Orange High School

2022

HSC Assessment Policy and Guidelines

Creating the future

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ORANGE HIGH SCHOOL POLICY FOR ASSESSMENT IN THE HSC COURSE 2021/22

Introduction to HSC Assessment

Welcome to your final year of schooling for the award of a Higher School Certificate (HSC). Orange High School has a strong history of achievement and high expectations for your continued learning. Knowledge gives us confidence in the information age and as a result, it is important that each of you have a clear understanding of the rules and regulations regarding the Higher School Certificate Assessment.

The information contained in this booklet is designed to be comprehensive yet user friendly. Each year the policies and procedures are reviewed and developed to ensure fair and quality processes are in place. It is important that you read through and understand the rules and requirements so you are supported to achieve at the highest possible level. Your assessment results will make up 50% of your total HSC marks. All assessment tasks are designed to accurately assess the depth of your understanding of course outcomes against HSC standards. To ensure compliance with NSW Education Standards Authority (NESA) requirements, assessment tasks are also designed to separate students based on their demonstrated competence and understanding of knowledge and skills. Above all, it is important that assessment processes and procedures are fair and transparent. Working together and sticking to the rules will ensure fairness for all.

The rules and information contained in this policy booklet are based on information gained directly from NESA documents including:

- Assessment in a standards-referenced framework –a guide to best practice
- 2021 Higher School Certificate – Rules and Procedures

In some cases, information has been modified to match the context of Orange High School while other sections have been incorporated into this policy in their original form. Further information is available on NESA Website: Http://educationstandards.nsw.edu.au

The information in this policy booklet is for use by Orange High School Students and their Parents, Class Teachers, Head Teachers and the Senior Executive of Orange High School.

The document is divided into 8 main sections:

I. **Section I: The Higher School Certificate – An Overview**
II. **Section II: School Based Assessment**
III. **Section III – NESA Requirements/Regulations Relating to HSC External Examinations**
IV. **Section IV: Additional Information**
V. **Section V: Appendices**
VI. **Section VI: Assessment Calendar**
VII. **Section VII: Subjects, Course Components, Outcomes Assessed and Weightings**
VIII. **Section VIII: Evaluation**

All procedures, rules and expectations relevant to each section are documented in detail. Some of these procedures, rules and expectations relate directly to students, whilst others are for teacher reference and guidance.

School procedures provide certainty, direction and information to assist students, parents and staff to navigate through the HSC, as well as processes to follow when issues arise.

The Orange High School Assessment Committee oversees the Orange High School procedures relating to the HSC. The committee consists of the Principal, Deputy Principals and Head Teacher Administration –Students. Any combination of the five members can meet to approve illness/misadventure appeals, consideration of absence or extensions; to investigate, deliberate, make recommendations and rulings regarding complex or uncertain situations; and to provide clarification.

In all cases, the principal has the ultimate decision making authority, including the use of his discretion.

If there are any queries about any of the school procedures, rules or expectations contained in this document, please contact one of the Deputy Principals for clarification.

Chad Bliss
Principal

Section I: The High School Certificate – An Overview:

The Higher School Certificate (HSC) is the highest certification awarded in New South Wales schools. It is achieved by students who satisfactorily complete Years 11 and 12 at secondary school. To be eligible, students must meet HSC Course requirements and sit for the statewide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

To gain an HSC, students must have completed a minimum of 12 units of Year 11 courses and 10 units of HSC Courses. All courses in the HSC have a unit value. Most courses are 2 units. Students must satisfactorily complete the Year 11 course (usually studied during Year 11) before they are eligible to commence the corresponding HSC Course (usually studied during Year 12). English is the only compulsory subject for the HSC.

Types of HSC Courses

❖ **Board Developed Courses*:*** Most courses studied for an HSC are Board Developed Courses. They are set and externally examined by NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and its Environment, Languages, and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of an Australian Tertiary Admission Rank (ATAR).

❖ **Board Endorsed Courses**: These include courses that are developed by schools, TAFE or universities rather than NESA. They contribute to the HSC but do **not** contribute to the calculation of the ATAR. Examples of Board Endorsed Courses are Sport Lifestyle and Recreation Studies and Work Studies.

❖ **Vocational Education and Training (VET)**: There are 14 Industry Curriculum Frameworks (Automotive, Business Services, Construction, Electro Technology, Entertainment Industry, Hospitality, Human Services, Information and Digital Technology, Timber and Furniture Technologies and Metal and Engineering Technologies, Primary Industries, Retail Services Tourism and Events). These courses have been designed to deliver units of competency that are drawn from Industry Training Packages encompassing a range of Board Developed Courses and which allow students to gain Australian Qualifications Framework (AQF) Certificates, usually at Certificate II or III level.

Students may elect to have **ONE** VET course included in the calculation of their ATAR, if the HSC Examination is satisfactorily attempted. Students studying VET courses will not be automatically entered into the examination**. A student wishing to be entered for the HSC Exam for a VET subject must advise their Class Teacher or the VET coordinator if they are studying the course at a TAFE or other provider**. Each of the VET Industry Curriculum Framework courses includes a **mandatory** component of **work placement** during which students leave the school and work in a suitable workplace.

Work placement is a mandatory requirement for VET Curriculum Framework courses and some Board Endorsed VET courses. **35 hours of work placement per 120 hours of coursework must be carried out to satisfactorily meet the course requirements.** If students do not complete this requirement it means that the course has **not** been completed. If for any reason a student cannot attend work placement, it is ***the student's*** responsibility to notify the workplace supervisor and their teacher and organise to complete the work placement at a mutually agreeable time.

HSC assessment

For most Board Developed Courses, the final HSC mark is determined by a combination of

- The school-based assessment mark (50%)
- The HSC Exam mark (50%)

Section II: School Based Assessment

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school within the rules set by NESA.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects. The details of all HSC assessment tasks, including weighting and due dates are outlined in further detail in this policy.

This section deals with aspects relating to school based assessment, including NESA rules, and Orange High School (OHS) expectations and procedures to deal with situations that arise relating to school based assessment.

The specific topics covered in this section are:

A. NESA rules and work requirements relating to diligence and sustained effort
B. OHS procedures for teaching staff regarding the Administration of Assessment Tasks
C. Expectations of students regarding the satisfactory completion of school-based assessment - following the course, working with diligence and sustained effort and achieving course outcomes
D. Expectations of students regarding honesty and the submission of "All My Own Work"
E. Expectations of students regarding Examinations
F. Procedures relating to final school based assessment marks
G. Procedures related to the review mechanisms and appeals for school based assessment

A. NESA RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT

The satisfactory completion of all courses in the HSC requires the Principal to have sufficient evidence that the student has:

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

The satisfactory completion of all courses in the HSC (as outlined above) has two major components:

***Completion of all Course work*:** This includes class work, class tests, essays, set tasks in class, assignments and regular homework. Although course work may not be considered as a formal assessment, it has a critical part in determining whether a student has met NESA criteria for course completion mentioned above.

***Completion of Assessment Tasks*:** These are clearly identified tasks that must be completed in each course. The tasks for each course are identified in this Assessment Tasks and Schedule booklet and contribute to the final assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise, they have not met the requirements of that course.

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given a written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements. If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform both, the student in writing, and NESA.

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to NESA.

If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Higher School Certificate.

Completion of HSC: All My Own Work Program

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Year 11 or HSC Course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

OHS Procedure for completion of All My Own Work

In Term 4 of Year 10, students will complete the All My Own Work program in preparation for the Year 11 Course. This will be overseen by the School Librarian. Students who have not completed All My Own Work upon commencement of Year 11 or upon arrival at OHS will be required to complete All My Own Work within a negotiated time frame.

B. OHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS

OHS Procedures relating to the number and types of assessment tasks to be used for each course A balance is required between obtaining sufficient information and not over assessing. There are four formal assessment tasks in Year 12, (including the Trial HSC) for two unit courses and two to three tasks for one unit courses are considered sufficient to adequately assess the components of most courses. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks need to be set at an appropriate level of difficulty that allows the full range of marks to be available. The syllabus provides guidance in relation to the types of tasks that are suitable.

The ***Faculty Head Teacher*** is responsible for ensuring these guidelines are followed.

The Year 11 Deputy Principal checks assessment schedules against subject specific requirements prior to publishing the policy.

OHS Procedures relating to Informing students in writing of their assessment schedules

Copies of this policy are provided to all HSC students who sign to acknowledge they have received the booklet. ***The Year 12 Advisor*** manages this process. An HSC information evening for parents and students is held in Week Two of Term Four, where the policy is distributed to students. ***The Year 12 Deputy Principal*** coordinates this evening.

OHS Procedures relating to planning the scheduling of tasks in a coordinated way.

The ***Year 12 Deputy Principal*** oversees the coordination between subject areas so that students do not have too many assessment tasks scheduled close together. In most cases a maximum of two subject lines per week will be assessed. There may be occasional exceptions to this, where it is not possible to limit assessment items to a maximum of two.

Class Teachers are required to follow the Assessment Schedule for their subject ensuring that outcomes listed in the schedule are assessed as per the task information and that the task is submitted on the scheduled week.

OHS Procedures relating to changes of due date for assessment tasks

In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the ***Faculty Head Teacher*** must gain approval from the relevant ***Deputy Principal*** *using the relevant form (See Appendix 1- Forms)*. If approval to seek a change of date is granted, the ***Faculty Head Teacher*** will inform the class in writing of any change using the form "Notification for Change of Date of an Assessment Task". For the change of date to be approved students will be asked to sign that they acknowledge the new due date and any concerns can be addressed. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.

OHS Procedures relating to providing adequate notice for tasks.

In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of the precise timing of each assessment task. ***Class Teachers*** must give students **at least TWO WEEKS** written notice for each assessment task, advising the due date, type of task, precise timing of task, weighting of the task, assessment criteria and outcomes being assessed. The ***Faculty Head Teacher*** is responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

The ***Class Teacher*** will provide the library supervisor with a copy of the task when it is distributed to the class as well as a class list.

When providing notice of assessment tasks, students are informed of:

1. the scope of each assessment task
2. the weighting of the task (eg 10%)
3. the form the assessment task will take
4. the proposed timing and duration of the task
5. the outcomes being assessed
6. the marking guidelines or criteria

OHS Procedures relating to providing notice of assessment tasks when students are absent from school when assessment information is given out.

It is ultimately the responsibility of ***the student*** to catch up on any missed work due to absence. This includes cases where assessment information is given out. Students are advised to check the OHS website regularly where assessment tasks are also placed.

The Class Teacher *may assist the student by checking assessment sign out sheets in the lessons following the handing out of the task notification, to ensure all students have the assessment information. If a* ***student*** *receives their assessment information within 2 weeks of the due date they may be able to follow the processes for extension or illness/misadventure.*

OHS Procedures relating to occasions when estimates are given or substitute tasks administered.

If a student fails to complete an assessment task specified in the assessment program, ***the student*** should follow the illness/misadventure or consideration of absence process. If the *A****ssessment Committee*** considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted **or** a mark may be awarded based on a substitute task **or** in exceptional circumstances an estimate mark may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only the Principal will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

OHS Procedures relating to Invalid tasks/parts of tasks or non-discriminating tasks.

In exceptional circumstances where tasks do not function as required, or where there are problems in their administration, a suitable approach to maintain the overall component weightings will be determined by the *A****ssessment Committee*** in consultation with the ***Faculty Head Teacher***. Such approaches may adjust within the mandatory weightings and components of the syllabus, adding an additional task (with sufficient notice). In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

OHS Procedures relating to situations when more than one class is undertaking the same course

Multiple HSC classes, whether on the same line (e.g. English) or different lines (e.g. Biology) will follow common assessment programs with common tasks, conditions and marking procedures at common times wherever possible.

OHS Procedures relating to the recording of assessment marks

In addition to maintaining their own records, ***Class Teachers***, use Sentral Markbook to record marks for individual assessment tasks. Raw marks should be entered immediately upon marking the assessment task. The **Faculty Head Teacher** is responsible for ensuring that the Sentral Markbook for each subject is set up accurately within deadlines.

OHS Procedures relating to the awarding of marks for an assessment task

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable ***Class Teachers*** to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

OHS Procedures relating to teacher feedback to students on their performance

Students should receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and/or written comments. The feedback given for learning activities that do not contribute to the final HSC assessment mark should assist students in their preparation for tasks that are part of the HSC. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement. To maximise the benefit for students, an assessment task should be marked by the ***Class Teacher*** and feedback to students finalised within two weeks of submission unless exceptional circumstances exist.

