

HSC



# LUCAS HEIGHTS COMMUNITY SCHOOL

## HSC Assessment Guidelines

Parent, Student & Staff  
Handbook

2021 – 2022

## Assessment Guidelines – HSC Course

### What credentials does a student receive?

#### ***The Higher School Certificate (HSC)***

The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements for the HSC.

#### ***The HSC Record of Achievement***

The HSC Record of Achievement is awarded to students who have satisfactorily completed a Board Developed HSC course. It will show the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

Each student's examination mark and moderated assessment mark is averaged to create the HSC mark. It is this mark that NSW Education Standard Authority (NESA) uses to determine the student's performance band. The performance band will contain a description of a student's overall performance in a course.

The Record of Achievement will contain a statement indicating whether or not a student is eligible for the award of the HSC.

### How does a student become eligible for the HSC?

To be eligible for the award of the HSC a student must:

- (a) have gained the Stage 5 ROSA or other satisfactory qualification;
- (b) have attended a government or accredited non-government school;
- (c) have satisfactorily completed courses which comprise the pattern of study required by NESA;
- (d) sit for and make a serious attempt at the HSC examinations.

### What is the Australian Tertiary Assessment Rank (ATAR)?

The requirements for the Australian Tertiary Assessment Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT. A candidate's ATAR is calculated from the aggregate of the scaled marks in the best ten units in Board Developed HSC courses, subject to certain restrictions. These are:

- (a) at least two units of English must be included;
- (b) at least three Board Developed courses of two units value or greater must be included;
- (c) courses from at least four subjects must be included;
- (d) at most, 2 units of Category B courses may be included in the calculation of the ATAR.

The ATAR may include units accumulated by a student over a time span of five years. If a student repeats a unit, only the latest attempt will be included in the ATAR.

## How does a student accumulate the Higher School Certificate?

A student may accumulate HSC courses towards the Higher School Certificate over up to five years. The five year period will commence in the first year a student attempts an HSC course examination.

A student should submit a Higher School Certificate entry form by the due date in any year in which a HSC course is attempted. Year 11 courses may, but need not, be accumulated within this period.

If a student accumulates a course they will receive a Record of Achievement. These cumulative transcripts will record all Year 11 and HSC courses satisfactorily completed, including repeat attempts. A student may accumulate an Extension course by presenting the 2 unit component in one year and the related Extension component in a subsequent year within the five-year period. The same applies for the Extension 2 courses. Mathematics and English Extension 1 courses start at the beginning of stage 6.

## What are assessment tasks?

### Formal tasks

Teachers must assess the students' performance and achievement of outcomes for each course. Students will be given up to four formal assessment tasks, including exams, in many of their subjects. These tasks may assess a wider range of syllabus outcomes than may be measured by the external HSC examination and will be allocated marks or weights. The marks from these tasks will be used to give an indication of student achievement relative to other students in the same course and will be submitted to NESAs as the student's school assessment.

### Submission of assessment marks to NESAs

In presenting their assessments to NESAs, it is not the absolute value of the assessment mark that is important, but the position in the school's rank order and the relative difference between students' assessments for the course.

### Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important. They also indicate satisfactory completion of a course. Student performance on ALL tasks will assist in determining the extent to which you have achieved the outcomes of the course and the level of achievement they receive on the school report, although the results of these tasks will not be submitted to NESAs.

Information from all assessment tasks will assist teachers to determine a student's level of achievement of the outcomes of each course and therefore, their overall performance standard.

## What is the formal assessment period?

Assessment will not commence before the beginning of the HSC course (in Term 4 Year 11) and for most courses will generally conclude with the Trial HSC examination.

## How will tasks be scheduled?

Where possible, students will be given at least two weeks notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time.

Students will be informed about the following:

- the scope of the task eg. Land and Time Measurement
- the form the assessment task will take eg. test, class essay, assignment.
- the proposed timing and duration of the task eg. Friday 13 August, periods 3-4.
- the weight of the task eg. 10%

## How will assessment tasks be weighted?

Each assessment task will be given weightings according to the requirements in the relevant syllabus and the school's judgement of the relative importance of each task.

## What happens with invalid or non-discriminating tasks?

Where the school deems a task to be invalid, the task may be cancelled and a substitute task given.

Where a task fails to discriminate, then an additional task may be given with appropriate notice. The weighting of the original task will be reduced, but it will not be disregarded.

## What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and marking procedures. Classes will complete the task as close as possible to each other.

## What feedback will be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

## Will students be given a cumulative rank?

Students will be given information about your cumulative position in the course at intervals throughout the course although this need not be every time a task is returned.

