



Sydney
Secondary
College
Blackwattle Bay

Year 12 Assessment Policy 2022

Sydney Secondary College Blackwattle Bay Campus

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Blackwattle Bay Campus

Introduction

This booklet will outline the assessment tasks that must be completed to show that you have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures. Student assessment provides evidence for making judgments about student achievement. Each student is required to complete a statement acknowledging they have received the booklet, attended the workshop about assessment practices and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If you have any concerns or issues regarding any assessment task, you should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for your year group.

It is most important to keep your year advisers & teachers up to date with changes to your study. If you are going to be absent for any period of time, you must first request approval from the Principal.

In regard to assessment procedures, you may wish to contact any member of the Assessment Team.

Ms. Leiza Lewis

Principal

Issued 6th October 2021

Sydney Secondary College Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. This usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of the activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for Learning (formative assessment) – involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This usually occurs throughout the teaching and learning process to clarify students learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just to achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning – occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Sydney Secondary College campuses are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievements) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others in ways that meet their needs
- report on assessment marks for the HSC [except for VET curriculum frameworks], satisfactory completion and grades for Year 11 and for Year 10 to the NSW Education Standards Authority (NESA).

HSC Assessment Procedures

Assessment Marks and Notification

- The assessment mark for each course is a measure of achievement course including that which cannot be tested at a final examination (e.g. practical work, oral skills, research tasks, multimodal etc.)
- Each faculty will follow policy as laid down by the NSW Education Standard Authority (NESA) and set tasks and the marks to be awarded for each task in accordance with the syllabus documents.
- Tasks are scheduled by week and term, with students given a minimum of two weeks written notice of the:
 - time and date when the task is to be submitted
 - venue where the task is to be submitted
 - nature of the task
 - task description
 - marking criteria
 - outcomes to be assessed
- The **course assessment schedules** contained within this booklet specify the term and week in which each assessment task is scheduled. Assessment dates will be published on the Blackwattle Bay Campus Calendar available on the Sentral Parent and Student Portal.
- **Changes to the stated assessment task schedule** must be communicated to the students in writing with two weeks' notice. Students are required to sign an **Assessment Task Register Sheet** indicating they have received the variations. Changes to any assessment task must have the approval of the Deputy Principal.

Procedures for Disability Provisions

- Principals have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks, including examinations. Provisions are provided to ensure students with a disability are able to access and respond to a task. Implementing disability provisions is based on the recommendations from the Learning Support Team.
- **Students seeking disability provisions** for assessment tasks are to communicate with their Class Teacher and Head Teacher at least two weeks prior to the date of the assessment task. Class teachers should be aware of students requiring disability provisions and implement appropriate support.

- Disability provisions must be applied for and approved by NESA for the Higher School Certificate Examinations. Parents and students should contact the Head Teacher Learning and Support for assistance and applying for disability provisions. Applications **must be lodged to NESA by the end of term one except in exceptional circumstances.**

VET Information

- VET courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both HSC qualification and Australian Qualification Framework (AQF) accreditation. Students work to develop the competencies, skills and knowledge described in each Unit of Competency.
- To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competence are assessed holistically as cluster tasks and students are assessed as either “competent” or “not yet competent” for individual units of competency.
- Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered in an ongoing basis as well as at specific assessment events.
- Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.
- Students may choose to undertake the optional HSC examination for a VET course for Australia Tertiary Admission Rank (ATAR) purposes. Schools must determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Examinations and HSC Trial Examinations to be used for this purpose. Students are also required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET curriculum Framework course studied.

Attendance and Assessment Task Requirements

- Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance and in assessment tasks**. They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.
- Students must keep a copy of all of their completed assessment tasks. Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date.
- Assessment tasks must be submitted with a **cover sheet** with a completed declaration of **All My Own Work** (*Appendix 1*).
- Students who **do not complete/submit an assessment task** will be awarded zero marks. A **NESA 'N' determination Warning Letter** may be sent (refer to p.12 for outline of this process). Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.
- **Students absent from an assessment task** must provide a medical certificate to the Deputy Principal and/or the Head Teacher on the first day they return to school. The medical certificate must be the original on letterhead, cannot be post-dated and must include the date/s of the assessment task. The doctor's certificate must state a detailed reason for inability to attend and/or complete the task. The student must attach this medical certificate to the Illness/Misadventure Application Form and submit it to the Deputy Principal and/or the Head Teacher on the day they return to school (*Appendix 2*). Spare copies of this form are available from Student Administration Desk and can be found on the School's website under the link 'Assessment'. The Head Teacher of the subject will determine what action will be taken, for example, to sit for the assessment task or to arrange an alternative task.
- **Late submission of an Assessment Task.** Students are required to submit work by the due date. If there is evidence of Illness/Misadventure, students are to complete the Illness/Misadventure Application Form with supporting documentation and submit it to the Deputy Principal and/or the Head Teacher. Students who submit a task after the due date **may be awarded a zero**.

- In exceptional circumstances, a student's **inability to meet assessment** dates can be **foreseen** prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events, IMP and performing arts events or designated overseas school travel (e.g. East Timor Sister School Program). If this occurs it is the student's responsibility to immediately contact the Deputy Principal and/or the Head Teacher of the course concerned before the date of the task. An **Illness/Misadventure Application Form** must be completed. Alternative arrangements for the task will be decided by the Deputy Principal and the Head Teacher of the course after considering the information provided.
- **Extended leave will not be granted during formal examinations.** Final decisions will be made at the discretion of the Principal.
- **Students absent from a formal examination** must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Deputy Principal and/or the Head Teacher on the first day they return to school. Students should be familiar with the Examination Procedures (*Appendix 3*).
- **Non-Serious or Non-Attempts.** Students should enter a HSC examination to complete an assessment task knowing they **must** make a **genuine effort at the task or examination**. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt or non-attempt. A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper. It is not sufficient to answer multiple choice questions only. Merely re-writing the question is **not** considered to be an adequate attempt at the paper. A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to the question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.
- **Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes plagiarism (to pass off words or ideas of another as one's own or to use another's work without crediting sources) or copying (using the work of another person and submitting it as your own). It may include but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as their own