OHS Procedures relating to providing feedback to students in relation to the HSC standards.

When giving feedback to students on their performance on assessment tasks, **Class Teachers** can work through with their students some of the materials in the HSC standards packages, to identify questions that are related to the assessment topic from past HSC Examinations, discuss answer requirements and marking guidelines and view the responses of a number of students which represent different levels of achievement. By working through these responses the teacher can highlight the important features of the responses, including their strengths and any shortcomings.

OHS Procedures relating to reconciling assessment marks with the descriptions in the performance bands.

When providing feedback to students, ***Class Teachers*** may use the wording of outcomes and band descriptors, where appropriate. This should not be communicated or interpreted as a direct correlation to a particular band at HSC level.

OHS Procedures to ensure marks accurately reflect relative differences in achievement between students within the group

Marking guidelines should indicate the marks to be awarded for different levels of achievement in each task, using the full range of marks. They should be clearly linked to course outcomes. Standards packages provide examples of different standards of performance and can assist teachers in developing marking guidelines that will appropriately reward students.

In some cases, double or panel marking of tasks may be appropriate. When a task, or part of a task, is to be marked once only, consistency may be improved if one person marks the task for the entire candidature.

Assessment tasks at Orange High School will be set and marked to the standards as published by NESA. Raw marks linked to NESA standards are used when recording assessment marks.

OHS Procedures relating to assessment tasks in separate class groups for the same course

All HSC Assessment tasks are developed with clear, consistent rubrics and marking criteria. In cases where multiple teachers mark the same task across separate class groups, it is the responsibility of the Faculty Head Teacher to ensure that there is a shared understanding of marking guidelines between Class Teachers, thereby ensuring consistency.

The features of quality assessment tasks

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

Assessment tasks should:

- ❒ Focus on outcomes
- ❒ Give students the opportunity to demonstrate what they know and can do and assist their learning
- ❒ Be valid and reliable, measuring what the task purports to assess, and providing accurate information on each student's achievement
- ❒ Allow for discrimination between the performances of individual students.

The effective marking of assessment tasks requires consistent application of marking guidelines:

- ❒ Marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark
- ❒ A mark range that allows for discrimination between the performances of individual students
- ❒ A shared understanding of the demands of the tasks among the teachers responsible for the marking

Feedback and reporting on student progress and achievement should be:

- ❒ Meaningful and constructive, designed to assist students to improve their performance
- ❒ Linked to the specific outcomes and marking criteria addressed by the task
- ❒ Provided in a timely manner.

Marks for individual assessment tasks and records of competency should be:

- ❒ Recorded by the teacher responsible for marking the task
- ❒ Checked to ensure any marks for various parts of a task have been correctly totalled
- ❒ Entered into SENTRAL Markbook for all tasks for all students in the course
- ❒ Maintained in a secure and safe location.

C. EXPECTATIONS OF STUDENTS REGARDING THE SATISFACTORY COMPLETION OF SCHOOL BASED ASSESSMENT – FOLLOWING THE COURSE, WORKING WITH DILIGENCE AND SUSTAINED EFFORT AND ACHIEVING COURSE OUTCOMES

Students are expected to attempt *all* work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non- completion) Determination.

Students must:

- Participate in all learning experiences, including classwork, homework, non –assessable items of work and assessment tasks
- Provide documentation to explain legitimate absences
- Attend regularly
- If absent from a lesson(s) actively pursue and catch up on any work that was missed and check whether any assessment tasks have been issued
- Submit assessment tasks by the due date, to an acceptable standard, and in an appropriate format. (The specific date and time for the submission of the task will be provided with the formal written notification of the task at least two weeks prior to the due date)
- Make a serious attempt at the work
- Present their own work
- Acknowledge all sources of information used
- Complete the appropriate paperwork to acknowledge that the Assessment Task has been received

OHS Procedures relating to the submission of assessment tasks

To ensure fairness for all, please note that any students submitting a task and NOT attending school the day of submission, will be required to provide documentation confirming a medical reason for non-attendance. Otherwise, the submitted task may be given a zero.

Students are expected to make a serious attempt and submit all assessment items on the due date [prior to the first morning bell (8:55 am).

If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher by 8.55 am on the new due date.

The student is required to complete all details on the assessment cover sheets. (see appendix-assessment cover sheet). ***The Teaching staff*** responsible for receiving the tasks will sign a receipt (part of the cover sheet) and give to the student and record the submission on a class list (see administration of tasks).

It is the responsibility of ***the student*** to ensure that all assessment tasks are submitted on time and in the correct format for marking.

Unforeseen Circumstances*:* In the event of unforeseen circumstances occurring on the morning that a task is due to be submitted, the student or immediate relative is required to notify the Class Teacher at school as soon as possible.

Computer Failures: Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

Submission of non-written tasks*:* Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission. Each student is responsible for maintaining an updated copy of his or her assessment task on a CD, DVD or thumb drive in a suitable program that can be easily accessed.

***OHS Procedures relating to occasions when zero marks are awarded*.**

The following (in any course), will result in a **zero mark and an 'N' (non-completion) determination** warning letter:

- Failure to complete or submit assessment tasks **on time** (i.e. after 8:55 on the due date) without a valid reason and supporting evidence
- Not being present for an assessment task without a valid reason and accompanying evidence
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment
- Serious malpractice

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NESA. Refer to procedures below regarding non-serious attempts.

OHS Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course (N award determination warning letters)

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject.

In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an **'**N' (non-completion) determination warning letter will be sent to their home, requiring ***the student*** to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

The ***Class Teacher*** is required to enter a "new incident" in the "N award" section of SENTRAL Welfare within 3 days of marking the class task.

Original task not submitted after N award letter sent
If after the new date for submission, a student has still not submitted the assessment task, a second "new incident" in the "N award" section of Sentral should be created by the ***Class Teacher***. A second letter should be sent. No further letters will be required to be sent for that particular task, whether it is submitted or not.

Multiple N awards
Twice a term, ***Deputy Principals and the Head Teacher Administration (Students)*** will identify those students with multiple N award determination warning letters and communicate with the student and parent to discuss a formal learning plan to rectify the situation.

Attendance
While NESA does not stipulate attendance requirements, significant absence has a negative impact on a student's ability to meet the course completion criteria. Twice a term***, Deputy Principals and the Head Teacher Administration (Students)*** will identify those students with significant attendance concerns. N award determination warning letters will be sent to students, relating it to the non-completion of course requirements as a result of their absence.

OHS Procedures for application for Illness/Misadventure
If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control eg. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the Illness/Misadventure Form. **Misadventure** refers to any **valid** reason immediately before or during a task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below. ***The student*** is responsible to pursue the illness/misadventure, extension or consideration of the absence process. There is no onus on the Class Teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Step 1: ***The student*** collects or prints out the relevant application form (see appendix –forms) within two school days of the student's return to school. (Form available on the OHS Website)

Step 2: ***The student*** must fully complete the Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: ***The student*** submits the completed form to the ***Faculty Head Teacher.***

Step 4: The ***Faculty Head Teacher*** will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5: ***The student*** will hand the completed form to the relevant ***Deputy Principal***, who may consult other members of the Assessment Committee before approving or rejecting the application.

Step 6: The ***Deputy Principal*** will notify the student and the faculty Head Teacher of the result of the outcome of the Illness/Misadventure as soon as possible.
If the consideration of the Illness/Misadventure application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the ***Class Teacher***, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on "like tasks" with the Principal's approval, or the school will use a mark based on a substitute task. Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

OHS Procedures for application for consideration of Absence or Extension

Students who cannot submit an assessment task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task, a*t least two days prior to the due date*, on the Extension Application form or Consideration of Absence form (Form available on the OHS Website). Notice of foreseeable absences must be brought to the attention of the Class Teacher and subject Head Teacher by ***the student*** as soon as possible.

In general, activities such as work placement, sporting commitments, excursions, etc. do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organised and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be away on the due date of submission

Students are permitted to submit tasks prior to the due date in these and other situations as long as the Class Teacher agrees. It is the student's responsibility to plan around foreseeable absences.

It is important to note that:
Students are responsible to pursue the illness/misadventure, extension or consideration of the absence process. There is no onus on the Class Teacher to instigate this process.
In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure will receive a zero '0'; and a 'N' Warning letter will be sent to the student's home address and a record will be kept at a centralised place at school.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below

Step 1: ***The student*** collects the relevant application form from the OHS Website.

Step 2: ***The student*** must fully complete the Extension Application or Consideration of Absence form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: ***The student*** submits the completed form to the subject Head Teacher at least **two *days prior*** *to the due date of the task.*

Step 4: ***The Faculty Head Teacher*** will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5: ***The student*** will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or rejecting the application.

Step 6: ***The Deputy Principal*** will notify the student and the **Faculty Head Teacher** of the result ASAP.

If the consideration of Absence or Extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the ***Class Teacher***, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on assessment evidence with the Principal's approval, or the school will use a mark based on a substitute task. Invalid reasons for absence or extension will result in a mark of zero '0' for that task.

OHS Procedures for students who have prolonged absences

Following negotiations with the Deputy Principal and associated supporting evidence, in exceptional circumstances it may be possible, for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent.

The student should make contact with the relevant Faculty Head Teacher or the relevant Deputy Principal to discuss this prior to the task wherever possible.

D. EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK

The following standard sets out NESA requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of ***students*** in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgment.

What constitutes malpractice?

All work presented in assessment tasks and HSC Examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your HSC results.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on 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 has 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 in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

OHS Processes for dealing with malpractice

Issues of alleged academic malpractice will be referred to the Assessment Committee for deliberation. Documentation or evidence must be presented by the Head Teacher and ***reporting teacher(s)*** to support the claim.

An award of 'zero' marks will be issued if a student is deemed to have gained an unfair advantage in an assessment task. The Assessment Committee will determine what, if any further penalties appropriate to the seriousness of the offence will apply.

In the case of suspected plagiarism, the ***student*** will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Strategies to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time.

Class Teachers should incorporate strategies to ensure the authenticity of responses and minimise the chances of malpractice.

The following suggestions could be incorporated into the administration of assessment tasks:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- checkpoints: asking students to submit part of the task at critical points in its development
- having students submit their original drafts in addition to their final work
- Incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

When group tasks are required for internal assessment, the school should ensure that:

- they are designed to assess the contribution of individual group members
- they allow each student's understanding of the process to be demonstrated
- the group agrees on procedures for how the task will be developed.

E. EXPECTATIONS OF STUDENTS REGARDING EXAMINATIONS

These expectations apply before, during and after the examination until all students have left.

Students must:

- Behave in a safe and respectful way to all supervisors and other students.
- Follow the supervisors' instructions at all times
- Remain silent throughout the examination
- Raise their hand if the student wishes to ask a question during an examination and wait for a teacher to respond
- Remain in their seat unless permission to move is granted by a teacher
- Only use approved aides
- Complete their own work. Copying someone else's work in part or in whole and presenting it as their own will result in an award of zero marks

Students must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the assessment committee.

F. PROCEDURES RELATING TO FINAL SCHOOL BASED ASSESSMENT MARKS

At the conclusion of the HSC assessment program, a school based assessment mark will be submitted to NESA for each student and each course studied based on performance in assessment tasks. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on a student's Record of School Achievement or results notice. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC Examination. The rank order and relative gaps of students as submitted by the school is not changed.

OHS Procedures for calculating final assessment to ensure that the marks from individual tasks can be aggregated validly.

The Class Teacher under the supervision of the Head Teacher is responsible for calculating the final school-based assessment marks. The final assessment marks for a course should be reached by the simple aggregation of raw marks awarded and weightings for each assessment task. Provided tasks are set and marked accurately this should ensure that the final rank order and relative differences accurately reflect the achievements of the students against NESA Standards.

OHS Procedures related to the level of discrimination that should be used when teachers apply standards.

Provided the marking guidelines have been well constructed to enable the full range of marks to be awarded for each task, where appropriate, it is likely that for most groups the final assessment marks will show sufficient discrimination between the achievements of the students.

