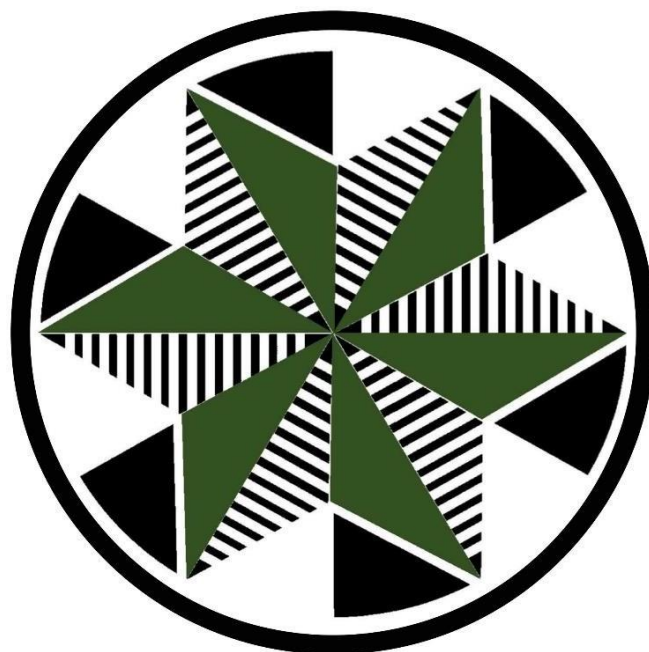


Picnic Point High School



Higher School Certificate Assessment Handbook

2023 – 2024

Respect Responsibility Participation

Student name: _____

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PPHS YEAR 12 SCHOOL ASSESSMENT CALENDAR 2023 – 2024

Wk	TERM 4 - 2023	TERM 1- 2024	TERM 2 - 2024	TERM 3 – 2024	HSC Exams in Term 3
1		Maths Extension 2 20% Numeracy CEC 30%	Legal Studies 25% Maths Advanced 25% Geography 25%	English Advanced 25% English Extension 1 40% English Extension 2 30% Music 1 25%	
2		English Extension 2 30% Maths Extension 1 20% Maths Standard 1 20% Maths Standard 2 20% Music 1 25% PDHPE 25%	Chemistry 25% Music 1 25%	Assessment Task Free Period Distance Education Trial HSC Examinations: NSW School of Languages: 40% Korean Beginners (2 students) 40% Chinese Beginners (1 student) 40% Secondary College of Languages: Vietnamese Continuers (1 student) 40%	Society and Culture (35)
3		Chemistry 20% Visual Arts 15%	IT Multimedia 20% IT Timber 20%		English Extension 2 (4)
4		SLR 20%	History Extension 40% SLR 25%	Trial HSC Examinations Aboriginal Studies 30% Ancient History 30% Biology 30% Business Studies 30% CAFS 30% Chemistry 30% Economics 30% English Advanced 30% English Extension 1 30% English Standard 30% English Studies 20% Exploring Early Childhood 30% Food Technology 20% Geography 25% History Extension 30% IT Multimedia 30% Investigating Science 30% Japanese Continuers 30% Legal Studies 30% Maths Advanced 30% Maths Extension 1 30% Maths Extension 2 30% Maths Standard 1 30% Maths Standard 2 30% Modern History 30% Music 1 25% Numeracy CEC 20% PDHPE 30% Physics 30% Society & Culture 30% SLR 30% Visual Arts 30% VET Construction 60% VET Entertainment 70% VET Hospitality 60% Work Studies 30%	
5			English Extension 2 40% Aboriginal Studies 20%		
6	Business Studies 25%	IT Multimedia 20% IT Timber 20% Work Studies 25% Biology 30%	English Standard 20% Investigating Science 25% PDHPE 25% Physics 25%		
7	Aboriginal Studies 10% Exploring Early Childhood 20% IT Multimedia 30% IT Timber 30%	CAFS 25% Economics 20% English Advanced 20% English Standard 25% English Studies 25%	Biology 20% CAFS 25% Exploring Early Childhood 20% Geography 25% Society and Culture 25%		Visual Arts (18)
8	Ancient History 20% Biology 20% CAFS 20% Economics 20% Food Technology 20% SLR 25% Work Studies 20%	Business Studies 25% Investigating Science 25% Society and Culture 25%	Ancient History 25% Business Studies 25% Economics 30% English Studies 30% Visual Arts 25%		Music (18)
9	English Advanced 25% English Standard 25% English Studies 25% Geography 25% Investigating Science 20% Physics 20%	Food Technology 30% Japanese Continuers 30% Maths Extension 1 25% Maths Standard 1 25% Maths Standard 2 25% Numeracy CEC 20% Physics 25% History Extension 30%	Chemistry 25% Food Technology 30% Japanese Continuers 25% Maths Advanced 25% Maths Standard 1 25% Maths Standard 2 25% Maths Extension 2 20% Numeracy CEC 30%		Music (18)
10	English Extension 1 30% Japanese Continuers 15% Legal Studies 20% Maths Advanced 20% Modern History 20% Society and Culture 20%	Ancient History 25% Exploring Early Childhood 30% Maths Extension 2 30% PDHPE 20% Visual Arts 25%	Legal Studies 25% Maths Extension 1 25% Modern History 30% Work Studies 25%		
11		Aboriginal Studies 40% Modern History 20%			

