



Year 12

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HSC Assessment Schedule 2021

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Principal's Message

The Higher School Certificate (HSC) is now over 50 years old and remains the foremost exit qualification for NSW high school students. Changes to strengthen the HSC have reaffirmed its place as a state, national and international credential.

The stronger HSC standards are intended to motivate and challenge students to achieve at their highest possible level, reduce excessive stress, and give them more skills and career options. This is achieved by enforcing a minimum literacy and numeracy standard, updating the curriculum and streamlining assessment.

Internal school assessment is an integral component of the HSC course. It allows student performance to be measured in a varied way over a period of time, rather than relying solely on a final examination.

The current HSC curriculum and assessment practices are reflected in this booklet. The general principles, rules and procedures of HSC assessment at Batemans Bay High School are presented, along with a schedule which lists the specific requirements and tasks for each course.

The New South Wales Education Standards Authority (NESA) presides over the HSC and ensures schools apply its policies and processes fairly and consistently. Students and parents are advised to read the supplementary information online at the NESA website www.educationstandards.nsw.edu.au and refer to it any time for detailed and accurate information on all aspects of the HSC.

The importance of reading and understanding these requirements cannot be stressed highly enough. Parents can contact the school at any time in regard to HSC and their child's progress.

Success in the HSC is a combination of effort, resilience, commitment and an ability to focus your energies on what you need to do and to go about doing it.

It is time to focus your energy on your studies, your strengths and to find the resilience you need to achieve your goals. I encourage you all to access support to help you settle into your learning. If you are concerned or feel you are struggling, please see your teachers, head teacher, year advisor or deputy principal so that we can form a plan to support you through the HSC.

Be kind to yourself, your friends and family.

Trust and believe in yourself. You can succeed if you put your mind to it.

Ms Paula Hambly
Principal

Assessment Policy

This booklet outlines the Batemans Bay High School HSC Assessment Policy. It aims to help senior students by:

- informing them of the aims and various practical aspects of the HSC assessment system,
- warning them of certain rules they must follow and requirements they must meet, and
- listing in a simple and standard fashion the assessment tasks in each course, while showing the particular outcomes, components and weightings for each task.

This booklet should be read in conjunction with the NESA assessment policies available online at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

For each course (except externally delivered courses such as eVET and distance education courses), an assessment schedule has been included in this booklet. It identifies:

- the general nature of each task
- the course outcomes that will be assessed
- the estimated date of the task
- the weighting of each task towards the final assessment mark

Assessment tasks are subject to change from year to year. Information in this booklet applies to students sitting the HSC in 2021. While information is correct at the time of printing, in some circumstances, information may change.

It is important for students to check the specific notification for each individual task when it is handed out.

What is assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the HSC course. As such, it is a vital component of the HSC and counts for 50% of the HSC mark in the majority of Board Developed Courses. Furthermore, the assessment mark is the only mark reported in Content Endorsed Courses.

An important role of assessment is to assist with student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and ways students will be able to improve their level of achievement.

Assessment methods

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. In all courses these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity, and
- oral presentations, performances, or
- fieldwork.

Notification of assessment tasks

The following assessment overviews will enable students to plan their yearly schedule of tasks in advance. For all assessment tasks, notice of the due date is given in writing to students at least two weeks prior to the task due date (see sample *Notification of Assessment Task* included in this document).

Students who are absent from school or class on the day a task is issued have the responsibility of collecting the task from the teacher and signing for it. Students cannot use the excuse that they were absent on the day a task was issued and have therefore been unable to complete or sit the task.

Assessment tasks will not be due or take place in the two-week period before the trial HSC examination.

Assessment in VET courses

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential.

It is mandatory that all students studying VET courses complete the mandatory work placement. Failure to satisfactorily complete work placement will result in an “N Determination” for the course.

New enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to complete the tasks they have missed. They must complete all the tasks that fall after they have enrolled in the course and will be given a ranking based on these tasks, provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid (i.e. the combined weighting of the tasks is greater than 50% of the total assessment mark).

Students and parents should be aware that it is not valid to include marks gained in a course at another school in the calculation of the assessment mark in the same course at a different school.

