6	
<b>Outcomes assessed</b>	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
<b>Component</b>	<b>Weighting %</b>				
Understanding, Fluency and Communicating	12.5	12.5	12.5	12.5	<b>50</b>
Problem Solving, Reasoning and Justification	12.5	12.5	12.5	12.5	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>HSC Mathematics Advanced 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Assignment/ Investigation Statistics S2.1,S2.2	In Class Task Topics  F2,T3,C2	In Class Task Topics  C3, C4	Trial HSC Examination  All Topics	
<b>Timing</b>	Term 4 Week 6	Term 1 Week 7	Term 2 Week 7	Term 3 Week 6	
<b>Outcomes assessed</b>	MA12-8 MA12-9 MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-3, MA12-6, MA12-9, MA12-10	MA12-1 To MA12-10	
<b>Component</b>	<b>Weighting %</b>				
Understanding, Fluency and Communicating	5	15	15	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>HSC Mathematics Extension 1 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	In Class Task Topic Vectors	Investigation Task S1	In class task Topics C2	Trial HSC Examination	
<b>Timing</b>	Term 4 Week TBA	Term 1 Week TBA	Term 2 Week TBA	Term 3 Week 6	
<b>Outcomes assessed</b>	ME12-2 ME12-6 ME12-7	ME12-5, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-7	
<b>Component</b>					<b>Weighting %</b>
Understanding, Fluency and Communicating	10	10	15	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### HSC Modern History 2 Unit 2021

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Historical Analysis Essay	Take Home Source Exam	Pacific War Battles - Fact File	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 4	Term 2 Week 7	Term 3 Week 6	
<b>Outcomes assessed</b>	MH12-1, MH12-2, MH12-4, MH12-5, MH12-6, MH12-9	MH12-1 MH12-4 MH12-6	MH12-2, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8	MH12-1 MH12-2 MH12-5 MH12-6 MH12-9	
Component	Weighting %				
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations		10		10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>HSC Music 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Composition and Aural Analysis	Core Performance and Viva Voce	Electives 1,2 & 3 and Aural	Trial HSC Examination Core Performance, Electives and Aural Exam	
<b>Timing</b>	Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Week 6	
<b>Outcomes assessed</b>	H2, H3, H4, H5, H6, H7, H8, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11	H1, H4, H6, H7, H9, H10, H11	H1, H4, H6, H7, H8, H9, H10, H11	
<b>Component</b>	<b>Weighting %</b>				
Aural Core	10		5	10	<b>25</b>
Composition Core	10				<b>10</b>
Musicology Core		10			<b>10</b>
Performance Core		5		5	<b>10</b>
Electives			30	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>	<b>100</b>

### HSC PDHPE 2 Unit 2021

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Factors Affecting Performance	Health Priorities in Australia	Sports Medicine and Improving Performance	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 10	Term 2 Week 4	Term 2 Week 10	Term 3 Week 6	
<b>Outcomes assessed</b>	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H13, H16, H17	All outcomes taught	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40%</b>
Skills in critical thinking, research, analysis and communicating	15	15	10	20	<b>60%</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>HSC Visual Arts 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Essay	BOW Progress Presentation + VAPD	In School BOW + VAPD	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 10	Term 3 Week 3	Term 3 Week 6	
<b>Outcomes assessed</b>	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
<b>Component</b>					<b>Weighting %</b>
Art Criticism and Art History	25	5		20	<b>50</b>
Art Making		20	30		<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## HSC Assessment Advice for 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)** apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. 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>

Workplacement 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.
- a '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 SIT20316 Certificate II in Hospitality

Requirements for HSC purposes		Dates:					
Work Placement (compulsory for the HSC) 70 hours in total		TBC					
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Term 1 Week 10 Half Yearly Exams Term 3 Week 6 Trial Exams					
	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable

### Cluster 1 **Working Together** new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

### Cluster 2 **Safe and hygienic food preparation**-new cluster

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			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

### Cluster 3 **Café Skills**- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

### Cluster 4 **Safe and Sustainable work practices**

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

### Cluster 5 **Interacting with diverse customers**

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

### Cluster 6 **Serving food and beverages** – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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### Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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### Cluster 8 **Use hospitality skills effectively** – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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## Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates:
Work Placement (compulsory for the HSC) 70 hours in total	TBC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 1 Week 10 Half Yearly Exams Term 3 Week 6 Trial Exams

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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### Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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### Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
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AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
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### Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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### Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
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AHCCPM201 Treat Weeds	Y			Y	Y			Y
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### Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y			Y		Y		Y
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AHCLSK205 Handle livestock using basic techniques	Y			Y		Y		Y
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AHCLSK206 Identify and mark livestock	Y			Y		Y		Y
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### Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
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AHCMOM304 Operate machinery and equipment	Y		Y	Y				
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### Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
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AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				
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### Cluster 11 Show Livestock

AHCLSK316 Prepare livestock for competition	Y	Y	Y	Y				
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### Cluster 12 Clean Machinery

AHC BIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
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Clusters 1, 2, 3, 4, 5 and optional clusters to **total 15 units** will be delivered & assessed. Total hours of study =240.

**Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC21216>

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC21216 Certificate II in Rural Operations or a Statement of Attainment towards AHC21216 Certificate II in Rural Operations

## Content Endorsed Courses

(These courses cannot be used in the calculation of an ATAR)

<b>HSC Sport, Lifestyle &amp; Recreation 2 Unit 2021</b>					
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Ongoing Practical Assessment	Half Yearly Exam	Ongoing Practical Assessment	Trial HSC Examination	
<b>Timing</b>	Ongoing	Term 1 Week 9	Ongoing	Term 3 Week 6	
<b>Outcomes assessed</b>	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes Taught	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes Taught	
<b>Component</b>	<b>Weighting %</b>				
Theory Unit 1		15		10	<b>25</b>
Practical Units	25				<b>25</b>
Theory Unit 2		10		15	<b>25</b>
Practical Units			25		<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**HSC Work Studies 2 Unit 2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>		
<b>Nature of tasks</b>	Personal Finance	Enterprise Project	Trial HSC Examination		
<b>Timing</b>	Term 1 Week 5	Term 2 Week 7	Term 3 Week 6		
<b>Outcomes assessed</b>	5, 6, 7, 9	2, 5, 6, 7, 8, 9	1, 2, 3, 4		
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding	10	5	15		<b>30</b>
Skills	25	35	10		<b>70</b>
<b>Total %</b>	<b>35</b>	<b>40</b>	<b>25</b>		<b>100</b>

## 12. A Glossary of Key Words (NESA)

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications.
<b>Apply</b>	Use, utilise, employ in a particular situation.
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size.
<b>Calculate</b>	Ascertain/determine from given facts, figures or information.
<b>Clarify</b>	Make clear or plain.
<b>Classify</b>	Arrange or include in classes/categories.
<b>Compare</b>	Show how things are similar or different.
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/ evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between.
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion)
<b>Recall</b>	Present remembered ideas. Facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

### **13. A Summary for Students**

1. All students must make a serious attempt to complete all set class work and set homework.
2. All students must make a serious attempt at all sections of all internal examinations in all subjects.
3. Students must make a serious attempt at Assessment Tasks, which contribute in excess of 50% of the marks available for that course.
4. Students should be given at least two weeks notice of an Assessment Task, in writing, except for Trial HSC Examinations. The students will need to sign the assessment register to indicate they have received the assessment. This notification will tell students:
  - What the task is and details of how it is to be submitted eg typed, poster, folder etc.
  - Date of issue of the task.
  - When the task is due for submission – date and time.
  - The value of the task.
  - What the task is assessing – outcomes.
  - Marking scale for the task.
5. In class tasks are done in the normal period of the subject and all other tasks must be submitted by 8:50am on the due date to the appropriate teacher. The student will sign a sheet to indicate that they have submitted the task. If the teacher is not available the task should be handed to the Head Teacher or the Deputy Principal.
6. It is possible for more than one assessment task to be due in the same week in certain circumstances.
7. Extensions will only be given in cases of illness, misadventure or other extreme circumstances. Students must make written application for such extensions through the Teacher and Head Teacher at least 24 hours prior to the due date.
8. In the event that a student is sick or suffers some misadventure on the day of an Assessment Task they must:
  - a. Contact their Teacher, Head Teacher or the Deputy Principal at the school.
  - b. Provide a written explanation of the circumstances surrounding their inability to attend.

Students should note that they may be required to produce a medical certificate.