- using material directly from books, journals, CDs or the internet without reference to the source
 - building in the ideas of another person without reference to the source
 - buying, stealing or borrowing another person's work and presenting it as their own
 - submitting work to which another person such as a parent, coach or subject expert had contributed substantially
 - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
 - paying someone to write or prepare material
 - breaching school examination rules
 - using non-approved aides during an assessment task
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice.
- **Malpractice.** Any student found to have plagiarised or to be guilty of any malpractice will be awarded **zero** for the whole task. All incidents of malpractice will be referred to the Assessment Team by the Head Teacher. Students should refer to the NESA website for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice Register on the NESA site for all incidences of malpractice.
 - **Students starting after the beginning of a Year 11 or Year 12 course** will be required to demonstrate achievement of outcomes for any missed assessment tasks.
 - Students who are studying a subject at the **NSW School of Languages (NSL), Distance Education** or **Saturday School of Community Languages** will be issued with separate policies from these institutions. They should check with the supervising teacher(s) regularly to ensure any information regarding assessment is received. All general information on HSC assessment policy stated in this book still applies. Students of NSW School of Languages must ensure their study days and examination days are registered with Rolls Administration.

Communication of results to Students and Parents

- Each student should be given the raw mark for each task.
- Each student should be given their course ranking for each task.
- The results of assessment tasks can be queried only at the time the tasks are returned. Appeals raised after the task has left the classroom will not be considered. In the case of tests/assignments/essays etc., time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query. Should the query not be resolved in class, the task should be collected and referred to the Head Teacher.
- Invalid or Non-Discriminating Tasks. If there are problems associated with the administration of an assessment task or if the task is deemed to be invalid, an additional task may be allowed provided sufficient notice is given. Weightings may be adjusted accordingly.
- The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.
- Students will not be advised of the final raw course mark.

Failure to complete NESA Requirements

- NSW Education Standard Authority (NESA) requires all students to:
 - follow the course
 - apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course
 - achieve some or all of the course outcomes
- For courses that include school assessment marks: you must also make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course.
- **The non-completion of a course procedure** commences when a student has not met one of the requirements above.
- The **first official warning letter** is issued indicating the area(s) of concern. The Teacher and Head Teacher of the faculty interview the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame.
- A **second official warning** letter will be issued if a student continues to fail to meet NESA requirements. A student cannot receive more than one warning letter for the same task. Once the second official warning letter is issued, an interview with a Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.
- Receipt of the **third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with the Deputy Principal, parent/carer and the student. At this interview, the Deputy Principal will make a determination, which may include a formal Deputy Principal program of improvement.
- Receipt of **further official warning letters** and/or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a decision regarding an **“N” determination**.

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

HSC Assessment Rank Order

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC Examination.

If a student feels they have been incorrectly ranked in a course, talk to the Head Teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the school for a review. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements
2. complied with the stated assessment program when deciding the final assessment mark
3. miscalculated or made a clerical error when deciding the final assessment mark.

If you want to apply for a review, you must do this before the cut-off date, which is two days after the final HSC Examination. The school will inform students of the review outcome and inform NESA if assessment marks and rank order should change.

You can appeal to NESA if you are unhappy with the school's response.

If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

Formal Examination for Higher School Certificate Students

Year 11 and Year 12 will have one school based, formal examination each year. These Examination dates will be published for students and parents five weeks in advance. Each student receives a personalised timetable and they are encouraged to keep a digital copy and the hard copy provide by the school.

Trial Higher School Certificate Examinations: Mid Term 3

Year 11 Examinations: End of Term 3

A copy of the Examination Procedures is included in this booklet (*Appendix 4*).

Absence or travelling on Holidays During Examinations

Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and all calendar information distributed to students. Students and their families must make sure holidays are not planned during these periods as rescheduling may not be possible due to time constraints of the assessment and reporting periods.



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Historical Analysis Cities of Vesuvius: Pompeii and Herculaneum	Prepared Response Ancient Societies	Research Essay Historical Periods	Trial HSC Examination	
Timing	Term 4 Week 9 2021	Term 1 Week 6 2022	Term 2 Week 7 2022	Term 3 Week 4/5 2022	
Outcomes assessed	AH12-6, 8, 9, 10	AH12-1, 2, 3, 9	AH12-5, 6, 8, 9	AH12-3, 4, 6, 7	
Components					
Knowledge and understanding of course and content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	10	5		20
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Skills task: Module 5 – Heredity	Depth study: Module 6 – Biotechnology	Depth study: Module 7 – Infectious disease investigation task	Trial HSC examinations	
Timing	Week 9 Term 4 2021	Week 4 Term 1 2022 Three Depth Study lessons Task due: Week 6	Term 2 2022 Weeks 4 & 5 Depth Study Practical lessons Task due: Week 7	Term 3 2022, Weeks 4 & 5	
Outcomes assessed	BIO11/12-4, BIO11/12-5 BIO11/12-6, BIO12-12	BIO11/12-1, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-14	All outcomes	
Components					
Working Scientifically	15	10	25	10	60
Knowledge and Understanding	5	10	5	20	40
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Human Resources Research Task Extended Response	Operations Stimulus Task	Finance assessment and interpretation	Trial Examination	
Timing	Term 4, Week 7	Term 1, Week 4	Term 2, Week 8	Term 3, Week 4-5	
Outcomes assessed	H1, H2, H3, H4, H7, H9	H2, H5, H6, H8, H9	H2, H4, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components					Weighting (%)
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills		5	5	10	20
Inquiry and Research	10	5	5		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	Task 4
Nature of task	<p>RESEARCH TASK Module 7- Organic Chemistry</p> <p>Investigation on the use of biofuels and their impact on society. Summary of reaction types in Organic Chemistry</p>	<p>PRACTICAL TASK Module 5 – Equilibrium and Acid Reactions</p> <p>Perform an in class practical investigation that explores equilibrium reactions. Students analyse data and answer questions relating to the chemistry involved.</p>	<p>DEPTH STUDY Module 6 – Acid/Base Reactions</p> <p>In class experiment, interpreting and analysing data and solving problems involving acid base titrations</p>	<p>TRIAL HSC EXAMINATION</p> <p>All outcomes</p>	
Timing	TERM 4, WEEK 7 2021	TERM 1, WEEK 5 2022	TERM 2, WEEK 5 2022	TERM 3, WEEKS 4 & 5 2022	
Outcomes assessed	CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-12	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	All outcomes	
Components					
Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total (%)	20	20	30	30	100
	Weighting (%)				



