

PICNIC POINT HIGH SCHOOL



Higher School Certificate Assessment Handbook

2022 - 2023

Student name: _____

YEAR 12 SCHOOL ASSESSMENT CALENDAR 2022 – 2023

YEAR 12 SCHOOL ASSESSMENT CALENDAR 2022 – 2023													
Wk	TERM 4 - 2022	TERM 1- 2023	TERM 2 - 2023	TERM 3 – 2023				HSC Exams in Term 3					
1				English Advanced	25%								
				English Extension 1	40%								
				NSL Japanese Cont.									
2		CAFS	20%	History Extension	40%	Assessment Task Free Period				Society & Culture (34)			
		Maths Extension 1	20%	Music 1	25%								
		Maths Standard 1	20%	Photography	20%								
3		Year 12 Camp		IT Multimedia	20%					IT Timber (9) IT Multimedia (14)			
		PDHPE	25%	IT Timber	20%								
4				Trial HSC Examinations									
				Ancient History	30%	Maths Extension 1	30%						
				Biology	30%	Maths Standard 1	30%						
				Business Studies	30%	Maths Standard 2	30%						
				CAFS	30%	Modern History	30%						
				Chemistry	30%	Music 1	25%						
				Economics	30%	Numeracy CEC	20%						
				English Advanced	30%	PDHPE	30%						
				English Extension 1	30%	Photography	30%						
				English Standard	30%	Physics	30%						
				English Studies	20%	Society & Culture	30%						
				Food Technology	20%	SLR	30%						
				Geography	30%	Visual Arts	30%						
				History Extension	30%	VET Construction	70%						
				IT Multimedia	30%	VET Entertainment	70%						
				IT Timber	30%	VET Hospitality	70%						
				Inv. Science	30%	Work Studies	30%						
				Japanese Cont.	30%								
				Legal Studies	30%								
				Maths Advanced	30%								
6	Leadership Camp	Economics	20%	Geography	25%								
		IT Multimedia	30%	Inv. Science	25%								
		NSL Japanese Cont.	20%	PDHPE	25%								
		Photography	25%	Photography	30%								
		Work Studies		Physics	20%								
7	IT Multimedia	20%	Biology	20%	Biology	30%					Visual Arts (22)		
	IT Timber	20%	CAFS	25%	CAFS	25%							
	NSL Japanese Cont.		English Advanced	20%	Society & Culture	25%							
			English Standard	25%									
			English Studies	25%									
			IT Timber	30%									
8	Economics	20%	Business Studies	20%	Ancient History	25%					Music (13)		
	Food Technology	20%	Inv. Science	25%	Business Studies	25%							
	SLR	25%	Society & Culture	25%	Chemistry	25%							
	Work Studies	20%			Economics	30%							
					English Studies	30%							
					Maths Standard 1	25%							
					Maths Standard 2	25%							
9	Ancient History	20%	Chemistry	25%	Food Technology	30%					Music (13)		
	Biology	20%	Food Technology	30%	Japanese Cont.	30%							
	Business Studies	25%	Geography	25%	Legal Studies	25%							
	English Advanced	25%	History Extension	30%	Maths Advanced	30%							
	English Standard	25%	Japanese Cont.	25%	Numeracy CEC	30%							
	English Studies	25%	Numeracy CEC	20%	Visual Arts	25%							
	Inv. Science	20%	Physics	25%									
	Modern History	20%											
	Numeracy CEC	30%											
	Physics	25%											
	Visual Arts	20%											
10	Chemistry	25%	Ancient History	25%	Maths Extension 1	25%							
	English Extension 1	20%	Legal Studies	25%	Modern History	30%							
	Geography	20%	Maths Standard 1	25%	Music 1	25%							
	Japanese Cont.	15%	Maths Standard 2	25%	Work Studies	25%							
	Legal Studies	20%	Maths Extension 1	25%									
	Maths Advanced	20%	Modern History	20%									
	Society & Culture	20%	PDHPE	20%									
			SLR	25%									
			Visual Arts	25%									

Contents	Page
HSC School Assessment Calendar	
Purpose of Stage 6 Assessment	1-2
Communicating assessment Guidelines	3
A Standards Referenced Approach to Assessment	3-4
General Procedures – absence from task, illness/misadventure, technology issues	9
Disability Provisions	10
Malpractice in assessment tasks	11
Formal examinations – rules and procedures	12-13
Students in danger of not meeting course requirements	14-15
Illness misadventure task Appeal Form	16
PPHS Assessment Task proforma	17
PPHS Assessment Task sign off sheet	18
PPHS N Warning Letter Procedure	19
Individual Course Assessment Schedules	20-57
Ancient History	20
Biology	21
Business Studies	22
Chemistry	23
Community & Family Studies (CAFS)	24
Economics	25
English Advanced	26
English Extension 1	27
English Standard	28
English Studies	29
Food Technology	30
Geography	31
History Extension	32

Contents	Page
Industrial Technology - Multimedia	33
Industrial Technology - Timber	34
Investigating Science	35
Japanese Continuers	36
Legal Studies	37
Mathematics Advanced	38
Mathematics Extension 1	39
Mathematics Standard 1	40
Mathematics Standard 2	41
Modern History	42
Music 1	43
Numeracy CEC	44
Personal Development, Health and Physical Education (PDHPE)	45
Photography, Video and Digital Imaging	46
Physics	47
Society and Culture	48
Sport, Lifestyle and Recreation	49
Visual Arts	50
Work Studies	51
Vocational Education and Training Information	52-53
VET Construction	54
VET Entertainment	55
VET Entertainment Specialisation Study	56
VET Hospitality – Food and Beverage	57

1. Purpose of Stage 6 Assessment

1.1 What is assessment?

- a. Assessment is the process of identifying, gathering and interpreting information about student achievement.
- b. In the context of the Higher School Certificate, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
 - a wider range of syllabus outcomes than may be measured by the external examination alone.
 - multiple measures and observations made throughout the HSC course rather than a single assessment event.

