

Ulladulla High School



Assessment Guidelines

Year 11

2022

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Principal's Message

As students navigate the complexity of preparing for their HSC 2023 the school will continue to support each and every student. These are unusual times, however the school, the NSW Department of Education and NESA work together to provide the very best for support for all students.

School-based Year 11 Preliminary HSC Assessment 2022

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

The school continues to apply NESA's principals of assessment and have developed school- based assessment that:

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

The school encourages all students and parents to continually refer to the NESA website for all updates and ongoing support for both Year 11 and Year 12 study and can be found at this link [NESA Student Guide](#)

Achievement and success is a combination of passion, effort, resilience and perseverance. I commend all Year 11 Preliminary- HSC 2022 students to develop your skills and knowledge, seek timely advice, feedback and be the connoisseurs of critique, essential for improving students' work and result.

To the **Class of 2023**, set your goals, be kind to yourself and go for excellence. Senior school is an unbelievable opportunity to build your future aspirations. You have got this.

Denise Lofts

Principal

Information for Students Regarding Assessment for Year 11

The purpose of this booklet is to inform senior students and their parents of:

- details of how senior students satisfy the requirements for successfully passing Preliminary courses in 2022,
- how this affects courses in Years 11 and 12, and
- Students' rights and responsibilities under this system.

What is the difference between preliminary and HSC courses?

Preliminary courses are studied in Year 11 (and later years). You must satisfactorily complete the course and the assessment requirements in a Preliminary course before being considered for entry into an HSC course. You either satisfy the requirements of the Preliminary Course or you will not be eligible for a Higher School Certificate.

Year 11 Grades are awarded for every subject at the end of term 3 and entered by the school into the student's "Record of School Achievement" with the NESA. The final grade is determined by combining the student's assessment performance over the three Preliminary terms in each course. The Grade awarded at the end of the Preliminary may be different from the Grade awarded on each school report during Year 11.

When do HSC courses start?

HSC courses will start at Ulladulla High School at the beginning of Term 4 each year. This means that you will start your HSC courses in Term 4 2022.

The Higher School Certificate

The Higher School Certificate is substantially different to courses in the junior years. It uses a standards-referenced approach to the assessing and reporting of student's achievement.

This means that the achievements of students are assessed and reported against specified standards that are established for each course. In a standards-referenced approach, students are recognised for what they know, understand and can do. The mark they receive will reflect the standard which the student has achieved in the course.

In terms of the HSC students will receive:

- The HSC testamur (if all requirements are met);
- A Record of Achievement which summarises results awarded in each course;
- A course report for each board-developed course. This will show the moderated internal assessment mark, the external examination mark and the averaged HSC mark on a performance scale. This report also includes statements of a typical performance which a student would demonstrate in each band;
- Record of School Achievement based on completed subjects from Stage 5 and Stage 6 Preliminary
- VET credentials

When making Assessments for the HSC, the school will rank its students in order of merit in each course and each student will be awarded a mark which will be forwarded to the NSW Education Standards Authority (NESA). The Moderation process will change the marks of the students but will not alter the order of merit which the school has determined.

What is Assessment?

Assessment is meant to provide an indication of a student's achievement based on:

- A wider range of syllabus objectives and outcomes than is measured by the external examination
- Measures and observations obtained throughout the course rather than at a single examination

How will each subject be assessed?

Each course syllabus provided by NESA has specific outcomes which students are expected to achieve in Years 11 and 12. In each course these outcomes will be assessed according to the components of the course. The various components will be given a numerical weighting. Various tasks such as tests, assignments, projects, practical work, research tasks and oral/aural work will be used to gather the marks which will eventually form the assessment. In Preliminary Stage 6 a grade of A to E will be awarded for completion of subjects and is provided to NESA and recorded on the Record of School Achievement (RoSA). Except for TVET and VET courses, each subject has a specific assessment schedule displayed in this booklet. TVET and VET courses will be assessed based on competencies.

Non-Assessment tasks

All non-assessment tasks are important. Students must fulfill **ALL** requirements of the syllabus. Non-assessment tasks cover other aspects of courses such as classwork and participation.

Non-completion of these tasks means a student has failed to satisfy NESA requirements in these courses and may not be eligible to sit for this subject in subsequent years.

When will the assessment take place for preliminary courses?

It is intended that assessment be ongoing and that work done **throughout** the Preliminary course will count towards the final **position** and **grade** for that course. Assessment for most subjects will start towards the end of term one.

What happens to the marks?

Preliminary marks are only used for the preliminary course and do not count towards the Higher School Certificate. The exception is in Mathematics, the year 11 course is assumed knowledge for the HSC Mathematics course and may be assessed in the HSC.

Calendar

Exams are Term 3 Week 9/10 (12th September 2022 until 23rd September 2022)

Prettybeach for all Year 11 students is held Term 4 Week 9. Prettybeach is where the school delivers its 'Life Ready' mandatory 25-hour course for all year 11 as part of the requirement in all NSW government schools.