## What feedback will be given to students about their final achievement?

Students will receive a school report which details their achievement of outcomes of each course. Students will not be given their final assessment marks (those marks submitted to NESA), as they are subject to moderation by NESA and may therefore change.

A sheet for each student, detailing their rank within the school group for each course presented, may only be made available to a student on request, any time after the final HSC examination at the school and within the period of time for appeals.

## What are your responsibilities?

Students must read carefully each subject's task schedule for each subject you are studying. These schedules will inform students of the following:

- (a) the number and nature of the tasks for the subject eg. assignment, essay etc;
- (b) the value of each task in comparison to the whole course;
- (c) any special requirements for each of the tasks.

It is the student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task. Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher during the lesson on the due date. If the teacher is absent, then the task is to be handed to the Head Teacher of that course or in the last instance the Deputy Principal. Students must not leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met then the task will receive zero.

It is the responsibility of students to ensure that hard copies of assessment tasks are submitted by the due date for all subjects.

## What are the penalties in relation to assessment tasks?

### ***Genuine attempt at assessment tasks***

Students must make a genuine attempt to complete course requirements. NESA stipulates that a genuine attempt is defined as assessment tasks which total in excess of 50% of assessable marks. In addition, students must sit for all requisite HSC examinations.

### ***Late or non submission of an assessment task***

Assessment tasks must be submitted during or before the lesson on the day the task is due. If a student is going to be absent for any reason (including school business, school representation or illness) on the day the task is due then the work must be emailed to the school before 8:50am. "attention: class teacher" [lucasheigh-c.school@det.nsw.edu.au](mailto:lucasheigh-c.school@det.nsw.edu.au).

Tasks not submitted during or before a lesson will be treated as late submissions and will receive zero. If work is submitted late, due to illness however, students must complete the illness/misadventure claim form (see back page of booklet) and supply a doctor's certificate. In this situation, students must submit the claim form to the relevant Head Teacher on the first day back at school following the absence. Head Teachers may grant an extension or accept late assignments under extenuating circumstances presented in writing and supported with independent evidence. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

### ***Missing an in-school task***

It is important for students to present for all tasks. If an in-school task is missed for any reason considered jointly by the Head Teacher and School Executive to be unreasonable, then you will be given a zero for the task. **If a student misses a task due to illness**, they will be required to present acceptable supporting documentation. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task.

Acceptable supporting evidence will be required to validate the student's claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the School Executive. These are to be given to the Head Teacher of the subject during the student's first day back at school, even if they do not have a lesson in the course from which the task was missed. **It is the student's responsibility to see the relevant Head Teacher before school to make arrangements to complete the task(s)**. Where appropriate, Head Teachers will organise for the task to be completed on that day, or negotiate an alternative period for the student to complete the task. The same rules for an absence on an alternative day negotiated with the Head Teacher apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may approve the giving of an estimate.

### **On the day of an assessment task, students must attend school and all timetabled classes from the commencement of the school day at 8:50am.**

Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply acceptable supporting documentation or they will be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the determination of an estimate, or an estimate based on teacher judgment.

### ***Non-serious attempt***

If a student fails to make a serious attempt at a task, they will be given zero which could jeopardise their completion of the Higher School Certificate course.

## Work Placement and Assessment Tasks (see VET section pg 41)

Students who undertake VET courses are required to complete Work Placements. Work Placements are scheduled by the Area Office Work Placement Coordinator on an area wide basis so sometimes clashes are unavoidable. It is the student's responsibility to be aware of any assessment task which is due for submission or to be completed during a scheduled Work Placement. The student must advise the teacher or Head Teacher of the course in question of their participation in the Work Placement and negotiate arrangements for the submission or completion of the assessment task. If the student fails to notify the Head Teacher or teacher of the work placement clash or meet the negotiated arrangement, then they may be awarded a zero for that task.

## Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be a student's own work. A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

Students are advised not to bring mobile phones to school. Should a student be in possession of a mobile phone or if the mobile phone rings or is used during a formal assessment task, then the coordinator may deem this a form of malpractice and zero may be awarded.

### ***What will happen to students if they engage in malpractice in the HSC exams?***

If a student does not comply with NESAs examination rules they may have their paper cancelled for the course(s) concerned. This may render a student ineligible for the award of a Record of Achievement and/or a Higher School Certificate.

If a student is found to have engaged in malpractice in examinations for more than one course in any single year, then all courses attempted in that year will be withheld by NESAs. Students may, however, meet the requirements for the award of the Higher School Certificate within the five-year accumulation period.



