

# 2021

## HSC Assessment Information



*Growth of the mind  
Developing the person*

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## HSC COURSE ASSESSMENT GUIDELINES

This document has been prepared with reference to:

DoE: *Curriculum planning and programming, assessing and reporting to parents (2016)*

NESA: *Principles for Assessment –Stage 6 (2017)*

*Assessment, Certification and Examination Manual (ACE- current edition)*

### **Effective Assessment Principles**

This policy has been developed to ensure that Assessment for students in all courses is administered in accordance with the NSW Education Standards Authority (NESA) mandatory regulations. This policy also includes procedures which are designed to ensure quality practice in designing, marking and recording assessment tasks and data at Macksville High School.

### **Assessment Schedule**

The assessment schedule is developed at the beginning of the Stage 6 course. The schedule is approved by the Faculty Head Teacher, and published in *The Assessment Information Handbook* which is provided for students and parents.

Each student will be provided with an assessment calendar indicating the week in which assessment tasks will fall. Students are then given a specific assessment task information sheet with at least two weeks' notice of the exact date of a task. The assessment task sheet will indicate the type of assessment, the outcomes assessed, the weighting of the task and will have marking guidelines attached.

Each student will be required to sign a register when they receive the task information sheet, when they submit their task and when the task is returned with feedback.

It is the responsibility of the student if they are away to ensure that they receive any distributed assessment tasks as outlined in the assessment booklet.

### **The Nature of Assessment Tasks**

The nature of Assessment Tasks is directed by the mandated course components from the NSW Education Standards Authority.

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

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

**Assessment:**

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

**Each assessment task should:**

- *be based on syllabus outcomes*
- *be a valid instrument for what they are designed to assess*
- *include criteria to clarify for students what aspects of learning are being assessed*
- *enable students to demonstrate their learning in a range of task types*
- *be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement*
- *be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills*
- *enable students and teachers to use feedback effectively and reflect on the learning process*
- *be inclusive of and accessible for all students*
- *be part of an ongoing process where progress is monitored over time.*

*Extract from Principles of Assessment for Stage 6 2017*

**Teachers are expected to:**

- Follow all NESA mandatory requirements for assessment and reporting.
- Conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop quality assessment tasks including rubrics for students and well-constructed marking schemes.
- Provide effective feedback to students in relation to their strengths, weaknesses and areas for improvement.
- Assist student learning and encourage students to take greater responsibility for their learning.
- Evaluate and refine teaching programs in response to student performance.
- Report student achievement to various audiences including NESA, parents, employers and others in ways that meet their needs.
- Ensure the authenticity of student responses when tasks are completed outside of class time.
- Provide information on student learning and progress in a course in relation to syllabus outcomes.

**Student responsibilities in relation to assessment:**

1. Students are expected to complete all assessment tasks by the due date and time.
2. Some assessment tasks involve attendance at excursions, field studies etc. Attendance is compulsory. Where financial hardship is a factor the Faculty Head Teacher should be approached for assistance.
3. It is the student's responsibility to ensure that they backup academic work created using computers. Failure of technology is not a valid reason for not submitting a task on time.
4. All work submitted for assessment must be the student's own work. Any breach of this rule will result in a mark of zero.

**Number of Tasks**

Each subject has a mandated amount of formal assessments they require. This is limited to three tasks in Year 11 and four in Year 12. There are specified minimum and maximum weightings for formal tasks that assess student knowledge, understanding and skills.

**Submission of Assessment Tasks**

All tasks are due by 9am on the due date. They must be handed to the Class Teacher/ Head Teacher and each student must sign to indicate submission of task.

Specific tasks and major works may be completed within class time or have alternate submission instructions. In this instance students are required to be present at school and in class for the entire day.

Late tasks will be accepted by the teacher and given a zero mark unless a illness/misadventure application has been submitted. Students still must sign in acknowledgement and register that the task is late. Students will still receive appropriate feedback regarding their progress.

**Misadventure Information**

Students are able to lodge a misadventure application if they believe that circumstances beyond their control have diminished their performance in an assessment task.