General Provisions for Completion of Assessment

All courses at Ulladulla High School

1. Eligibility Requirements for the Preliminary Higher School Certificate

To be eligible for the Preliminary HSC you must have:

- completed the mandatory modules from *HSC: All My Own Work*
- completed 12 units of Preliminary courses
- satisfactorily complete courses which comprise the pattern of study required by NESA

2. Completion of Course Requirements

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA
- applied themselves with **diligence and sustained effort to the set tasks and experiences provided in the course by the school**
- achieved some or all of the course outcomes
- achieved a satisfactory record of attendance and
- completed the requirements of all Assessment Tasks

VET requirements including the mandatory work placement

Students commencing a VET course in 2022 will be required to undertake the NESA-mandated work placement as described in the syllabus or course description. Students who commenced a 240-hour, 300-hour or 360-hour VET course in 2021 and are continuing that course in 2022 will meet any NESA-mandated work placement requirement for the course if they complete 35 hours of work placement. Students and schools should check individual qualification packaging rules for information regarding any work placement required by the Training Package, for achievement of the qualification.

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

3. Assessment Tasks

3.1 Formal Assessment Tasks

You will be given a number of formal Assessment Tasks (including examinations), to complete for each subject. The tasks have been allocated marks or weights and assess the major areas of a course. The results of each task will be used to inform you of your level of achievement of course outcomes and your rank position relative to other students in the same course.

3.2 Assignment, Research and Home-Based Tasks

All assignment, research and homework for Preliminary HSC assessment purposes will have a clear time limit for submission. For tasks undertaken outside of school, students must hand in the task by **8:55am on the due date unless otherwise specified on the task outline**. Failure to do so may result in a zero score. If the teacher is unavailable, students should hand their work to the Head Teacher of the subject or the Deputy Principal. The excuse that the Assessment Task was left on a teacher's desk, or the attachment, or link is not working, will not be accepted. If no faculty record exists for the receipt of the Assessment Task then it will be deemed that the task was not submitted.

All assessment tasks for Preliminary HSC will have a **marking rubric** issued at least two weeks prior to the task being due. The teachers roll will be marked on the day the task is issued. Teachers may require students to sign for the task rubric. Students should ensure they are present to receive the task or ensure that they are given a copy.

It is advised that students keep either a copy of the original or first draft and notes in case of loss or damage to their submitted work. Speech and computer-based research, assignment or home-based Assessment Tasks must have a paper-based backup. This paper-based backup is required in cases where misadventure is applied for. It is advised, if emailing a task to a teacher, to email it to yourself as well as an additional check that the email was sent.

3.3 Completion of Coursework

You will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important. Your performance on ALL tasks and classwork will assist in determining the extent to which you have achieved the outcomes of the course and the level of achievement you receive on the school report, although results of these tasks will not be submitted to NESA. All tasks are important for students achieving course outcomes. **Non-completion** of these tasks means a student has failed to satisfy NESA requirements in these courses and **may not be eligible for a Preliminary HSC** in that course.

3.4 Notice for Tasks

A minimum of **two weeks notice** will be given by teachers for all formal Assessment Tasks. Variations of due dates from this booklet will be provided to students at least two weeks in advance of the task being undertaken. This variation will be in writing and approved, in advance, by the Deputy Principal. The week prior to Yearly examinations will be **free of Assessment Tasks** to allow for examination preparation.

3.5 Invalid or Non-Discriminating Tasks

Where a task fails to discriminate, or where students complete the task under difficult conditions, an additional task may be given with sufficient notice, or another appropriate assessment strategy will be implemented.

4. Submission of Projects, Practical Works and Performances

Schools are required to certify all submitted projects, practical works or performance pieces that students have completed under the supervision of their class teacher. The teacher needs to verify that the project is the student's own work and consistent with earlier drafts and other examples of their work.

Consequently, for all Preliminary and HSC projects, practical works and performances the following guidelines will apply:

- Students should have proposals for major works approved by the class teacher
- Work on the major work should be completed **at school**; however, if you are planning a project that will need some work to be completed away from school, our teacher **must** agree that they can supervise your project and ensure that it comprises only your own work
- Teachers will use a benchmark sheet to record progress, meetings and discussions regarding the development of the project
- If a student needs an outside person to work on their project, then this must be discussed with the teacher before any work is undertaken. Your teacher will advise if this work is permitted and, if so, how the work should be acknowledged in the folio, journal or other documentation
- Students need to ensure they know and understand all NESA requirements and specifications of Projects, Practical Works and Performances as specified by the NESA and the Course Syllabus

5. Your Responsibilities

5.1 You must attend your classes regularly and engage in all learning activities 'with diligence and sustained effort'

You should read carefully each course assessment schedule and policy for each course you are studying. These policies will inform you of the following:

- the number and nature of the tasks for the course
- the value of each task in comparison to the whole course
- any special requirements for each of the tasks

It is your responsibility to be aware of all the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task.