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Responding to texts	Responding to texts/oral presentation	Essay/ interview: personal investigation	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 10	Trial Examination week	
Outcomes assessed	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Components					Weighting (%)
Listening	10	10		5	25
Reading	10	10		5	25
Speaking		5	15	5	25
Writing			10	15	25
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Independent Research Project Research methodology	In class response Groups in context	Critical analysis Parent and Caring	Trial HSC Examination	
Timing	Term 4, week 9 2021	Term 1, Week 6 2022	Term 2, week 8 2022	Term 3 Weeks 4-5 2022	
Outcomes assessed	H4.1, 4.2	H1.1, 2.2, 3.1, 5.1	H3.2, 5.2	H1.1 - 6.2	
Components					
Knowledge and understanding of course content	10	10	5	15	40
Skills in critical thinking, research, analysing and communication	10	15	20	15	60
Total (%)	20%	25%	25%	30%	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal	Innovation and Emerging Technology Case Study	Project Impact Report	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 4	Term 3, Week 1	Term 3, Weeks 4-5	
Outcomes assessed	H2.1, H4.1, H5.1	H2.2, H3.1, H6.2	H2.2, H3.2, H4.3	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating	25		30	5	60
Total (%)	25	20	30	25	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Performance/Critical analysis Australian Theatre	IP Concept Presentation + Logbook	Group Performance Assessment Individual Project Presentation	Trial HSC Examination	
Timing	Term 4 Week 9 December 1 st 2021	Term 1 Week 6 8th March 2022	Term 3 Week 2 28 th July Evening Performances	Term 3 Weeks 4/5	
Outcomes assessed	H1.1.1, 2.1, 2.2, 3.2	H1.1.1, 2.1, 7 3.2	H1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2	H2.4, 3.1, 3.2, 3.4, 3.5	
Components					
Making	10	10	20		40
Performing	10		20		30
Critical Studying		10		20	30
Total (%)	20	20	40	20	100



	Task 1	Task 2	Task 3	Task 4
Nature of task	RESEARCH TASK Module 5 – Earth’s Processes Annotated Geological Timeline	DEPTH STUDY Module 7 – Climate Science In class practical and scientific report write up	INVESTIGATION Module 8 – Resource Management Waste Audit	HSC TRIAL EXAMINATIONS
Timing	TERM 4, WEEK 9, 2021	TERM 1, WEEK 6, 2022	TERM 2, WEEK 8, 2022	TERM 3, WEEKS 4 & 5, 2022
Outcomes assessed	EEST1/12-5, EEST1/12-6, EEST1/12-7, EES12-12	EEST1/12-1, EEST1/12-2, EEST1/12-3, EEST1/12-4, EEST1/12-5, EEST1/12-6, EEST1/12-7, EES12-14	EEST1/12-1, EEST1/12-2, EEST1/12-3, EEST1/12-4, EEST1/12-5, EEST1/12-6, EEST1/12-6, EES12-15	All Outcomes
Components				
Working Scientifically	10	25	15	10
Knowledge and Understanding	10	5	5	20
Total (%)	20	30	20	30
				60
				40
				100



	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Topic 2: Australia's place in the Global Economy Analysis Task/ Short Answer Responses	Topic 1: The global economy Research Case Study	Topic 4: Economic Policies & Management In-Class Extended Response:	Topic 1,2,3 and 4 Trial HSC Examination	
Timing	Term 4 Week 7 Thursday 18 November	Term 1 Week 5 Friday 25 February	Term 2 Week 8 Thursday 16 June	Term 3 Week 4 & 5	
Outcomes assessed	H1, H2, H4, H6, H10, H11, H12	H1, H2, H3, H5, H7, H9	H1, H5, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components	Weightings				
Knowledge & understanding of course content	10	5	10	15	40
Stimulus-based Skills			10	10	20
Inquiry & research	5	10	5		20
Communication of economic information, ideas & issues in appropriate forms	5	5	5	5	20
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Civil Engineering Report	Materials and Mechanics Research Task	Aeronautical Engineering Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H2.1, H4.1 H4.2, H6.1	H1.2, H3.1, H3.3, H4.3	H1.1, H1.2, H3.2, H6.2	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	20	20	60
Knowledge and Skills in research, problem-solving and communication related to engineering practice	10	10	1	10	40
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Multimodal Task <i>The Crucible</i> Common Module Texts and Human Experience	Imaginative Task Module C Craft of Writing	Comparative Essay <i>The Tempest</i> and <i>Hag-Seed</i> Module A Textual Conversations	Trial HSC Examination Common Module Module A Textual Conversations Module B Critical Study of Text Module C Craft of Writing 5%	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 4-5	
Outcomes assessed	EA12-1, EA12-3, EA12-5, EA12-8	EA12-1, EA12-3, EA12-5, EA12-6	EA12-2, EA12-4, EA12-7, EA12-9	EA12-2, EA12-4, EA12-6, EA12-7, EA12-8	
Components					
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total (%)	25	20	25	30	100



	Task 1	Task 2	Task 3	
Nature of task	Imaginative Submission	Critical response including related texts	Trial HSC	
Timing	Term 1, Week 4	Term 2, Week 9	Term 3, Weeks 4 - 5	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting (%)
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3	
Nature of task	Viva Voce	Literature Review	Critique of the Writing Process	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5,	
Components				Weighting (%)
Skills in independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Multimodal Task: <i>Billy Elliot</i> Common Module Texts and Human Experience	Imaginative Task Module C Craft of Writing	Submitted Essay Module A: Language, Identity and Culture Cobby Eckerman (poetry) and a range of textual material	Trial HSC Examination Common Module Module A: Language, Identity Culture Module B Close Study of Text <i>Curious Incident of a Dog in the Night-time</i> Module C Craft of Writing 5%	
Timing	Term 4, Week 8	Term 1, week 6	Term 2, Week 5	Term 3, Weeks 4-5	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-5, EN12-8	EN12-1, EN12-3, EN12-6, EN12-8	EN12-2, EN12-4, EN12-7, EN12-9	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
Components					
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total (%)	25	20	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Personal Essay (persuasive writing) Incorporating Related Material Mandatory Module : Texts and Human Experience	Opinion Piece (Discursive Writing) Elective Module A We Are Australians – English in citizenship, community and cultural identity	Collection of Classwork Mandatory Module, Module A Module C: On the Road – English and the Experience of Travel	Multimodal Presentation: Advertising Pitch Module B: Telling Us All About It – English and the Media	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 7	Term 3, Weeks 4-5 during the trial HSC period	
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-8, ES12-9	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-9	
Components					Weighting (%)
Knowledge and understanding of course content	15	10	15	10	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10	50
Total (%)	25	25	30	20	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation/Listening Component. Prescribed Text <i>China Coin</i> and 1 listening related text. Module A: Texts and Human Experiences	Reading/Writing Submission Prescribed Text <i>Contemporary Asian Poets</i> Module B: Language, Identity and Culture	Imaginative Task/ Submission Module D: Focus on Writing	Trial HSC Module A Module B Module C: Close Study of Text: <i>The Truman Show</i> Module D Listening	
Timing	Term 4 Week 9	Term 1, Week 7	Term 2, Week 5	Term 3 Weeks 4 and 5	
Outcomes assessed	EAL12-1A, EA12-1B, EAL12-3, EAL12-5, EA12-6 EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EA12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	
Components					Weighting (%)
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and form	15	10	15	10	50