Reasons for lodging an application for illness/misadventure may include unavoidable events such as:

- Illness or injury
- Death of a family member or friend
- Traffic accident
- Isolation due to weather

Reasons **do not** include;

- Family holidays
- Misinterpretation of date or task
- Attendance at sporting or cultural events

If in the rare instance a student has an event that is school sanctioned which conflicts with an assessment task, they must also follow the illness/misadventure process and each case will be evaluated individually. After the illness/misadventure form has been lodged it will be evaluated and a decision will be made.

If the application is successful there are a number of options that will be considered by the Head Teacher or Principal.

They include:

- An alternate date or early submission
- Estimation
- An alternate task

### **Documentation**

Students will need to provide evidence to support their illness/misadventure.

This may include:

- Doctors or other medical practitioners certificate
- A statutory declaration outlining specific circumstances and events
- Funeral/Death notice

### **Illness/Misadventure during Examination Periods**

If a student becomes ill or experiences an unavoidable event and cannot attend an examination they must ring the school on 6568 1066. They can speak to one of the following people to explain the situation:

- Principal
- Year Adviser
- Head Teacher Teaching and Learning
- Deputy Principal
- Head Teacher of the subject

If a student is ill before the examination but can still attend, they should tell the supervising teacher when they arrive and see their Year Adviser afterwards. If a student is ill during an examination and it may have affected their performance they must tell the supervising teacher immediately.

### **Pathways of Study in Senior Years**

There are a number of pathways available at Macksville High School for senior students depending upon the student's academic ability, career aspirations, interests and skills.

1. **HSC Course/ATAR Pathway** involves students studying at least 10 units of Board Developed Courses and they are eligible to apply for an ATAR and attend University. They may include one VET course in these 10 units.
2. **HSC Course/NON-ATAR Pathway** involves students studying at least 10 units which may be a combination of Board Developed and Board Endorsed Courses. They are not eligible for an ATAR and are more likely to have career aspirations which include TAFE or on the job training.

### **Vocational Education and Training (VET) – Dual Accreditation**

Students who have elected to study a VET (Vocational Education and Training) course will be assessed on their ability to achieve competency standards over a continuous, two-year course of study, as opposed to other courses which separate Preliminary (Year 11) and HSC (Year 12) requirements.

Students have the opportunity to gain *Industry Accreditation* by achieving the required competency standards AND *Higher School Certificate Accreditation* by sitting for the Higher School Certificate Examination in the Vocational Education course. Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) must sit the external examination.

**A compulsory element of assessment** is the satisfactory completion of 70 hours of work placement in a relevant industry.

### **VET Requirements**

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

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

If a student needs to catch up work placement hours where it is not listed in the assessment schedule it is a requirement that they check for other due tasks prior to commencing the placement. Negotiation must be made with the Head Teacher or they will need to arrange an alternate week to complete work placement.

### **Warning Letters**

Warning letters are sent by the school to a student who:

- has failed to complete an assessment task
- is not meeting course outcomes

All assessment tasks are listed in the official 'Assessment Schedule'. Students sign to acknowledge receipt of this document but additional copies are available from the Year Adviser and electronic copies are on the school's website <http://www.macksville-h.schools.nsw.edu.au>

If a *Warning Letter* is sent home it requires a response from the student and caregiver. The student should immediately complete the task for which they have received the *Warning Letter* and the caregiver should return the attached slip to the school acknowledging they have received the *Warning Letter*.

If the student ignores the *Warning Letter* and does not submit the task a second letter will be sent. After this second warning there may not be any additional warnings on that task. If the student does not complete a consecutive task further warning letters will be sent. When the assessments that the student has failed to complete equals more than 50% of the total assessment the school can make an 'N' determination.

**'N' Determination**

An 'N' determination for a Preliminary (Year 11) subject means a student may not be permitted to continue into the HSC year (Year 12). In the HSC year an 'N' determination means that the subject will not appear on the students HSC or be counted towards an ATAR.

A student will be considered to have satisfactorily completed a Preliminary and HSC course only if there is sufficient evidence that the student has met the course completion criteria. The Principal, on request of the Head Teacher may issue an official 'N' determination *Warning Letter*. This will be followed by an additional deadline to complete required tasks. If this due date is not met then the Principal is able to submit an 'N' determination request to NESAs. It is important to note that if this 'N' determination is successful this subject can not be included in the students Preliminary or HSC results.