Students' performances in the HSC and their moderated assessment marks are used in the calculation of the students' ATAR. Their examination marks and school raw assessment marks after the statistical moderation is applied to the assessments (that is, before the alignment to the performance scales) are re-scaled by the Universities Admission Centre to create the ATAR rank used in the selection of students for tertiary courses.

OHS Procedures for communicating student assessment rank progress to students

Student's cumulative ranks will be communicated in the Mid-Course and End of Course School Reports. ***Class Teachers*** should **not** reveal actual total assessment marks to students.

OHS Procedures for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC Examinations

Class Teachers **MUST NEVER** reveal actual total assessment marks to students.

If s***tudents*** wish to know their Assessment Rank order, they may access their final rank in each course by using the *Students Online* service *or accessing their Assessment Rank Order Notice* after their last HSC Examination from the ***Deputy Principal*** within the period of time for appeals. *Assessment Rank Order Lists* are provided for the information of the Principal and staff only.

OHS Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC Course

For students who transfer into a school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks to NESA and students will be ranked with their previous school cohort.

In the case of VET curriculum framework courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

G. PROCEDURES RELATED TO THE REVIEW MECHANISMS AND APPEALS FOR SCHOOL BASED ASSESSMENT

OHS Procedures related to School reviews

Disputes typically arise over marks awarded, the administration of the task, or whether the task conforms to the school's HSC Assessment Policy.

Schools can minimise the possibility of disputes arising by:

- providing clear instructions and expectations for each task
- providing clear criteria for marking
- using a range of marking strategies, such as common or consensus marking of tasks
- checking that each task conforms with the assessment program.

In instances where disputes cannot be resolved by the ***Class Teacher***, ***Faculty Head Teacher*** or relevant Deputy Principal, a school based review can be held at the request of a ***student.*** If a student wishes to apply for a review, it must be undertaken by the date specified by NESA. The Review will be undertaken by the assessment committee. The relevant ***Deputy Principal*** will advise the student, parent, Class Teacher and Faculty Head Teacher of all outcomes of any review. The relevant Deputy Principal will advise NESA of any changes to assessment marks. (Applications requesting a school review must be made on the appropriate form available from the OHS website)

Review of the Administration of an Assessment Task

Principals have made provision for a student to have the administration of an Assessment Task reviewed, within five school days after the Assessment Task has taken place. Marks or grades awarded, will not be subject to review as part of this process.

Assessment rank appeals

After the final HSC Examination, students can obtain their rank order for assessment in each course via Students Online. If ***a student*** feels that their placement in any course is not correct, they should talk to their ***Class Teacher*** immediately. If a student is still not satisfied that the ranking is correct, they may apply to their Principal for a review.

In the event of a student requesting an administrative review, this will be conducted by the assessment committee. Reviews are limited to the assessment process.

The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

OHS Procedures related to appeals to the NSW Education Standards Authority

If a student is dissatisfied with the outcome of the school review, they may appeal to NESA.

In such circumstances a ***student*** would advise the Principal that they would like to appeal.

Students cannot appeal to NESA against the marks awarded for individual assessment tasks. NESA will consider only whether:

- the school review process was adequate for determining items
- the conduct of the review was proper in all respects.

NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from the school. Appeals to NESA must be lodged at the school by the date on the form. No extension will be considered.

Section III – NESA Requirements/regulations relating to HSC External Examinations

The HSC Examination mark for Board Developed Courses is based on the student's performance in the external HSC Examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination. There is no external HSC Examination for Board Endorsed Courses.

This section examines the external examination rules and regulations relating to the following.

- Submitted works:
- Examination dates and times
- Examination attendance rules
- Illness/misadventure during the HSC Examination period
- Equipment for the examinations
- Equipment for the examinations
- Examination room procedures
- Conduct during the examinations

A. SUBMITTED WORKS

The following courses require students to undertake practical examinations or to submit works as part of the HSC Examination: Design and Technology, Drama, English Extension 2, Industrial Technology, Languages (except classical languages and Background Speakers courses), Music (all courses), Society and Culture, Visual Arts.

Students should refer to the assessment and examination materials for each course they are studying for specifications and other requirements relating to performances and submitted works. Performances and works that do not comply with the requirements may be penalised.

Students are required to certify that any submitted work is their own, and that any words, ideas, designs or workmanship of others have been acknowledged appropriately. The ***Class Teacher*** will monitor all submitted works through their development and is expected to keep records of individual student progress as per NESA requirements specific to each subject. ***Class Teachers*** and ***Principals*** must certify that the work has been done under the teacher's supervision, was the student's own work consistent with earlier drafts and other examples of the student's work and was completed by the due date. If school staff cannot certify the work, the student may be awarded zero marks, or they may receive reduced marks. Students who are planning a work that will need to be worked on at home must obtain their teacher's permission first and procedures will be put in place to ensure appropriate monitoring can occur or, if this is not possible, the project may need to be changed.

Students who are repeating a course where a submitted work is required cannot submit any work entered and marked for the HSC in a previous year without the special permission of NESA. If a major work was developed for a previous HSC Examination but not submitted, it may only be submitted in the current course with the approval of the assessment committee

A submitted work developed for one course may not be used either in full or in part for assessment in any other course.

All submitted works (other than those submitted electronically) will be returned after marking. Some works will be retained until the following year. While every care will be taken with them, NESA accepts no responsibility for loss or damage to such works. It is the student's responsibility to arrange any insurance. The ***Class Teacher*** will provide advice regarding the packing of submitted works. Students intending to submit works in print or electronic format should keep copies.

The Languages oral examinations and the practical examinations for Music and Drama are held earlier than the written examinations and may be held at different locations. Advice about this will be sent to your school and will be available on Students Online. The Languages oral examinations and the practical examinations are held during Term 3, and submitted works are to be completed during Term 3. Students are advised to check the NESA website for precise dates.

B. EXAMINATION DATES AND TIMES

NESA publishes the examination timetable on its website in Term 2 and students can access their personalised HSC timetable via Students Online. It is your responsibility to obtain a timetable and read it carefully.

If a student misses an examination simply because they have misread the timetable, ***the student*** must contact their Principal immediately. Illness/misadventure appeals on these grounds will **not** be upheld and an examination mark of zero will be given. However, except in the case of courses for which there is no assessment mark, the student may still be eligible to receive a result in the course.

On the day of the first English examination, students must be at the examination location at least 30 minutes before the start of the examination. For all other papers, students must be at the examination location at least 10 minutes before the start of each examination.

If a student arrives more than one hour after the commencement of the examination, they will be admitted to the examination room, but will need to satisfy NESA that their responses should be accepted for marking.

C. EXAMINATION ATTENDANCE RULES

Students must sit for their examinations at the Centre they have been allocated (Orange High School). If a student is unable to get to their examination centre because of unusual circumstances such as floods, ***the student***, if possible, should contact the Deputy Principal. In some cases, the student may be advised to go to an alternative centre.

Students can only sit for examinations in the courses for which they have entered. Students are not permitted to change courses or add courses during the examinations. Students must sit for all examinations for which they have entered, unless prevented by illness or misadventure.

A student who has entered for an Extension course (other than Mathematics Extension 2) and fails to sit for the examination in the related 2•unit course, will not receive a result in either course unless an appeal is submitted and upheld by NESA.

If English Extension 2 or Mathematics Extension 2 candidates fail to sit for the related Extension 1 examination, they will not receive a result in the Extension 2 course unless an appeal is submitted and upheld by NESA.

D. ILLNESS/MISADVENTURE DURING THE HSC EXAMINATION PERIOD

If a student cannot attend an examination because of illness or misadventure, ***the student*** should notify the Deputy Principal immediately.

If illness or misadventure occurs before the examination and the student is still able to attend, they should notify the Presiding Officer when entering the examination. Students must notify the Presiding Officer at any examination session, where their performance has been affected by illness or misadventure, or if a problem occurs during an examination

OHS Processes related to illness/misadventure during HSC Examinations.

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is their right and responsibility to lodge an illness/misadventure appeal. Appeal forms and Higher School Certificate Examination Appeals Due to Illness or Misadventure: Information Guide for Students are available from the Presiding Officer or the Deputy Principal. These documents provide further details of appeal procedures. It is important that you follow the instructions provided.

The process for illness /misadventure for HSC Exams is different to the illness and misadventure process for school based assessment tasks. Students are required to collect an official NESA illness/misadventure form from the Presiding Officer or the Deputy Principal. There are four sections on the form that must be completed by the Student, a relevant independent expert, e.g. doctor or police officer, The Presiding Officer and The Principal.

Note: A Doctors Certificate on its own will not be sufficient. The illness misadventure form must be lodged by the Principal within 7 days (for practical examinations, performances or submitted works) and within 7 days of the student's final HSC Examination (for all other examinations). Late appeals will be considered only in exceptional circumstances.

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a true measure of their achievement.

It does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities prior to the formal study vacation
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination
- conditions for which you have been granted disability provisions, unless you experience further difficulties
- courses that are undertaken as a self-tuition student.

It is important that students attend the examinations where possible, even in the case of illness/misadventure. NESA will not uphold an illness/misadventure appeal if the reason for the absence is not considered to be sufficiently serious. Students should consult their school Principal before deciding not to attend an examination. Students will be notified of the results of any appeal on the same day as the release of examination results. If an illness/misadventure appeal is upheld, the student will be awarded the higher of their examination mark and a mark derived from their assessment mark and unaffected components of the examination. The student's Record of School Achievement will indicate if this alternative is used. If a student is absent from an examination and lodges an illness/misadventure appeal that is declined by NESA, they will not receive a result in that course.

E. EQUIPMENT FOR THE EXAMINATIONS

Students may only take equipment listed below into the examination room – (in clear plastic):

- black pens (blue is also acceptable, but black is easier for markers to read)
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pens.
- specific equipment (such as a calculator) is required for certain examinations and must be provided by the student
- monolingual and/or bilingual print dictionaries relating to the language being examined are permitted into certain Language examinations. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place
- water in a clear H20 bottle, no label.

For the examinations in which scientific calculators are permitted, students may only use those calculators that appear on NESA's list of approved scientific calculators. Well before the examination, ***the student*** should check that their calculator is approved. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found in the HSC Exams section of the NESA website. Before the examination begins, Presiding Officers and Examination Supervisors will inspect any equipment brought into the examination room.

The list of specific equipment for each of these examinations is available on the Equipment checklist page in the HSC Exams section of NESA's website. Equipment should bear only the original inscribed information. Students must supply materials that are in working order (this includes calculators).
Illness/misadventure appeals on the grounds that examination equipment did not work correctly will not be accepted. Students are **not** permitted to borrow equipment during examinations.

Equipment that is not permitted

- Electronic dictionaries
- Mobile phones
- Electronic devices, such as organisers, MP3 players and dictionaries, are not permitted in an examination room under any circumstances
- Smart watches

Presiding Officers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile phones and other electronic devices.

F. EXAMINATION ROOM PROCEDURES

Students must sit at the desk showing their name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.
Students are required to remove their watch and place it in clear view on the examination desk.
It is the student's responsibility to make sure that the correct examination paper has been provided for the course they have entered. When asked to do so by the supervisor, students must also check their examination papers to make sure that there are no pages missing.

Reading time for examination papers is as follows: - Be silent

- 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2 unit English Courses
- 10 minutes of reading time for all written Language examinations for Beginners, Heritage, Background Speakers and Extension courses, and for Continuers courses in modern languages
- 5 minutes of reading time for all other written examinations.

During reading time, students must not write, use any equipment including highlighters, or annotate their examination paper in any way. For examinations in which dictionaries are permitted, you may consult your dictionary during reading time.

For all HSC Examinations students must:

- Read the instructions on the examination paper, as well as all questions, carefully. Presiding Officers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- Write their examination centre number and student number on all writing booklets, special answer booklets and answer sheets, unless that information is pre-printed
- Write clearly, preferably with black pen. While blue pen is also acceptable, black pen is easier for markers to read. Pencil may be used only where specifically directed
- Make sure that all answers are written in the correct answer booklets. If a student writes an answer in the wrong booklet, ***the student*** should notify the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Answers should not be rewritten, but all parts of the answers should be labelled and handed in
- Stop writing immediately when told to do so by the supervisor
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them
- Complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before the student leaves the examination desk.