Technology problems

Computer, Internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure appeal may be lodged provided that a student is able to show evidence of their work. This evidence may be in the form of:

- a draft printout of the task,
- a hand written draft version of the task,
- an electronic copy of the task given to the teacher, in the case of a printer malfunction,

Furthermore, students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

An ‘N Determination’ warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form. It is recommended that students keep a back-up copy of tasks in progress. Students can email themselves a copy of the task or save it using online storage such as Google Drive, thereby having access to the latest copy of the task from any computer connected to the internet.

What are the responsibilities of the course teacher?

It is the responsibility of the teacher to:

- Notify students in writing of the course assessment requirements
- Notify students of each task in writing, typically two weeks prior to the due date (noting the two week exam moratorium). This notification will include:
 - the date the task is due,
 - a description of the task,
 - the weighting of the task,
 - the outcomes being assessed, and
 - the criteria on which the task will be marked.
- Notify students and their parents in writing if they fail to meet course requirements by issuing a “N Determination” warning letter, which includes assessment or coursework requirements.
- Negotiate a suitable change of date if it is necessary to change the set date of an assessment task.
- Ensure that assessment tasks are returned to students within a two week timeframe with a mark or grade and relevant feedback to assist improvement in student performance. This feedback should include:
 - The student’s achievement in relation to the outcomes
 - The student’s position relative to the course group.

What are the responsibilities of the student?

It is the responsibility of the student to:

- Complete each course in which they are enrolled. This will be demonstrated by:
 - following the course that has been developed or endorsed by NESA,
 - applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
 - achieving some or all of the course outcomes.
- Attend all classes. Absence from class may mean that a student is not applying themselves with diligence and sustained effort and can therefore lead to an “N Determination” warning.
- Attend school for the full day of an assessment task, otherwise a penalty may result.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Present work that is their own, in the specified form by the due date. A student who is found guilty of malpractice will be given a zero mark for the task and an “N Determination” warning will be issued.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should telephone the school in order to notify the head teacher of the relevant faculty. An “Illness and Misadventure Application” **must** be completed and returned to the deputy principal immediately, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An “Illness and Misadventure Application” has been included in this document or is available from the deputy principal.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed.
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the “Appeal for Change of Due Date” form or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods. Failure to negotiate a change of date in advance will result in a zero mark.
- Complete mandatory work placement if enrolled in a VET course.
- Complete tasks immediately on return to school after an absence. In cases where tasks may be assessed over several days (e.g. speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.

What happens if a student fails to fulfil their responsibilities?

If a student fails to fulfil his/her responsibilities, they may receive:

- a zero mark for work that is not his/her own
- a zero mark for work not submitted by the due date
- a zero mark for a non-serious attempt
- a zero mark for work not granted consideration due to illness/misadventure
- an 'N Determination' in a particular course if they fail to complete tasks which represent in excess of 50% of the possible assessment marks in that course

Failure to meet responsibilities may result in an "N Determination" warning letter, which may place a student's HSC in jeopardy. If this is the case, students and parents will be warned in writing.

Non-serious attempts

Students are warned that NESAs do not treat non-serious attempts lightly and may prevent the award of a HSC, especially where it occurs during an actual HSC examination. Non-serious attempts include:

- failing to complete a section of an examination, or assessment task,
- failing to write anything on an examination answer sheet,
- writing silly, rude or unrelated comments on an examination answer sheet.

Results of Assessment Tasks – Student Appeals

When a task is returned to students, if the ranking/results of the task are significantly different from the students' expectations they may seek a review. To do this they need to:

- seek the review at the time the task is returned (within 2-3 days)
- in the first instance; ask their class teacher to check a specific concern about the addition/allocation of marks for that task
- If a further review is requested; approach the head teacher of the course (within one week of the initial classroom teacher return) who will make investigations through the senior executive.

It is important to note that students cannot seek a review based on an individual teacher's judgement. All reviews will be documented including their outcomes.

Formatting a bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

Website

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

E-mail references

Langford, L (1998). Information Literacy (online). Available at: emailllangford@csu.edu.au

Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

CD-ROMs

Author's surname, initials. (Year). Title: (*use italics*) [CD-ROM]. Place of publication: Publisher.

Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

Reference Books

Title of book. (Year). Place of publication: Publisher.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge Uni. Press.

Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

Annotated bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

Glossary of Key Verbs for the Higher School Certificate

HSC course syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

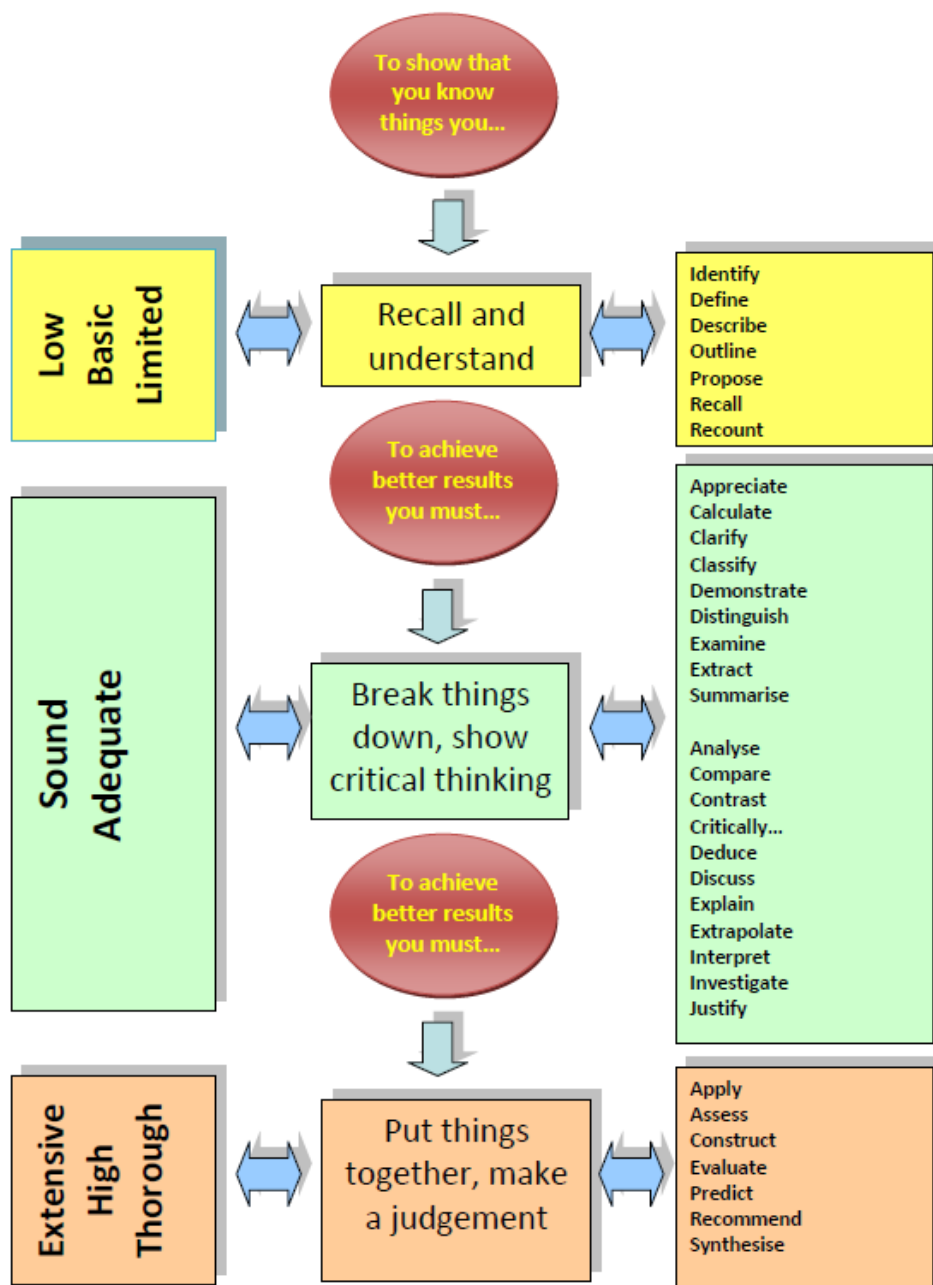
This glossary of key verbs has been developed to help provide a common language and consistent meaning in HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

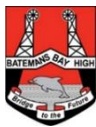
Key Word	Definition – what you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate
Apply	Use, utilise, employ in a particular situation
Appreciate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

The Sequence of Key Verbs

Students should be aware that the key words used by the NESA in examinations and course outcomes are verbs, or doing words. These verbs can explicitly guide students when studying, completing assessment tasks or preparing for exams. These verbs can also be sequenced by the level of difficulty – with lower order verbs typically linked to questions worth fewer marks, and with higher order verbs typically associated with questions worth more marks. There is an explicit link between students' ability to engage in higher order thinking using higher order verbs and high achievement in the HSC.