A student will be considered to have satisfactorily completed a HSC course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria and completed assessment tasks to a total value of 50%.

**Attendance**

As a guide NESAs states that students should attend not less than 85% of lessons, below this number students are likely to not meet outcomes of the course. Not meeting course outcomes will result in a *Warning Letter*.

**Satisfactory completion of a course**

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

**Malpractice**

This is any activity undertaken by a student that allows them to gain an unfair advantage. This includes but is not limited to:

- Copying someone else's work in part or whole and presenting it as their own work.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Using the ideas of another person without reference to the source.
- Buying, stealing or borrowing someone else's work and presenting it as their work.
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Contriving false explanations to explain work handed in late.
- Assisting another student to engage in malpractice.

In cases of proven dishonesty, the student's assessment task is declared invalid and zero is recorded for the task. This may be recorded with the NESAs HSC Assessment Task



Malpractice Register. Students must complete the NESAs module *All My Own Work* before beginning the Preliminary course.

If a student is suspected of malpractice then the Head Teacher and Classroom Teacher will inform the parents and caregivers along with the student. They will supply evidence that demonstrates the plagiarism or malpractice within the tasks. The students will be required to complete the task or an alternate task in order to meet the requirements of the course but will receive a mark of zero.

***'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.'***

**<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>**

### **Marking and Reporting**

Assessment tasks are marked and returned to students in a timely manner. When tasks are returned students must sign to indicate that they have received their work and feedback.

At the completion of each task, the students are given the following information:

- the mark for that task
- the cumulative rank achieved so far
- the proportion of the total assessment completed
- written feedback on their performance

Final marks at the end of the Assessment period are confidential. Final ranks are available to students via the *Students Online* service.

Schools are responsible for awarding each student who completes a Stage 6 course, with the exception of Life Skills courses, a grade to represent the student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved. The NSW syllabuses state what students at each stage are expected to learn, and the A to E grade scale describes how well students have achieved.

Teachers will use published Standards and Performance Descriptors to ensure that internal assessment grades align with the NSW Education Standard Authority requirements. They will make professional on-balance judgments to decide which grade description best matches the standards their students have achieved. Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. More information can be accessed on the NESAs website; <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

**Special Provisions**

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Students are able to apply for special provisions if they have an ongoing illness, learning difficulties or disabilities or medical emergencies that impact their performance throughout the term. Students can access additional information about how to apply for special provisions from the Year Adviser, Head Teacher Teaching and Learning, Deputy Principal or Principal. They will assist in submitting an application to NESAs.

All students are encouraged to seek support from staff during the year as needed. These support staff include:

<i><b>Support Personnel</b></i>	<i><b>Type of Support</b></i>
Classroom Teachers	Assistance with course work and assessment tasks
Head Teachers	Assistance with Warning letters and Misadventures forms
Year Advisers	Assistance with wellbeing issues which may impact on school for the student
Senior Mentor Teacher	Available in the Library daily for support and assistance with study routines, wellbeing issues, course work and assessment tasks in consultation with other staff
School Counsellor	Support and Counselling relating to personal and wellbeing issues
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide and university requirements
Learning and Support Staff	Support and advice around Special Provisions including accessing a reader/writer, additional time or rest breaks during examinations. Assistance for learning difficulties or disabilities or ongoing illness

**ASSESSMENT CALENDAR**

<b>Cs</b>	<b>Term 4 2020</b>	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b>
<b>1</b>		<b>VET</b> SLR English (ADV, STD)	<b>VET</b> SLR English (ADV, STD)	<b>VET</b> SLR English (ADV, STD)
<b>2</b>		CAFS	Mathematics Ext 1 Mathematics STD 1 & 2	Marine Studies Visual Design  English Studies
<b>3</b>				<b>Assessment Free Zone</b>
<b>4</b>				
<b>5</b>	<b>Work Placement</b>	Marine Studies		<b>TRIAL EXAMS</b>
<b>6</b>	<b>Work Placement</b>	VET Construction Mathematics Ext 1 Mathematics STD 1 & 2 Mathematics (Adv)	Primary Industries Accelerated  English Studies	
<b>7</b>	Visual Design Visual Arts PD/H/PE Chemistry Legal Studies	Physics Ancient History Primary Industry Music  English Studies	Visual Design Visual Arts PD/H/PE Chemistry Legal Studies	Mathematics STD 1 VET Construction
<b>8</b>	Mathematics (ADV, STD)  IT Timber IT Electronics	Biology IT Timber IT Electronics Photography	Business Studies Engineering Marine Studies  Mathematics ADV	
<b>9</b>	Physics Music Primary Industries Ancient History VET Construction  Food Technology Photography Biology	Visual Design Visual Arts PD/H/PE Chemistry Legal Studies  CAFS Engineering	Physics Ancient History Primary Industry Music CAFS	
<b>10</b>	English Studies  Business Studies Engineering Ext Mathematics 1	Business Studies Marine Studies  Food Technology	Biology IT Timber IT Electronics Food Technology Photography	