9. The non-submission of a task by the due date, except in the case where a student has an extension, will result in a student being awarded zero for that task. Students are reminded that all tasks that are not “in-class tasks” must be submitted by 8:50am on the due date to the appropriate teacher.
10. In the event that a student disagrees with a mark allocated by a teacher the student may approach the teacher immediately upon the return of the task to discuss the mark which has been awarded. This does not guarantee the mark will be changed. The mark for an assessment task cannot be reviewed at a later stage.
11. Failure to satisfy the requirements of points 1, 2 or 3 may result in a student being declared not to have satisfied requirements for the award of the HSC.
12. Any students needing assistance with any aspects of the Assessment Procedures can speak either directly to the relevant Teacher, Head Teacher or contact the Deputy Principal at any time.
13. Any form of cheating including plagiarism will **NOT** be tolerated. Your HSC will be put in jeopardy.

**14. Personal Assessment Calendar**

<b>Week</b>	<b>Term 4 2020</b>	<b>Term 1 2021</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		

<b>Week</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		



## 15. A Summary for Staff

- These procedures apply to Years Eleven and Twelve.
- **Students should be given at least two school weeks advance notice of an Assessment Task, in writing, except for the Trial HSC Examination. They will need to sign to indicate that they have received the assessment notification.**  
This notification will tell students:
  - What the task is and details of how it is to be submitted eg typed, poster, folder etc.
  - Date of issue of the task.
  - When the task is due for submission – date and time.
  - The value of the task.
  - What the task is assessing – outcomes.
  - Marking scale for the task.
- **All assessment task dates are to be checked for clashes, then entered, onto the Sentral calendar.** This will help prevent tasks being interrupted and prevent students having too many tasks at any time.
- There will be an assessment free period of two weeks before the Trial HSC.
- **“In-class tasks” are done in the normal period of the subject and all other tasks must be submitted by 8:50am (before roll call) on the due date to the appropriate teacher.** The student will sign again to indicate they have submitted the assessment. If the teacher is not available the task should be handed to the relevant Head Teacher or Deputy Principal.
- **Extensions will only be given in cases of illness, misadventure or other extreme circumstances.** Students must make written application for such extensions through the Teacher & Head Teacher, or the Deputy Principal, at least 24 hours in advance.
- **In the event that a student is sick or suffers some misadventure on the day of an Assessment Task they must:**
  - Contact their Teacher, Head Teacher or the Deputy Principal at the school.
  - Provide a written explanation of the circumstances surrounding their inability to attend. Students should note that they may be required to produce a medical certificate.
- **The non-submission of a task by the due date, except in the case where a student has an extension, will result in a student being awarded zero for that task.** Students are reminded that all tasks that are not “in-class tasks” must be submitted by 8:50am on the due day to the appropriate teacher.
- **In the event that a student disagrees with a mark allocated by a teacher the student may approach the teacher immediately upon the return of the task to discuss the mark which has been awarded.** This does not guarantee the mark will be changed. The mark for an assessment task cannot be reviewed at a later stage. They may discuss this with the Head Teacher or Deputy Principal.
- **Students must make a serious attempt at Assessment Tasks which contribute in excess of 50% of the marks available for that course.** In the event that a student does not complete an Assessment Task by the due date staff are required to issue the student and parents with a “Non Completion of Task” letter (available from Head Teachers). The Teacher must keep a copy of this notification.
- **All students must make a serious attempt to complete all set class work and set homework.**
- **All students must make a serious attempt at all sections of all internal examinations in all subjects.**
- **Failure to satisfy the requirements of the assessment procedures** may result in a student being declared not to have satisfied requirements for the award of the HSC.
- **In the event where staff have concerns about a student’s application to non assessment work or internal exams they must advise the Head Teacher and Deputy Principal.** Students must be given written notification that they are not satisfying requirements and must be given an opportunity to ‘redeem’ the situation.

- **Tasks should be marked promptly and feedback given to the students.** This should be completed in the shortest time possible. Within 2 weeks is a rough guideline. Students sign when assessments are returned.
- **Care should be taken when using common assessment tasks.** Where possible they should be completed at the same time so as to not disadvantage students. If tasks are used each year, then great care needs to be made that the students do not have access to them. E.g. older brothers or sisters, friends, etc.
- **Upon completion of marking of a class Assessment Task, staff are required to keep student marks for that task both in their own mark books and enter them into the Sentral mark book.** The students sign again to indicate they have received the marked assessment back from their teacher.
- **When assessment tasks are issued staff should keep a record of the students who have not received the notification.** A copy of the task should be emailed to the student, or issued by the teacher as soon as the student returns to school. **A copy of all assessment tasks is to be placed in the subject Senior Folder.**
- Any student or staff member needing assistance with any aspect of the Assessment Procedures can speak either directly to their Head Teacher or contact the Deputy Principal or Principal at any time.