For all HSC Examinations, Students must NOT:

- Begin writing until instructed to do so by the Presiding Officer or supervisor
- Write their name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students
- Leave the examination room during the exam, except in an emergency. If a student has to leave and wants to return and resume the examination, they must be supervised while absent from the examination room
- Remove an examination paper from the examination room until the examination is over.

G. CONDUCT DURING THE EXAMINATIONS

Students must follow the day to day rules of the school where they sit for their examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate.

The Principal has the discretion to require all students at the school to remain in the examination room until the end of each examination.

The Presiding Officer and examination supervisors are in charge of students. When assembling before an examination, during the examination and after the examination until all students have left, students must follow the supervisors' instructions at all times, including if there is a disruption such as a blackout.

Students must behave in a polite and courteous manner towards the supervisors and other students.

Students must NOT:

- take a mobile phone or programmable watch or Smart watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room, except as approved by the Presiding Officer, eg for diabetic students
- take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- speak or gesture to other students

Students who do not follow these rules, or cheat in the examinations in any way may be asked to leave the examination room, and you will be reported to NESA. The penalty may be cancellation of the course concerned.

If a student does not make a serious attempt at an examination, they may not receive a result in that course and may not be eligible for the award of the Higher School Certificate.

Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to NESA's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded. Actions that may be illegal may be reported to the police.

Section IV: Additional Information

This section provides information about

A. HSC pathways
B. Disability provisions
C. Stage 6 Life Skills Assessment
D. Acceleration
E. Advanced Standing
F. Granting of Leave
G. Repeating courses
H. University admission
I. Where in the school can students, parents and staff go for advice?

A. HSC PATHWAYS (ACCUMULATION)

Students may accumulate HSC Courses towards the Higher School Certificate over a period of up to five years. Year 11 courses may also be accumulated.

The five-year period is counted from the first year a student satisfactorily completes an HSC Course. It will apply regardless of whether or not studies are deferred for one or more years during the five year period. Accumulation of HSC Courses cannot extend beyond a five year period. This five year period is a 'rolling period' and students wishing to go beyond the five years will have the earliest year's course(s) deleted.

Students who are accumulating courses for the Higher School Certificate receive a Record of Achievement for each calendar year of study. These cumulative transcripts record all Year 11 and HSC Courses satisfactorily completed in the previous five years, including repeat attempts.

On completion of the accumulation, all requirements must have been met for both the Year 11 and the HSC patterns of study.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESA.

B. DISABILITY PROVISIONS

The Principal may approve Disability examination provisions for the HSC Course if a student has a special need that would, in a normal examination situation, prevent him or her from:

- reading the examination questions; and/or
- communicating his or her responses.

Principals have the Authority to decide on and to implement disability provisions for school based assessment tasks including examinations.

Applications for known conditions can be submitted to NESA from mid Term 4 in Year 11 and should be submitted as soon as possible. If students wish to apply for disability provisions, the ***student*** should inform the Head Teacher Welfare (see **OHS processes related to Disability Provisions**)

Emergency provisions can be arranged if students have an accident just before the examination that impairs their ability to undertake the examination. In such a case ***the student*** should immediately notify the Head Teacher Wellbeing or Year advisor.

Application for disability provisions should contain recent evidence of the disability and, in some cases, work examples. Students may need to organise any testing required early in the year to ensure their application reaches NESA by the closing date. If applications do not contain sufficient evidence, NESA's decision may be delayed.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

OHS Procedures related to Disability Provisions

A student or parent on behalf of their student, may nominate to be considered for Disability Provisions ***Class Teachers*** or members of the ***Learning Support Team*** (LST) may also nominate students

Nominations for students to be considered for Disability Provisions for the following HSC year are to be made using the application form (see appendix – forms) and given to the Head Teacher Welfare. Students who have accessed Disability Provisions in the Year 11 Course will be automatically nominated to be considered for Disability Provisions for the HSC Course by the Head Teacher Wellbeing.

At the first Learning Support Team meeting of Term 4 the individual particulars of each nominated student will be discussed. The School Counsellor will provide the primary advice in the decision making process at the LST. A recommendation regarding Disability Provisions will be made about each student who is recommended by the LST.

To be considered for disability provisions, a student must meet specific criteria:
One or more of the following:

- a disability confirmation
- an ongoing medical condition
- an injury, illness or accident that may impact on their ability to complete an assessment task or examination
- significant learning delays (literacy levels at least 2 years below national minimum standards)

Provisions should be offered immediately from the commencement of the HSC Course or following the recommendation of Disability Provisions by the LST, providing Disability Provisions similar to those available for the HSC Examinations, for example, writers, additional time and separate supervision. For some students with disabilities alternative tasks may be devised.

All application processes relating to Formal Disability Provisions for HSC Examinations or submitted works including documentation, official application processes and the implementation of the Disability Provisions are overseen by the ***Head Teacher Wellbeing***.

C. STAGE 6 LIFE SKILLS ASSESSMENT

Student progress in Stage 6 (Year 11 and 12) Life Skills courses is assessed via the achievement of outcomes determined in their individual education plan. Students will be provided with a profile which lists the demonstrated achievement of outcomes for each Life Skills course.

D. ACCELERATION

Students may undertake Year 11 and/or HSC Courses in advance of their usual cohort or in less than NESA's stated indicative times. The exceptions are VET Industry Curriculum Framework Courses and Beginners language courses. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in NESA's Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and

timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

E. ADVANCED STANDING

Prior learning may exempt a student from certain course requirements and internal assessment tasks. Such exemption is called Advanced Standing. Advanced Standing normally applies to Year 11 courses but in certain circumstances may apply to aspects of HSC Courses. For more information, you should consult the Principal.

F. GRANTING OF LEAVE

The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

G. REPEATING COURSES

A student may repeat one or more HSC Courses, but they must do so within the five year accumulation period. A course may not be counted more than once towards a student's HSC. The Universities Admissions Centre (UAC) will use the most recent result for a course in the calculation of the Australian Tertiary Admission Rank (ATAR) (see also section 7, 'HSC results').

H. UNIVERSITY ADMISSION

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

I. STUDENT ENROLMENT AFTER THE COMMENCEMENT OF THE HSC ASSESSMENT PROGRAM

OHS Procedures relating to students who enter an HSC Course after the commencement of the HSC Assessment program.

The Principal must be satisfied that students who are changing courses have satisfactorily completed the relevant Year 11 course (or equivalent), and that they will be able to complete all HSC Course requirements, including Assessment.

For students transferring into the school, the procedures in place should ensure that a fair and valid assessment mark can be calculated.

J. HSC STUDENTS WHO HAVE NOT MET YEAR 11 REQUIREMENTS

OHS Procedures related to monitoring the provisional entry of students into HSC Courses

There is an expectation that all students commencing HSC Courses have met the requirements of the Year 11 Course in **all** subjects studied. Failure to do so may result in that student being ineligible to commence HSC Courses.

The Principal may, under special circumstances, allow a student who has received an 'N' determination in a Year 11 course, to proceed to an HSC Course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Principals will, however, be required to confirm at the time of HSC Entries, that the student has now satisfactorily completed the relevant Year 11 course requirements and that their entry for the HSC Course is valid. Under such circumstances all outstanding work related to the N award must be finalised by the completion date, which will be negotiated with the student.

All details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC Courses should be documented.

K. WHERE IN THE SCHOOL CAN STUDENTS, PARENTS AND STAFF GO FOR ADVICE?

A copy of the ACE Manual and relevant NESA documents are available on NESA's website:
https://ace.nesa.nsw.edu.au

NESA Liaison Officers are located throughout the state and are available to assist schools with NESA's policies and practices relating to curriculum, assessment and credentialing.
Liaison Officers are listed on NESA's website http://educationstandards.nsw.edu.au/wps/portal/nesa/who-we-are/contact-us

Woodward Street
PO Box 654, Orange NSW 2800
P (02) 6362 3444
F (02)6361 3616
http://www.orange-h.schools.nsw.gov.au

Orange High School

APPENDIX A
CONSIDERATION OF ABSENCE

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Consideration of Absence

Name: **Year:** **Date:**

Subject: **Teacher:**

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for a consideration of absence based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature: **Parent/Guardian's Signature:**

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for Absence

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator: **Date:**

This form is located: www.orange-h.schools.nsw.edu.au and then to the assessment tab.

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APPENDIX B
APPLICATION FOR EXTENSION

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Application for Extension

Name: **Year:** **Date:**

Subject: **Teacher:**

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature: **Parent/Guardian's Signature:**

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for Extension

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator: **Date:**

This form is located: www.orange-h.schools.nsw.edu.au and then to the assessment tab.

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APPENDIX C
ILLNESS/MISADVENTURE

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Higher School Certificate Illness/Misadventure Form

Name: **Year:** **Date:**

Subject: **Teacher:**

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature: **Parent/Guardian's Signature:**

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for Illness/Misadventure

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator: **Date:**

This form is located: www.orange-h.schools.nsw.edu.au and then to the assessment tab.

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HSC
ASSESSMENT COVER SHEET

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Higher School Certificate Assessment Cover Sheet

Subject: **Year:** **Teacher:**

Assessment Task Number (As per Assessment Policy booklet): Assessment

Assessment Task Title:

Assessment Weighting: **%**

Date Distributed: **Date Due:**

All Higher School Certificate Assessment Tasks, other than in-class tasks, must be handed in via the online platform that your teacher has specified by 9.00am on the due date. Zero marks if the Assessment Task is submitted late, unless an Illness/Misadventure or application for extension form have been submitted.

Comments by Teacher:

Assessment Criteria/Marking Rubric:
Attach copy given to you when the task was distributed.

HSC Certificate Assessment Submission Receipt

Student's Name: **Assessment Task Title:**

Date receipted to Student:

Student's Signature:

Teacher's Signature:

Subject Name: **Class Title:**

This form is located: www.orange-h.schools.nsw.edu.au and then to the assessment tab.

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STUDENT APPEAL FORM

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Higher School Certificate Non-Completion of Course Determination

Student Appeal Form

*This form should be completed only if the student feels that he/she has met the ESA' course completion requirements as detailed in the **Principal's Determination Form**, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.*

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by: _____

Principal to insert date)

Student Name:

Student Number:

School Name:

Student's Home Address:

_____

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your Class Teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non- completion of course requirements in the following course(s):

***Course Name** (Please list Extension courses separately)*	**Course Number**

Student Statement in Support of Appeal

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to name and comment on each course separately. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: _____

Course: _____

Course: _____

Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and RoSA timetable of actions for schools*. If the Principal declines your appeal you may ask to have the matter reviewed by the ESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

Student's Signature: _____ **Date:** _____

Parent/Guardian's Signature: _____ **Date:** _____
(if student is under 18 years of age)

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Disability Provisions for Higher School Certificate

Disability Provisions for HSC Examinations are approved by NSW Education Standards Authority (NESA). This can be a lengthy process, which requires documentation to support.

If you wish to apply for Disability Provisions, please complete the form below, and return to the Head Teacher Wellbeing for your year group, as soon as possible.

Student Name: _____ **Student Number:** _____

Reason for application: _____

Do you have documentation to support your application? (e.g Doctor's certificates, letters from other health professionals)

_____

_____

_____

_____

Have you previously had Special Provisions for exams at Orange High School? If so, what were they?