5.2 Attendance

The Principal may determine that, because of absence, course criteria cannot be met. Satisfactory attendance at UHS may be defined as 85% or above of available school days. Students will be given early warning of the consequences of such absences and will be required to attend a review meeting if the absences are not valid. Warning letters must relate the absence to the non-completion of course requirements. Students who do not comply with attendance requirements cannot be regarded as having satisfactorily completed the course and the Principal will apply the 'N' determination.

5.2.1 Reasons for Granting Full Day Exemptions from Attendance at School

From time to time, students may apply for full day exemption from attendance at school. The Principal may grant exemptions due to:

- exceptional domestic circumstances, (participation in family holidays during school term subject does not satisfy the exemption outline). Families should avoid planning holidays during the school term
- other exceptional circumstances such as health of the student where sick leave or alternative enrolment is not appropriate
- the child being prevented from attending school because of a direction under section 42D of the Public Health Act 1991 (outbreak of a vaccine preventable disease)
- Employment in the entertainment industry or participation in elite sporting events for short periods of time i.e. for one or two days and at short notice

The application for exemption forms can be collected from student services. Students must apply at least 5 days before the intended first day of absence. Students must also submit an application for planned leave to the assessment excellence Board via the Registrar.

5.2.2 Absence from school due to sickness on the day that an Assessment Task is due

If you are sick and cannot attend school to sit for and complete a formal Assessment Task or examination, you must:

1. Phone the school to notify them that you are missing an Assessment Task or exam
2. Submit an illness/misadventure application form with supporting documentation to the Registrar on your first day of return to school preferably **within five school days** of the due date of an Assessment Task or Examination. The Assessment Excellence Board will consider the application.

AND

3. Provide a letter from your parent/carer to the school as per the school's attendance policy

If you follow these requirements you will be required to sit the task, or you may be given an alternative task **upon your return to school**, at the direction of the Head Teacher or Deputy Principal. The Assessment Excellence Board will review your application and notify all parties of the outcome. If you do not follow these requirements **you will be given a zero mark**.

If you do not follow these requirements you will be given a **zero mark** unless there are exceptional circumstances in which case, you will be required to submit an Appeals form to the Registrar for the Assessment Excellence Board to review.

A medical certificate is a reason for an absence, but it does not necessarily provide:

- an extension of time for an Assessment Task
- a reason beyond normal assessment policy procedure for delaying the submission of a long-term task

5.2.3 Absent from school or unable to sit for or submit an Assessment Task due to misadventure

Students have the right to apply for misadventure under specific circumstances when an examination or Assessment Task cannot be completed on time.

If possible, where misadventure is granted, the student will be asked to complete the examination or Assessment Task at a later date. On occasions an alternate task will be set. Only in exceptional circumstances, is an estimate based on another task performance, awarded. Illness, substantiated by a medical certificate, and the death of a close relative, substantiated by the funeral notice, are cases where misadventure can be considered. Students should ask the Deputy Principal about misadventure if they are at all unsure. Misadventure does not include running out of petrol, airport farewells, misreading of the exam timetable, assessment schedule or Assessment Task. Holidays, sporting trips, excursions and family visits are not legitimate reasons for misadventure.

If you have a misadventure that causes you to miss school on the day an assessment is due to be completed or submitted, you must:

1. Phone the school to notify them that you are missing an Assessment Task or exam
2. Submit an illness/misadventure application form with supporting documentation to the Registrar on your first day of return to school preferably **within five school days** of the due date of an Assessment Task or Examination.

AND

3. Provide a letter from your parent/carer to the school as per the school's attendance policy

If you do not follow these requirements **you will be given a zero mark.**

5.2.4 Students with planned absences

Students are expected to be present for all tasks. If students have a planned absence (for example, family commitment, sporting commitment, planned excursions) are expected to complete tasks prior to the due date if they will be absent on the due date. Students must submit an **Application for Planned Leave** to the Registrar if the planned absence is during a scheduled Assessment Task. Leave is not automatically granted. The Assessment Excellence Board will review your application and notify all parties of the outcome.

5.3 Genuine attempt at Assessment Tasks

You must make a genuine attempt to complete all course requirements. NESA stipulates that a genuine attempt is defined as Assessment Tasks which contribute in excess of 50% of assessable marks. Failure to complete in excess of 50% of Assessment Tasks in a course will result in an 'N' determination in that course.

5.3.1 Non-serious attempt

If you fail to make a serious attempt at a task, you will be given a formal warning of a non-serious attempt which could jeopardise your completion of the HSC course. A task deemed to be 'non-serious' may result in a zero mark and an N warning letter. In addition, you may be required to re-sit or re-submit the task.

5.4 Using Technology

You should ensure that you make hard copies and back-up copies of your work so that you can effectively deal with any technology problems that you may encounter. Failure to submit a task on the due date because your computer crashed, your printer did not work, the memory stick containing your work has been corrupted or any other technological failure will not be accepted as a valid reason for the late or non-submission of a task. You are responsible for submitting a paper copy of your Assessment Task. Teachers cannot take responsibility for the printing of your work. Printing facilities are available to students in the Library.