## All My Own Work

Students are to have completed the online NESA course, All My Own Work, by the due date set by the school in line with NESA guidelines.

## Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using a computer based technology, such as a word processor or the Internet, must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files/ double saving to different places/media, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Late submission of any task due to any computer related/technical problem will result in a zero mark unless overwhelming evidence about extenuating circumstances is submitted in writing and deemed so by the executive.

## Assessment of VET Courses (see VET section pg 40)

VET courses are competency based. A student is judged as either 'competent' or 'not yet competent'. Teachers have specific competencies that they are required to assess. 'N' Determinations apply to VET courses in the same way as they do for other courses. Construction (240 hours) and Hospitality (240 hours) have a Higher School Certificate external assessment consisting of an optional written examination. **However all LHCS students are required to enter for the examination.** Students will nominate during the HSC year whether they will attempt the examination. The written examination is independent of the competency based assessment undertaken during the course and has no relevance to a student's ability to receive AQF qualifications. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the Australian Tertiary Assessment Rank. Students studying a VET course who require those units to make them eligible for an ATAR must sit the external HSC examination in that VET Course. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualification Framework (AQF).

## How does a student know if they have satisfied requirements for the Higher School Certificate Course?

Principals are required to certify that students have satisfactorily completed the Higher School Certificate courses.

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:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes **(ACE) Manual**



## What constitutes satisfactory attendance?

If a student's attendance is called into question they will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Absences will be regarded seriously by the Principal, who will give students early warning of the consequences of such absences. These may include that a student may be deemed to be not meeting course outcomes and/or not demonstrating sustained diligence and effort. It is important for students to note that attendance is required to participate in the activities provided by the school to assist students to meet outcomes. Having a complete set of class notes on its own does not necessarily constitute evidence that a student meets the outcomes necessary to qualify for an award in that course.

## What will happen to students who are not working to a satisfactory standard?

Teachers will monitor that students complete all tasks. If work is not completed, a formal warning letter will be sent by the school. A second formal warning letter may follow if necessary. If, after these warnings, a student has still not satisfied the requirements for the Higher School Certificate Course, the Principal will conduct an interview with the student and their parent(s) where a recommendation for an "N" Determination will be formally made.

## "N" Determination [Non Award]

If a student fails to comply with NESAs requirements for the Higher School Certificate Course, they will receive an "N" determination. This means that the relevant course may not appear on the students Record of School Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the Higher School Certificate in that year.

## Consequence of an "N" Determination

*An 'N' Determination or NESAs decision to withhold a course will have the following consequences:*

- in a 1 or 2 unit or Extension course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, that course and the related Extension course will not contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

## Can you change HSC courses?

A student may not change HSC courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary course of the subject that they wish to enter;
- will be able to complete all HSC course requirements, including assessment.

No changes in HSC entries may occur after 30th June in the Higher School Certificate examination year, except that the Principal may approve a decrease in the unit value within a related course or withdrawal from a course(s) up until the due date for the submission of assessments.

## Can a student seek a review of your assessments?

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Students may seek an assessment review if they consider that their placement in the order of merit list for any course is not correct on the basis of feedback on their performance during the course. An assessment review will focus on the school's procedures for determining the final assessment mark. The teacher's judgement of the task's worth is not subject for review. The review will be conducted within the school; however, students also have the right to appeal to NESAs if they are not satisfied with the school's review. NESAs will only consider whether the school's review process was adequate for determining items (a)-(c) listed below. There is no appeal against the marks awarded for individual assessment tasks.

### ***The school's assessment review will focus on:***

- (a) whether the weightings specified by the school in its assessment program conform with NESAs's requirements as detailed in subject manuals or the relevant syllabus;
- (b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
- (c) there are no computational or clerical errors or the order of merit achieved as a result of such errors.

### ***Students also have the right to appeal an "N" determination.***

Appeals will be heard within the school in the first instance, or if necessary, by NESAs. Students must be able to demonstrate that they have satisfied all of NESAs requirements for satisfactory completion of the Higher School Certificate Course. Such appeals must be submitted in writing to the Principal and any further appeals to NESAs must be submitted through the Principal by the NESAs due date.

### ***Where else can students go for advice on NESAs Assessment Guidelines?***

There are a number of people that students may speak to if they have any queries about the HSC. In the first instance, they may speak to their Year Advisor, Deputy Principal or Principal. They may wish to also speak to NESAs Liaison Officer who may be contacted at the Wollongong Office of NESAs.