Key Skills and Levels of Achievement





Appeal for Change of Due Date Form



The appeal should be made verbally to the class teacher initially, and then in writing to the Head Teacher.

To Head Teacher	
Student name:	Course:
	Task:
Class teacher:	Date originally given task:
Date task due:	Has the matter been discussed with class teacher? <div style="text-align: center;">Yes No</div>
Reason for appeal:	
Supporting evidence (reasons and verification):	
Outcome of appeal:	
Date appeal received by head teacher: _____	
Signature of head teacher: _____	
Student notified: Yes No	Date:



Assessment Task Illness/Misadventure Application



If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Where possible, advise the Head Teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation and present it to the Deputy Principal as soon as possible.

Part A: To be completed by student	
Student name	
Class teacher	
Course	
Assessment task	Due date
Circle reason for appeal	<div style="display: flex; justify-content: space-around; padding: 5px;"> Illness Misadventure Approved leave School commitment Other </div>
Explanation (attach supporting documents such as medical certificate and/or letter from parent/carer)	
Student (signed)	Date
Part B: To be completed by head teacher	
Recommendation <input type="checkbox"/> School notified on day	
Head Teacher (signed)	Date
Part C: To be completed by deputy principal	
<input type="checkbox"/> Upheld: complete task, task due <input type="checkbox"/> Upheld: marks averaged at completion of course <input type="checkbox"/> Dismissed: zero marks, no N determination warning issued <input type="checkbox"/> Dismissed: zero marks, N determination warning issued <input type="checkbox"/> Other:	<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on database
Deputy Principal (signed)	Date

Batemans Bay High School

Student Assessment Planner

2020 – 2021 HSC

Note:

The following pages have been included so that you may record the actual date of your Assessment Tasks.

- By using your term calendar, you should be able to avoid that last minute panic.
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

Term dates

Term 4, 2020	Monday 12 October to Wednesday 16 December (School Development Days Thursday 17, Friday 18 December)
Term 1, 2021	Friday 29 January to Thursday 1 April (School Development Days Wednesday 27, Thursday 28 January)
Term 2, 2021	Tuesday 20 April to Friday 25 June (School Development Day Monday 19 April)
Term 3, 2021	Tuesday 13 July to Friday 17 September (School Development Day Monday 12 July)

Term 4 2020

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
OCT	1	12	13	14	15	16	
OCT	2	19	20	21	22	23	
OCT	3	26	27	28	29	30	
NOV	4	2	3	4	5	6	
NOV	5	9	10	11	12	13	
NOV	6	16	17	18	19	20	
NOV	7	23	24	25	26	27	
NOV/ DEC	8	30	1	2	3	4	
DEC	9	7	8	9	10	11	
DEC	10	14	15	16 Last day for students	17 School Development Day	18 School Development Day	

Term 1 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JAN	1	25	26 Public Holiday	27 School Development Day	28 School Development Day	29 Year 7, 11, 12 students return	
FEB	2	1	2	3	4	5	
FEB	3	8	9	10	11	12	
FEB	4	15	16	17	18	19	
FEB	5	22	23	24	25	26	
MAR	6	1	2	3	4	5	
MAR	7	8	9	10	11	12	
MAR	8	15	16	17	18	19	
MAR	9	22	23	24	25	26	
MAR/ APR	10	29	30	31	1	2 Public Holiday	

Term 2 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
APR	1	19 School Development Day	20 All students return	21	22	23	
APR	2	26	27	28	29	30	
MAY	3	3	4	5	6	7	
MAY	4	10	11	12	13	14	
MAY	5	17	18	19	20	21	
MAY	6	24	25	26	27	28	
MAY/ JUN	7	31	1	2	3	4	
JUN	8	7	8	9	10	11	
JUN	9	14 Public Holiday	15	16	17	18	
JUL	10	21	22	23	24	25	