5.5 Malpractice

Cheating, attempting to cheat, copying, plagiarism or any other form of malpractice is a serious offence. All assessment work is expected to be your own. Unacknowledged copying from another student(s), unacknowledged downloading from Internet sites or other people doing the work is malpractice. In cases of malpractice the teacher will make a judgment and mark only that part of the task which is your own work. You will receive a formal 'N' warning letter. Formal consequences through the school's discipline policy may also occur. Students who 'inadvertently' work collaboratively to complete a task and submit near identical work will have their mark reviewed and may be awarded zero for that task plus be issued with an "N" warning letter.

5.6 Students who disrupt exams through inappropriate behaviour or talking or who take a **mobile phone and/or electronic device** into an exam will be given an unsatisfactory determination for that exam and receive zero marks. There is no right of appeal in these cases. Further consequences through the school's welfare policy may also occur.

6. Failing to demonstrate 'diligence and sustained effort'

- First a formal "N" warning letter will be issued by your class teacher outlining work that is to be completed and a due date. This letter will be handed to the student and posted to the parent/carer.
- If there is no improvement, a second formal "N" warning letter will be issued, and an interview will be organised with the Head Teacher and your parent/guardian.
- If this work is not completed and there is still no improvement you will be interviewed by the Deputy Principal and a final formal "N" warning letter will be issued. The Deputy Principal will conduct an interview with you and your parent/carer and place you on an Improvement Plan.
- If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

6.1 'N' Determination

If you fail to comply with NESA requirements for the Preliminary Higher School Certificate, you will receive an 'N' determination. This means that the course will not appear on the Record of School Achievement and in some cases; this will mean that you will be ineligible for the award of the Preliminary Higher School Certificate.

6.2 VET Mandatory Work Placements

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

6.3 Expulsion from the school

You need to be aware that unsatisfactory participation in learning, failing to demonstrate 'diligence and sustained effort' and/or non-serious attempts to meet course objectives may result in expulsion from the school. This may include having more than 2 'N' Warning letters. If the Principal is considering this action a warning letter will be issued, a program of improvement will be developed and an interview with your parents/guardians will occur.

7. Appeals

7.1 Assessment Task Appeals for an 'N' warning.

Students have the right to appeal the application of the Assessment Process or an "N" warning decision. Students do not have the right to appeal against the awarding of a mark or grade. All appeals must be submitted to the Registrar on the official Appeals form **within five school days** of the return of an Assessment Task or the date of the "N" warning letter.

All appeals will be heard by the **Assessment Excellence Board** within ten school days of the appeal being lodged. The student and the teacher of the course may be asked to present information to the **Assessment Excellence Board**. If the student is required to speak to the Board, he/she will be offered a support person. This may be a parent but is more often the Year Adviser. The **Assessment Excellence Board** is comprised of a Deputy Principal, Head Teacher T&L 10-12, a Head Teacher, Teacher representatives and the Registrar. The outcome of all appeals will be communicated to all relevant parties.

Families that wish to appeal a decision made by the **Assessment Excellence Board** may do so to the Principal. This must occur within two school days following receipt of written notification of the outcome of the original appeal.

7.2 Review of an "N" Determination

You also have the right to appeal an 'N' determination. Appeals will be heard within the school in the first instance, or if necessary, by NESA. You must be able to demonstrate that you have satisfied all NESA's requirements for satisfactory completion of the Higher School Certificate Course. Such appeals must be submitted in writing to the Principal before the final date documented on the 'N' Determination letter. The review will be conducted within the school; however, you also have the right to appeal to NESA if you are not satisfied with the school's review.

7.3 Unacceptable Grounds for Appeals

The provisions of the appeals process do not cover:

- attendance at a sporting or cultural, other than school approved, events, or family holidays
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities (there may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals)
- disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic attack suffered by a diabetic student or a student who has been isolated but still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer and school. **NOTE:** A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted
- Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)

- Matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper, an accident caused by the student's negligent driving)

Australian Qualifications Framework (AQF) Vocational Education and Training Certificate (VET)

A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate.

The Role of the Registrar

Throughout this booklet we have made reference to "The Registrar". The Registrar is located in the library and is the person responsible for the collection of all illness/misadventure forms, applications for extension, application for planned leave and appeals in relation to official Assessment Tasks only (i.e. tasks identified in this Assessment booklet). The Registrar has copies of the forms available for your use otherwise they can be downloaded from the school website. Copies are also provided in this booklet. If you need to submit a form you take it to the library and the registrar will log the request and table at the next Assessment Excellence Board meeting. The Assessment Excellence Board meets fortnightly. Requests for variations for all other course work (non-assessment tasks) must go through your class teacher.

Advice, Help or Support?

There are a number of people you can speak to if you have any queries about the HSC. In the first instance you should speak to your class teacher(s). Other support people in the school include Head Teachers, Year Advisors, Careers Advisor, School Counsellors, Deputy Principals and Principal.