For advice on ATAR see the Careers Advisor or Deputy Principal.

For advice on scaling contact the University Admissions Centre at:  
UAC - <http://www.uac.edu.au>



# ASSESSMENT TASK SCHEDULE

## HSC Course: Ancient History Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms		
AH12.3, 12.4, 12.5, 12.6, 12.7, 12.9, 12.10	1. CORE: Pompeii and Herculaneum – closed book test	5%	5%	5%	5%	<b>20%</b>	Term 4 2021 Week 8
AH12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9	2. Akhenaten - Historical Analysis task including objective response questions	5%	5%	10%	5%	<b>25%</b>	Term 1 2022 Week 8
AH12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.9	3. New Kingdom Egypt OR Sparta – open book test	10%	5%	5%	5%	<b>25%</b>	Term 2 2022 Week 8
ALL	4. All Topics - Trial HSC examination	20%	5%		5%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: Biology Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in working scientifically		
BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	1. Model Building	5%	15%	20%	Term 4 2021 Week 9
BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-13	2. Practical Investigation	5%	25%	30%	Term 1 2022 Week 7
BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-14	3. Depth Study	10%	10%	20%	Term 2 2022 Week 7
BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	4. Trial Examination	20%	10%	30%	Term 3 2021 Week 4/5
	5. HSC Summary/ Edrolo summary units/ Kiss notes	Students submit own		Complete/ incomplete	Terms 1, 2 & 3 Week 9
<b>Total weighting of each component</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: Business Studies Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms		
H2,4,7,9	1. Operations – closed book	5%	5%	5%	5%	<b>20%</b>	Term 4 2021 Week 8
H3,5, 6,8,10	2. Finance – open book	10%	5%	5%	5%	<b>25%</b>	Term 1 2022 Week 8
H4,5 7,8,9	3. Human Resources – extended response	5%	5%	10%	5%	<b>25%</b>	Term 2 2022 Week 8
ALL	4. All Topics - Trial HSC examination	20%	5%		5%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: Chemistry Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Investigation skills		
CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	1. Research: Hydrocarbons from module 7	10%	15%	25%	Term 4 2021 Week 7
CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH12-7, CH12-12	2. Depth Study: Investigations from module 5	5%	15%	20%	Term 1 2022 Week 8
CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH12-13	3. Practical Investigation: Titration from module 6	5%	20%	25%	Term 2 2022 Week 5
CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15 (part)	4. Trial Examination	20%	10%	30%	Term 3 2022 Week 4/5
	5. HSC Summary/ Edrolo summary units/ Kiss notes	Students submit own		Complete/ incomplete	Terms 1, 2 & 3 Week 9
<b>Total weighting of each component</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

HSC Course: Community and Family Studies Year: 2021 / 2022

Outcomes to be assessed	Task	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating		
H4.1, H4.2	1. Independent research project	10%	10%	<b>20%</b>	Term 4 2021 Week 9
H7.2, H2.3, H3.3	2. Research task groups in context	10%	15%	<b>25%</b>	Term 1 2022 Week 9
H3.2, H5.1, H5.2	3. Research task	10%	15%	<b>25%</b>	Term 2 2022 Week 7
H1.1- H6.2	4. Trial HSC examination	15%	15%	<b>30%</b>	Term 3 2022 Weeks 4/5
<b>Total weighting of each component</b>		<b>45%</b>	<b>55%</b>	<b>100%</b>	