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 based on 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 NESA.

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 NESA 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 2024 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 or Deputy Principal 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 from the Deputy Principal and on page 14 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 or Deputy Principal 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 or from the Deputy Principal and on page 14 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 Deputy Principal 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 in advance of the absence. 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. Absences, fractional truanancies and poor punctuality will be regarded seriously by the Principal. 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 may 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 documentation.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may 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 with timestamps provided as evidence.
- 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 absence by phoning the Faculty Head Teacher or Deputy Principal.



Step Two: Obtain relevant documentation

- (i) Student must obtain and 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 & School Business Application 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 make a recommendation then document the decision on the Illness/Misadventure & School Business register.
- (iii) Student will then submit the Illness/Misadventure & School Business Application Form to 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 recommend whether the application is to be accepted or rejected. The Principal, or Principal's delegate, will make the final decision.

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 Principal, or Principal's delegate, 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.



PICNIC POINT HIGH SCHOOL
 BUSINESS/ASSAULT/INTEGRITY/SCHOOL BUSINESS
 ASSESSMENT TASK APPEAL FORM

Section A - To be completed by the Student

Student's Name: _____ Year: _____
 Course: _____ Teacher: _____

Task No: _____ Task Title: _____

Due Date: ___/___/___

Reason for Appeal: (p. 1 of 2) I did not understand the task, I was absent during the assessment, I was ill during the assessment, I was unable to access the assessment materials.

Reference for Appeal: (please provide details in 500 words) _____

Supporting evidence attached: I have attached evidence, I have not attached evidence.
 I have attached evidence, I have not attached evidence.

Student Signature: _____ Date: ___/___/___

Parent/Teacher Signature: _____ Date: ___/___/___

Section B - To be completed by the Head Teacher

Head teacher's Name: _____ Faculty: _____

Received date of form: ___/___/___ task submitted/written: Yes No

Date received task (if applicable): ___/___/___ Date completed: ___/___/___

Head teacher's recommendation:

- Estimate based on late submissions on QI tasks
- Estimate based on all other assessment tasks
- Estimate based on a submitted task that is **not** set and completed
- Extension of time granted on _____
- Zero mark to be given for late submission
- No attempt made and no date of submission to be used

Other action: _____

Headteacher signature: _____ Date: ___/___/___

See Note on Back of form to lines 5/6 of the Business/Assault/Integrity/School Business spread sheet Yes No

Section C - To be completed by the Principal or Deputy Principal

Principal's Name: _____

Decision: Approved Rejected

Reason for decision: Followed assessment procedure Did not follow assessment procedure

Signature: _____

Principal's Signature: _____ Date: ___/___/___

Original to: Principal / Deputy Principal
 Copy to: Head & Deputy Head, Teacher, Parent, Student, School Business/Assault/Integrity/School Business

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 (e.g. 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.
- c. **Malpractice may occur when Generative AI (such as Chat GPT):**
- has been used as part of an assessment task, unless specifically permitted in the Assessment Notification.
 - output has not been cited. All work presented must be a student's own or must be acknowledged appropriately.
 - is suspected of being used and the student is not able to provide evidence that all unacknowledged work is entirely their own.

6.2 Managing Issues of Malpractice

- a. In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
 - answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- b. Issues of malpractice will be investigated by the Head Teacher of the respective course.
- c. 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.
- d. 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.
- e. All acts of malpractice are to be recorded on the NESAs Register of Malpractice in HSC Assessment Tasks.
- f. 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.