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Food Industry Report	Food Preservation Investigation	Food Product Development and Experimentation and Preparation	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 7	Term 3, Weeks 4-5	
Outcomes assessed	H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	5	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	5	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total (%)	15	25	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response in English to spoken and written French texts	Response to written text / interview	Travel portfolio	Trial HSC Examination	
Timing	Term 4, Week 9 2021	Term 1, Week 7 2022	Term 2, Week 9 2022	Trial Examination Week	
Outcomes assessed	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.2, 1.4 2.1, 2.2,	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Components					Weighting (%)
Listening	20			10	30
Reading	10	10		10	30
Speaking		10	10		20
Writing			10	10	20
Total (%)	30	20	20	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Response in English and French to spoken texts	Response to a written text - script of a conversation	Response in English to a written text - interview in French	Trial HSC Examination	
Timing	Term 4, Week 9 2021	Term 1, Week 7 2022	Term 2, Week 9 2022	Trial Examination week	
Outcomes assessed	2.1, 2.2, 2.3 3.1, 3.2, 3.4, 3.5	1.2, 1.3, 1.4 2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Components					
Listening	20			10	30
Reading	10	10		10	30
Speaking		10	10		20
Writing			10	10	20
Total (%)	30	20	20	30	100



	Task 1	Task 2	Task 3	
Nature of task	Analysis and response to prescribed text / discussion on prescribed issues	Personal response to prescribed text / monologue - prescribed issues	Trial HSC Examination	
Timing	Term 1, Week 10 2022	Term 2, Week 10 2022	Trial Examination week	
Outcomes assessed	1.1, 1.2 2.1, 2.2, 2.3	1.1, 1.2 2.1, 2.2, 2.3	1.1, 1.2 2.1, 2.2, 2.3	
Components				Weighting (%)
Text Analysis	15	15	10	40
Writing	15	15	10	40
Speaking	5	5	10	20
Total (%)	35	35	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Topic Test - Incorporate Skills <i>Urban Places</i>	Research Report – Hand in Task <i>Ecosystems at Risk</i>	In Class Extended Response Global Economy Activity	Trail HSC Examination <i>Ecosystems at Risk</i> <i>Urban Places</i> <i>Global Economic Activity</i>	
Timing	Week 7 Term 7 2021	Week 6 Term 1 2022	Week 2 Term 8 2021	Term 3, Week 4-5 2022	
Outcomes assessed	H4,1, H4,2	H1, H2, H5, H8, H9, H10, H12, H13	H1.2, H1.3, H3.2 H3.3	ALL	
Components					Weighting (%)
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	-	5%	-	15%	20%
Research and inquiry methods, including aspects of the Major Project	5%	10%	5%	-	20%
Communication of information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
Total (%)	20	30	20	30	100



	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination	
Timing	Term 1 Week 9 2021	Term 3 Week 1 2022	Term 3 Week 4/5 2022	
Outcomes assessed	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Components				
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Designing and Planning Presentation	Product Analysis	Product Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H3.1, H3.2, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	5	5	10	20	40%
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60%
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project work Databases	Open Book Test	Study Website	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H1.1, H2.2, H3.1, H6.1	H1.2, H2.1, H4.1, H7.1	H2.2, H5.1, H5.2, H6.2, H7.2	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	10	10	20	20	60
Knowledge and skills in the design and development of information systems	10	10	10	10	40
Total %	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	ANALYSIS AND REPORT Module 7 – Fact or Fallacy Bad science – researching the bad science as portrayed in the media	DEPTH STUDY Module 5 – Scientific Investigation Practical investigation and write a scientific report	RESEARCH TASK Module 6 - Technologies Gather and analyse the impact of technologies on the accumulation of evidence for scientific theories and laws	HSC TRIAL EXAMINATION	
Timing	TERM 4, WEEK 8 2021	TERM 1, WEEK 6 2022	TERM 2, WEEK 6 2022	TERM 3, WEEKS 4 & 5 2022	
Outcomes assessed	INST1/12-4, INST1/12-5, INST1/12-6, INST1/12-7, INST2-14	INST1/12-1, INST1/12-3, INST1/12-5, 1 INST1/12-6, INST1/12-7, INST2-12	INST1/12-1, INST1/12-2, INST1/12-4, INST1/12-7, INST2-13	All Outcomes	
Components					
Working Scientifically	15	25	10	10	60
Knowledge and Understanding	5	5	10	20	40
Total (%)	20	30	20	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Responses in English and/or Japanese to spoken texts Oral interaction	Responses in English and/or Japanese to reading texts	Composing Japanese texts	Trial HSC Examination	
Timing	Term 4, Weeks 9-10 (2021)	Term 1, Week 6 (2022)	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Components					Weighting (%)
Listening	20			10	30
Reading		20		10	30
Speaking	15			5	20
Writing			15	5	20
Total (%)	35	20	15	30	100