## ASSESSMENT TASK SCHEDULE

HSC Course: Design & Technology Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Designing and producing	Innovation and emerging technologies		
H1.1, H2.1, H4.1, H5.2,	1. Design needs analysis	30%		<b>30%</b>	Term 4 2021 Week 6
H2.2, H3.1, H3.2, H6.2	2. Case study of an innovation		20%	<b>20%</b>	Term 1 2022 Week 6
H1.1, H1.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	3. Evaluation of aspects of finished PSE	20%		<b>20%</b>	Term 3 2022 Week 2
All	4. Trial HSC examination	10%	20%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>60%</b>	<b>40%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: Drama Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Making	Performing	Critically studying		
H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	1. Contemporary Australian theatre: performances and essay	5%	10%	5%	<b>20%</b>	Term 1 2022 Week 9
H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	2. Studies in Drama and Theatre: workshop and oral presentation	10%	5%	5%	<b>20%</b>	Term 4, 2021 Week 4 and Week 10
H1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.4, 3.2, 3.3, 3.5	3A. Individual project: log, rationale, research, draft of project, show and tell	10%	5%	5%	<b>20%</b>	Term 2 2022 Week 9
H1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5	3B. Group performance: log, contribution to ensemble performance	15%	10%	5%	<b>30%</b>	Term 2 2022 Week 9
H2.4, 3.1, 3.2, 3.3, 3.4, 3.5	4. Trial HSC examination: two extended responses			10%	<b>10%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: English Extension 1 Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis composition and investigation		
EE12-1, EE12-2, EE12-5	1. Creative writing and tutorial discussion	20%	20%	40%	Term 1 2022 Week 5
EE12-1, EE12-3, EE12-4	2. Critical response with related text(s)	15%	15%	30%	Term 2 2022 Week 5
EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	3. Trial HSC Examination	15%	15%	30%	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: English Extension 2 Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis composition and investigation		
EEX12-1, EEX12-4	1. Viva Voce (including written proposal)	15%	15%	30%	Term 4 2021 Week 9
EEX12-1, EEX12-2, EEX12-3, EEX12-4	2. Literature review	20%	20%	40%	Term 2 2022 Week 2
EEX12-1, EEX12-2, EEX12-3, EEX12-4	3. Critique of the creative process	15%	15%	30%	Term 3 2022 Week 3
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: English Standard Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis, composition and investigation		
EN-12-1, EN12-2, EN12-3, EN12-5, EN12-6	1. Common Module: Texts and Human Experiences Multimodal presentation with related text	10%	15%	<b>25%</b>	Term 4 2021 Week 8
EN12-1, EN12-4, EN12-5, EN12-6, EN12-9	2. Module C: The Craft of Writing Writing portfolio and reflection	10%	10%	<b>20%</b>	Term 1 2022 Week 7
EN12-4, EN12-5, EN12-7, EN12-8	3. Module A: Language, Identity and Culture Analytical response	15%	10%	<b>25%</b>	Term 2 2022 Week 5
EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	4. Trial HSC Examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: English Advanced Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis, composition and investigation		
EN12-2, EN12-3, EN12-7, EN12-8	1. Common Module: Texts and Human Experiences Multimodal presentation with related text	10%	15%	<b>25%</b>	Term 4 2021 Week 8
EN12-1, EN12-4, EN12-5, EN12-9	2. Module C: The Craft of Writing Writing portfolio and reflection	10%	10%	<b>20%</b>	Term 1 2022 Week 7
EN12-3, EN12-4, EN12-6, EN12-8	3. Module A: Textual Conversations Analytical response	15%	10%	<b>25%</b>	Term 2 2022 Week 5
EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	4. Trial HSC Examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: English Studies Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in analysis, composition and investigation		
ES12-1, ES12-2, ES12-5, ES12-7, ES12-8	1. Common Module: Texts and Human Experiences Multimodal presentation with related text	10%	10%	<b>20%</b>	Term 4 2021 Week 8
ES12-2, ES12-3, ES12-6, ES12-10	2. Module 1: The Way We Were Research project and presentation	15%	15%	<b>30%</b>	Term 1 2022 Week 8
ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	3. Portfolio of classwork	15%	15%	<b>30%</b>	Term 3 2022 Week 3
ES12-1, ES12-3, ES12-4, ES12-5, ES12-9	4. Trial HSC examination	10%	10%	<b>20%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	





# ASSESSMENT TASK SCHEDULE

## HSC Course: Food Technology Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in researching, analysing and communicating food issues	Skills in experimenting with and preparing food by applying theoretical concepts	Skills in designing, implementing and evaluating solutions to food situations		
H1.1, H4.2	1. Food manufacture		10%	10%		<b>20%</b>	Term 4 2021 Week 10
H1.3, H4.1	2. Food product development			10%	10%	<b>20%</b>	Term 1 2022 Week 10
H2.1, H3.2, H1.2	3. Nutrition		10%	10%	10%	<b>30%</b>	Term 2 2022 Week 10
H1.2, H1.3, H1.4	4. Trial examination	20%	10 %			<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: History Extension Year: 2021 / 2022