*Subject:* **Ancient History**

*Contact Person:* **Ms K Garland**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Presentation	Essay	Historical Analysis	Trial Examination	
Timing of Task	Term 4, Week 9	Term, Week 7	Term, Week 9	Term 3, Weeks 5-6	
Outcomes to be Assessed	AH12.1, AH12.2, AH12.3	AH12.8, AH12.9, AH12.10	AH12.2, AH 12.5, AH 12.6	All Outcomes	
Components					Weight %
Knowledge and understanding of course content.	10	10		20	40
Historical skills in the analysis and evaluation of sources and interpretation.	5		10	5	20
Historical enquiry and research.		10	10		20
Communication of historical understanding appropriate forms.	10		5	5	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Subject: Biology**

**Contact Person: Mrs J Conway**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Data Analysis	Investigation	Depth Study	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5-6	
Outcomes to be Assessed	12.4, 12.5, 12.6, 12.7, 12.12	12.2, 12.3, 12.5,12.13	12.1, 12.7, 12.14, 12.15	12.4,12.5, 12.6, 12.12, 12.13, 12.14, 12.5	
Components					Weight %
Skills in working scientifically	15	15	15	15	60
Knowledge and understanding of the course content	10	5	10	15	40
Total %	25	20	25	30	100

*Subject:* **Business Studies**

*Contact Person:* **Mr B Lockyer**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Essay	Finance case Study	Trial Examination	
Timing of Task	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3 Weeks 5-6	
Outcomes to be Assessed	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
Components					Weight %
Knowledge and understanding of course content	10		10	20	40
Stimulus-based skills		10	5	5	20
Inquiry and research	10	5	5		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

*Subject:* **Chemistry**

*Contact Person:* **Mr M Smith**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigating Equilibrium Research	Practical Test	Depth Study – Organic Chemistry	Trial Examination	
Timing of Task	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 5-6	
Outcomes to be Assessed	12-1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.12, 12.15.	12.1, 12.2, 12.3, 12.6, 12.13,	12.3,12.7,12.14	12.4,12.5, 12.6, 12.13, 12.15	
Components					Weight %
Skills in working scientifically	10	20	15	15	60
Knowledge and understanding of the course content	10	5	10	15	40
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Subject: Community and Family Studies**

**Contact Person: Mrs L Atkins**

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Independent Research Project	Groups in Context Investigation Task	Parenting and Caring Research Task	Trial Examination	
<b>Timing of Task</b>	Term 1, Week 2	Term 1 Week 9	Term 2, Week 9	Term 3, Weeks 5-6	
<b>Outcomes to be Assessed</b>	H4.1, H4.2	H2.2, H3.3, H5.1	H2.1, H3.2, H5.2	H1.1- H6.2	
Components					Weight %
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
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



**Subject: VET Construction**

**Contact Person: Mr D Sheridan**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Levelling	Tiling	Major Project	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 6	Term 3, Week 7	Term Weeks 5-6	
Outcomes to be Assessed	CPCCCM2006	CPCCWF2001A, CPCCWF2002A	CPCCCN2005B CPCCCM1012 CPCCCM1015	CPCCCA2011A CPCCA2002B	
Components					Weight %
Knowledge and understanding of course content.	10	10	10	10	40
Knowledge and skills in the designing, managing, communication and production of a Major Project.	10	10	20	20	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Subject: Engineering Studies**