7.5 Invalid or unreliable tasks

If a task is deemed invalid or unreliable, adjustments will be made and may include:

- reduced weighting of a completed task
- addition of a replacement task
- in extreme cases, the task may be discarded.

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.

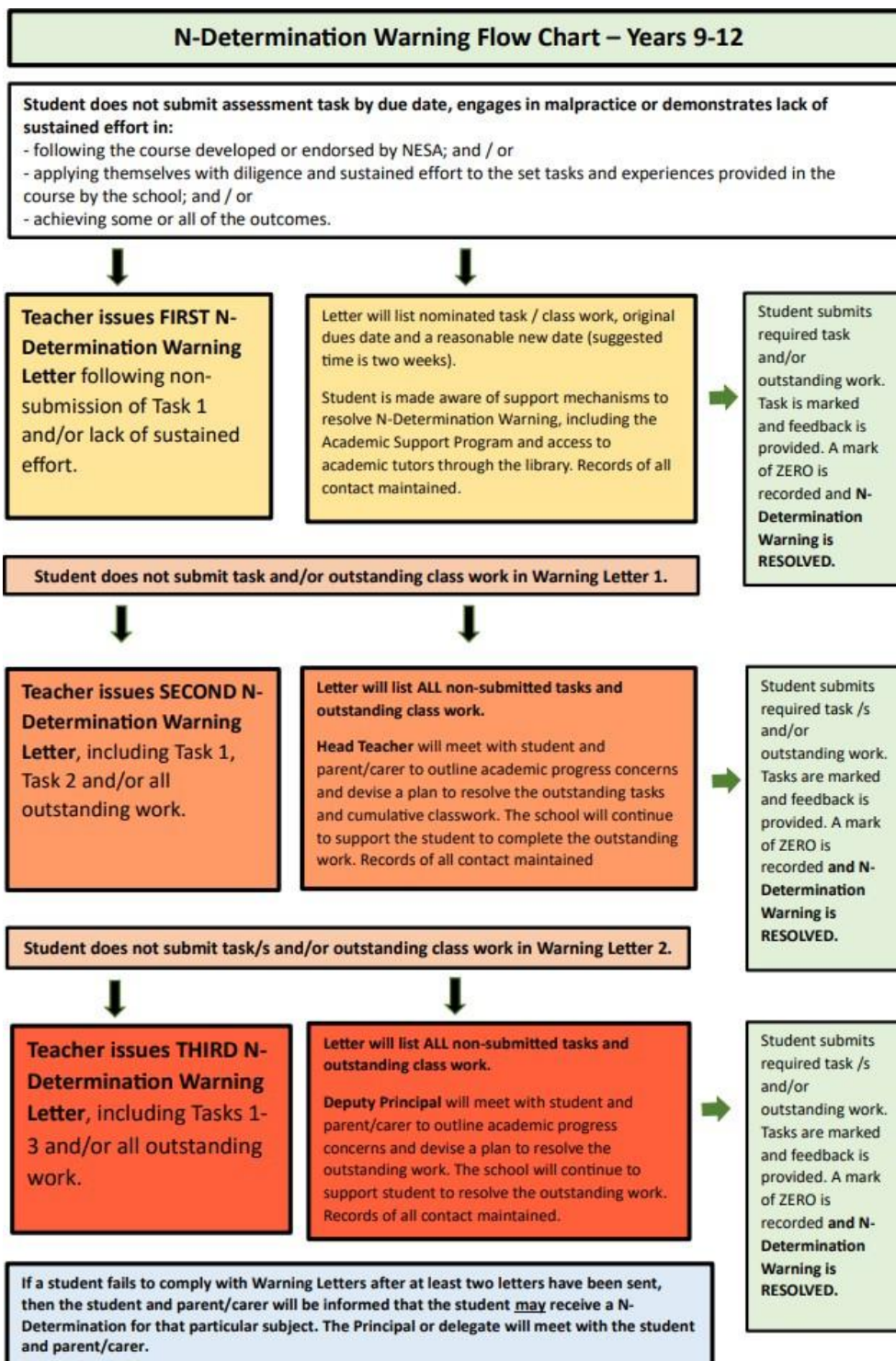
8.4 Non-serious attempts

- 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 21)

- 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>eg. research assignment, practical exercise, speech, class test etc</i>			
TOPIC <i>eg. 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 BOS 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 BOS Glossary of Terms etc., may also be given)</i>		If a student is absent for an assessment task or fails to submit a task when it is due, a medical certificate must be presented on the first day the student returns to school. The student must immediately commence the Illness/Misadventure process.	
FEEDBACK <i>May include: Whole cohort written feedback Written annotations on marking criteria Individual conferencing</i>			
ASSESSMENT PROCEDURES		All students should be fully aware of the HSC Assessment Policy provided in Term 4. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results. In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.	