*NB: The Trial Speaking Exam could take place any time from Term 3, Week 1, depending on NESA scheduling of the HSC Oral Examinations.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Responses in English and/or Japanese to spoken texts Oral interaction	Composing Japanese texts	Responses in English and Japanese to reading texts	Trial HSC Examination	
Timing	Term 4, Week 9 (2021)	Term 1, Week 5 (2022)	Term 2, Week 6	Term 3, Weeks 4-5	
Outcomes assessed	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 4.1, 4.2	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Components					Weighting (%)
Listening	20			10	30
Reading			20	10	30
Speaking	15			5	20
Writing		15		5	20
Total (%)	35	15	20	30	100

*NB: The Trial Speaking Exam could take place any time from Term 3, Week 1, depending on NESA scheduling of the HSC Oral Examinations.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Human Rights Presentation	Topic Test Crime	Family Law Research Essay	Trial HSC Examination All topics	
Timing	Term 4, Week 6, 2021 Wednesday 10 th November	Term 1, Week 5, Thursday 3 rd March 2022	Term 2, Week 4, Thursday 19 th May 2022 Period 4	Term 3, Weeks 4 & 5 2022	
Outcomes assessed	H1, H3, H7, H8, H9	H1, H4, H7, H8, H9	H1, H4, H6, H8, H9, H10	H2, H5, H6, H7, H9, H10	
Components					Weighting (%)
Knowledge and understanding	5	10	5	20	40
Analysis and evaluation inquiry and research	10	10	10	10	40
Communication of information, ideas and issues	5	5	10	0	20
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Investigative Task	Test	Test	HSC Trial Examination	
Timing	2021 Term 4 Week 6	2022 Term 1 Week 6	2022 Term 2 Week 6	2022 Term 3 Week 4-5	
Outcomes assessed	MA12-1, MA12-8, MA12-9, MA12-10	MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Components					
Understanding, fluency and communication	7.5	12.5	15	15	50
Problem Solving, Reasoning and Justification	7.5	12.5	15	15	50
Total (%)	15	25	30	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Investigative Task	Test	Test	HSC Trial Examination	
Timing	2021 Term 4 Week 6	2022 Term 1 Week 8	2022 Term 2 Week 7	2022 Term 3 Week 4-5	
Outcomes assessed	ME12-1, ME12-2, ME12-6, ME12-7	ME 12-1, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7, ME11-1-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7, ME11-1-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Components					
Understanding, fluency and communication	7.5	12.5	15	15	50
Problem Solving, Reasoning and Justification	7.5	12.5	15	15	50
Total (%)	15	25	30	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Test	Investigative Task	Test	HSC Trial Examination	
Timing	2021 Term 4 Week 11	2022 Term 1 Week 7	2022 Term 2 Week 8	2022 Term 3 Week 4-5	
Outcomes assessed	MEX12-1, MEX12-3, MEX12-4, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-5, MEX12-6, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Components					
Understanding, fluency and communication	12.5	7.5	15	15	50
Problem Solving, Reasoning and Justification	12.5	7.5	15	15	50
Total (%)	25	15	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigative Task	Test	Test	HSC Trial Examination	
Timing	2021 Term 4 Week 8	2022 Term 1 Week 6	2022 Term 2 Week 6	2022 Term 3 Week 4-5	
Outcomes assessed	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	M12-12-2, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10	
Components					Weighting (%)
Understanding, fluency and communication	7.5	12.5	15	15	50
Problem Solving, Reasoning and Justification	7.5	12.5	15	15	50
Total (%)	15	25	30	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Investigative Task	Test	Test	HSC Trial Examination	
Timing	2021 Term 4 Week 8	2022 Term 1 Week 6	2022 Term 2 Week 6	2022 Term 3 Week 4-5	
Outcomes assessed	MS2-12-1, MS2-12-3, MS2-12-4, MS2 12-6, MS2-12-8, MS2 12-9 MS2-12-10	MS2 12-1MS2 12-2, MS2 12-3, MS2 12-4, MS2 12-5, MS2 12-6, MS2 12-7, MS2-12-9,MS2-12-10	MS2-12-1, MS2-12-2, MS12- 3, MS2-12-5, MS2-12-6, MS2 12-8, MS2-12-9, MS2- 12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9 MS2-12-10	
Components					
Understanding, fluency and communication	7.5	12.5	15	15	50
Problem Solving, Reasoning and Justification	7.5	12.5	15	15	50
Total (%)	15	25	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Historical Analysis Power and Authority in the Modern World 1919-1946	Research Essay Peace and Conflict	Prepared Response National Studies	Trial HSC Examination	
Timing	Term 4 Week 8 2021	Term 1 Week 5 2022	Term 2 Week 6 2022	Term 3 Weeks 4/5 2022	
Outcomes assessed	MH12-2, 3, 4, 5, 8, 9	MH12-3,4,6,7,9	MH12-2,5,7,8	MH12-1, 3, 4, 5, 7, 9	
Components					Weighting (%)
Knowledge and understanding of course and content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total (%)	20	25	25	30	100



CREATIVE AND PERFORMING ARTS FACULTY

ASSESSMENT SCHEDULE

Year 12 Music 1

HEAD TEACHER: Ms D. Nicola

	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Core Composition and Aural Analysis Topic 1 Submission of composition. Logbook with aural analysis and reference to concepts of music relevant to the chosen topic	Presentation or Submission of Elective 1 & 2 Topic 1 & 2 Presentation of Elective 1 & 2 as works in progress; this may be a performance, viva voce or portfolio of material from the elective composition	Presentation of Core Performance and Viva Voce Topic 2 Solo or ensemble evening performance and in-class viva voce on performance repertoire demonstrating an understanding of conceptual techniques and features of the topic	Trial HSC Examination Topic 3 Aural Skills Examination. Presentation of final entire HSC program for feedback including Elective 3; this may be a performance, viva voce or final composition score. Submission of HSC Music Examination forms.	
Timing	Term 4, Week 10	Term 1, Week 5	Evening Performance Term 2, Week 6	Term 3 Practical Week 1 Written Week 4/5	
Outcomes assessed	H2, H4, H5, H6, H7, H8	H1,2,3,4,5,6,7,8, 9,10, 11*	H1, H2, H4, H5, H6, H9, H10, H11	H1,2,3,4,5,6,7,8, 9,10, 11*	
Components					
Core Performance			10		10
Core Composition	10				10
Core Musicology			10		10
Aural Skills	10			15	25
Elective 1		15			15
Elective 2		15			15
Elective 3				15	15
Total (%)	20	30	20	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Composition Draft and Portfolio with Score Analysis Mandatory Topic Music of the Last 25 Years (Australian Focus) Presentation of Core Composition Draft and Portfolio with Score Analysis	Presentation of Core Performance Mandatory Topic Music of the Last 25 Years (Australian Focus) Presentation of Core Performance and Sight Singing	Presentation of Elective Program Additional Topic Presentation of Performance OR Composition Draft and Portfolio OR Musicology Essay Draft and Portfolio	Trial HSC Mandatory Topic Music of the Last 25 Years (Australian Focus) Presentation of Core Performance and Sight Singing Musicology and Aural Skills Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1 Examination Weeks 4 & 5	
Outcomes assessed	H2, H3, H4, H5, H7	H1, H10, H11	H1-H5, H10*	H1, H2, H5, H7, H10	
Components					
Performance		10		10	20
Composition	20				20
Musicology	10			10	20
Aural		5		15	20
Elective			20		20
Total (%)	30	15	20	35	100