**Contact Person: Mr G Hill**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Civil Engineering Solution and Report	Transport Task	Aero Task	Trial Examination	
Timing of Task	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5-6	
Outcomes to be Assessed	H2.1, H3.1, H3.2	H3.1, H3.3, H4.3	H5.1, H5.2, H6.2	H1.1, H1.2, H3.1, H4.2	
Components					Weight %
Knowledge and understanding of course content.	15	10	15	20	60
Knowledge and skills in research, problem solving and communication related to Engineering practice.	15	10	5	10	40
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Subject: English Advanced**

**Contact Person: Mrs A Hill**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Viva Voce and Writing Portfolio	Essay	Analysis and Reflection	Trial Examination	
Timing of Task	Term 1, Week 1	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 5-6	
Outcomes to be Assessed	EA12-2, EA12-5, EA12-6, EA12-9	EA12-3, EA12-4, EA12-6, EA12-7	EA12-1, EA12-2, EA12-4, EA12-5	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6	
Components					Weight %
C1 - Knowledge and understanding of course content.	15	10	10	15	50
C2 – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	10	10	15	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Subject: English Standard**

**Contact Person: Mrs A Hill**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Viva Voce and Writing Portfolio	Essay	Essay	Trial Examination	
Timing of Task	Term 1, Week 1	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 5-6	
Outcomes to be Assessed	EN12-1, EN12-2, EN12-5, EN12-6	EN12-3, EN12-7, EN12-8	EN12-1, EN12-3, EN12-5	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6	
Components					Weight %
C1 - Knowledge and understanding of course content.	15	10	10	15	50
C2 – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	10	10	15	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Subject: English Studies**

**Contact Person: Mrs A Hill**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Viva Voce	Persuasive response	Research Task	Portfolio	
Timing of Task	Term 4, Week 10	Term 1, Week 7	Term 2, Week 6	Term 3, Week 2	
Outcomes to be Assessed	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	ES12-1, ES12-6, ES12-7, ES12-9	ES12-2, ES12-3, ES12-7.	ES12-4, ES12-5, ES12-7	
Components					Weight %
C1 - Knowledge and understanding of course content.	15	10	15	10	50
C2 - Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	15	10	15	10	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

**Subject: Food Technology**

**Contact Person: Mrs D Alchin**

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Case Study</b>	<b>Research and Practical Task</b>	<b>Research Survey and Practical Task</b>	<b>Trial Examination</b>	
<b>Timing of Task</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5-6	
<b>Outcomes to be Assessed</b>	H1.2, H3.1, H1.4	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1	
<b>Components</b>					<b>Weight %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	5	5	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	5	10	10	5	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

**Subject: Industrial Technology – Electronics**

**Contact Person: Mr K Jordan**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Major Project Development	Report	Practical Task	Trial Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5-6	
Outcomes to be Assessed	H3.2, H5.1, H5.2, H3.3	H1.1, H1.2, H5.1, H7.2	H2.1, H4.1, H6.2. H4.2	H2.1, H1.3, H3.1, H4.3, H6.1, H7.1	
Components					Weight %
Knowledge and understanding of the organisation and management of the focus area.	10	10	10	10	40
Knowledge and skills in the designing, managing, communication and production of a Major Project.	10	10	20	20	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Subject: Industrial Technology – Timber**

**Contact Person: Mr R Ally**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Major Project Development	Report	Practical Task	Trial Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5-6	
Outcomes to be Assessed	H3.2, H5.1, H5.2, H3.3	H1.1, H1.2, H5.1, H7.2	H2.1, H4.1, H6.2. H4.2	H2.1, H1.3, H3.1, H4.3, H6.1, H7.1	
Components					Weight %
Knowledge and understanding of the organisation and management of the focus area.	10	10	10	10	40
Knowledge and skills in the designing, managing, communication and production of a Major Project.	10	10	20	20	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



**Subject: Legal Studies**

**Contact Person: Mrs T Bailey**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Human Rights Research Report	Crime Case Study	Research Task	Trial HSC Examination	
Timing of Task	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3 Week 5-6	
Outcomes to be Assessed	H2, H7, H8, H9, H10	H2, H3, H4, H5, H6	H3, H5, H6, H8, H10	H1, H2, H4, H7, H9	
Components					Weight %
Knowledge and understanding of course content.	10	10	10	10	40
Analysis and evaluation.		5	5	10	20
Inquiry and research.	5	5	10		20
Communication of legal information, ideas and issues in appropriate forms.	5	5		10	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Subject: Marine Studies**