1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- c. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3 Assessment requirements for Vocational Education and Training (VET) courses

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence derived from a variety of tasks.
- b. NESA requires providers of VET industry curriculum framework courses to:
 - ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO);
 - use a competency-based approach to assessment;
 - maintain a record of all of the competencies achieved by each student;
 - progressively record the achievement and units of elements of a competency;
 - use only qualified assessors to carry out assessment;
 - report to NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course;
 - verify that students have completed the mandatory work placement hours that have been assigned to each course. (Every effort should be made to complete these by the end of Term 2) and
 - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/misadventure appeal.

1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course and each has a weighting determined by the school within guidelines provided by NESAs.

1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC period in Term 3.

1.6 The HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to NESAs provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students' achievements and by using a sufficiently wide mark range.

1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include: -
 - *NSW Education Standards Authority 2023 Higher School Certificate Rules and Procedures* (a support booklet issued to students when commencing their HSC year).
 - The assessment schedule booklet (both Preliminary and HSC).
- b. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate.
 - Year 11 Subject Selection Evening – whilst students are in Year 10.
 - Results Data Analysis Meetings.
 - Higher School Certificate Information Meeting – conducted in Term 4 at the start of Year 12.
- c. Year Meetings will also provide opportunities to explain specific details of the assessment policy to students. These will be conducted and reinforced throughout Year 12.

3. A Standards Referenced Approach to Assessment

3.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - inform each student of the assessment requirements for each course;
 - indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
 - outline the weightings for each syllabus component;
 - specify values for each of these tasks; and
 - provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held during Term 4, Term 1, Term 2 and Term 3 will be issued to students by mid Term 4.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules.

3.2 Assessment Notifications

- a. Students will be notified, where possible, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school and to check their Google Classroom.

3.3 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

3.4 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not competent.

3.5 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Markbook available on the school network and should provide students after each task with information concerning their performance on individual tasks.
- b. Head Teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking may also appear on student reports following the Half-Yearly and Trial HSC Examinations.
- d. Students can collect their NESA Assessment rank order online using the Students Online service.

4. Procedures for Applying for Illness and/or Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g. a car accident). It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware if they commence or attempt an assessment task the results they achieve will be recorded. In this case, illness/misadventure therefore does not apply retrospectively.

Students **must attend school on time** on the date of a task or date the task is due. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

4.1 Absence due to illness misadventure on the day of an in-class assessment task

- Student or parent/carer must email or ring the relevant faculty Head Teacher before the **day of the task or by 8:30am** on the day of the task to inform the student will be absent.
- Student must immediately report to the relevant Head Teacher **on the day they return to school**, complete an *Illness/Misadventure & School Business Application Form* available on the PPHS website, from the office or at the end of this document, and provide a medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within two school days of the student's return to school.

4.2 Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/carer must email or ring the relevant faculty Head Teacher before the **day of the task or by 8:30am** on the day of the task to inform the student will be absent.
- Students must make every effort to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or via Google Classroom)
- If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day of return to school**, complete an *Illness/Misadventure & School Business Application Form* available on the school's website, from the office and at the end of this document, and provide a medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within two school days of the student's return to school.
- If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

4.3 Illness/misadventure during an in-class assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a. Complete the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
 - b. Leave and apply for illness or misadventure by immediately obtaining an *Illness/Misadventure & School Business Application Form* and following the illness/misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

4.4 Illness/misadventure on a day during an examination period

- The student or parent/carer MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9772 1770.
- Prior to their return to school, the student must **contact the relevant Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Deputy Principal at a time determined.
- Students must obtain an *Illness/Misadventure & School Business Application Form* and any other relevant documentation.
- Completed forms and documentation must be returned to the relevant Deputy Principal within two school days of the student's return to school.

4.5 Illness/misadventure for a group performance

- The individual student or parent/carer concerned (i.e. NOT another student member of the group) MUST contact the school by 8:30am on the day the task is scheduled by phone 9772 1700.
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an *Illness/Misadventure & School Business Application Form*.
- These forms need to be returned to the relevant faculty Head Teacher within two school days of the scheduled date.
- The relevant faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an *Illness/Misadventure & School Business Application Form* and any other relevant documentation and return to the relevant Head Teacher within two school days of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the *Illness/Misadventure & School Business Application Form*.

The *Illness/Misadventure & School Business Application Form* is available online on the PPHS website, at the school office and at the end of this document.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

- If the student follows the above procedures, **and** the reason is judged to be valid, the Head Teacher will decide if the student will do the original task or complete an alternative task.
- If the student does not follow the above procedures, they will be awarded a zero mark for the task.
- If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.
- The provision of supporting documents, such as medical certificates, does not dictate the outcome of the appeal.