Term 3 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JUL	1	12 School Development Day	13 All students return	14	15	16	
JUL	2	19 Moratorium	20 Moratorium	21 Moratorium	22 Moratorium	23 Moratorium	
JUL	3	26 Moratorium	27 Moratorium	28 Moratorium	29 Moratorium	30 Moratorium	
AUG	4	2 Trial HSC	3 Trial HSC	4 Trial HSC	5 Trial HSC	6 Trial HSC	
AUG	5	9 Trial HSC	10 Trial HSC	11 Trial HSC	12 Trial HSC	13 Trial HSC	
AUG	6	16	17	18	19	20	
AUG	7	23	24	25	26	27	
AUG/ SEP	8	30	31	1	2	3	
SEP	9	6	7	8	9	10	
SEP	10	13	14	15	16	17	



HSC Assessment Schedules

The following section of the assessment booklet provides the assessment overview for all HSC courses delivered by Batemans Bay High School, giving students an indication of what will be assessed and how it will be assessed. Students should pay close attention to the weighting of each task and how it contributes to the overall assessment mark.

The weeks provided in each overview are intended as a guide only and while information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task when it is handed out.

Aboriginal Studies		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 4 & 5	Term 3 Week 6
		Major Project	Topic Task	Trial HSC Examination	Portfolio
Course Component	Syllabus Weighting	Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2	Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H4.3, H4.4, H4.5	Outcomes: H4.1, H4.2, H4.3, H4.4, H4.5	Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H4.3, H4.4, H4.5
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20%	10%		5%	5%
Research and inquiry methods, including aspects of the Major Project	20%	10%	5%		5%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%	
Total	100%	40%	20%	20%	20%

Agriculture		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Weeks 8	Term 3 Week 4 & 5
		Research Task	Farm Product Study	Practical Report	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H3.3, H3.4, H5.1	Outcomes: H3.2, H3.4	Outcomes: H4.1, H3.4	Outcomes: H1.1, H2.1, H2.2, H4.1, H3.1, H3.2, H3.3, H3.4, H5.1
Knowledge and understanding of course content	40%		20%		20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	10%	10%	10%
Skills in effective research, experimentation and communication	20%	10%		10%	
Total	100%	20%	30%	20%	30%

Ancient History		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6	Term 2 Week 6	Term 3 Week 1	Term 3 Week 4 & 5
		Historical Period and Personality Julio-Claudians and Agrippina II Historical Analysis	Ancient Society “Minoans” Historical Research and Inquiry	Core Study ‘The Interview’ Cities of Vesuvius	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: AH12-1, AH12-4, AH12-6	Outcomes: AH12-3, AH12-4, AH12-8	Outcomes: AH12.5, AH12.2, AH12.10	Outcomes: AH12.5, AH12.7, AH12.9
Knowledge and understanding of course content	40%	20%	5%	5%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	5%	5%	5%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	35%	20%	20%	25%

Biology		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 4	Term 3 Week 4 & 5
		Data Analysis Heredity	Literature Review Genetic Change	Depth Study Infectious Disease	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	Outcomes: BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	Outcomes: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-14	Outcomes: BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Skills in working scientifically	60%	15%	10%	25%	10%
Total	100%	20%	20%	30%	30%

Business Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 4	Term 3 Week 4 & 5
		Operations Essay	Finance Topic Test	Marketing Report	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1, H2, H4, H9	Outcomes: H2, H5, H10	Outcomes: H3, H4, H5, H8, H9	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Stimulus-based skills	20%		10%	5%	5%
Inquiry and research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

Chemistry		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 2 Week 2	Term 3 Week 1	Term 3 Week 4 & 5
		Depth Study	Practical	Research Task	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: CH12.1, CH12.2, CH12.3, CH12.5, CH12.6, CH12.7, CH12.8, CH12.10, CH12.11, CH12.12	Outcomes: CH12.1, CH12.2, CH12.3, CH12.4, CH12.5, CH12.6, CH12.7, CH12.9, CH12.13	Outcomes: CH12.4, CH12.5, CH12.6, CH12.7, CH12.14, CH12.15	Outcomes: CH12.4, CH12.5, CH12.6, CH12.7, CH12.12, CH12.14, CH12.15
Skills in working scientifically	60%	15%	25%	10%	10%
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Total	100%	20%	30%	20%	30%