_____

_____

_____

Student Signature: _____

Parent/Guardian's Signature: _____ **Date:** _____

Section VI: Assessment Calendar

School Term Dates

Term 4, 2021	5 October – 17 December (11 weeks)
Term 1, 2022	28 January – 8 April 2022 (10 weeks)
Term 2 - 2022	26 April – 1 July 2022 (10 weeks)
Term 3 - 2022	18 July - 23 September 2022 (10 weeks)

Examination Dates

Trial Higher School Certificate Examinations	Term 3, 2022: Weeks 5 and 6 15th – 26th August, 2022

ASSESSMENT CALENDAR TERM 4, 2021

DATE	SUBJECT	TYPE OF TASK	Line
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6	Japanese Continuers	Spoken presentation	
	Work Studies	Developing time management	
Week 7	Legal Studies	Written Response	
	Mathematics Standards 1	Assignment	
	Mathematics Standard 2	In class task	
Week 8	Ancient History	Research and Report	
	Business Studies	Research, short & long responses	
	Exploring Early Childhood	Case Study - Child's Toy	
	Food Technology	Food Industry Report, case study	
	Industrial Tech (Timber & Metal)	Presentation & Design Folio	
	Mathematics Advanced	In Class task	
	Modern History	Research & written task	
	Music 1	Performance and Viva Voce	
	Physics	Practical Assessment	
	Society & Culture	Research Essay	
Week 9	Agriculture	Report – Farm product study	
	English Advanced	Unseen Analysis and Critical Response	
	English Standard	Unseen Analysis and Critical Response	
	Geography	Research Task	
	Mathematics Ext 1	In class task	
	PDHPE	Research project	
Week 10	Community & Family Studies	Independent Research project	
	English Studies	Extended response	
	Mathematics Ext 2	In class task	
	Sport Lifestyle & Recreation	Resistance Training	

ASSESSMENT CALENDAR TERM 1, 2022

DATE	SUBJECT	TYPE OF TASK	Line
Week 1			
Week 2	English Extension 1	Response & Reflection	
	English Extension 2	Viva Voce oral & presentation journal	
	Visual Arts	Development of Body of Work	
Week 3			
Week 4	Biology	First hand Investigation Practical Report	
Week 5	Earth and Environmental Science	Practical Investigation	
Week 6	Agriculture	Research Task	
	Science Extension	Research & progress report	
Week 7	Dance	Performance diary & interview	
	Investigating Science	First hand Investigation Practical Report	
	Sport Lifestyle & Recreation	Practical	
Week 8	Ancient History	In class Response	
	Business Studies	Marketing Business Report	
	Chemistry	First hand Investigation Practical skills & Research Task	
	English Advanced	Critical Essay	
	English Standard	Critical Essay	
	Japanese Continuers	In class test - Written Reflection	
	Music 1	Composition Portfolio and Aural Analysis	
	Work Studies	Research task	
Week 9	Geography	Fieldwork Report	
	Modern History	Historical Analysis	
	PDHPE	Report & Analysis	
Week 10	Community & Family Studies	Case Study of Technology	
	English Studies	Extended Response	
	History Extension	Historical Process	
	Industrial Tech (Timber & Metal)	Industry Study Report	
	Legal Studies	Topic test	
	Mathematics Advanced	In class task	
	Mathematics Standard 1	In class task	
	Mathematics Standard 2	In class task	
	Mathematics Ext 2	In class task	
	Society & Culture	Research Report	
	Visual Design	Works & Journal submission	
Week 11	Mathematics Ext 1	In class task	

ASSESSMENT CALENDAR TERM 2, 2022

DATE	SUBJECT	TYPE OF TASK	Line
Week 1			
Week 2			
Week 3			
Week 4	Society & Culture	Research task/Essay	
Week 5	English Extension 2	Literature Review & presentation journal	
	Japanese Continuers	In class test - Spoken Interview	
	Mathematics Advanced	In Class task	
	Mathematics Standard 1	Assignment	
	Mathematics Standard 2	In class task	
	Physics	Research Assessment	
	Science Extension	Research Portfolio	
Week 6	English Extension 1	Critical Response with Related Text	
	Exploring Early Childhood	Information Report - Food & Nutrition	
	English Advanced	Composition/Reflection	
	English Standard	Composition/Reflection	
	Visual Arts	Extended Written Response	
	Work Studies	Developing solutions	
Week 7	Dance	Performance diary & interview	
	Investigating Science	Second hand Investigation	
	Mathematics Ext 1	In class task	
	Modern History	Oral presentation	
Week 8	Agriculture	First Hand Investigation	
	Ancient History	Historical Analysis	
	Biology	Depth Study Research Report	
	Food Technology	Food Product Development Experiment and Prep	
	Music 1	Presentation or Submission	
	Sport Lifestyle & Recreation	Outdoor Recreation Report	
Week 9	Business Studies	Case Study - Analysis Test	
	Geography	In class Essay	
	Legal Studies	Research -additional Focus Area	
	Mathematics Ext 2	In class task	
	PDHPE	Research task	
Week 10	Community & Family Studies	Research Task	
	English Studies	Project	
	Visual Design	Design work and journal in progress	

ASSESSMENT CALENDAR TERM 3, 2022

DATE	SUBJECT	TYPE OF TASK	Line
Week 1	Chemistry	Depth Study Magazine Report	
	Dance	Performance, Composition Major Study	
	Earth & Environmental Science	Depth Study Research	
	English Advanced	Critical Essay	
	English Standard	Critical Essay	
	English Extension 2	Critique of Creative Process	
	Science Extension	Poster and Presentation Report	
Week 2	Industrial Tech (Timber & Metal)	Project development & Management Report	
Week 3	Food Technology	Contemporary Nutrition Issues Report	
	Visual Arts	Resolving the Body of Work	
Week 4	Exploring Early Childhood	Research Task	
	Work Studies	Interview and directions	
Week 5/6	Agriculture	HSC Trial Examinations	
	Ancient History	HSC Trial Examinations	
	Biology	HSC Trial Examinations	
	Business Studies	HSC Trial Examinations	
	Chemistry	HSC Trial Examinations	
	Community & Family Studies	HSC Trial Examinations	
	Construction VET	HSC Trial Examinations	
	Dance	HSC Trial Examinations	
	Earth & Environmental Science	HSC Trial Examinations	
	English Studies	HSC Trial Examinations	
	English Standard	HSC Trial Examinations	
	English Advanced	HSC Trial Examinations	
	English Extension	HSC Trial Examinations	
	Food Technology	HSC Trial Examinations	
	Geography	HSC Trial Examinations	
	History Extension	HSC Trial Examinations	
	Hospitality VET	HSC Trial Examinations	
	Industrial Tech (Timber & Metal)	HSC Trial Examinations	
	Investigating Science	HSC Trial Examinations	
	Japanese Continuers	HSC Trial Examinations	
	Legal Studies	HSC Trial Examinations	
	Mathematics Advanced	HSC Trial Examinations	
	Mathematics Standard 1	HSC Trial Examinations	
	Mathematics Standard 2	HSC Trial Examinations	
	Mathematics Extension 1	HSC Trial Examinations	
	Mathematics Extension 2	HSC Trial Examinations	
	Modern History	HSC Trial Examinations	
	Music 1	HSC Trial Examination	
	PDHPE	HSC Trial Examination	
	Physics	HSC Trial Examination	
	Primary Industries VET	HSC Trial Examination	
	Society & Culture	HSC Trial Examination	
	Visual Arts	HSC Trial Examination	

Continued next page

Week 7	History Extension	Historical Project Essay	
	Sport Lifestyle & Recreation	Games & Skills Application	
Week 8			
Week 9			
Week 10	Visual Design	Design work and journal Scaffolded Designer Study and design work	

Section VII: Subjects, Course Components, Outcomes Assessed and Weightings

Agriculture

FACULTY & SUBJECT NAME: TAS - Agriculture					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Report Farm Product Study	**Research Task** Elective topic	**First Hand Investigation** Plant/Animal Production	**HSC Trial Examination**	
	Term 4, Week 9	**Term 1, Week 6**	**Term 2, Week 8**	**Term 3, Weeks 5-6**	
	Outcomes Assessed H3.1, H3.2, H3.3, H3.4	**Outcomes Assessed** H3.4, H4.1, H5.1	**Outcomes Assessed** H1.1, H2.1, H2.2	**Outcomes Assessed** All outcomes may be assessed	
Knowledge and understanding of course content	5	10	10	15	40
Knowledge, understanding and skills required to manage agricultural production systems	5	10	10	15	40
Skills in effective research, experimentation and communication	10	0	10	0	20
Totals	**20**	**20**	**30**	**30**	**100**

Table of HSC Outcomes: Agriculture

HSC Course	A Student:
H1.1	explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
H2.1	describes the inputs, processes and interactions of plant production systems
H2.2	describes the inputs, processes and interactions of animal production systems
H3.1	assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
H3.3	critically examines the technologies and technological innovations employed in the production and marketing of agricultural product
H3.4	evaluates the management of the processes in agricultural systems
H4.1	justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
H5.1	evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Ancient History

FACULTY & SUBJECT NAME: HSIE – Ancient History					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Research and Report Cities of Vesuvius: Pompeii and Herculanium	**In class Response Ancient Society**	**Historical Analysis Historical period**	**HSC Trial Examination**	
	Timing Term 4, Week 8	**Timing** Term 1, Week 8	**Timing** Term 2, Week 8	**Timing** Term 3, Weeks 5-6	
	Outcomes assessed AH12-5, AH12-6, AH12-7, AH12-10	**Outcomes assessed** AH12-1, AH12-5, AH12-7, AH12-9, AH12-6	**Outcomes assessed** AH12-3, AH12-6, AH12-7, AH12-8, AH12-9	**Outcomes assessed** AH12-2, AH12-4, AH12-6, AH12-7, AH12-8, AH12-9	
Knowledge and understanding	5	5	15	15	**40**
Historical skills	5	5	5	5	**20**
Historical inquiry and research	10	5	5		**20**
Communication		10	5	5	**20**
Totals	**20**	**25**	**30**	**25**	**100**

Table of HSC Outcomes: - Ancient History

HSC Course	A student:-
AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	accounts for the nature of continuity and change in the ancient world
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology

FACULTY & SUBJECT NAME: Science - Biology				**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
	First-Hand Investigation - Practical Report	**Depth Study Research Report**	**HSC Trial Examination**	
	Term 1, Week 4	Term 2, Week 8	Term 3, Weeks 5-6	
	Outcomes assessed BIO12-1, BIO12-2, BIO12-3, BIO12-5, BIO12-6, BIO12-12, BIO12-13	**Outcomes assessed** BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14	**Outcomes assessed** BIO12-5, BIO12-6, BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Knowledge and Understanding	5	10	25	**40**
Working Scientifically Depth study	25	30	5	**60**
Totals	**30**	**40**	**30**	**100**

The components and weighting for Year 12 are Mandatory

Component	**Weighting**
Skills in working scientifically	**60**
Knowledge and understanding of course content	**40**
	100

Table of HSC Outcomes: Biology

HSC Course	**A Student: -**
BIO12 – 1	Develops and evaluates questions and hypotheses for scientific investigation
BIO12 – 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12 – 3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO12 – 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12 – 5	Analyses and evaluates primary and secondary data and information
BIO12– 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12 – 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

FACULTY & SUBJECT NAME: HSIE – Business Studies					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Research and Short and long Responses Operations	**Marketing** Business report	**Case Study** Analysis Test/ Extended response	**HSC Trial Examination**	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5-6	
	Outcomes assessed H2, H4, H5, H9	**Outcomes assessed** H4, H6, H7, H8, H9	**Outcomes assessed** H5, H8, H9, H10	**Outcomes assessed** H1, H3, H8, H9	
Knowledge	10	5	10	15	**40**
Communication	5	5	5	5	**20**
Inquiry and research	10	10	0	0	**20**
Stimulus-based skills	0	5	5	10	**20**
Totals	**25**	**25**	**20**	**30**	**100**

Table of HSC Outcomes – Business Studies

HSC Course	**A student:-**
H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

Chemistry

FACULTY & SUBJECT NAME: Science - Chemistry				**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
	First-hand investigation Practical skills and Research Task	**Depth Study Magazine Report**	**HSC Trial Examination**	
	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 5-6	
	Outcomes assessed CHE12-3, CHE12-4, CHE12-5 CHE12-6 CHE12-12	**Outcomes assessed** CHE12-1, CHE12-2, CHE12-4 CHE12-5, CHE12-6, CHE12-7 CHE12-15	**Outcomes assessed** CHE12-4, CHE12-5 CHE12-6, CHE12-12 CHE12-13 CHE12-14 CHE12-15	
Knowledge and understanding	5	10	25	**40**
Skills in working scientifically	30	25	5	**60**
Totals	**35**	**35**	**30**	**100**

The components and weighting for Year 12 are Mandatory

Component	**Weighting %**
Skills in working scientifically	**60**
Knowledge and understanding of course content	**40**
	100

Table of HSC Outcomes: Chemistry

HSC Course	**A Student: -**
CHE12 – 1	Develops and evaluates questions and hypotheses for scientific investigation
CHE12 – 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CHE12 – 3	Conducts investigations to collect valid and reliable primary and secondary data and information
CHE12 – 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CHE12 – 5	Analyses and evaluates primary and secondary data and information
CHE12– 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CHE12 – 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CHE12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CHE12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CHE12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CHE12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Community and Family Studies