4.6 Absence due to School Business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the *Illness/Misadventure & School Business Application Form* to the faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the relevant Deputy Principal.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

4.7 Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting the requirements of illness/misadventure. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their HSC;
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

Travel is not a satisfactory reason for missing a task and the student will still receive a zero.

4.8 Unfair Advantage

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

- To absent yourself from **any** lessons or normal school routine on a day that an in-class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.
- **Arriving late** on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from **any** lesson the day prior to a scheduled assessment task without a doctor's certificate. If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task.

4.9 Technology and assessment tasks

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.

- c. To assist students in the utilisation of technology, the following guidelines should be considered:
- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure
 - back-up files regularly
 - print out copies of drafts and keep them while the assignment is in progress
 - bring a copy of the file to school by either email or USB

4.10 Summary Procedures for Applying for Illness/Misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure or reschedule due to school business must follow the procedure outlined below:

Step One: Contact the school

(i) Student or parent/carer must inform the school on the day of the absence by emailing the faculty Head Teacher.



Step Two: Obtain relevant documentation

(i) Student must obtain an Illness/Misadventure & School Business Application Form.

(ii) For illness, the student must obtain a Medical Certificate and ensure it is completed for the period of absence.

(iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

(i) Report to either:

- a) The relevant faculty Head Teacher for missed in-class assessment tasks and hand-in assessment tasks; or,
- b) The relevant Deputy Principal for all missed examinations held during an examination period.

(ii) Be prepared to submit or sit the assessment on that day.



Step Four: Submission, resolution and feedback

(i) Student will submit the Illness/Misadventure Application & School Business Form and relevant documentation to the relevant Head Teacher within two school days of returning to school.

(ii) The relevant Head Teacher will consider the application and accept or reject it, then document decision on the Illness/Misadventure & School Business spreadsheet.

(iii) Student will then submit the Illness/Misadventure Application & School Business Form and relevant documentation to the relevant Deputy Principal for final approval and filing.

If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this appeal in writing to the relevant Deputy Principal.

4.11 Outcome of Illness/Misadventure

The relevant faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed. A zero mark will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains. The student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. Maintain rank applied to the task. In exceptional circumstances, where undertaking an alternative task is not possible, the relevant Deputy Principal in consultation with the relevant faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESA rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time. The original task will be marked and this earned mark will apply.
2. Original task was submitted or attempted late. The original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the relevant Deputy Principal within two school days of receiving the initial decision.

5. Disability Provisions

5.1 Disability Provisions Policy <https://ace.nesa.nsw.edu.au/ace-10001>

- a. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require NESA to ensure that students with a disability are able to access and respond to an examination.
- b. NESA may approve Disability Provisions for the Higher School Certificate if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
 - reading the examination questions and/or
 - communicating his/her responses.
- c. Principals have the authority to decide on, and to implement, Disability Provisions for school-based assessments including examinations.

5.2 Disability Provisions: areas outside NESA guidelines

- a. NESA will not compensate students for difficulties in undertaking courses and preparing for the Higher School Certificate examinations.
- b. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.
- c. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- d. Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.
- e. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

5.2 Applying for Disability Provisions

- a. Disability provisions application form and information guides are available in Term 4 each year for students in Year 12 who intend to sit for the Higher School Certificate examinations in the following year. A student may access Disability Provisions from the beginning of the assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for special examination provisions should make an appointment with the Head Teacher Learning and Support.
- c. The student will need to supply evidence of the student's special examination need.

6. Malpractice in assessment tasks

6.1 Defining Malpractice

- a. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals, CDs or the Internet without reference to the source
 - building on someone else's ideas without giving their source
 - buying, stealing or borrowing someone else's work and presenting it as one's own
 - submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
 - using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
 - paying someone to write or prepare material
 - breaching school exam rules
 - cheating in an HSC exam
 - using non-approved aids in an assessment task
 - giving false reasons for not handing in work by the due date
 - helping another student to engage in malpractice.
- b. **Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course.** Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N Determination' in the course.

6.2 Managing Issues of Malpractice

- a. Issues of malpractice need to be investigated by the Head Teacher of the respective course.
- b. If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the school Principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- c. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.
- d. All acts of malpractice are required to be recorded on the NESA Register of Malpractice in HSC Assessment Tasks.
- e. All students have completed the 'HSC All My Own Work Modules' before commencement of the Preliminary course

7. Formal Examinations – Rules and Procedures

7.1 General Examination Procedures

- a. HSC assessments should involve a formal calendared Trial Higher School Certificate examinations period for all courses.
- b. With the exception of practical based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination periods.
- c. The starting date for these examination periods will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to these formal examination periods is indicative only and should be organised so as to ensure minimal disruption to teaching and learning.
- e. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- f. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- g. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- h. Mobile phones are to be switched off before entering the examination room and handed to the supervisor. These remain at the front of the examination hall for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- i. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.
- j. Students will receive a copy of the Examination procedures prior to the commencement of the examination period.

7.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts will be awarded a zero mark with an 'N' Warning Letter issued.