Further Information

The NESA website has copies of syllabus requirements, past papers and other reference material:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>



ASSESSMENT EXCELLENCE BOARD APPLICATION FOR CONSIDERATION Years 10, 11, 12

Application For (please tick): ☐ Illness ☐ Misadventure ☐ Leave ☐ Extension ☐ Appeal

Student Name: _____ Year _____ Assessment Due Date: _____

Assessment number: _____ Assessment Type: Test / Assignment / Other _____

Subject: _____ Task Weighting _____% Class Teacher: _____

Details: (Attach supporting documentation. e.g. doctor's certificate, accident report, NRMA report etc.)

Student Request: (What outcome would you like?) _____

Signatures: Student _____ Parent/Carer: _____ Date: _____

Submit this form to the Registrar in the library or

Email to: "The Registrar AEB" at ulladulla-h.school@det.nsw.edu.au.

- Leave and Extension - two weeks prior to assessment
- Appeals - within two school days of receiving result
- Illness and Misadventure - immediately upon return to school

Date Received: _____

Registrar Signature: _____

ASSESSMENT EXCELLENCE BOARD ONLY

☐ Approved

☐ Not approved

Date: _____

Comment: _____

Signature: _____

Checklist:

- ☐ Supporting documentation is attached
- ☐ Submission is within timeframes outlined in the Assessment Guidelines
- ☐ DP communication of appeal outcome verbally and via written correspondence to student and parent/carers
- ☐ Details and outcome of appeal recorded in Sentral Data Records - Assessment and HT/Class teacher notified

Course Specific Assessment Information

Aboriginal Studies				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Report and Oral Discussion Aboriginality and the Land	Research and Report Heritage and Identity	Yearly Examination Comparative Study	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P3.2	P4.1, P4.3	P1.2, P3.2, P3.3	
Components				
Knowledge and understanding of course content	10	10	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the local community case study	5	5	10	20
Communication of information, ideas and issues in appropriate forms	10	10	5	25
Total %	30	30	40	100

Agriculture				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Agricultural Systems Assignment	Animal Production Assignment	Yearly Examination	
Timing	Term 1 Week 10 Monday 4 th April	Term 2 Week 7 Monday 6 th June	Term 3 Week 9-10	
Outcomes assessed	P1.1, P1.2, P2.3	P2.2, P3.1	P2.1, P4.1, P5.1	
Components				
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	10	10		20
Total %	30	30	40	100

Biology				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Practical task	Depth Study	Yearly Examination	
Timing	Term 2 Week 2 Thursday 5 th May	Term 3 Week 2 Friday 29 th July	Term 3 Week 9-10	
Outcomes assessed	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				
Knowledge and understanding of course content	8	16	16	40
Skills in working scientifically	12	24	24	60
Total %	20	40	40	100

Business Studies				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Media File and Business Report Nature of Business	Stimulus Response to Key Business Functions Business Management	Yearly Exam Nature of Business Business Management Business Planning	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	P1, P2, P8	P4, P5, P7, P9	P3, P6, P8, P9, P10	
Components				
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	10		10	20
Total %	25	35	40	100

Community and Family Studies				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Research Project Resource Management	Case Study Individuals and Groups	Yearly Examination	
Timing	Term 1, Week 8 Thursday 17 th of March	Term 2, Week 6 Tuesday 3 rd of May	Term 3, Week 9-10	
Outcomes assessed	P1.1, P1.2, P 4.1, P4.2	P5.1, P6.1, P6.2, P7.1	P2.1, P2.2, P2.3, P2.4, P3.1	
Components				
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	35	35	100

Chemistry				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Properties and structure of matter depth study	Quantitative chemistry practical depth study	Yearly Examination	
Timing	Term 1 Week 10 Thursday 31 st March	Term 2 Week 5 Thursday 26th May	Term 3 Week 9/10	
Outcomes assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-6, CH11/12-7, CH11-9	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	20	20	20	60
Total %	30	30	40	100

Drama				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Performance: Improvisation, play building and Acting	Monologue and Elements of Production	Theatre Styles	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
Outcomes assessed	P 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6	P 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6	P 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Components				
Making	10	20	10	40
Performing	10	10	10	30
Critically Studying	10	10	10	30
Total %	30	40	30	100

Earth and Environmental Studies				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Practical Task	Depth study	Yearly Examination	
Timing	Term 1 Week 9 Thursday 24 th March	Term 2 Week 9 Thursday 23 rd June	Term 3 Weeks 9/10	
Outcomes assessed	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-7, EES11-8	EES11/12-1, EES11/12-5, EES11/12-6, EES11/-7, EES11-9	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	
Components				
Knowledge and understanding of course content	9	15	16	40
Skills in working scientifically	16	20	24	60
Total %	25	35	40	100