FACULTY & SUBJECT NAME: PDHPE - Community and Family Studies					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Independent Research Project	**Case Study of Technology**	**Research Task**	**HSC Trial Examination**	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 5-6	
	Outcomes assessed H4.2, H4.2	**Outcomes Assessed** H3.4, H4.1, H4.2	**Outcomes assessed** H1.1, H2.2, H2.3, H3.1, H5.1, H6.2	**Outcomes assessed** All outcomes	
Knowledge and understanding of course content	10	5	5	20	**40**
Skills critical thinking, research, analysing and communicating	10	20	20	10	**60**
Totals	**20**	**25**	**25**	**30**	**100**

Table of HSC Outcomes: - Community & Family Studies

Course	A student:-
H1.1	Analyses the effect of resource management on the well-being of individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the well-being of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to well- being
H3.1	Analyses the socio cultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men influences the way they function within society
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Construction (VET)

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.
You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID
https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Assessment summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 4 Week 5 2021(should be completed)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	**Week 5 and 6, Term 3 2022**

Assessment Plan			**Evidence Collection**			HSC
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X		X	Y
Cluster 2 – Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X	X	- **
Cluster 3 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X	X	-
Cluster 5 – Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X	X	Y
Cluster 6 – Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X		- Y
Cluster 7 - Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	Y -
Cluster 8 - Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	Y Y
Choose Option 1 OR Option 2 in Cluster 9 to gain the qualification and be eligible for the HSC						
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	- -

** CPCCCM2005B Use construction tools and equipment – syllabus content to be delivered.

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

Dance

FACULTY & SUBJECT NAME: CAPA - Dance					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Performance Diary and Interview Core Performance Core Composition	**Performance Diary and Interview** Major Study	**HSC Trial Assessment Core Performance Core Composition Major Study**	**HSC Trial Examination**	
	Term 1, Week 7	Term 2, Week 7	Term 3, Week 1	Term 3, Week 5	
	Outcomes assessed H1.1, H1.2, H1.3 H2.1, H2.2, H2.3 H3.1, H3.2, H3.3, H3.4	**Outcomes assessed** H1.1, H1.2, H1.3, H1.4 H2.1, H2.2, H2.3, H3.1 H3.2, H3.3, H3.4, H4.1 H4.2, H4.3, H4.4, H4.5	**Outcomes assessed** H1.1, H1.2, H1.3, H1.4 H2.1, H2.2, H2.3, H3.1 H3.2, H3.3, H3.4	**Outcomes assessed** H4.1, H4.2, H4.3, H4.4 H4.5	
Core Performance	10		10		**20**
Core Composition	10		10		**20**
Core Appreciation				20	**20**
Major Study		20	20		**40**
Totals	**20**	**20**	**40**	**20**	**100**

Table of HSC Outcomes: -- Dance

HSC Course	A student:-
H1.2	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	Performs, composes and appreciates dance as an art form
H1.3	Appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dances
H1.4	Acknowledges and appreciates the relationship of dance and other media
H2.1	Understands performance quality, interpretation and style relating to dance performance
H2.2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	Values the diversity of dance performance
H3.1	Identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
H3.2	Demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
H3.3	Recognises and values the role of dance in achieving individual expression
H3.4	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	Understands the concept of differing artistic, social and cultural contexts of dance
H4.2	Recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	Utilises the skills of research and analysis to examine dance as an art form
H4.4	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	Acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation

Earth and Environmental Science

FACULTY & SUBJECT NAME: Science - Earth and Environmental Science				2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting**
	Practical Investigation	**Depth Study Research**	**HSC Trial Examination**	**%**
	Term 1, Week 5	Term 3, Week 1	Term 3, Weeks 5-6	
	Outcomes assessed EES 12.2 EES 12.3 EES 12.4 EES 12.5 EES 12.12 EES 12.13	**Outcomes assessed** EES 12.1 EES 12.2 EES 12.6 EES 12.7 EES 12.14	**Outcomes assessed** EES 12.4 EES 12.5 EES 12.6 EES 12.12 EES 12.13 EES 12.14 EES 12.15	
Knowledge and Understanding	5	10	25	**40**
Working Scientifically Depth study	30	25	5	**60**
Totals	**35**	**35**	**30**	**100**

The components and weighting for Year 12 are Mandatory

Component	**Weighting %**
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

Table of HSC Outcomes: Earth and Environmental Science

HSC Course	**A Student: -**
EES 12-1	develops and evaluates questions and hypotheses for scientific investigation
EES 12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES 12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES 12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES 12-5	analyses and evaluates primary and secondary data and information
EES 12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES 12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES 12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES 12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES 12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES 12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

English Studies

FACULTY & SUBJECT NAME: English– English Studies					
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Total**
	Extended Response Common Module: Texts and Human Experiences	**Extended Response** Elective Module 1	**Project** Elective Module 2	**HSC Trial Examination Common Module (10%) Elective Module 1 (5%), Elective Module 2 (5%)**	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 5-6	
	Outcomes assessed ES12-2 ES12-6, ES12-7, ES12-8	**Outcomes assessed** ES12-1, S12-3, ES12-7, S12-9	**Outcomes assessed** ES12-3, S12-4, ES12-5, ES12-10	**Outcomes assessed** ES12-1, ES12-2 ES12-6, ES12-8 ES12-9	
Knowledge	10	15	15	10	**50**
Skills	15	10	15	10	**50**
Weighting	**25**	**25**	**30**	**20**	**100**

Table of HSC Outcomes: - English Studies

HSC Course	**A student:-**
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	composes proficient texts in different forms
ES12-5	Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	represents own ideas in critical, interpretive and imaginative texts
ES12-8	understands and explains the relationships between texts
ES12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

English – Standard

FACULTY & SUBJECT NAME: English – English Standard						**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	**Total**
	Unseen Analysis and Critical Response Common Module Texts and Human Experiences (15%)	**Critical Essay** Module A: Language, Identity and Culture (20%)	**Composition /Reflection** Module C: Craft of Writing (20%)	**Critical Essay** Module B: Close Study of Literature (20%)	**HSC Trial Examination** Common Module (10%) Module A (5%), Module B (5%), Module C (5%)	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 1	Term 3, Weeks 5-6	
	Outcomes assessed EN12-1, EN12-2, EN12-6, EN12-8	**Outcomes assessed** EN12-3, EN12-4, EN12-7, EN12-8	**Outcomes assessed** EN12-2 EN12-4 EN12-5 EN12-9	**Outcomes assessed** EN12-1, EN12-3, EN12-5, EN12-7	**Outcomes assessed** E12-1, E12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge	5	10	10	10	15	**50**
Skills	10	10	10	10	10	**50**
Weighting	**15**	**20**	**20**	**20**	**25**	**100**

Table of HSC Outcomes: - English Standard

HSC Course	**A student:-**
EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	investigates and explains the relationships between texts
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English – Advanced

FACULTY & SUBJECT NAME: English – English Advanced						**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	**Total**
	Unseen Analysis and Critical Response Common Module Texts and Human Experiences (15%)	**Critical Essay** Module A: Textual Conversations (20%)	**Composition/ Reflection** Module C: Craft of Writing (20%)	**Critical Essay** Module B: Critical Study of Literature (20%)	**HSC Trial Examination** Common Module (10%) Module A (5%), Module B (5%), Module C (5%)	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 1	Term 3, Weeks 5-6	
	Outcomes assessed EA12-1, EA12-2 EA12-6, EA12-7	**Outcomes assessed** EA12-3, EA12-4, EA12-5, EA12-8	**Outcomes assessed** EA12-2, EA12-3, EA12-7, EA12-8	**Outcomes assessed** EA12-1, EA12-3, EA12-5, EA12-7	**Outcomes assessed** EA12-1, EA12-2 EA12-3, EA12-4 EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge	10	10	10	10	10	**50**
Skills	5	10	10	10	15	**50**
Weighting	**15**	**20**	**20**	**20**	**25**	**100**

Table of HSC Outcomes: - English Advanced

HSC Course	**A student:-**
EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English – Extension 1

FACULTY & SUBJECT NAME: English – Extension 1 Common Module and Elective				**1 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Totals**
	Imaginative Response & Reflection	**Critical Response with Related Text**	**HSC Trial Examination**	
	Term 1, Week 2	Term 2, Week 6	Term 3, Weeks 5-6	
	Outcomes assessed EE12-2, EE12-4, EE12-5	**Outcomes assessed** EE12-1, EE12-2, EE12-3, EE12-4	**Outcomes assessed** EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	**50**
Skills in complex analysis, composition & investigation	15	20	15	**50**
Weighting	**30**	**40**	**30**	**100**

Table of HSC Outcomes – English Extension 1

HSC Course	**A student:-**
EE12 -1	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.
EE12 - 2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.
EE12 -3	Independently investigates and synthesises critical and creative texts to analyse and evaluate, different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.
EE12 -4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
EE12 -5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

English – Extension 2

FACULTY & SUBJECT NAME: English – Extension 2				**1 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Totals**
	Viva Voce – Oral presentation of major work in progress (15%) Presentation of Major Work Journal	**Literature Review –** Research and reflection task (40%) Presentation of Major Work Journal	**Critique of Creative Process** Reflection and evaluation (30%) Presentation of Major Work Journal	
	Term 1, Week 2	Term 2, Week 5	Term 3, Week 1	
	Outcomes assessed EEX12-1, EX12-3 EEX12-4, EEX12-5	**Outcomes assessed** EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	**Outcomes assessed** EEX12-1, EEX12-2 EEX12-3, EEX12-4, EEX12-5	
Skills in extensive independent research	15	20	15	**50**
Skills in sustained composition	15	20	15	**50**
Weighting	**30**	**40**	**30**	**100**

Table of HSC Outcomes – English Extension 1

HSC Course	**A student:-**
EEX12-1	demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea.
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition.

Exploring Early Childhood

FACULTY & SUBJECT NAME: PDHPE – Exploring Early Childhood NON ATAR				
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
	Case Study Child's Toy	**Information Report** Food and Nutrition	**Research Task**	
	Term 4, Week 8	Term 2, Week 6	Term 3, Week 4	
	Outcomes assessed 1.3, 2.2, 2.4	**Outcomes assessed** 1.2, 1.3, 1.4, 2.1 2.2, 2.4, 4.1 6.1, 6.2	**Outcomes assessed** All outcomes	
Knowledge and understanding of course content	15	15	20	**50**
Skills in critical thinking, research, analysing and communicating	15	20	15	**50**
Totals	**30**	**35**	**35**	**100**

Table of HSC Outcomes: - Exploring Early Childhood

HSC Course	A student:-
1.1	Analyses prenatal issues that have an impact on development
1.2	Examines major physical, socio-emotional, behavioral, cognitive and language development of young children
1.3	Examines the nature of different periods in childhood- infant, toddler, preschool and the early school years
1.4	Analyses the ways in which family, community, and culture influence growth and development of young children
1.5	Examines the implications for growth and development when a child has special needs
2.1	Analyses issues relating to the appropriateness of a range of services for different families
2.2	Critically examines factors that influence the social world of young children
2.3	Explains the importance of diversity as a positive issue for children and their families
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	Examines strategies that promote safe environments
3.1	Evaluates strategies that encourage positive behaviour in young children
4.1	Demonstrates appropriate communication skills with children and/or adults
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	Demonstrates an understanding of decision making processes
6.2	Critically examines all issues including beliefs and values that may influence interactions with others

Food Technology

FACULTY & SUBJECT NAME: TAS - Food Technology					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Food Industry Report Case Study	**Food Product Development** Experiment and Preparation	**Contemporary Nutrition Issues** Investigation Report	**HSC Trial Examination**	
	Term 4, Week 8	Term 2, Week 8	Term 3, Week 3	Term 3, Weeks 5-6	
	Outcomes Assessed H1.2, H1.4, H3.1	**Outcomes Assessed** H1.1, H4.2	**Outcomes Assessed** H2.1, H3.2, H4.1, H5.1	**Outcomes Assessed** H1.1, H1.3, H1.4, H5.1	
Knowledge and understanding of course content	5	5	10	20	**40**
Knowledge and skills in designing, researching, analysing and evaluating	15	0	5	10	**30**
Skills in experimenting with and preparing food by applying theoretical concepts	0	20	10	0	**30**
Totals	**20**	**25**	**25**	**30**	**100**

T**able of HSC Outcomes: - Food Technology**

HSC Course	A student:-
H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian food industry
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	evaluates the impact of food manufacture on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health
H3.1	investigates operations of one organisation within the Australian food industry
H3.2	independently investigates contemporary food issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety
H5.1	develops, realises and evaluates solutions to a range of food situations.