* Select the appropriate outcomes based on the Performance, Composition or Musicology elective option selected by each student.



	Task 1	Task 2	Task 3	
Nature of task	<p>Performance presentation of repertoire and background research with analysis of repertoire</p> <p>OR Composition portfolio including draft compositions and analysis of works and styles</p> <p>OR Musicology portfolio with analysis and proposal of research.</p>	<p>Performance presentation of repertoire and viva voce discussion of critical comparison with professional recordings</p> <p>OR Composition portfolio with viva voce including development of ideas, musical concepts and techniques</p> <p>OR Musicology viva voce and portfolio including development of topic, sources, and ideas.</p>	<p>Trial HSC Examination</p> <p>Performance: Performance of repertoire OR</p> <p>Composition: Portfolio and draft compositions OR</p> <p>Musicology: Essay draft and portfolio and including development and resolution of topic, sources and ideas.</p>	
Timing	Term 4, Week 7	Term 1, Week 5	Term 3, Week 1	
Outcomes assessed	H1, 2, 3, 4, 5, 6*	H1, 2, 3, 4, 5, 6*	H1, 2, 3, 4, 5, 6*	
Components				Weighting (%)
Performance OR Composition OR Musicology Total (%)	30	30	40	100

* Select the appropriate outcomes based on the Performance or Composition or Musicology option selected by each student.



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Applying knowledge and problem solving Sports Medicine Scenario	Critical thinking Core Two Factors Affecting Performance	In class response Core One Health Priorities in Australia	Trial HSC Examination	
Timing	Term 4 Week 8 2020	Term 1 Week 4 2022	Term 2 Week 8 2022	Term 3 Weeks 4-5 2022	
Outcomes assessed	H8 H13 H17	H8 H11 H17	H2 H3 H4 H14 H15	H1-17	
Components					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysing and communication	15	15	15	15	60
Total (%)	20%	25%	25%	30%	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Diary & Portfolio & Case Study	Diary and Portfolio	Examination	Exhibition of Work and Portfolio	
Timing	Term 4 (2021) Week 8	Term 1 Week 6	Term 3 week 2	Term 3 week 3	
Outcomes assessed	M1,M2,M3,M4,M5,M6, CH1,CH2,CH3,CH4,CH5, CH6	M1,M2,M3,M4,M5,M6	CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6	
Components					
Making	15	25		30	70
Critical and Historical Studies	10		20		30
Total (%)	25	25	20	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	SCIENTIFIC REPORT Module 5 – Advanced Mechanics Research and write up of a scientific experiment on an orbital velocity	ANALYSIS TASK Module 6 – Electromagnetism Interpreting data, graphs and mathematical problem solving	DEPTH STUDY – SCIENTIFIC REPORT Module 7 – Nature of Light Submit a scientific report and logbook based on primary and secondary investigations	HSC TRIAL EXAMINATIONS	
Timing	TERM 4 2021, WEEK 7	TERM 1, WEEK 6, 2022	TERM 2, WEEK 8, 2022	TERM 3, WEEKS 4 & 5, 2022	
Outcomes assessed	PH11/12-1, PHY11/12-2, PHY11/12-3, PH11/12-5, PH12-12	PH11/12-4, PH11/12-5, PH11/12-6, PH12-13	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-7 PH12-14	All Outcomes	
Components					Weighting (%)
Working Scientifically	15	10	25	10	60
Knowledge and Understanding	5	10	5	20	40
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	
Nature of task	PORTFOLIO AND LITERATURE REVIEW SUBMISSION Module 2 – The Scientific Research Proposal	STATISTICAL ANALYSIS CASE STUDY Module 3 – The Data, Evidence and Decisions	SCIENTIFIC RESEARCH REPORT Module 4 – The Scientific Research Report	
Timing	TERM 1, WEEK 4, 2022	TERM 2, WEEK 2, 2022	TERM 3, WEEK 3, 2022	
Outcomes assessed	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Components				Weighting %
Communicating Scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Proposal Personal Interest Project	Topic Test Social and Cultural Continuity and Change	Depth Study Responses Belief Systems and Ideologies AND Social Inclusion and Exclusion	Trial HSC Examination All topics, excluding the PIP	
Timing	Term 4, Week 8, 2021	Term 1, Week 5, 2022	Term 2, Week 8, 2022	Term 3, Weeks 4 & 5 2022	
Outcomes assessed	H1, H4, H5, H6, H7, H8, H10	H1, H3, H4, H5, H6, H8	H2, H3, H5, H7, H9, H10	H2, H3, H6, H8, H9, H10	
Components					Weighting (%)
Knowledge and understanding	5	10	15	20	50
Application and evaluation of research methods	10	10	5	5	30
Communication of information, ideas and issues	5	5	5	5	20
Total (%)	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Pizza database – design and test	Topic Test - Software Development Cycle	Project & Exhibition	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 10 + Showcase	Term 3, Weeks 4-5	
Outcomes assessed	H1.3, H4.1, H5.3, H6.3	H1.1, H2.1, H2.2, H3.1, H5.2, H6.1	H3.2, H4.2, H4.3, H5.1, H6.2, H6.4	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content	5	20	5	20	50
Knowledge and skills in the design and development of software solutions	15	0	25	10	50
Total %	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Social Perspectives of Games and Sports	Presentation Healthy Lifestyle	Skill Assessment Games and Sports Applications II	Trial HSC Examination	
Timing	Term 4, week 10 2021	Term 1, Week 6 2022	Term 2, week 8 2022	Term 3 Weeks 4-5 2022	
Outcomes assessed	H4.1, 4.2	H1.1, 2.2, 3.1, 5.1	H3.2, 5.2	H1.1 - 6.2	
Components					Weighting (%)
Knowledge and understanding	10	10	10	20	50
Skills	20	10	20	0	50
Total (%)	30%	20%	30%	20%	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	Research Task Religious Tradition Depth Studies	In-class Essay Religion and Peace	Topic Test Religion in Australia post- 1945/ Religion & non-Religion	Trial HSC Examination All topics	
Timing	Term 4, Week 10 2021	Term 1, Week 6 2022	Term 2, Week 9 2022	Term 3, Week 4 & 5 2022	
Outcomes assessed	H2, H4, H5, H7, H8, H9	H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H6, H8	H1, H2, H3, H4, H5, H6, H8, H9	
Components					
Knowledge and understanding	5	15	5	15	40
Source based skills			10	10	20
Investigation and research	15	5			20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total (%)	25	25	20	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Textiles Project - Inspiration Report	Design Designer Research - Investigation	Performance of Textiles Investigation, Experimentation and Evaluation - Skills Experimentation	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H1.1, H1.2, H2.1, H2.3	H5.1, H6.1	H3.1, H3.2 H4.1, H4.2	All outcomes	
Components					Weighting (%)
Knowledge and understanding of course content		20		30	50
Skills and knowledge in the design, manufacture and management of textile projects	20		30		50
Total (%)	20	20	30	30	100