**Contact Person: Mrs J Collits**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Field Study Mangroves	Seafood Cooking	Marine and Maritime Employment	Class Test	
Timing of Task	Term 1, Week 5	Term 1, Week 10	Term 2, Week 8	Term 3 Week 2	
Outcomes to be Assessed	1.2, 1.3, 2.1,2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 5.3	2.1, 3.1, 3.2, 5.3, 5.4	1.2, 2.1, 2.2, 4.1, 4.2, 5.3	1.2,1.3,1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.3	
Components					Weight %
Knowledge and understanding of course content.	15	10	10	25	60
Skills, Outcomes and Content.	10	15	10	5	40
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Subject: Mathematics Extension 1**

**Contact Person: Mr J Mills**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In class Assessment	Investigation Project	Open Book test	Trial Examination	
Timing of Task	Term 4, Week 10	Term 1, Week 6	Term 2, Week 2	Term 3, Weeks 5-6	
Outcomes to be Assessed	ME12-1, ME12.2	ME12-6. ME12-7	ME12-1,ME12-2, ME12-2, ME12-4	All outcomes	
Components					Weight %
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and communication	15	10	10	15	50
Total %	30	20	20	30	100

**Subject: Mathematics Advanced**

**Contact Person: Mr J Mills**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigation Project	In class Assessment	Open Book Test	Trial Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 6	Term 2 Week 8	Term 3 Week 5-6	
Outcomes to be Assessed	MA12-1, MA12-2, MA12-3	MA12-6, MA12-7	MA12-4- MA 12-8	All outcomes	
Components					Weight %
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

**Subject: Mathematics Standard 1**

**Contact Person: Mr J Mills**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigation Project	Investigation Project	In class Assessment	Investigation Project	
Timing of Task	Term 4, Week 8	Term 1, Week 6	Term 2, Week 2	Term 3, Week 7	
Outcomes to be Assessed	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-4	M1-12-3, MS1-12-9, MS1-12-10	
Components					Weight %
Concepts, skills and techniques	10	10	20	10	50
Reasoning and communication	10	10	20	10	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

**Subject: Mathematics Standard 2**

**Contact Person: Mr J Mills**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Open Book Test	Investigation	In class Assessment	Trial Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 6	Term 2, Week 2	Term 3, Weeks 5-6	
Outcomes to be Assessed	MS2-12-1, MS2-12-6, MS2-12-8	MS2-12-2, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-5, MS2-12-8,	All Outcomes	
Components					Weight %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

*Subject:* **Music**

*Contact Person:* **Mr A Battery**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition portfolio and Aural Analysis	Presentation of Performance	Presentation or Submission Elective Option	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 5-6	
Outcomes to be Assessed	H2, H4, H5, H5	H1, H2, H4, H5, H6	H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8	
Components					Weight %
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Subject: Personal Development, Health and Physical Education**    **Contact Person: Ms H Black**

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Sports Medicine Case Study</b>	<b>Factors Affecting performance Analysis</b>	<b>Health Priority Research</b>	<b>Trial Examination</b>	
<b>Timing of Task</b>	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 5-6	
<b>Outcomes to be Assessed</b>	H8, H13, H16, H17	H8, H9, H17	H4, H5, H15	All Outcome	
<b>Components</b>					<b>Weight %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	15	15	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



**Subject: Photography**

**Contact Person: Mr D Sheridan**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Digital Manipulation	Research Australian Photographers	Project Folio	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3 Weeks 5-6	
Outcomes to be Assessed	M2, M3, CH2	M1, M5, CH4	M5, M6, CH1	M3, CH1, CH3, CH5	
Components					Weight %
Knowledge and understanding of course content.	10	10	10	10	40
Knowledge and skills in the designing, managing, communication and production of a Major Project.	10	10	30	10	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