ATTACHMENTS – Marking Criteria



PICNIC POINT HIGH SCHOOL
SENIOR OFF SHEET - NOTIFICATION OF ASSESSMENT TASK

SUBJECT	TUTOR	Task No.	DATE ISSUED
<hr/>			
TOPIC	MARK TYPE	DUE DATE:	
<hr/>			

Name	Date Issued	Signature	Date Submitted Completed	Signature

SUBJECT: ABORIGINAL STUDIES
COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Part I - Social Justice & Human Rights Issues – A: Global Perspective Research and Presentation	Part III - Research and Inquiry Methods Major project and log	Part I - Social Justice & Human Rights Issues – B: Comparative Study Media Portfolio	Part I - Social Justice & Human Rights Issues – A & B Part II – Heritage and Identity Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 11	Term 2 Week 5	Term 3 Weeks 4 - 5	
	H1.3 H3.1 H4.1 H4.3	H4.1 H4.2	H1.1 H4.1 H3.2 H4.3	H1.2 H2.1 H2.2 H3.1 H3.3	
Knowledge and understanding of course content	5		10	25	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		20	5		25
Research and inquiry methods, including aspects of the Major Project		15	5		20
Communication of information, ideas and issues in appropriate forms	5	5		5	15
Total %	10	40	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: ANCIENT HISTORY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Case Study: Pompeii and Herculaneum Source Evaluation and Extended Response	Society: Minoans Source Analysis and Research Essay	Personality: Hatshepsut Historical Analysis: Inquiry and Research	All topics Trial HSC Examination	
	Term 4 Week 8	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	AH12-3 AH12-4 AH12-5 AH12-8 AH12-9	AH12-2 AH12-5 AH12-6 AH12-7 AH12-9	
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	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: BIOLOGY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Research Task	Depth Study	Practical Investigation	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 6	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	BIO11/12-2 BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-5 BIO11/12-6 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	30	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: BUSINESS STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Operations Business Report	Finance Topic Test	Marketing Research Task	All Topics Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4 - 5	
	H2 H3 H8	H5 H6 H8 H10	H4 H7 H9	H1 H2 H8 H9 H10	
Knowledge and understanding of course content	10	10	10	10	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
Total %	25	25	25	25	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: CHEMISTRY
COURSE: 2 UNIT HSC

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

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

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 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 4 - 5	
	H4.1 H4.2	H3.1 H3.3 H5.1	H2.1 H5.1 H2.2	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
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: ECONOMICS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	The Global Economy Research Task	Australia’s Place in the Global Economy Topic Test	Economic Issues Extended Response	All Topics Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 4 - 5	
	H2 H4 H9 H10	H1 H4 H8 H11	H4 H7 H9 H10	H1 H2 H5 H6 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 economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: ENGLISH ADVANCED

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Common Module: Texts and Human Experiences Multimodal presentation using prescribed text and related material	Module A: Textual Conversations Critical Response	Module C: Craft of Writing Writing task	Common Module Module A Module B Module C Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 7	Term 3 Week 1	Term 3 Weeks 4 – 5	
	EA12-2 EA12-3 EA12-4 EA12-6 EA12-8	EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-2 EA12-3 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
Total %	25	20	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: ENGLISH EXTENSION 1

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Creative response and reflection	Tutorial Presentation with related material	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
Total %	30	40	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: ENGLISH EXTENSION 2

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Viva Voce (including Major Work Journal written proposal)	Literature Review (including Major Work Journal submission)	Critique of the creative process (including Major Work Journal submission)	
	Term 1 Week 2	Term 2 Week 5	Term 3 Week 1	
	EEX 12-1 EEX 12-4 EEX 12-5	EEX 12-1 EEX 12-2 EEX 12-3 EEX 12-4	EEX 12-2 EEX 12-3 EEX 12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