	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Nature of task	<p>Exploration of the body of work</p> <p>Identify and understand the qualities of successful HSC bodies of work</p> <p>Apply their understanding of the artwork relationships (to the artist, the artwork, the world and the audience) in developing their</p> <p>Interpretations of artmaking practice - both their own work and that of others</p> <p>Investigations of concept and artmaking practice</p>	<p>Development of the Body of Work</p> <p>Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas</p> <p>Essay</p> <p>Extended written research response.</p> <p>Critical and historical interpretation(s) of selected artists and their work</p>	<p>Body of Work Submission for Exhibition</p> <p>Resolving the Body of Work: artworks undergoing refinement. Curation of works for HSC submission</p> <p>Ready for Exhibition</p> <p>With</p> <p>Artist statement - submitted</p>	<p>Trial HSC Examination</p> <p>Art Criticism and Art History Written Examination</p>	
Timing	Term 4 Week 6 2021	Term 2 Week 6	Term 3 Week 3	Term 3 Weeks 4/5	
Outcomes assessed	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components					
Artmaking	10	10	30		50
Art Criticism & Art History		20		30	50
Total (%)	10	30	30	30	100

ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2021 – HSC 2022

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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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 are either deemed “competent” or “not yet competent” by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any 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.

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

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.


Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

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 and the course is suitable for their individual needs, knowledge and skills.

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	240 Indicative Hours over 2 yrs
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	35 hrs Work placement
Term 3	BSBSUS201 BSBINM202 BSBWOR202	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	E E E	M E E	15 10 15	Cluster C: It's in the Post Scenario, written task, case studies, self-assessment	40% Preliminary Exam
7 HSC UOCs							
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement 60% 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.
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	Cluster F: Back to the Future Written task, case study, scenario	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total hours 240	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

TERM	Unit Code	Units Of Competency	APR CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	7 PRELIMINARY UOCS						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction 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	Cluster B - Small project, Oil Stone Case or Concrete Float Practical , Teacher observations and written test.	40% Preliminary Exam
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
	7 HSC UOCS						
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test.	35 hrs. Work placement
Terms 4/5	CPCCCM2006B CPCCCM1015A CPCCCO2013A CPCCCM2001A	Apply basic levelling procedures Carry out measurements and calculations Carry out concreting to simple forms Read and interpret plans and specifications	E C E C	E M E M	15 20 20 20	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	60% 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	Cluster F – Joinery Practical, Teacher observations and written test.	
NESEA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

TERM	Unit Code	Units Of Competency	2021 CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							
Term 1	CPCCOHS1001A	Work safely in the construction industry	C	M	10	Cluster A – Work Safely Written Test, Structured Activity Site Inspection and Oral Report	240 Indicative Hours over 2 years
Term 1/2	CUAWHS302	Apply work health and safety practices	C	M	15	Cluster B – Safe and Sound Audio Practical and Portfolio and Written Task	35 hrs Work placement
	CUASOU301	Undertake live audio operations	E	M	25		
Term 3	SITXCCS303	Provide services to customers	C	M	20	Cluster C – Let's See It! Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	40% Preliminary Exam
	CUAVSS302	Operate vision systems	E	M	25		
	CUAIND301	Work effectively in the creative arts industry	C	M	20		
6 HSC UOCs							
Term 4/5	CUASOU306	Operate sound reinforcement systems	E	E	20	Cluster D – Setting the Scene Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement 60% Trial HSC Exam
	CUASTA301	Assist with production operations for live performances	E	M	25		
	CUALGT301	Operate basic lighting	E	M	25		
Term 6/7	CUASTA202	Assist with bump in and bump out of shows	E	E	20	Cluster E – Behind the Scenes Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	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.
	CUASMT301	Work effectively backstage during performances	E	E	25		
	BSBCMIM201	Communicate in the workplace	E	E	15		
NESEA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.						Total Hours 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE Preliminary Year 2021 or HSC 2022							NESA code 1 U X 1 YR - 26403 LMBR UJ Code: (12) CUA30415226403B	
Education QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 4.1)							Assessment Task Cluster & Methods of Assessment	
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	HSC requirements		
Terms 2&3	3 HSC UOCs						Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. The HSC examination is based on content from the 240 hour course <i>No additional work placement is required.</i>	
	BSBWOR301	Organise personal work priorities and development	C	E	20	Cluster F: The Event Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio		
	CUAPPR304	Participate in collaborative creative projects	C	E	20			
	CUALGT304	Install and operate follow spots	E	E	20			
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>							No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.	