Outcomes to be assessed	Task	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of significant historical ideas and processes	Skills in designing, undertaking and communicating historical inquiry and analysis		
H12.2, 12.3, 12.4	1. History Project – Historical Process (proposal, process log, annotated sources).	10%	20%	<b>30%</b>	Ongoing during course as advised
ALL	2. History Project – Essay.	10%	30%	<b>40%</b>	Term 3 2022 Week 3/4
ALL	3. Trial HSC examination.	20%	10%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: Investigating Science Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in working scientifically		
INS11/12-1, NS11/12-4, INS11/12-7, INS12-3	1. Depth Study Portfolio and Presentation Module 6: Technologies	5%	15%	<b>20%</b>	Term 4 2021 Week 8
INS11/12-1, INS11/12-2, INS11/12-3, INS12-12	2. Data Analysis Task / Practical Test Module 5: Scientific Investigations	10%	20%	<b>30%</b>	Term 1 2022 Week 6
INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-5, INS11/12-7	3. Research: Secondary data and scientific processing Module 7: Fact or Fallacy	5%	15%	<b>20%</b>	Term 2 2022 Week 8
	4. Trial Examination	20%	10%	<b>30%</b>	Term 3 2022 Week 4/5
	5. HSC Summary/ Edrolo summary units/ Kiss notes	Students submit own		<b>Complete/ Incomplete</b>	Term 4 2021 Terms 1, 2 & 3 2022 Week 9
<b>Total weighting of each component</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: Legal Studies Year: 2021 / 2022

Outcome to be assessed	Task	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms		
H1,2,6,8,9	CORE: Human Rights – closed book test	5%	5%	5%	5%	<b>20%</b>	Term 4 2021 Week 8
H1,7,8,9,10	Option: Consumers OR Family – research task	5%	5%	10%	5%	<b>25%</b>	Term 1 2022 Week 8
H1,7,8,9,10	CORE: Crime – closed book test	10%	5%	5%	5%	<b>25%</b>	Term 2 2022 Week 8
ALL	Trial HSC examination	20%	5%		5%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: Marine Studies Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Concepts, skills and techniques	Reasoning and communication		
TBA	1. Design plan and oral presentation Or Practical/skills test	10%	10%	<b>20%</b>	Term 4 2021 Week 10
TBA	2. Case study of an environmental/video log	20%	10%	<b>30%</b>	Term 1 2022 Week 6
TBA	3. Field trip report	20%		<b>20%</b>	Term 2 2022 Week 2
All	4. Trial HSC examination	10%	20%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>60%</b>	<b>40%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics Advanced Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Concepts, skills and techniques	Reasoning and communication		
MA12-1, MA12-5, MA12-9, MA12-10	2. Topic Task 1 – Open book	10%	10%	<b>20%</b>	Term 4 2021 Week 8
MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	2. Topic Task 2	15%	15%	<b>30%</b>	Term 1 2022 Week 10
MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	3. Topic Task 3 - Investigation	10%	10%	<b>20%</b>	Term 2 2022 Week 10
MA12-1 to MA12-10	4. Trial HSC examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: Mathematics (Extension 1) Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge & understanding	Reasoning interpretive communicative skills		
ME12-1, ME12-3, ME12-6, ME12-7	1. Topic task 1 – Open Book	10%	10%	<b>20%</b>	Term 4 2021 Week 8
ME12-1, ME12-2, ME12-3, ME12-4	3. Topic task 2	15%	15%	<b>30%</b>	Term 1 2022 Week 9
ME12-5, ME12-6, ME12-7	4. Topic task 3 - Investigation	10%	10%	<b>20%</b>	Term 2 2022 Week 10
MA12-1 to MA12-10, ME12-1 to ME12-7	5. Trial HSC examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	





## ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Extension 2) Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Concepts, skills and techniques	Reasoning and communication		
E1 to E4, E9	1. Topic Task 1	10%	10%	<b>20%</b>	Term 4 2021 Week 8
E1, E2, E3, E6	2. Topic Task 2	15%	15%	<b>30%</b>	Term 1 2022 Week 8/9
E1, E2, E6 to E8	3. Topic Task 3	10%	10%	<b>20%</b>	Term 2 2022 Week 7
E1 to E9	4. Trial HSC examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Standard Course 1) Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Skills	Applications		
MS1-12-8, MS1-12-9, MS1-12-5, MS1-12-3	1. Task 1- Open Book Test	10%	10%	<b>20%</b>	Term 4 2021 Week 6
MS1-12-1 to MS1-12-6, MS1-12-8	2. Topic Task 2 test	15%	15%	<b>30%</b>	Term 1 2022 Week 8
MS1-12-1 to MS1-12-8	3. Task 3 - Investigation	10%	10%	<b>20%</b>	Term 2 2022 Week 8
MS1-12-1 to MS1-12-10	4. Formal examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Standard Course 2) Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Concepts, Skills and Techniques	Reasoning and Communication		
MS2-12-8, MS2-12-9, MS2-12-5, MS2-12-3	1. Task 1 - Open Book Test	10%	10%	<b>20%</b>	Term 4 2021 Week 6
MS2-12-1 to MS2-12-6, MS2-12-8	2. Task 2 Topic test	15%	15%	<b>30%</b>	Term 1 2022 Week 8
MS2-12-1 to MS2-12-8	3. Task 2 - Investigation	10%	10%	<b>20%</b>	Term 2 2022 Week 7
MS2-12-1 to MS2-12-10	4. Trial HSC Examination	15%	15%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: Modern History Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and the evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms		
MH12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	1. CORE: Power and Authority in the modern world 1919-1946 – research task	5%	5%	5%	5%	<b>20%</b>	Term 4 2021 Week 8
MH12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	2. National Studies - USA 1919-1941 – open book test	10%	5%	5%	5%	<b>25%</b>	Term 1 2022 Week 8
MH12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	3. Peace and Conflict: Arab Israeli Conflict 1948-1996 - Historical Analysis task including objective response questions	5%	5%	10%	5%	<b>25%</b>	Term 2 2022 Week 8
MH12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	4. All Topics - Trial HSC examination	20%	5%		5%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: Music Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components							Total weighting of each task	Approximate scheduling of task
		Performance Core	Composition Core	Musicology Core	Aural Core	Elective 1	Elective 2	Elective 3		
H2,H3, H5, H7	1. <b>Composition</b> activity representing <b>Instrument and It's Repertoire</b>		10%						<b>10%</b>	Term 4 2021 Week 7
H10, H11 H1-11	2. <b>Aural Task - Music of 19th Century</b> supported with detailed aural analyses using musical excerpts <b>Elective 1 Musicology Core</b>			10%	5%	15%			<b>30%</b>	Term 1 2022 Week 10
H1-11 H4, H6, H10, H11	3. <b>Music of 18<sup>th</sup> Century</b> <b>Final Elective 2 &amp; 3</b> Depending on the elective, this may be a performance; or a musicology viva voce or musical composition with detailed scoring including composition portfolio						15%	15%	<b>30%</b>	Term 2 2022
H1-11	4. Trial HSC <b>Aural Written Core</b> examination & <b>Performance Core</b>	10%			20%				<b>30%</b>	Term 3 2022 Weeks 4/5 Trial Examination Performance Core, Electives 1,2,3 presented (with score & portfolio) Performance Core and Aural assessed.
<b>Total weighting of each component</b>		<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

HSC Course: PD/H/PE Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating		
H1, H2, H3, H4, H5, H14, H15, H16	1. Analysis Sports Medicine	10%	10%	<b>20%</b>	Term 4 2021 Week 7
H8, H13, H17	2. Research Task Core 2/Improving performance	10%	20%	<b>30%</b>	Term 1 2022 Week 8
H7, H8, H9, H10, H11, H16, H17	3. Presentation Core 1	10%	15%	<b>25%</b>	Term 2 2022 Week 10
H1-H5, H7-H11, H14-H17	4. Trial HSC examination	10%	15%	<b>25%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

### HSC Course: Physics Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in working scientifically		
PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-12	1. Practical examination	5%	20%	25%	Term 4 2021 Week 7
PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-15	2. Depth study	5%	15%	20%	Term 1 2022 Week 8
PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14, PH12-13	3. Research task	10%	15%	25%	Term 1 2022 Week 7
PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9, PH11-9, PH12-12, PH12-13, PH12-14, PH12-15	4. Trial Examination	20%	10%	30%	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>40%</b>	<b>60%</b>	<b>100%</b>	



# ASSESSMENT TASK SCHEDULE

## HSC Course: Society & Culture Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms		
H1,2,3,5,6,9,10	CORE: Continuity and change – closed book test	10%	10%	5%	<b>25%</b>	Term 4 2021 Week 8
H1,6,7,8,9,10	PIP Progress – report and viva voce interview.	5%	15%		<b>20%</b>	Term 2 2022 Week 2
H1,2,3,5,10	Option: Popular Culture OR Conformity and Non Conformity – open book test.	15%		10%	<b>25%</b>	Term 2 2022 Week 8
ALL	All topics - Trial HSC examination	20%	5%	5%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>	





## ASSESSMENT TASK SCHEDULE

### HSC Course: Spanish Beginners Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
H2.1, 2.2, 2.3, 2.5, 2.6	1. Response in English to written/audio texts	10%	10%			<b>20%</b>	Term 4 2021 Week 7
H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	2. Response in English to spoken texts/speech	10%		15%		<b>25%</b>	Term 1 2022 Week 6
H2.4, 2.5, 3.1, 3.2, 3.3, 3.4	3. Response in Spanish to a written text		10%		15%	<b>25%</b>	Term 2 2022 Week 9
ALL	4. All Topics – Trial HSC Examination	10%	10%	5%	5%	<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>	