Economics				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Stimulus based quiz Introduction to Economics Consumers and Business Markets	Research Media File Labour Markets	Yearly Examination All topics	
Timing	Term 1 Week 7 Thursday 10 th March	Term 2 Week 8 Friday 17th June	Term 3 Week 9/10	
Outcomes assessed	P1, P4, P9, P10, P12	P1, P3, P5, P9, P10, P11, P12	P1.2, P3.2, P3.3	
Components				
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	5	5	5	20
Inquiry and research	5	5	10	20
Communication of economic information, ideas and issues in appropriate forms	10	10	5	20
Total %	30	30	40	100

Engineering Studies				
	Task 1	Task 2	Task 3	Weighting %
Nature of task	Engineering Report	Research	Preliminary Yearly Exam	
Timing	Term 2, Week 1	Term 3 Week 7	Term 3, Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P2.1, P3.2, P4.2 P5.1	P5.2, P6.1, P6.2	P2.2, P3.1, P3.3, P4.1, P4.3	
Components				
Knowledge and understanding of engineering principles and developments in technology	20	15	15	50
Skills in research, problem solving and communication related to engineering	10	10	10	30
Understanding the scope and role of engineering including management and problem solving	5	5	10	20
Total %	35	30	35	100

English Advanced				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Imaginative Text and Reflection Reading to Write	Webinar / Vodcast presentation Narratives that Shape our World	Yearly Examination Critical Study of literature	
Timing	Monday 28 th March, Term 1 Week 10	Monday 6 th June, Term 2 Week 7	Term 3 Week 9/10- Monday September 12th	
Outcomes assessed	EA11-2, EA11-3, EA11-5, EA11-9	EA11-1, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EN11-4, EN11-5, EN11-7	
Components				
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
Total %	30	30	40	100

English Standard				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Imaginative and Reflection Reading to Write	Multimodal Presentation Contemporary Possibilities	Yearly Examination Close Study	
Timing	Term 1 Week 10- Monday 28 th March	Term 2 Week 7- Monday 6 th June	Term 3 Week 9/10- Monday September 12th	
Outcomes assessed	EN11-1, EN11-5, EN11-9	EN11-2, EN11-3, EN11-7	EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	
Components				
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
Total %	30	30	40	100

English Studies				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	TOPIC 1 Achieving Through English - Resume & Cover Letter	TOPIC 2 English and The Self - Annotated Texts & Speech	TOPIC 3 Local Heroes - Digital Portfolio	
Timing	Term 1 Week 8- Monday 14 th March	Term 2 Week 7- Monday 6 th June	Term 3 Week 8- Monday September 5th	
Outcomes assessed	ES11-1, ES11-2, ES11-5, ES11-9	ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-10	
Components				
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
Total %	30	30	40	100

English Extension 1				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Imaginative response & Reflection	Research Project & Multimodal Presentation	Yearly Examination	
Timing	Monday 28 th March, Term 1 Week 10	Tuesday 19 th July, Term 3 Week 1	Term 3 Week 9/10- September 12 th	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-2, EE11-3, EE11-5	
Components				
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Exploring Early Childhood				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Pregnancy and childbirth- Research Task	Growth and development- Educational Game Development	Promoting positive behaviour Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 9/10	
Outcomes assessed	1.1, 2.1, 5.1, 6.1	1.2, 1.5, 2.4, 4.1, 5.1	1.3, 1.4, 2.2, 2.3, 2.5, 3.1, 6.2	
Components				
Knowledge and understanding	15%	15%	20%	50%
Skills	20%	15%	15%	50%
Total %	35%	30%	35%	100%

Food Technology				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Functional properties of food – Milton show Product	Factors Affecting Food Selection – Research Project	Preliminary Exam- incl. Diets for Optimal Nutrition – Dietary Planning & Analysis	
Timing	Term 1 Week 6	Term 2, Week 9	Term 3, Week 9-10	
Outcomes assessed	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P3.s, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.3, P5.1	
Components				
Knowledge and understanding of food technology	15	5	20	40
Skills in researching, analysing and communicating food issues	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts Skills in designing, implementing and evaluating solutions to food situations	10	20		30
Total %	35	35	30	100

Industrial Technology - Timber				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Industry Study	Minor Project	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 6	Term 3 Week 9-10	
Outcomes assessed	P1.2, P3.2, P5.1	P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P5.2	P1.1, P4.3, P6.1, P6.2, P7.1, P7.2	
Components				
Knowledge and understanding of course content	10		30	40
Knowledge and skills in the management, communication and production of projects	10	40	10	60
Total %	20	40	40	100

Legal Studies				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Research Task The Legal System	Bill of Rights Discussion Post The Individual and the Law	Yearly Examination	
Timing	Term 1 Week 10 Monday (Part A)	Term 2 Week 9 Wednesday (Part A) Term 2 Week 9 Friday (Part B)	Term 3 Week 9/10	
Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8, P9	All Outcomes	
Components				
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10	10		20
Total %	30	40	30	100