7.3 Appeals Surrounding the Assessment Procedure

- a. When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal. The first appeal MUST be to the Head Teacher.
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal through their Deputy Principal to the Appeals Committee.
- c. The Committee will determine if;
 - the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESAs;
 - the procedures used to determine the final assessment marks conform with the issued assessment program and;
 - there are no administrative or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Committee will give a written reply to students who submit an appeal.
- f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESAs.

7.4 Grounds for an appeal

- a. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

8. Students in danger of NOT meeting course requirements

8.1 Satisfactory completion of the course

- a. 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 NESAs;
 - applied himself/herself 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.

8.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.
- b. The Deputy Principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course requirements.

8.3 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then he/she is to submit an illness/misadventure appeal to the Head Teacher. (See the section on appeals).
- b. If there is no valid reason, or the appeal has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this through an 'N' Warning Letter.

8.4 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying the HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

8.5 Communicating course requirement concerns (also see NESAs N-Warning Letter procedures page 19)

- a. Students should receive meaningful feedback in all aspects of their course work. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC Assessment mark should assist students as preparation for tasks that are part of the HSC Assessment program.
- b. Students must make a genuine attempt at assessment tasks that contribute more than 50% of the total assessment mark.
- c. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N' Warning Letter must be given to the student and their parents.
- d. The letter will:
 - advise the student of the issue giving adequate time for the problem to be corrected;
 - specifying details of action including a timeframe required by the student;
 - alert the student to the possible consequences of an 'N' Determination; and
 - request from the student and his/her parent a written acknowledgement of the warning.
- e. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued for the same task.



PICNIC POINT HIGH SCHOOL
HSC ASSESSMENT TASK NO. _____ NOTIFICATION

SUBJECT	TEACHER	DATE ISSUED	DATE DUE

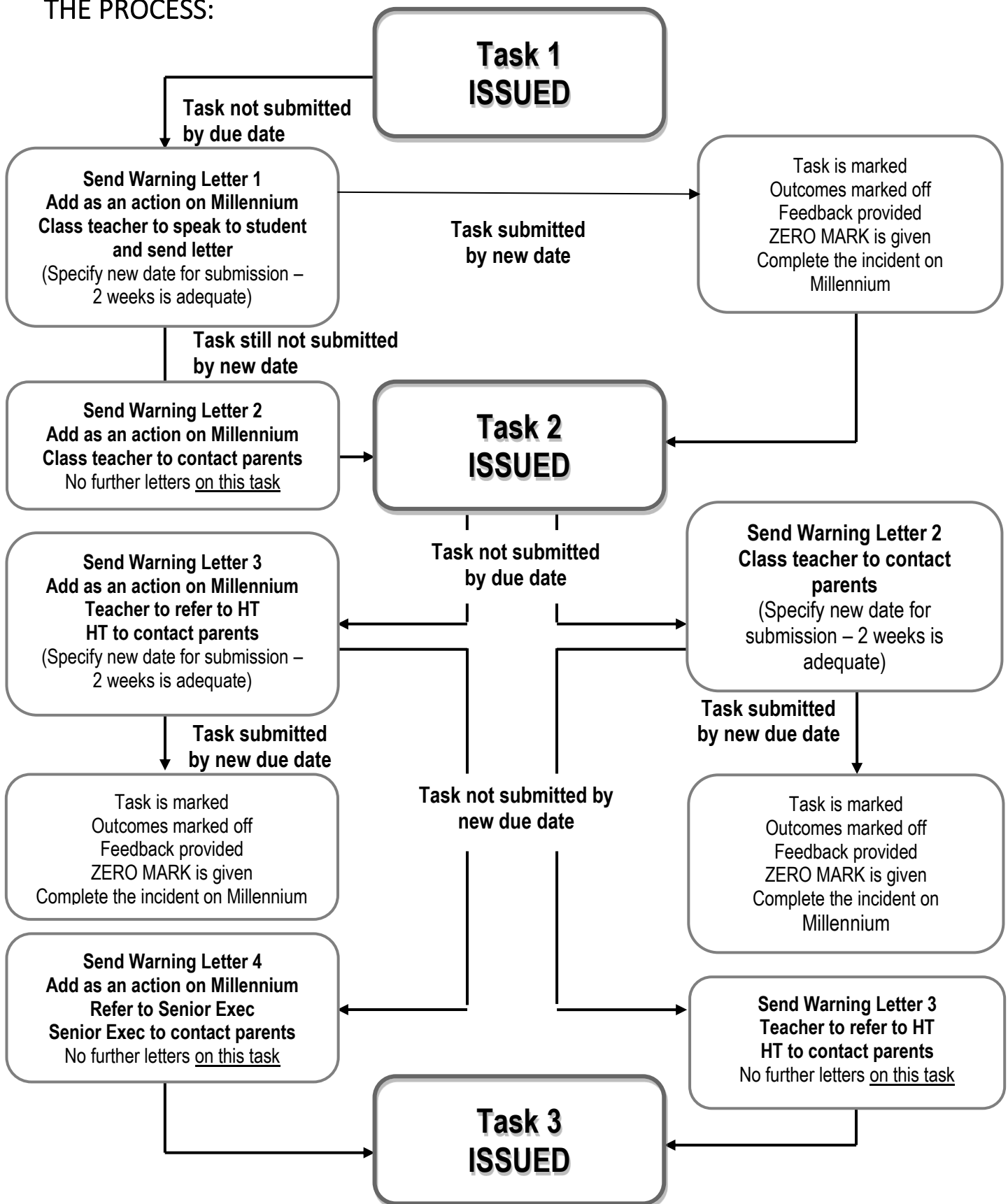
TYPE OF TASK <i>e.g. research assignment, practical exercise, speech, class test etc.</i>	
TOPIC <i>e.g. name of the unit of work</i>	
TASK WEIGHT <i>As per grid</i>	
COMPONENT WEIGHTS <i>As per grid</i>	
OUTCOMES <i>As per grid including code & description</i>	
TASK DESCRIPTION <i>Explaining precisely what students are required to do. (This will be as specific as possible including details such as the expected word length, speech/presentation, length, and requirement to add a bibliography or to include all calculations or rough drafts – as applicable.)</i>	
PREPARATION <i>Giving details of possible references/resources, a guide on how to start. (May also give definitions of task terms such as “DISCUSS”, “ANALYSE”, “EVALUATE”, as defined by the NESA Glossary of Terms etc.)</i>	
SUBMISSION DETAILS <i>Giving specific details relating to handing in tasks: Students must read and be familiar with the rules for completing/submitting tasks outlined in the Assessment Guide you have been issued. Definitions of task terms such as “DISCUSS”, “ANALYSE”, “EVALUATE”, as defined by the NESA Glossary of Terms etc., may also be given)</i>	