## ASSESSMENT TASK SCHEDULE

HSC Course: Visual Arts Year: 2021 / 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Art criticism/ Art history	Art making		
H7 to H10	1. Historical/critical casework task and extended response test.	20%		<b>20%</b>	Term 4 2021 Week 8
H1 to H6	2. Body of Work concept investigations and progress review		10%	<b>10%</b>	Term 1 2022 Week 3
H1 to H6	3. Body of Work final exhibition and presentation		40%	<b>40%</b>	Term 3 2022 Week 1
H7 to H10	4. Trial HSC examination	30%		<b>30%</b>	Term 3 2022 Week 4/5
<b>Total weighting of each component</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	

## ***Vocational Education and Training (VET) Courses***

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid Passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours for the Preliminary course and 35 hours for the HSC course totaling 70 hours).

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.




Construction students are required to complete a 6 hour face to face White Card Induction Course (at their own cost). Online White Card certificates are not eligible and will not receive any RPL.


If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.



 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.7)							<b>NESA course code 2 U X 2</b> <b>YR - 26201</b> <b>2021 HSC Exam: 26299 LMBR UI</b> <b>Code:</b> <b>(11 OR 12)</b> <b>CPC20211526201B</b>
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	<b>7 PRELIMINARY UOCs</b>						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	30% Preliminary Exam 35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> Practical, Teacher observations and written test.	
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
	<b>7 HSC UOCs</b>						
Terms 4/5	CPCCCA2003A CPCCCM2006B CPCCCM1015A CPCCCO2013A CPCCCM2001A	Erect and dismantle formwork for footings and slabs on ground Apply basic levelling procedures Carry out measurements and calculations Carry out concreting to simple forms Read and interpret plans and specifications	E E C E C	E E M E M	25 15 20 20 20	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.  * Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	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.
Terms 6/7	CPCCJN2001A CPCCJN2002B	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	<b>Cluster F – Joinery</b> Practical, Teacher observations and written test.	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	235	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	



 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							<b>NESA Course Code</b> <b>2 U X 2 YR – 26511</b> <b>2021 HSC Exam: 26589</b> <b>LMBR UI Code</b> <b>(11 OR 12)</b> <b>SIT20316126511B</b>
Term	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively</b>	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	30% 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 NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							35 hrs Work placement
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 NOTE: person with THREE years' Industry Experience must be involved in assessment. *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 for assessment.	70% 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.
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		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		



## ASSESSMENT TASK SCHEDULE PLANNER: Term 4, 2021

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



## ASSESSMENT TASK SCHEDULE PLANNER: Term 1, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
<b>Midcourse</b>					
<b>Midcourse</b>					
10					
11					





## ASSESSMENT TASK SCHEDULE PLANNER: Term 2, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



## ASSESSMENT TASK SCHEDULE PLANNER: Term 3, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
<b>Trials</b>					
<b>Trials</b>					
6					
7					
8					
9					
10			<b>Farewell Assembly</b>		



**DRAFT ONLY – See Year Adviser / Website for Copies**

*X Attach any supporting evidence here with a staple or a pin*

**Lucas Heights Community School  
ILLNESS, MISADVENTURE OR EXTENSION CLAIM FORM**

Student's name: ..... Year: ..... Roll class: .....

Parent's name: ..... Daytime parent contact phone no: .....

Exam or assessment task affected: .....

..... Due date of task: ..... / ..... / .....

Subject: ..... Class teacher's name: .....

Type of claim: (please tick✓)     Illness             Misadventure             Extension

Describe your reasons for submitting this claim (describe the illness, misadventure or reason for extension).  
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

.....  
.....  
.....  
.....

State what outcome you hope to achieve by submitting this claim:

.....  
.....  
.....

Parent's/Caregiver's signature: ..... Date: ..... / ..... / .....

**INSTRUCTIONS:** (please read the following instructions carefully)

1. This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
2. This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred. It may also be submitted before the task is due, when applying for an extension.
3. Failure to comply with these instructions may result in a zero assessment being recorded.

**Office use only**

Day and date claim received by Head Teacher:            M    T    W    T    F            ..... / ..... / .....

Head Teacher's name: ..... Signature: .....

This claim form should be filed in the student's master file.     Claim Upheld     Claim Denied