**Subject: Physics**

**Contact Person: Ms A Hughes**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Mechanics Depth Study	Investigating Motors	Data Analysis of Light	Trial Examination	
Timing of Task	Term 4 Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 5-6	
Outcomes to be Assessed	12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.12	12.3, 12.4, 12.7, 12.13	12.5, 12.6, 12.7, 12.14	12.4, 12.12, 12.13, 12.15	
Components					Weight %
Skills in working scientifically	25	15	10	10	60
Knowledge and Understanding	5	5	10	20	40
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Subject: Sport, Lifestyle and Recreation**

**Contact Person: Mr L Smith**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Analysis of Drugs in Sport	Games and Sport	Sports Coaching	Individual Games and Sport	
Timing of Task	Term 4, Week 7	Term 1 Week 1	Term 2, Week 1	Term 3, Week 1	
Outcomes to be Assessed	H1.4, H2.4, H3.7, H4.5	H1.1, H1.3, H3.1, H4.1, H4.4	H1.1, H1.3, H2.1, H3.1, H3.2	H1.3, H3.1, H4.4, H4.7	
Components					Weight %
Knowledge and understanding of course content	20	10	10	10	50
Skills and techniques in physical activity	10	15	15	10	50
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>100</b>

**Subject: Visual Art**

**Contact Person: Ms K Dykes**

Task Number	Task 1	Task 2	Task 3	Task 4	* This subject requires a Visual Art Diary.
Nature of Task	Body of Work Progress	Essay	Body of Work	Trial Examination	
Timing of Task	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3 Weeks 5- 6	
Outcomes to be Assessed	H1, H2, H3	H7, H8 H9, H10	H1,H4, H5, H6	H7, H8, H9, H10	
Components					Weight %
Art Making	20		30		50
Art Criticism and Art History		20		30	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Subject: Visual Design**

**Contact Person: Ms K Dykes**

Task Number	Task 1	Task 2	Task 3	Task 4	* This subject requires a Visual Design Diary.
Nature of Task	Publication and Information	Illustration and cartooning	Interactive and Multimedia	Class Test	
Timing of Task	Term 4 Week 7	Term 1, Week 9	Term 2, Week 7	Term 3 Week 2	
Outcomes to be Assessed	DM1, DM5, CH2, CH3	DM4, DM6, CH1, CH4	DM2, DM3, DM4, CH1	DM1,DM4, DM5, DM6, CH1,CH2,CH3	
Components					Weight %
Design and Making	20	20	30		70
Critical and Historical Design				30	30
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Subject: HSC Business Services**

**Contact Person: Mr P Joyce**

<i>Certificate II in Business Services ~ BSB20115</i>			Event 4	Event 5	Event 6	Event	Event
			Sustainability and Innovation	Workplace Information and Technology	Customer Service	Work Placement 2	Trial Exam*
			Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: 5-6 Term: 3
Event	Unit Code	Unit of Competency					
Event 4: Sustainability and Innovation	BSBINN201 BSBSUS201	Contribute to workplace innovation Participate in environmentally sustainable work practices	X				
Event 5: Workplace Information and Technology	BSBINM201 BSBWOR204 BSBINM202	Process and maintain workplace information Use business technology Handle mail		X			
Event 6: Customer Service	BSBWOR203 BSBWOR202 BSBCUS201	Work effectively with others Organise and complete daily work activities Deliver a service to customers			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Business Services BSB20115 or a Statement of Attainment towards Certificate II in Business Services BSB20115.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

**Subject: Primary Industries**

**Contact Person: Mr Luke Smith**

**COURSE: PRELIMINARY / HSC 2020 Primary Industries**

**Student Competency Assessment Schedule\_ Certificate III in Agriculture OR Statement of Attainment toward Certificate III in Agriculture**

Assessment Events for Primary Industries Certificate III in Agriculture		Event No. 1	Event No. 2	Half Yearly Exam*	Work Placement	Yearly Exam*
		Safety	Livestock			
Code	Unit of Competency					
AHCWHS301	Contribute to work health and safety processes	✓				
AHCWRK204	Work effectively in the area	✓				
AHCLSK301	Administer medication to livestock		✓			
AHCLSK308	Identify and draft livestock		✓			
AHCLSK309	Implement animal health control programs		✓			
AHCLSK331	Comply with industry animal welfare requirements		✓			
AHCCHM303	Prepare and apply chemicals to control pest, weeds and diseases		✓			
AHCCHM304	Transport and store chemicals		✓			
AHCWRK302	Monitor weather conditions		✓			
AHCWRK309	Apply environmentally sustainable work practices		✓			