ATTACHMENTS

- **MARKING CRITERIA**
Students will be given examples or an explanation of the skills and knowledge required to obtain a particular grade, band or full marks.
- **SIGN OFF SHEET**
*Students will be required to sign off against their name to indicate that they have received the task and also when they have completed the task.
 Please attach to the original.*

NESA N-Warning Letter Procedures

THE PROCESS:



All subsequent letters beyond letter 4 referred to Principal

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: ANCIENT HISTORY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Case Study: Pompeii and Herculaneum Source-based questions	Society: Minoans Source-based questions	Personality: Hatshepsut Research-essay task	Trial HSC Examination All topics	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 - 5	
	AH12-1 AH12-3 AH12-5 AH12-9 AH12-10	AH12-3 AH12-4 AH12-5 AH12-6 AH12-9	AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9	AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9 AH12-10	
Knowledge and understanding of course content	5	10	5	20	40
Source-based skills	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: BIOLOGY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Modelling Hereditary	Depth Study	Practical Investigation	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 4 - 5	
	BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in working scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: BUSINESS STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Extended Response	Topic Test	Research Task	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4 - 5	
	H1 H2 H3 H4 H5 H6	H2 H3 H5 H6 H7 H8 H9	H2 H4 H7 H8 H6 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus - based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: CHEMISTRY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	<p>Research and Processing Task</p> <p>Module 7</p>	<p>Depth Study Report</p> <p>Module 5</p>	<p>Practical Investigation</p> <p>Module 6</p>	<p>Trial HSC Examination</p> <p>Modules 5, 6, 7 and 8</p>	
	<p>Term 4, Week 10</p>	<p>Term 1, Week 9</p>	<p>Term 2, Week 8</p>	<p>Term 3, Weeks 4 - 5</p>	
	<p>CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14</p>	<p>CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH12-7 CH11/12-12</p>	<p>CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13</p>	<p>CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15</p>	
Skills in working scientifically	10	20	20	10	60
Knowledge and understanding	10	5	5	20	40
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: COMMUNITY & FAMILY STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Independent Research Project	Case study of community group	In-Class test	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 4 - 5	
	H4.1 H4.2	H1.1 H2.2 H2.3 H3.1 H3.3 H5.1	H2.2 H3.2 H4.2 H5.1 H5.2	H1.1 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H4.1 H4.2 H5.1 H5.2 H6.1 H6.2	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: ECONOMICS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Task	Topic Test	Extended Response	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4 - 5	
	H1 H2 H4 H7 H9 H10	H1 H3 H4 H5 H8 H10 H11	H1 H2 H5 H6 H7 H8 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	
Knowledge and understanding of course content	5	10	5	20	40
Stimulus-based skills		5	10	5	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: ENGLISH ADVANCED

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	<p>Multimodal presentation using prescribed text and related material</p> <p>Texts and Human Experiences</p>	<p>Comparative essay</p> <p>Textual Conversations Critical Response</p>	<p>Writing task</p> <p>Craft of Writing</p>	<p>Trial HSC Examination</p> <p>Common Module Module A Module B Module C</p>	
	Term 4, Week 9	Term 1, Week 7	Term 3, Week 1	Term 3, Weeks 4–5	
	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-3 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-3 EA12-4 EA12-5 EA12-7 EA12-8 EA12-9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: ENGLISH EXTENSION 1

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Imaginative response and reflection	Tutorial Presentation	Trial HSC Examination	
	Term 4, Week 10	Term 3, Week 1	Term 3, Weeks 4-5	
	EE12-2 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-2 EE12-3 EE12-4 EE12-5	
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
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: ENGLISH STANDARD