Geography HSC

FACULTY & SUBJECT NAME: HSIE - Geography					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Research Task Urban Places	**Fieldwork Repor**t Ecosystems at Risk	**In Class Essay** People and Economic Activity	**Trial HSC Examination** All units	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed H1, H3, H6, H7, H8, H9, H10	**Outcomes assessed** H1, H2, H5, H8, H10	**Outcomes assessed** H1, H4, H5, H7, H13	**Outcomes assessed** H4, H5, H10, H11, H12, H13	
Knowledge and understanding of course content	5	10	10	15	**40**
Geographical tools and skills		5	5	10	**20**
Geographical inquiry and research, including fieldwork	5	5	10		**20**
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	**20**
Total %	**15**	**25**	**30**	**30**	**100**

Table of HSC Outcomes: Geography HSC

H1	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	Explains the factors which place ecosystems at risk and the reasons for their protection
H3	Analyses contemporary urban dynamics and applies them in specific contexts
H4	Analyses the changing spatial and ecological dimensions of an economic activity
H5	Evaluates environmental management strategies in terms of ecological sustainability
H6	Evaluates the impacts of, and responses of people to, environmental change
H7	Justifies geographical methods applicable and useful in the workplace and relevant to a changing world
H8	Plans geographical inquiries to analyse and synthesise information from a variety of sources
H9	Evaluates geographical information and sources for usefulness, validity and reliability
H10	Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	Applies mathematical ideas and techniques to analyse geographical data
H12	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

History Extension

FACULTY & SUBJECT NAME: HSIE – History Extension				**1 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
	Historical Project: Historical Process (Proposal, log, annotated sources)	**Historical Project Essay**	**Trial HSC Examination**	
	Timing Term 1, Week 10	**Timing** Term 3, Week 7	**Timing** Term 3, Weeks 5-6	
	Outcomes assessed HE12-1, HE12-2	**Outcomes assessed** HE12-1, HE12-2, HE12-3, HE12-4	**Outcomes assessed** HE12-1	
Knowledge and understanding of significant historical ideas and processes		10	30	**40**
Skills in designing, undertaking and communicating historical inquiry and analysis	30	30		**60**
Total %	**30**	**40**	**30**	**100**

Table of HSC Outcomes: - History Extension

HSC Course	**A student**:-
HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Hospitality – Food and Beverage Stream VET

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.
You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.
Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.
Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID
https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

Assessment Summary for SIT20316 Certificate II in Hospitality Food and Beverage Stream

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 4 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5 and 6, Term 3, 2022

Assessment Plan			**Evidence Collection**				HSC
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Portfolio** – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews	**NESA Status Mandatory**
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X	Y -
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety Part B Use food preparation equipment Participate in safe food handling practices	X X X	 X X		X X X	Y - -
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee Part B Prepare and serve non-alcoholic beverages	X X	X X	X X	X X	Y Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X X	X X		X X	Y -
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X X	X X		X X	Y -
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

Industrial Technology – (Timber & Furniture and Metals & Engineering)

FACULTY & SUBJECT NAME: TAS - Industrial Technology					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting**
	Presentation & Design Folio	**Industry Study Report**	**Project Development and Management Report Folio**	**HSC Trial Examination**	**%**
	Term 4, Week 8	Term 1, Week 10	Term 3, Week 2	Term 3, Weeks 5-6	
	Outcomes assessed H3.1, H3.2 H3.3, H5.1	**Outcomes assessed** H3.2, H4.3 H5.2, H6.1	**Outcomes assessed** H2.1, H3.3, H4.1 H5.1, H5.2 H6.2	**Outcomes assessed** H1.1, H1.2, H1.3 H3.1, H4.3, H6.1 H7.1, H7.2	
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	10	25	10	**60**
Totals	**20**	**15**	**35**	**30**	**100**

Table of HSC Outcomes: Industrial Technology – Timber and Furniture and Metal and Engineering Technologies

Outcomes	A Student**:**
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	is skilled in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies design principles effectively through the production of projects
H4.1	demonstrates competency in practical skills appropriate to the major project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principals of quality and quality control
H7.1	evaluates the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Investigating Science

FACULTY & SUBJECT NAME: Science - Investigating Science				2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
	First-Hand Investigation – Practical Report	**Second-Hand Investigation Depth Study and Applications**	**HSC Trial Examination**	
	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 5-6	
	Outcomes assessed INS12.1, INS12.2 INS12.3, INS12.5, INS12.6, INS12.7, INS12.12, INS12.13	**Outcomes assessed** INS12.1, INS12.2 INS12.4, INS12.12, INS12.13, INS12.14 INS12.15	**Outcomes assessed** INS12.1, INS12.2 INS12.3, INS12.4 INS12.5, INS12.6 INS12.7, INS12.12 INS12.13, INS12.14 INS12.15	
Knowledge and Understanding	10	10	20	**40**
Skills in working scientifically	25	25	10	**60**
Totals	**35**	**35**	**30**	**100**

The components and weighting for Year 12 are Mandatory

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

Table of Higher School Certificate Outcomes: Investigating Science

HSC Course	A Student: -
INS12 – 1	Develops and evaluates questions and hypotheses for scientific investigation
INS12 – 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS12 – 3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS12 – 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS12 – 5	Analyses and evaluates primary and secondary data and information
INS12 – 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS12 – 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12 – 12	Develops and evaluates the process of undertaking scientific investigations
INS12 – 13	Describes and explains how science drives the development of technologies
INS12 – 14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12 – 15	Evaluates the implications of ethical, social, economic and political influences on science

Japanese Continuers

FACULTY & SUBJECT NAME: HSIE – Japanese Continuers					**2 Unit**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Healthy Lifestyle In-class test Spoken Presentation	**Travel in Japan** In-class test Written Reflection	**Future Plans** In-class test Spoken Interview	**Trial HSC Examination**	
	Term 4, Week 6	Term 1, Week 8	Term 2, Week 5	Term 3, Weeks 5-6	
	Outcomes assessed 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.2	**Outcomes assessed** 2.1,2.2,2.3,4.1	**Outcomes assessed** 1.1, 1.2.2, 1.3, 1.4,3.1,3.2,3.4,3.5,3.6	**Outcomes assessed** 1.1, 1.3, 1.4, 2.1, 2.3, 3.1, 3.4, 3.5, 3.6	
Listening & Responding	5	8	7	10	**30**
Reading & Responding	5	7	8	10	**30**
Writing in Japanese		10		10	**20**
Speaking	10		10		**20**
Total %	**20**	**25**	**25**	**30**	**100**

Table of Higher School Certificate Outcomes: Japanese Continuers

HSC COURSE	**A student**
Exchange information, opinions and experience in Japanese	
1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in Japanese	
2.1	applies knowledge of language structures to create original text #
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in Japanese	
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.2	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and contest
Understand aspects of the language and culture of Japanese speaking communities	
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

written or spoken texts created by students incorporating their own ideas

Legal Studies

FACULTY & SUBJECT NAME: HSIE – Legal Studies					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Crime Written Response	**Human Rights** Topic test	**Additional Focus Area #1** Research	**HSC Trial Examination**	
	Term 4, Week 7	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 5-6	
	Outcomes assessed H1 H2 H4 H5 H6 H7 H8 H9	**Outcomes assessed** H3 H4 H5 H6 H7 H8 H9 H10	**Outcomes assessed** H2 H3 H4 H5 H6 H7 H8 H9	**Outcomes assessed** H2 H3 H4 H5 H6 H9 H10	
Knowledge and understanding of content course	10	20	10	20	**60**
Inquiry and research	5	5	10	0	**20**
Communication of Legal Studies information, issues and ideas in appropriate forms	10	0	0	10	**20**
Totals	**25**	**25**	**20**	**30**	**100**

Table of HSC Outcomes Legal Studies

HSC Course	**A student:-**
H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	identifies and applies legal concepts and terminology

Mathematics Advanced

FACULTY & SUBJECT NAME: MATHEMATICS – Mathematics Advanced					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	In Class task	**In Class task**	**In Class task**	**HSC Trial Examination**	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 5-6	
	Outcomes assessed MA12-4 MA12-5, MA12-6	**Outcomes assessed** MA11-1 to MA11-9, MA12-4 TO MA12-7	**Outcomes assessed** MA12-8, MA12-1, MA12-10	**Outcomes assessed** MA11-1 to MA11-9, MA12-1 to MA12-10	
Understanding, fluency and communication	10	13	12	15	**50**
Problem solving, reasoning and justification	10	12	13	15	**50**
Totals	**20**	**25**	**25**	**30**	**100**

Table of HSC Outcomes: - Mathematics Advanced

HSC Course	A student:-
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics – Standard 1

FACULTY & SUBJECT NAME: MATHEMATICS – Mathematics Standard 1					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Assignment	**In Class task with notes**	**Assignment**	**HSC Trial Examination**	
	Term 4, Week 7	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 5-6	
	Outcomes assessed MS1-12-3, MS1-12-4 MS1-12-9, MS1-12-10	**Outcomes assessed** MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-8, MS1-12-9 MS1-12-10	**Outcomes assessed** MS1-12-8, MS1-12-9 MS1-12-10	**Outcomes assessed** MS1-12-1,MS1-12-2 MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8 MS1-12-9, MS1-12-10	
Understanding, fluency and communication	10	13	12	15	**50**
Problem solving, reasoning and justification	10	12	13	15	**50**
Totals	**20**	**25**	**25**	**30**	**100**

Table of HSC Outcomes: - Mathematics Standard 1

HSC Course	A student:-
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognizes appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Mathematics – Standard 2

FACULTY & SUBJECT NAME: MATHEMATICS – Mathematics Standard 2					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	In Class task	**In Class task**	**In Class task**	**HSC Trial Examination**	
	Term 4, Week 7	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 5-6	
	Outcomes assessed MS2-12-3, MS21-12-4 MS2-12-9, MS2-12-10	**Outcomes assessed** MS2-12-1, MS2-12-2 MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-9 MS2-12-10	**Outcomes assessed** MS2-12-8, MS2-12-9 MS2-12-10	**Outcomes assessed** MS2-12-1, MS2-12-2 MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10	
Understanding, fluency and communication	10	13	12	15	**50**
Problem solving, reasoning and justification	10	12	13	15	**50**
Totals	**20**	**25**	**25**	**30**	**100**

Table of HSC Outcomes: - Mathematics Standard 2

HSC Course	A student:-
MS2-12-1	uses algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognize appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Mathematics Extension 1

FACULTY & SUBJECT NAME: MATHEMATICS – Mathematics Extension 1					**1 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	In Class task	**In Class task**	**In Class task**	**HSC Trial Examination**	
	Term 4, Week 9	Term 1, Week 11	Term 2, Week 7	Term 3, Weeks 5-6	
	Outcomes assessed MA12-4, ME12-7	**Outcomes assessed** ME11-1 to ME11-7, ME12-2, MA12-4, ME21-1, ME12-3 ME12-5	**Outcomes assessed** MA12-7, ME12-4, ME12-5, ME12-2M ME12-1	**Outcomes assessed** ME11-1 to ME11-7, ME12-1 to ME12-7	
Understanding, fluency and communication	10	13	12	15	**50**
Problem solving, reasoning and justification	10	12	13	15	**50**
Totals	**20**	**25**	**25**	**30**	**100**

Table of HSC Outcomes: - Mathematics Extension 1

HSC Course	**A student**:-
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs
ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

FACULTY & SUBJECT NAME: MATHEMATICS – Mathematics Extension 2					**1 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**12-**
	In Class task	**In Class task**	**In Class task**	**HSC Trial Examination**	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 5-6	
	Outcomes assessed MEX12-2, MEX12-4, MEX12-7, MEX12-8	**Outcomes assessed** MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8	**Outcomes assessed** MEX12-2, MEX12-4, MEX12-5, MEX12-7, MEX12-8	**Outcomes assessed** MEX12-1 to MEX12-8	
Understanding, fluency and communication	10	13	12	15	**50**
Problem solving, reasoning and justification	10	12	13	15	**50**
Totals	**20**	**25**	**25**	**30**	**100**