SUBJECT: ENGLISH STANDARD

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Common module: Texts and Human Experiences Multimodal presentation with related material	Module C: Craft of Writing Writing Task	Module A: Language, Identity and Culture Analytical response	Module A Module B Module C Trial HSC Examination Common Module:	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 4 – 5	
	EN 12-2 EN 12-3 EN 12-6 EN 12-7 EN 12-8	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
Total %	25	25	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: ENGLISH STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Common Module: Texts and Human Experiences Multimodal presentation with related material	Elective Module A: We are Australians Research Task	Common Module Elective Module A Elective Module of teacher's choosing Collection of classwork	Trial HSC Examination Common 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: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	10	15	10	50
Total %	25	25	30	20	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: EXPLORING EARLY CHILDHOOD CEC

COURSE: 2 UNIT CEC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Children’s Literature Book Creation	Starting School Orientation Pack/Case Study	Positive Behaviour Task	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 4 - 5	
	1.2 1.3 1.4	1.3 2.1 2.2 6.1 6.2	1.2 1.4 2.4 3.1 4.1	1.1 1.3 4.6 1.5 2.2 6.1 2.3 2.5	
Knowledge and understanding	10	10	10	20	50
Skills	10	20	10	10	50
Total %	20	30	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: FOOD TECHNOLOGY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	The Australian Food Industry Research Task	Food Manufacture Investigation and Preparation of Food	Food Product Development Food Product and Portfolio	Trial HSC Examination	
	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 H5.1	H1.1 H1.2 H1.3 H2.1 H3.2	
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
Total %	20	30	30	20	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: GEOGRAPHY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Ecosystems At Risk Fieldwork Report	People and Economic Activity Extended Response	Urban Places Topic Test	All Topics Trial HSC Examination	
	Term 4 Week 9	Term 2 Week 1	Term 2 Week 7	Term 3 Weeks 4 - 5	
	H2 H5 H8 H10	H11 H4 H9	H10 H11 H12	H1 H3 H6 H10 H11 H13	
Knowledge and understanding of course content	10	5	10	15	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
Total %	25	25	25	25	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: HISTORY EXTENSION

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	History Project - Historical Process (proposal, process log, annotated sources)	History Project – Essay	Trial HSC Examination	
	Term 1 Week 9	Term 2 Week 4	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
Total %	30	40	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

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 Development and Management Report	Industry Report	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 3	Term 3 Weeks 4 - 5	
	H3.1 H3.2 H4.3 H5.1 H5.2	H2.1 H3.3 H4.1 H4.2	H1.1 H1.2 H1.3 H6.2 H7.1 H7.2	H6.1 H1.3 H7.2 H4.3 H7.1	
Knowledge and understanding of course content			20	20	40
Knowledge and skills in the design, management, communication and production of a major project	30	20		10	60
Total %	30	20	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

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 Development and Management Report	Industry Report	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 3	Term 3 Weeks 4 - 5	
	H3.1 H3.2 H4.3 H5.1 H5.2	H2.1 H3.3 H4.1 H4.2	H1.1 H1.2 H1.3 H6.2 H7.1 H7.2	H6.1 H1.3 H7.2 H4.3 H7.1	
Knowledge and understanding of course content			20	20	40
Knowledge and skills in the design, management, communication and production of a major project	30	20		10	60
Total %	30	20	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

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 12-6 INS 12-7 INS 12-12	INS 12-4 INS 12-5 INS 12-7 INS 12-12 INS 12-13	INS 12-2 INS 12-3 INS 12-5 INS 12-7 INS 12-14	INS 12-5 INS 12-6 INS 12-12 INS 12-13 INS 12-15 INS 12-14	
Skills in working scientifically	25	10	15	10	60
Knowledge and understanding	5	10	5	20	40
Total %	30	20	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: JAPANESE CONTINUERS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Speaking	Listening and Writing	Reading and Responding	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	H2.1 H3.1 H2.3 H3.5	H2.2 H3.1 H2.3 H3.4	H1.1 H2.1 H3.1 H1.4 H2.2 H3.5	
Listening		15		15	30
Reading			25	5	30
Speaking	15			5	20
Writing		15		5	20
Total %	15	30	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: LEGAL STUDIES

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Core: Crime Topic Test	Option A Research Task	Option B Extended Response	All Topics Trial HSC Examination	
	Term 4 Week 10	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 4 - 5	
	H1 H7 H9	H5 H8 H9	H4 H6 H7	H1 H2 H3 H9	
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
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: MATHEMATICS ADVANCED