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	<p>Texts and Human Experiences</p> <p>Multimodal presentation with related material</p>	<p>Craft of Writing</p> <p>Writing Task</p>	<p>Language, Identity and Culture</p> <p>Analytical response</p>	<p>Trial HSC Examination Common Module:</p> <p>Module A</p> <p>Module B</p> <p>Module C</p>	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 4–5	
	EN 12-1 EN 12-2 EN 12-3 EN 12-4 EN 12-6 EN 12-7	EN 12-1 EN 12-3 EN 12-4 EN 12-5 EN 12-9	EN 12-1 EN 12-3 EN 12-5 EN 12-7 EN 12-8	EN 12-1 EN 12-3 EN 12-4 EN 12-5 EN 12-6 EN 12-7	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
	25	25	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: ENGLISH STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Multimodal presentation with related material Mandatory Module: Texts and Human Experiences	Research Task Elective Module A: We are Australians	Collection of classwork Mandatory Module Elective Module A Elective Module of teacher's choosing	Trial HSC Examination Mandatory Module and Electives	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 4 - 5	
	ES12-1 ES12-4 ES12-5 ES12-6 ES12-8	ES12-3 ES12-5 ES12-7 ES12-9	ES12-1 ES12-4 ES12-5 ES12-7 ES12-10	ES12-2 ES12-3 ES12-4 ES12-5 ES12-9	
Knowledge and understanding of course content	10	15	15	10	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	10	15	10	50
	25	25	30	20	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: FOOD TECHNOLOGY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	The Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination	
	Research Task	Investigation and Preparation of Food	Food Product and Portfolio		
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H1.2 H1.4 H3.1	H1.1 H4.2	H1.3 H4.1	H1.1 H1.2 H1.3 H2.1 H3.2 H5.1	
Knowledge and understanding of course content	10	5	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
	20	30	30	20	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: GEOGRAPHY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Report	Skills Test	Extended Response	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 4 - 5	
	H1 H2 H5 H6 H7 H8 H10 H11	H8 H10 H11 H30	H1 H3 H9 H10 H12 H13	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13	
Knowledge and understanding of course content	5	5	10	20	40
Geographical tools and skills		15		5	20
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: HISTORY EXTENSION

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	History Project Historical Process (Proposal, process log, annotated bibliography)	History Project – Essay	Trial HSC Examination	
	Term 1, Week 9	Term 2, Week 2	Term 3, Weeks 4 - 5	
	HE12-1 HE12-2	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding of significant historical ideas and processes		20	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	30	20	10	60
	30	40	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: INDUSTRIAL TECHNOLOGY – MULTIMEDIA

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Presentation of Major Project Ideas and Development	Project and Documentation Progress Mark	Industry Report	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 3	Term 3, Weeks 4-5	
	H1.2 H3.1 H3.2 H5.1 H5.2	H2.1 H3.3 H4.1 H4.2 H4.3 H5.2 H6.2	H1.1 H1.2 H1.3 H5.1 H7.1 H7.2	H1.2 H1.3 H3.1 H4.3 H6.1 H7.1 H7.2	
Knowledge and understanding of course content			20	20	40
Knowledge and skills in the design, management, communication and production of a major project	20	30		10	60
	20	30	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Presentation of Major Project Ideas and Development	Project and Documentation Progress Mark	Industry Report	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 7	Term 2, Week 3	Term 3, Weeks 4 - 5	
	H1.2 H3.1 H3.2 H5.1 H5.2	H2.1 H3.3 H4.1 H4.2 H4.3 H5.2 H6.2	H1.1 H1.2 H1.3 H5.1 H7.1 H7.2	H1.2 H1.3 H3.1 H4.3 H6.1 H7.1 H7.2	
Knowledge and understanding of course content			20	20	40
Knowledge and skills in the design, management, communication and production of a major project	20	30		10	60
	20	30	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: INVESTIGATING SCIENCE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Task Module 5	Research Task Modules 5 and 6	Practical task Module 7	Trial HSC Examination Modules 5, 6, 7 and 8	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 4 - 5	
	INS 12-1 INS 12-2 INS 12-7 INS 12-4 INS 12-6 INS 12-12	INS 12-5 INS 12-7 INS 12-12 INS 12-13	INS 12-2 INS 12-3 INS 12-5 INS 12-6 INS 12-7 INS 12-14	INS 12-5 INS 12-6 INS 12-7 INS 12-12 INS 12-13 INS 12-14 INS 12-15	
Skills in working scientifically	15	10	20	15	60
Knowledge and understanding	5	15	5	15	40
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: JAPANESE CONTINUERS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Speaking	Reading	Listening and Writing	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H1.1 H1.2 H1.3 H1.4	H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H3.5 H3.6	H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H3.5 H3.6	H1.1 H1.2 H1.3 H1.4 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H3.5 H3.6 H4.1 H4.2 H4.3	
Listening and Responding Objective 3			15	15	30
Reading and Responding Objectives 2 and 3		25		5	30
Speaking Objective 1	15			5	20
Writing in Japanese Objectives 2 and 4			15	5	20
	15	25	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: LEGAL STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Crime Written Task	Option A: Research Task	Option B: Extended Response	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H1 H2 H4 H6 H7 H8 H9 H10	H1 H4 H5 H6 H7 H8 H9	H1 H3 H4 H5 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	5			15	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: MATHEMATICS ADVANCED

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Take Home Task	Open Book Test	Assignment / Class Test	Trial HSC Examination	
	Term 4, Week 10	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 4 - 5	
	MA12-1 MA12-2 MA12-4 MA12-5 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: MATHEMATICS – EXTENSION 1