Table of HSC Outcomes: - Mathematics Extension 2

HSC Course	**A student**:-
MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Modern History

FACULTY & SUBJECT NAME: HSIE - Modern History					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting**
	Research and Written Task Power and Authority in the Modern World 1919–1946	**Historical analysis** National Studies	**Oral presentation** Peace and Conflict	**HSC Trial Examination** All units	**%**
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 5-6	
	Outcomes assessed MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	**Outcomes assessed** MH12-2,MH12-3 MH12-4,MH12-5 MH12-8,MH12-9	**Outcomes assessed** MH12-2 MH12-5 MH12-7 MH12-8	**Outcomes assessed** MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course 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**
Totals	**20**	**25**	**25**	**30**	**100**

MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Music 1

FACULTY & SUBJECT NAME: CAPA - Music 1					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Presentation of Performance and Viva Voce Topic 1 Solo or ensemble performance and in–class viva voce based on performance repertoire	**Composition Portfolio and Aural Analysis** Topic 2 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	**Presentation or Submission: Elective Option for Topics 1 and 2** Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	**Trial HSC Examination** Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3. Presentation of Electives 1,2, 3	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
	Outcomes assessed H1, H2, H4, H5, H6	**Outcomes assessed** H2, H4, H5, H6, H7, H8	**Outcomes assessed** H1–8*	**Outcomes assessed** H1–8*	
Performance	10				**10**
Composition		10			**10**
Musicology	10				**10**
Aural		10		15	**25**
Electives			30	15	**45**
Total %	**20**	**20**	**30**	**30**	**100**

Teachers will select appropriate outcomes based on Elective options selected by each student

Table of HSC Outcomes: - Music 1

MUSIC 1 OUTCOMES	Through activities in performance, composition, musicology and aural a student:
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

PD/H/PE

FACULTY & SUBJECT NAME: PDHPE – Personal Development/Health/Physical Education					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Core 1 Research project	**Core 2** Report and analysis	**Sports Med** Research task	**HSC Trial Examination**	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5-6	
	Outcomes assessed H1, H2, H4, H5	**Outcomes assessed** H7, H8, H9, H10, H11	**Outcomes assessed** H7, H8, H9 H10, H11	**Outcomes assessed** H1, H2, H3, H4 H5, H7, H8, H9 H10, H14, H15 H17	
Knowledge and understanding of course content	5	10	5	20	**40**
Skills in critical thinking, research, analysing and communicating	20	15	15	10	**60**
Totals	**25**	**25**	**20**	**30**	**100**

Table of HSC Outcomes: - Personal Development/Health/Physical Education

	A student:-
H1	describes the nature, and justifies the choice, of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Physics

FACULTY & SUBJECT NAME: Science - Physics				**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting** %
	Practical assessment	**Depth Study - Research assessment**	**HSC Trial Examination**	
	Term 4, Week 8	Term 2, Week 5	Term 3, Weeks 5-6	
	Outcomes assessed PHY12.1, PHY12.2 PHY12.3, PHY12.5 PHY12.6, PHY12.12	**Outcomes assessed** PHY12.1, HY12.2, PHY12.3, PHY12.4 PHY12.5, PHY12.6, PHY12.7, PHY12.14 PHY12-15	**Outcomes assessed** PHY12.5, PHY12.6 PHY12.12, PHY12.13, PHY12.14, PHY12.15	
Knowledge and Understanding	5	15	20	**40**
Skills in working scientifically	30	20	10	**60**
Totals	**35**	**35**	**30**	**100**

The components and weighting for Year 12 are Mandatory

Component	**Weighting %**
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

Table of HSC Outcomes: Physics

HSC Course	A Student: -
PHY12 – 1	Develops and evaluates questions and hypotheses for scientific investigation
PHY12 – 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PHY12 – 3	Conducts investigations to collect valid and reliable primary and secondary data and information
PHY12 – 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PHY12 – 5	Analyses and evaluates primary and secondary data and information
PHY12– 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PHY12 – 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PHY12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PHY12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PHY12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PHY12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Primary Industries (VET)

Assessment Summary for AHC21216 Certificate II in Rural Operations

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.
You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.
Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.
Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of units of competency will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID
https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 7, Term 3 and Week 5 Term 4 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	**Week 5 and 6, Term 3 2022**

Assessment Plan			**Evidence Collection**			HSC
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews	NESA Status **Mandatory/Stream**
Cluster 1	AHCWHS201	Participate in work health and safety processes	X	X	X	Mandatory
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory
Cluster 2	AHCWRK209	Participate in environmentally sustainable work practices	X	X	X	Mandatory
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory
Cluster 4	AHCPMG201	Treat weeds	X	X	X	

Cluster 5 (includes Livestock stream)

Assessment Plan						HSC
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews	NESA Status **Mandatory/Stream**
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	

Cluster 7 Tractors and machinery

Assessment Plan					
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Assessment Plan					
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Assessment Plan					
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 12 Clean machinery

Assessment Plan					
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 12	AHCBIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC21216 Certificate II in Rural Operations. The Statement of Attainment towards AHC21216 Certificate II in Rural Operations will only be the possible AQF outcome if at least one UoC has been achieved.

Science Extension

FACULTY & SUBJECT NAME: Science - Science Extension				**1 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
	Research proposal and Progress Report	Scientific Research Portfolio	Poster and presentation of the Report	
	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1	
	Outcomes assessed SE – 1, SE – 2	**Outcomes assessed** SE – 3, SE – 4 SE – 5	**Outcomes assessed** SE – 6, SE – 7	
Communicating scientifically	5	5	20	**30**
Gathering, recording, analysing and evaluating data	10	10	10	**30**
Application of scientific research	5	25	10	**40**
Totals	**20**	**40**	**40**	**100**

The components and weighting for Year 12 are Mandatory

Component	**Weighting %**
Communicating scientifically	30
Gathering, recording, analysing and evaluating data	30
Application of scientific research	40
	100

Table of HSC Outcomes: Science Extension

HSC Course	A Student: -
SE – 1	Refines and applies the Working Scientifically processes in relation to scientific
SE – 2	Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE – 3	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE – 4	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid data sets
SE – 5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE – 6	Analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE – 7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Society and Culture

FACULTY & SUBJECT NAME: HSIE - Society and Culture					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Research Essay	**Research Report**	**Research task/Essay**	**HSC Trial Examination**	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 4	Term 3, Weeks 5-6	
	Outcomes assessed H1, H3, H4, H6, H7, H10	**Outcomes assessed** H2, H4, H5, H8	**Outcomes assessed** H2, H3, H7, H10	**Outcomes assessed** H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and Understanding of the course content		10	10	30	**50**
Application and evaluation of social and cultural research methods.	10	20			**30**
Communication of information, ideas and issues in appropriate forms	10		10		**20**
Totals	**20**	**30**	**20**	**30**	**100**

Table of HSC Outcomes: Society and Culture

HSC Course	**A student:-**
H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Sport Lifestyle and Recreation Studies

FACULTY & SUBJECT NAME: PDHPE - Sport Lifestyle and Recreation Studies NON ATAR					2 UNIT
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Resistance Training Program Design	**Practical Test Games Sports Applications**	**Outdoor Recreation Report**	**Individual Games & Skills Application Assessment**	
	Term 4, Week 10	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	
	Outcomes assessed 1.2, 2.1, 2.3, 2.5 3.2, 3.3, 4.4	**Outcomes assessed** 1.1, 1.3, 2.1, 3.1 3.2, 4.1, 4.4	**Outcomes assessed** 1.1, 1.3, 1.4, 2.3 3.6, 4.1, 4.2, 4.4	**Outcomes assessed** 1.1, 1.3, 2.1, 3.1 3.2, 4.1, 4.4	
Knowledge and Understanding of the course content	15	15	10	10	**40**
Skills in critical thinking, research, analysing and communicating	10	10	15	15	**60**
Totals	**25**	**25**	**25**	**25**	**100**

Table of HSC Outcomes: Sport, Lifestyle and Recreation

1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle demonstrates ways to enhance safety in physical activity
1.3	
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement analyses
3.5	personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context makes
4.3	strategic plans to overcome the barriers to personal and community health demonstrates
4.4	competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts

FACULTY & SUBJECT NAME: CAPA – Visual Arts					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Development of the Body of Work: VAD and works in progress	**Extended Written Response**	**Resolving the Body of Work:** VAD and submission of the Body of Work in final resolution	**HSC Trial Examination**	
	Term 1, Week 2	Term 2, Week 6	Term 3, Week 3	Term 3, Weeks 5-6	
	Outcomes assessed H1, H2, H3, H4	**Outcomes assessed** H7, H8, H9, H10	**Outcomes assessed** H1, H2, H3, H4, H5	**Outcomes assessed** H7, H8, H9, H10	
Artmaking	20		30		**50**
Critical and Historical Study		30		20	**50**
Totals	**20**	**30**	**30**	**20**	**100**

Table of HSC Outcomes: - Visual Arts

HSC Course	A student:-
H1	initiates and organises art marking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in art making
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	applies their understanding of practice in art criticism and a history
H8	applies their understanding of the relationships among the artist, artwork, world and audience
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Visual Design

FACULTY & SUBJECT NAME: CAPA - Visual Design (Non ATAR)					**2 UNIT**
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Design Work and Design Journal submission	Design work in progress and Design Journal submission	Design work and Design Journal submission	Scaffolded Designer Study and Design work	
	Term 1, Week 10	**Term 2**, Week 10	**Term 3**, Week 10	**Term 3**, Week 10	
	Outcomes assessed DM1, DM2, DM3, DM4, DM5, DM6	**Outcomes assessed** DM1, DM2, DM3, DM4, DM5, DM6	**Outcomes assessed** DM1, DM2, DM3, DM4, DM5, DM6	**Outcomes assessed** CH1, CH2, CH3, CH4	
Artmaking	25	25	20		**70**
Critical & Historical Study				30	**30**
Totals	**25**	**25**	**20**	**30**	**100**

Table of HSC Outcomes: - Visual Design

HSC Course	**A student:-**
DM1	Generates a characteristic style that is increasingly self-reflective in their design practice.
DM2	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
DM3	Investigates different points of view in the making of designed works.
DM4	Generates images and ideas as representations/simulations.
DM5	Develops different techniques suited to artistic and design intentions in the making of a range of works.
DM6	Takes into account issues of Work, Health and Safety in the making of a range of works.
CH1	Generates in their critical and historical practice ways to interpret and explain design.
CH2	Investigates the roles and relationships among art/design work, world and audience/consumer in critical and historical investigations.
CH3	Distinguishes between different points of view, using the frames in their critical and historical investigations.
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.

Work Studies

FACULTY & SUBJECT NAME: HSIE - Work Studies					**2 UNIT**
Components	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Developing time management strategies. Graphs and extended response	Identify and research a self-employment opportunity	Developing solutions to workplace issue scenarios.	Interview, reflection statement, future goals and directions	
	Term 4, Week 6	**Term 1,** Week 8	**Term 2,** Week 6	**Term 3,** Week 4	
	7, 8, 9	1, 2, 3	1, 5, 6,	4, 7, 8	
Knowledge	15	5	5	5	**30**
Communication	10	20	20	20	**70**
Marks	**25**	**25**	**25**	**25**	**100**

Table of Preliminary Outcomes – Work Studies

Outcomes	**A student:-**
O1	investigates a range of work environments
O2	examines different types of work and skills for employment
O3	analyses employment options and strategies for career management
O4	assesses pathways for further education, training and life planning
O5	communicates and uses technology effectively
O6	applies self-management and teamwork skills
O7	utilises strategies to plan, organise and solve problems
O8	assesses influences on people's working lives
O9	evaluates personal and social influences on individuals and groups

Section VIII: Evaluation

Orange High School continually evaluates policies and procedures to ensure compliance and fairness for all students. This will include ongoing monitoring of the following:

- The Assessment Program and Timeline
- The School Policy
- The workload of students and teachers.

Following such evaluation, this Policy may be modified, in order to allow for progressive refinement of the Assessment procedure.

The relevant ***Deputy Principal*** will lead the Policy Evaluation process with the school executive prior to the end of Term 3. The ***Principal*** will give the final approval of the assessment policy.

This policy was last evaluated and modified 23 August 2021