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Hand in Task and Verification Task	Open Book Test	Assignment and Verification Task	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 MA12-10	MA12-3 MA12-4 MA12-7 MA12-6 MA12-10	MA12-7 MA12-6 MA12-10 MA12-9	MA12-3 MA12-6 MA12-5 MA12-8 MA12-7 MA12-10	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: MATHEMATICS EXTENSION 1

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Preparation Task and Verification Test	Open Book Test	Extended modelling and problem-solving assignment	Trial HSC Examination	
	Term 1 Week 2	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 4 - 5	
	ME12-1 ME12-2 ME12-7	ME12-1 ME12-2 ME12-3 ME12-7	ME12-1 ME12-6 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7	
Understanding, fluency and communication	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: MATHEMATICS EXTENSION 2

COURSE: 1 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Preparation Task and Verification Test	Open Book Test	Extended modelling and problem-solving assignment	Trial HSC Examination	
	Term 1 Week 1	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4 - 5	
	MEX12-1 MEX12-7 MEX12-2 MEX12-8 MEX12-4	MEX 12-4 MEX12-7 MEX12-5 MEX12-8	MEX12-3 MEX12-8 MEX12-7	MEX12-3 MEX12-6 MEX12-4 MEX12-7 MEX 12-5 MEX12-8	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	20	30	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: MATHEMATICS STANDARD 1

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Network Assignment and Verification Task	Open Book Test	Hand in and Verification Task	Trial HSC Examination	
	Term 1 Week 2	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 - 5	
	MS1 12-8 MS1 12-9 MS1 12-10	MS1 12-1 MS1 12-4 MS1 12-6	MS1 12-3 MS1 12-5 MS1 12-10	MS1 12-1 MS1 12-2 MS1 12-3 MS1 12-6 MS1 12-7 MS1 12-10	MS1 12-1 MS1 12-2 MS1 12-3 MS1 12-4 MS1 12-5 MS1 12-6 MS1 12-7 MS1 12-8 MS1 12-10
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	15	10	10	15	50
Total %	30	20	20	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

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 9	Term 2 Week 9	Term 3 Weeks 4 - 5	
	MS2 12-3 MS2 12-4 MS2 12-8 MS2 12-10	MS2 12-1 MS2 12-3 MS2 12-4 MS2 12-5 MS2 12-6 MS2 12-10	MS2 12-1 MS2 12-2 MS2 12-6 MS2 12-7 MS2 12-8 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 12-10	
Understanding, fluency and communication	10	13	12	15	50
Problem solving, reasoning and justification	10	12	13	15	50
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: MODERN HISTORY

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	National Study: USA 1919 – 1941 Source Evaluation and Extended Response	Core Study: Power and Authority in the Modern World 1919 - 1946 Source Analysis	Peace and Conflict: Conflict in the Pacific 1937 - 1951 Historical Analysis	All topics Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 4 - 5	
	MH12-5 MH12-2 MH12-8 MH12-9	MH12-3 MH12-6 MH12-7 MH12-9	MH12-3 MH12-7 MH12-4 MH12-8 MH12-9	MH12-1 MH12-2 MH12-3 MH12-6 MH12-5 MH12-9	
Knowledge and understanding of course content	5	5	10	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	5	5	5	5	20
Total %	20	20	30	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: MUSIC 1

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Aural Analysis Elective 1	Core Musicology Elective 2	Core Composition Elective 3	Trial HSC Examination Aural Core Performance Core	
	Term 1 Week 2	Term 2 Week 2	Term 3 Week 1	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	
Performance				10	10
Composition			10		10
Musicology		10			10
Aural	10			15	25
Electives	15	15	15		45
Total %	25	25	25	25	100

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

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: NUMERACY CEC

COURSE: 2 UNIT CEC

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

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

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 2	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 4 - 5	
	H9 H10 H17	H8 H10	H8 H13 H16 H17	H1 H2 H3 H4 H5 H8 H9 H10 H11 H13 H14 H15	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysis and communicating	20	10	15	15	60
Total %	25	20	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: PHYSICS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Depth Study Electromagnetism	Research Task Nature of Light	Open Ended Research Task From the Universe to the Atom	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 PH11-7 PH12/13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Skills in working scientifically	15	15	15	15	60
Knowledge and understanding	5	10	10	15	40
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: SOCIETY AND CULTURE