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Take Home Task	Open Book Test	Extended modelling and problem-solving task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4 - 5	
	ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-6 ME12-7	ME12-1 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: MATHEMATICS STANDARD 1

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Open Book Test	Take Home Task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 - 5	
	MS2 12-8 MS2 12-9 MS2 12-10 MS2 12-8	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-3 MS2 12-6 MS2 12-7 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-7 MS2 12-8 MS2 12-9 MS2 12-10	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: MATHEMATICS STANDARD 2

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Open Book Test	Take Home Task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 - 5	
	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-6 MS2 12-7 MS2 12-8 MS2 12-9 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-7 MS2 12-8 MS2 12-9 MS2 12-10	
Understanding, fluency and communicating	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: MODERN HISTORY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Source Evaluation and Extended Response National Study: USA 1919 - 1941	Source Analysis Core Study: Power and Authority in the Modern World 1919 - 1946	Historical Analysis Peace and Conflict: Conflict in the Pacific 1937 - 1951	Trial HSC Examination All topics	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 4 - 5	
	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-7 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-7 MH12-8 MH12-9	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: MUSIC 1

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Core Musicology Elective 1	Aural Analysis Elective 2	Core Composition Elective 3	Trial HSC Examination Aural Core Performance Core	
	Term 1, Week 2	Term 2, Week 2	Term 2, Week 10	Term 3, Weeks 4 - 5	
	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	*H1 *H2 *H3 *H4 *H5 *H6 *H7 *H8	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	
Core Performance				10	10
Core Composition			10		10
Core Musicology	10				10
Aural		10		15	25
Elective 1	15				15
Elective 2		15			15
Elective 3			15		15
	25	25	25	25	100

* Teacher will select the appropriate outcomes based on the elective options selected by each student

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: NUMERACY CEC

COURSE: 2 UNIT CEC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Assignment	Assignment	Assignment	Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4 - 5	
	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	N6 1.1 N6 1.2 N6 1.3 N6 2.1 N6 2.2 N6 2.3 N6 3.1 N6 3.2	
Knowledge and understanding	15	10	15	10	50
Skills	15	10	15	10	50
	30	20	30	20	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: PDHPE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Skill Acquisition	In-Class Test	Research Project	Trial HSC Examination	
	Term 1, Week 3	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 4 - 5	
	H9 H10 H17	H7 H8 H9 H10 H16 H17	H8 H13 H16 H17	H1 H2 H3 H4 H5 H8 H9 H10 H11 H13 H14 H15 H16	
Knowledge and understanding of: <ul style="list-style-type: none"> Factors that affect health The way the body moves 	10	5	5	20	40
Skills in: <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance 	5	10	10	5	30
Skills in: <ul style="list-style-type: none"> Critical thinking, research and analysis 	10	5	10	5	30
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Practical Task	Research Task	Practical Task	Submission of final Photographic project and Folio	
	Term 1, Week 6	Term 2, Week 2	Term 2, Week 6	Term 3, Weeks 2	
	M1 M2 M3 M4 M5 M6	C1 C2 C3 C4 C5 C6	M1 M2 M3 M4 M5 M6	M1 M2 M3 M4 M5 M6 C1 C2 C3 C4 C5 C6	
Making	20		30	20	70
Critical / Historical Study		20		10	30
	20	20	30	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: PHYSICS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Electromagnetism	Open Ended Research Task From the Universe to the Atom Electromagnetism	Research Task Nature of Light	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 4 - 5	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	PH11/12-5 PH11/12-6 PH11/12-7 PH12-13 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and understanding	5	10	10	15	40
Skills in Working Scientifically	20	15	10	15	60
	25	25	20	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: SOCIETY AND CULTURE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Topic test on Social and Cultural Continuity and Change	Research and in-class extended response on Popular Culture	Research and extended response on Belief Systems	Trial HSC Examination	
	Term 4, Week 11	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4 - 5	
	H1 H2 H3 H4 H5 H6 H9 H10	H1 H2 H3 H5 H7 H9 H10	H1 H2 H3 H7 H9 H10	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Knowledge and understanding of course content	5	15	10	20	50
Application and evaluation of social and cultural research methodologies	10	5	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: SPORT, LIFESTYLE AND RECREATION

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Resistance Training and Fitness	Healthy Lifestyles	In-Class Test	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 5	Term 1, Week 10	Term 3, Weeks 4 - 5	
	H2.2 H3.2	H2.3 H3.5	H1.3 H2.1 H2.5 H3.1 H3.2 H4.1	H1.3 H2.1 H2.2 H2.3 H2.4 H3.2 H3.7	
Knowledge and understanding	15	10	10	15	50
Skills	10	10	15	15	50
	25	20	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: VISUAL ARTS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Case Study	Development of the Body of Work and VAPD	Development of the Body of Work and VAPD	Trial HSC Examination Submission of Body of Work and VAPD	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 4 - 5	
	H7 H8 H9 H10	H1 H3 H4	H1 H3 H4	H1 H2 H4 H5 H6 H7 H8 H9 H10	
Artmaking		15	15	20	50
Critical/ historical study	20	10	10	10	50
	20	25	25	30	100

PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

DATE: Year 2022 - 2023

SUBJECT: WORK STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Task	Budget Preparation	Research Report	Formal Examination	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 10	Term 3, Weeks 4 - 5	
	WS1 WS2 WS3 WS4 WS5 WS6 WS7	WS4 WS5 WS6 WS7 WS8 WS9	WS3 WS5 WS7 WS8 WS9	WS1 WS3 WS4 WS5 WS6 WS7 WS8 WS9	
Skills	5	5	10	10	30
Knowledge and understanding	15	20	15	20	70
	20	25	25	30	100

VOCATIONAL EDUCATION AND TRAINING

ASSESSMENT

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes.

1. Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
2. Assessment for the Higher School Certificates that may include the optional HSC examination for Australian Tertiary Admission Rank (ATAR).

AQF CERTIFICATION

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, a holistic or integrated approach to the assessment of competence is adopted.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors.

Schools are expected to provide reasonable opportunities for students in assessment.

A variety of assessment strategies will be utilised by VET staff to assess the competence of students. Competency standards are the benchmarks for this assessment. All assessments are to be conducted within the requirements of the syllabus and/or training package requirements and have a direct link to the performance criteria.

Some forms of assessment will be ongoing. Evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations and so on.

NSW EDUCATION STANDARDS AUTHORITY (NESA)

Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate or statement of attainment.

The NSW Education Standards Authority (NESA) has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed course and a Board Endorsed Course are applicable to students undertaking a VET course. More information can be found in the Assessment, Certification and Examination (ACE) manual.

Teachers should maintain appropriate documentation and notify parents in writing when students are not meeting course requirements. Notification to parent/carer should be timely and provide students the opportunity for the issues of concern to be redressed as appropriate.

HSC EXAMINATIONS IN VET

The HSC Examination is independent of competency based assessment requirements for AQF qualifications. The examination is optional for students of a 240 hour Board Developed VET Course and is intended for ATAR purposes only.

For the purpose of an ATAR, students must sit the HSC Examination. All VET courses are 'Category B'. Only one Category B course (maximum 2 units) can be used in the calculation of the ATAR.

Students at Picnic Point High School will indicate their intention to sit or not to sit for the VET HSC Examination in a written form, provided to them by their VET teacher prior to the completion of Term 3 in their HSC year. (see information below)

The Trial HSC Examination should be undertaken by all students, including those who elect to include the framework as part of their ATAR. Students will need to nominate during the HSC year whether or not they will be undertaking the external HSC written examination.

REQUEST TO WITHDRAW FROM VET HSC EXAMINATION

VET courses have examinations which are optional. Sitting the HSC Examination is not a requirement for satisfactorily completing the VET course.

If the VET course is satisfactorily completed, but the examination is not attempted, then:

- The course will be listed on the HSC, but no examination mark will appear.
- No mark is available from that course to be included in the calculation of the ATAR.

All students undertaking a school delivered VET course will need to complete a request, to withdraw from the HSC Examination.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) &
 Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
 Training Package: CPC08 Construction, Plumbing and Services (version 6.5)

NESA course code
 2 U X 2 YR - 26211
2022 HSC Exam:
 26299
LMBR UI Code:
 CPC20220126211B or
 CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years 40% Preliminary Exam 35 hrs. Work placement 35 hrs. Work placement
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPPCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
Terms 4/5 Option 1	11 HSC UOCs						
	CPCCBL20001 CPCCBL2002	Handle prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 235 – 240 - 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services
 Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code
2 U X 2 YR - 26401
2023 HSC Exam: 26499
LMBR UI Code:
(11 OR 12)
CUA30420326401B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE UNITS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO.	
Term 1/2	CUAWHS312	Apply work health and safety practices	E	M	15	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	35 hrs Work placement
	CUASOU331	Undertake live audio operations	E	M	25		
Term 2/3	CUALGT311	Operate basic lighting	E	M	25	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	30% Preliminary Exam
	CUASTA212	Assist with bump in and bump out of shows	E	E	20		
Term 3/4	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry	
Term 4/5	6 HSC UOCs						35 hrs Work placement 70% Trial HSC Exam
	SITXCCS006	Provide services to customers	E	M	20	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	
	CUASOU306	Operate sound reinforcement systems	E	E	20		
	CUAVSS312	Operate vision systems	E	M	25		
Term 6/7	CUASTA311	Assist with production operations for live performances	E	M	25	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CUASMT311	Work effectively backstage during performances	E	E	20		
	CUAIND314	Plan a career in the creative arts industry	C	E	20		
OPTIONAL Unit delivered in Term 7	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	20	Credit transfer for this unit when delivered by another RTO.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE
Preliminary Year 2022 or HSC 2023
 QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services
 Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code
 1 U X 1 YR - 26403
LMBR UI Code:
 (11 OR 12)
 CUA30420226403B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 7	3 HSC UOCs					Cluster 7: The Event Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. The HSC examination is based on content from the 240 hour course No additional work placement is required.
	CUALGT314	Install and operate follow spots	E	E	20		
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBBEF301	Organise personal work priorities and development	C	E	20		
NESAs requires students to study a minimum of 60 hours to meet HSC requirements.			Total Hours 60		No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.		



Term	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	40% Prelim Yearly Exam
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work	
6 HSC UOCs							35 hrs Work placement 60% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

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