Term	Unit Code	Units Of Competency	AP CORE/ ELECTIVE	HSC STATUS	INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs							
Term 1	SITXFA001 SITXWH001 SITHCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	240 Indicative Hours over 2 years 35 hrs Work placement 40% Prelim Yearly Exam
Term 2 & 3	SITXFA002 SITHCC002 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	
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.	
6 HSC UOCs							
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 to contribute to assessment.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
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	
					Total Hours 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>							

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs							
Term 1	SITXFSA001	Use hygienic practices for food safety	C	M	10	Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCC0011 Use cookery skills effectively</i> Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	240 Indicative Hours over 2 years
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	40% Prelim Yearly Exam	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
Term 3	SITHCC002	Prepare and present simple dishes	E	E	20	60% Trial HSC Exam	35 hrs Work placement
	SITHKOP001	Clean kitchen premises and equipment	C	S	10		
	SITHCC001	Use food preparation equipment	C	S	20		
Terms 4 - 6	5 HSC UOCs						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.
	SITHCC005	Prepare dishes using basic methods of cookery	C	S	40	60% Trial HSC Exam	
	SITHCC006	Prepare appetisers and salads	E	E	25		
SITHCC011	Use cookery skills effectively	C	E	20			
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	35 hrs Work placement	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.
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total Hours 240	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Appendix

Appendix 1: Assessment Task Cover Sheet

Appendix 2: Illness/Misadventure Application

Appendix 3: General Examination Procedures

Appendix 4: Calendar Overview

Appendix 5: HSC Glossary of Key Words



Assessment Task Cover Sheet

Please attach this signed cover sheet to every assessment task you submit

SURNAME	GIVEN NAME
NESA NUMBER	TEACHER
SUBJECT	TASK TITLE
DUE DATE	DATE SUBMITTED

ALL MY OWN WORK

1. Acknowledgement of sources using Harvard style referencing

One of the most important elements of good practice involves careful acknowledgement of the ideas of others using in-text citations and a bibliography. In-text citations are acknowledgements throughout your work where you use another's ideas (i.e. author's surname, date of publication, page). The bibliography is a summary of all sources used at the conclusion of your response.

2. Avoiding Plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet
- Using someone else's ideas or conclusions, even if you have put them in your own words
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts

STUDENT DECLARATION

I have read and understood the All My Own Work statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student's signature: _____

Date: _____



Illness/Misadventure Application

The NESAs Illness/Misadventure program assists students who:

- *Are prevented from attending an examination (including practical) or submitting a task due to illness or unforeseen misadventure, or*
- *Consider their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task*

This form and all necessary medical certificates or other professional documents must be submitted to the Head Teacher or Deputy Principal immediately upon your return to school.

Grade: Year 11 Year 12

SURNAME	GIVEN NAME
CLASS	TEACHER

Seeking special consideration for:

- Illness
 Misadventure

Necessary documentation attached:

- Medical certificate(s)
 Other professional document(s)

COURSE	TASK NO. / TYPE	DUE DATE	DETAILS: Describe how illness or unforeseen misadventure affected your performance or prevented your attendance on day of task

Student's signature: _____ Parent/carer's signature: _____

Date of submission to HT/DP: _____

Executive Use Only

Interview with student

Contact with parent/carer

Deputy Principal's comment and decision

Head Teacher's comment and decision

Decision:

Rescheduled exam or task

New date: _____

Extension granted

New date: _____

Administrative tasks:

Sentral entry

Date: _____

Assessment spreadsheet entry

Date: _____

Assessment Team's comment and decision (for Appeals)

This form and attached documents should be filed in the Head Teacher's faculty folder for the course. At the start of Term 4, this must be transferred to the student's file held at the Administration Office.

**SYDNEY SECONDARY COLLEGE BLACKWATTLE BAY CAMPUS
GENERAL EXAMINATION PROCEDURES FOR HSC TRIAL**

1. Check your personalised examination timetable carefully. Ensure you transfer these dates to your e-calendar and diary. You need to arrive 20 minutes before the start of an examination. The general timetable will be posted in Sentral.
2. **Misreading** the dates & times of any examination is **not an excuse**.
3. If you are absent from an examination, you must **notify the school before 8.30 am** on the morning of the examination. In case of sickness or misadventure you must bring a doctor's certificate on the day that you return, show it to the Deputy Principal and complete an Illness/Misadventure Form. **If appropriate**, your examination will be **rescheduled** within the examination period.
4. All students must show their **School ID cards** as they enter the examination room. Students will be directed to find their desks which will usually be arranged in NESAs number order. ID cards must be placed on the examination table for the duration of the examination. An attendance slip will be placed on your table and is to be signed at the start of each examination. Your NESAs number is to be written on all writing booklets.
5. You must remove watches and place them in clear view on the examination table. You can bring water into the examination room in a clear bottle.
6. **No student is to leave** the examination room until the examination has officially ended.
7. **Full school uniform** is to be worn at all examinations. Students out of uniform may be sent home to change. No student is to wear a hat or a hood during the examination.
8. You must be prepared for each examination with your **own equipment**; you are **not allowed to borrow** during an examination. Bring your pens, pencils, and rulers in a *clear pencil case* or a *clear plastic sleeve*. Only NESAs approved calculators can be used. These will be checked by staff before examinations commence. NESAs suggests you use a **black pen**.
9. What you **cannot bring** to your **examination table**
 - A mobile phone. Mobile phones are not permitted at your examination table under any circumstances
 - A programmable watch, e.g. an Apple Watch
 - Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc), music players or electronic dictionaries
 - Paper or any printed or written material (including your examination timetable)
 - Dictionaries, except where permitted in language examinations
 - Correction fluid
10. Students **risk cancellation of their examination** paper if there is a **breach of any of these rules** or where the student engages in any form of malpractice. The Principal is the final arbitrator in these situations.

THE 2021-2021 HSC YEAR

	2021	2022	2022	2022
	TERM 4	TERM 1	TERM 2	TERM 3
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				Trial HSC Exam Examinations
WEEK 5				Trial HSC Exam Examinations
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11				

HSC GLOSSARY OF KEY WORDS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, and employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (Analyse/Evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	Choose relevant and /or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information

- Propose** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
- Recall** Present remembered ideas, facts or experiences
- Recommend** Provide reason in favour
- Recount** Retell a series of events
- Summarise** Express, concisely, the relevant details
- Synthesise** Putting together various elements to make a whole