Mathematics Advanced				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	In-class Test Topics test	Assignment/Investigation	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9/10	
Outcomes assessed	MA11-1,MA11-2,MA11-8,MA11-9	TBC	MA11-1,MA11-2,MA11-3,MA11-4,MA11-5,MA11-6,MA11,7,MA11-8,MA11-9	
Component				
Concepts, skills and techniques. Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15	15	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

Mathematics – Numeracy Stage 6				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Test	Assignment/Investigation	Task 3	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10	
Outcomes assessed	TBA	TBA	TBA	
Components				
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Mathematics Standard				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	In-class Test A1 Formulae and Equations M1.1 & M1.2 Measurement	Assignment/Investigation	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10	
Outcomes assessed	MS11-1,11-6, 11-9, 11-10, 11-3, 11-4, 11-9, 11-10	MS11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10	MS11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10	
Components				
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Mathematics Extension 1				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	In Class Task	Assignment/Investigation	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	ME11-1,ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, M311-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				
Concepts, skills and techniques. Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15	15	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

NB: Final mark to be brought back to a mark out of 50 (Additional one unit)

Modern History				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Historical Investigation The Construction of History Contestability of the Past Genocide Studies	Research and Communication Essay Investigating Modern History: Case studies	Source Study Examination The Shaping of the Modern World: WWI	
Timing	Term 1 Week 11 Monday 4 th April	Term 2 Week 6 Monday 30 th May	Term 3 Week 9/10	
Outcomes assessed	MH11-5 MH11-6 MH11-8 MH11-10	MH11-1 MH11-2 MH11-3 MH11-9	MH11-4 MH11-6 MH11-7	
Components				
Knowledge and understanding of course content		20	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10		10	20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	30	30	40	100

Music 1				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Musicology and Performance Topic 1 Solo or ensemble performance piece representative of the topic studied. Presentation and written summary of Musicological viva voce study of Performance piece.	Composition and Aural Topic 2 Composition and Aural analysis of composition addressing the Concepts of Music.	Performance, Musicology and Aural exam Topic 3 Small ensemble performance, in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic and Aural exam with 3 questions	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10	
Outcomes assessed	P2, P4, P5, P6, P8	P3, P4, P6, P7, P8	P1, P2, P5, P6, P8	
Components				
Performance	15		10	25
Composition		25		25
Musicology	10		15	25
Aural		10	15	25
Total %	25	35	40	100

Personal Development, Health and Physical Education - Done

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Research Task Influences on the health of individuals	Analysis Report Physical fitness, training and movement efficiency	Yearly Examination	
Timing	Term 1 Week 10 1-4-22	Term 3 Week 2 29-7-22	Term 3 Week 9/10	
Outcomes assessed	P1, P2, P3, P4, P5, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1–P12	
Components				
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysing and communicating	15	20	25	60
Total %	25	35	40	100

Physics				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Depth Study Dynamics	Practical Task Snell’s Law	Yearly Examination	
Timing	Term 2 Week 2 Thursday 6 th May	Term 2 Week 7 Thursday 9 th June	Term 3 Weeks 9/10	
Outcomes assessed	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	PH11/12-3, PH11/12-6, PH11-10	PH11/12-4, PH11/12-5, PH11/12-6, PH11-8, PH11-9, PH11-10, PH11-11	
Component				
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	30	10	20	60
Total %	40	20	40	100

Society and Culture				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Interview and article The Social and Cultural World	Intercultural Cooking and research Intercultural Communication	Blog Personal and Social Identity	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
Outcomes assessed	P1, P2, P4, P7, P8, P9, P10	P1, P3, P4, P7, P8, P9	P1, P2, P3, P5, P8, P10	
Components				
Knowledge and understanding of course content	20	20	10	50
Application and evaluation of social and cultural research methods	5	5	20	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Software Design & Development				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Individual Programming Project Defining the problem and planning software solutions, Developing software solutions	Group Programming Project Building software solutions, data checking and modification	Preliminary Yearly Exam Relationship between software and hardware, software development approaches, social and ethical issues	
Timing	Term 2 Week 5	Term 3 Week 6	Term 3 Week 9/10	
Outcomes assessed	P1.1 P1.3 P2.1 P2.2 P3.1 P4.1 P4.2 P4.3 P6.1	P1.1 P1.2 P2.2 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1 P6.2 P6.3	P1.1 P1.2 P1.3 P2.1 P2.2 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1 P6.2	
Components				
Knowledge and understanding about social and ethical, hardware and software and software development approaches issues.	15		15	30
Software Development approaches		10	15	25
Project management techniques, including documentation, teamwork and communication	15	10		25
Project	10	10		20
Total %	40	30	30	100

Textiles and Design				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Portfolio and practical design project	Portfolio and practical project	Yearly Exam	
Timing	Term 2 Week 3	Term 3 Week 6	Term 3 Week 9-10	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Components				
Knowledge and understanding of course content	10%	10%	30%	50%
Skills	25%	25%		50%
Total %	35%	35%	30%	100%