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Social and Cultural Continuity and Change: Topic Test	Popular Culture: Research and extended response	Belief Systems: Interview Task	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 4 - 5	
	H1 H2 H3 H9 H10	H1 H5 H7 H9 H10	H1 H2 H5 H9 H10	H1 H2 H3 H5 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
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: SPORT, LIFESTYLE AND RECREATION

COURSE: 2 UNIT CEC

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 4	Term 2 Week 4	Term 3 Weeks 4 - 5	
	H2.2 H3.2	H2.3 H3.5	H1.1 H1.2 H2.1 H2.2 H3.5 H4.5	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
Total %	25	20	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: VISUAL ARTS

COURSE: 2 UNIT HSC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	Written Task Related to Case Study	Development of the Body of Work and VAPD	Progress of the Body of Work and VAPD	Trial HSC Examination and Submission of Body of Work	
	Term 1 Week 3	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4 - 5	
	H7 H8 H10	H1 H2 H3 H4 H7	H5 H6 H7 H10	H2 H3 H4 H5 H6 H7 H8 H9 H10	
Artmaking		15	20	15	50
Art criticism and art history	15	10	10	15	50
Total %	15	25	30	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

SUBJECT: WORK STUDIES

COURSE: 2 UNIT CEC

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
	In the Workplace Research Task	Personal Finance Budget Preparation	Workplace Issues Research Report	All Topics Formal Examination	
	Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Weeks 4 - 5	
	WS1 WS2 WS4 WS5	WS7 WS8 WS9	WS2 WS3 WS7 WS8	WS2 WS3 WS4 WS8	
Knowledge and understanding	5	5	10	10	30
Skills	15	20	15	20	70
Total %	20	25	25	30	100

* Students will sit a non-assessable examination in Week 5, Term 1. Results will be included on reports but will not count towards HSC assessment marks.

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.

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

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%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years 40% Preliminary Exam 35 hrs. Work placement
Term 1	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	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
11 HSC UOCs							
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle and 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 CPCCOM1012	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

QUALIFICATION: Statement of Attainment towards **CUA30420 Certificate III in Live Production and Technical Services**

Training Package: CUA Creative Arts and Culture (version 6.0)

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

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	AOQ / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	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 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.
	SITXCCS014	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	
	CUASMT311	Work effectively backstage during performances	E	E	20		
	CUAIND314	Plan a career in the creative arts industry	C	E	20		
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 2023 or HSC 2024

QUALIFICATION: Statement of Attainment towards **CUA30420 Certificate III in Live Production and Technical Services**

Training Package: CUA Creative Arts and Culture (version 6.0)

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

TERM	Unit Code	Units Of Competency	AOE CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 7	3 HSC UOCs						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	Cluster 7: The Event Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBPEF301	Organise personal work priorities	C	E	20		
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>			Total Hours 60		<i>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.</i>		



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
HOSPITALITY - FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024

Hospitality
 RTO - Department of Education - 90333, 90222, 90072, 90162
 Qualification: SIT20322 Certificate II in Hospitality – Release 1
 Cohort 2023 - 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

The information may change in 2024 due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time with minimum disruption or disadvantage.

26521
 2 Units x 2 Years

HSC Examination code:
 26589

Assessment Plan			Evidence gathering techniques			
Assessment Tasks	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities e.g. role plays, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Work placement
Task 1	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X		X	
	SITXFSA006	Participate in safe food handling practices	X		X	
	SITXCCS011	Interact with customers	X		X	
	SITXCOM007	Show social and cultural sensitivity	X		X	
	SITHCCC025	Prepare and present sandwiches	X		X	
Task 2	SITHIND006	Source and use information on the hospitality industry	X		X	
Task 3	SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
	SITHFAB025	Prepare and serve espresso coffee	X		X	
	SITHFAB027	Serve food and beverages	X		X	
Task 4:	BSBTWK201	Work effectively with others	X		X	
	SITHIND007	Use hospitality skills effectively	X		x	X

HSC requirements
Exam estimate mark & weighting to total 100%

240 Indicative hours over 2 years

35 hrs
 Work placement

40% Preliminary Exam

35 hrs Work placement

60% HSC Trial Exam

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.

NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.

Units of competency from the HSC focus areas will be included in the optional HSC examination.