		Event No. 3	Event No. 4	Half Yearly Exam*	Work Placement	Yearly Exam*
		Feeding and watering	Fencing			
AHCLSK305	Maintain livestock water supplies	✓				
AHCLSK311	Implement feeding plans for livestock	✓				
AHCWRK306	Comply with industry quality assurance requirement		✓			
AHCINF301	Plan and construct conventional fencing		✓			
AHCINF302	Plan and construct an electric fence		✓			

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Agriculture (AHC30116)** or a Statement of Attainment towards a **Certificate III in Agriculture (AHC30116)**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**



**Subject: VET Manufacturing and Engineering**

**Contact Person: Mr K Jordan**

Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 35hrs total	Yearly Exam*
		Can we build it	Sparks and Noise	My Pathway		
		Week: 7 Term 1 2022	Week: 1 Term: 2 2022	Week: 5 Term: 3 2022	Week: 5-6 Term:	Week: 5-6 Term: 3
Code	Unit of Competency					
MEMPE006A	Undertake a basic engineering project	✓				
MEMPE001A	Use engineering workshop machines	✓				
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			✓		
MEMPE002A	Use Electric welding machines		✓			
MEMPE004A	Use fabrication equipment		✓			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10119 or a Statement of Attainment towards a Certificate I in Engineering MEM10119

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.**

**\*Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

**Subject: Certificate III Sports Coaching**

**Contact Person: Ms H Black**

Assessment Events for Certificate III in Sports Coaching SIS30519 (Must be edited to suit school delivery – refer to TAS)			Event 4	Event 7	Event 5	Event 6	Event	Event
			Coaching the Individual	Strength and conditioning	Next Level Coaching	First Aid		
Cluster	Code	Unit of Competency						
Cluster 4 – Coaching the Individual	SISSCO002	Work in community coaching role						
	SISSCO005	Continuously improve coaching skills and knowledge						
Cluster 3c	SISXCA1009	Instruct strength and conditioning techniques						
Cluster 5 – Next Level Coaching	SISSCO012	Coach sports participants up to an intermediate level						
Cluster 6 – First Aid	HLTAID003	Provide first aid						

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Sports Coaching SIS30519 or a Statement of Attainment towards a Certificate III in Sports Coaching SIS30519

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

**Subject: Hospitality**

**Contact Person: Mrs D Alchin**

**NESA COURSE: Hospitality Curriculum Framework  
SIT20316 Certificate II in Hospitality**

**HSC 2021**

**Student Competency Assessment Schedule**

Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II in Hospitality		Topic quiz	Event No.2	Event No. 3	Event No. 4	Event No. 5	Work Placement	Trial Exam
		Online	Working in Industry	Light Bites	Let's get inducted	E- Portfolio Checks 2,3 &4		
		These quizzes combined with event assessments will determine outcome of unit	Date: Week:  Term 4 2020	Date: Week:  Term:2 2021	Date: Week:  Term:3 2021	Term: 4 2020 Term: 1 2021 Term: 3 2021	Date: Week:  Term:	Date: Week:  Term:
Code	Unit of Competency							
SITHFAB007	Serve food and beverages		✓			Portfolio checks and feedback on students skill and knowledge development		
SITHFAB004	Prepare and serve non-alcoholic beverages		✓					
BSBWOR203	Work effectively with others	Term 4 Wk 9	✓					
SITXCCS003	Interact with customers		✓					
SITHCOM002	Show social and cultural sensitivity	Term 1 Wk 3					✓	
SITHCCC006	Prepare appetisers and salads	Term 1 Wk 7		✓				
SITHCCC002	Prepare and present simple dishes	Term 2 Wk 3		✓				
SITHIND002	Source and use information on the hospitality Industry	Term 2 Wk 6			✓			
SITHCCC001	Use food preparation equipment	Term 2 Wk 3		✓				
SITHIND003	Use hospitality skills effectively						✓	

Depending on the achievement of units of competency the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Assessment components in this course are competency based. This means a course mark is not allocated.