Visual Arts				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Exploring Representation 5 submitted works exploring material and conceptual understanding of representations of the body, VAPD including 5-10 seminal artworks annotated to document the influence of practicing artists, supplemented by an essay	Developing a Contemporary Practice VAPD, three submitted works in 2D, 3D and 4D and in-class written response	Yearly Examination Yearly examination covering Section 1 and 2 exam components	
Timing	Term 2 Week 3	Term 3 Week 5	Term 3 Week 9/10	
Outcomes assessed	P1, P3, P4, P5, P6, P7	P1, P2, P4, P7, P8, P9	P7, P8, P9, P10	
Components				
Art Making – <ul style="list-style-type: none">• Material Practice• Conceptual strength and meaning• Resolution	20	30		50
Art Criticism and Art History – <ul style="list-style-type: none">• Frames• Conceptual framework• Practice	10	10	30	50
Total %	30	40	30	100

Vocational Education and Training Courses (VET)

Curriculum Frameworks:

- Assessment Summary for BSB20115 Certificate II in Business
- Construction - Certificate II in Construction Pathways - CPC20211
- Hospitality - Certificate II in Hospitality – SIT20316
- Primary Industries - Certificate II in Rural Operations - AHC20216 or AHC21216??

HSC Examination

The Higher School Certificate examination in a Curriculum Framework (240 indicative hours) is optional. If you require an Australian Tertiary Admission Rank (ATAR), and you are undertaking a 240 hour course, then you should consider sitting for the examination.

It will consist of a written examination. You will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility for an AQF qualification.

Please note: School based examinations, including the Trial HSC, are compulsory.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector.

ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

The **Australian Qualifications Framework** (AQF) is the national policy for regulated qualifications in Australian education and training.

Assessment Advice for HSC VET Courses

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

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

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

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

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

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

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

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

Work placement 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).**

Note:

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

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

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

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

Qualifica tion status	Code of the unit of competency	Title of the unit of competency	Pre/ Co requi site	Qualificat ion group	NESA Status Mandator y/ Stream Elective	NESA Indicati ve Hours
Core	BSBCRT311	Apply critical thinking skills in a team environment	Nil	Core	Mandator y	20
	BSBPEF201	Support personal wellbeing in the workplace	Nil	Core	Mandator y	10
	BSBSUS211	Participate in sustainable work practices	Nil	Core	Mandator y	15
	BSBTWK301	Use inclusive work practices	Nil	Core	Mandator y	15
	BSBWHS311	Assist with maintaining workplace safety	Nil	Core	Mandator y	20
	BSBXCM301	Engage in workplace communication	Nil	Core	Mandator y	15
Electives	BSBTEC201	Use business software applications		Elective – Group A	Mandator y	15
	BSBPEF301	Organise personal work priorities		Elective – Group B	Mandator y	20
	BSBTEC202	Use digital technologies to communicate in the work environment		Elective – Group A	Elective	10
	BSBTEC303	Create electronic presentations		Elective - Group A	Elective	15
	BSBOPS201	Work effectively in business environments		Imported	Elective	25
	BSBINS302	Organise workplace information		Elective – Group G	Elective	20
	BSBTEC301	Design and produce business documents		Elective – Group A	Elective	25

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates:
Work Placement (compulsory for the HSC) 70 hours in total	To be negotiated
Trial HSC exam - Students must sit the trial HSC exam.	Week 1 & 2 - 2022

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
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Cluster 1 Working Safely in the Construction Industry

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
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Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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Cluster 3 Carpentry Basics

CPCCCA2011A – Handle carpentry materials	Y	Y		Y			Y	Y
CPCCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

Cluster 4 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				

Cluster 5 Prepare for Concreting

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

Cluster 6 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2004A – Handle construction materials	Y			Y		Y		

Cluster 7 Skills Into Action

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

Cluster 8 Option 1 – Joinery

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

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

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	To negotiated with teacher
Trial HSC exam - Students must sit the trial HSC exam.	Weeks 1 & 2 - Term 3 - 2022

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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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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Cert II in Rural Operations
Assessment Schedule – Preliminary 2022

Assessment Tasks for Certificate II in Rural Operations		Cluster 1 (Core)	Cluster 2 (Core)	Cluster 3 (Elective)	Cluster 4, 6 (Elective)	
		Term1, Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10	
Code	Unit of Competency	Safety in farm setting	Core	Elective	Elective / core	
INDUCTION	Induction					
AHCWHS201	Participate in work health and safety processes	x				
AHCSOL202	Assist with soil or growing media sampling and testing	x				
AHCNSY202	Care for nursery plants	x				
AHCMOM202	Operate tractors	x				
AHCWRK201	Observe and report on weather		x			
AHCCHM201	Apply chemicals under supervision		x			
AHCNSY203	Undertake propagation activities	x	x	x	x	
AHCWRK204	Work effectively in the industry				x	
AHCPMG202	Treat plant pests, diseases and disorders			x	x	
AHCLSK211	Provide feed for livestock			x	x	