Community and Family Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4 & 5
		Research Task Core – Parenting and Caring	In-Class Extended Response Writing Option – Individuals and Work	Independent Research Project (IRP) Core – Research methodology	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1	Outcomes: H2.2, 2.3, 3.3, 3.4, 5.2, 6.1, 6.2	Outcomes: H4.1, 4.2	Outcomes: Selection of all
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	15%	15%	10%
Total	100%	30%	25%	20%	25%

Design and Technology		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4 & 5
		Presentation Task	Innovation Case Study	Design Project Task	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1.1, H1.2, H3.2, H4.1, H4.2, H5.1, H5.2	Outcomes: H1.2, H2.1, H2.2, H3.1, H5.2, H6.1, H6.2	Outcomes: H3.2, H4.2, H4.3, H5.1, H6.1, H6.2	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1 H4.1, H4.3, H6.2
Knowledge and understanding of course content	40%	10%	20%		10%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%
Total	100%	30%	20%	30%	20%

Drama		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4 & 5
		Australian Theatre Performance Essay	Approaches to Acting Workshop Task	Individual Project and Group Performance Work in Progress	Trial HSC Examination Written examination and individual projects with logbooks
Course Component	Syllabus Weighting	Outcomes: H1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3	Outcomes: H1.1, 1.2, 1.3, 1.5, 1.7.2.1, 2.3, 2.4, 3.1, 3.2, 3.3	Outcomes: H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Outcomes: H1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3
Making	40%	10%		15%	15%
Performing	30%	5%	5%	10%	10%
Critically Studying	30%	10%	15%		5%
Total	100%	25%	20%	25%	30%

Earth and Environmental Science		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 5	Term 1 Week 8	Term 2 Week 4	Term 3 Week 4 & 5
		Literature Review Origins	Depth Study Natural Hazards	Data Analysis Climate Science	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: EES11/12.6, EES11/12.7, EES12.12	Outcomes: EES11/12.4, EES11/12.5, EES11/12.6, EES11/12.7, EES12.13	Outcomes: EES11/12.4, EES11/12.5, EES11/12.6, EES12/14	Outcomes: EES11/12.4, EES11/12.5, EES11/12.7, EES12.12, EES12.13, EES12.14, EES12.15
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Skills in working scientifically	60%	15%	20%	15%	10%
Total	100%	20%	30%	20%	30%

English Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 5	Term 1 Week 6	Term 2 Week 4	Term 3 Week 4 & 5
		Writing Task Common Module: Texts and Human Experiences	Writing Portfolio Module C: The Craft of Writing	Multimodal Presentation Module A: Textual Conversations	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: EA12-3, 5, 7	Outcomes: EA12-4, 6, 9	Outcomes: EA12-2, 8	Outcomes: EA12-1, 5
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

English Extension 1		Task 1	Task 2	Task 3
		Term 1 Week 1	Term 2 Week 5	Term 3 Week 4 & 5
		Creative Response Common Module: Literary Worlds	Essay Elective: Literary Homelands	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: EE12-2, 5	Outcomes EE12-1, 4	Outcomes: EE12-2, 3
Knowledge and understanding of complex texts and of how and why they are valued	50%	10%	25%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	25%	10%	15%
Total	100%	35%	35%	30%

English Extension 2		Task 1	Task 2	Task 3
		Term 4 Week 10	Term 1 Week 10	Term 3 Week 6
		Viva Voce and Major Work Journal	Literature Review and Major Work Journal	Critique of Creative Process and Major Work Journal
Course Component	Syllabus Weighting	Outcomes: EE12-1, 3, 4	Outcomes: EEX12-1, 2	Outcomes: EEX12-2, 5
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
Total	100%	30%	40%	30%

English Standard		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 5	Term 1 Week 6	Term 2 Week 4	Term 3 Week 4 & 5
		Writing Task Common Module: Texts and Human Experiences	Writing Portfolio Module C: The Craft of Writing	Multimodal Presentation Module A: Language, Identity and Culture	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: EN12-3, 5, 7	Outcomes: EN12-4, 6, 9	Outcomes: EN12-2, 8	Outcomes: EN12-1, 5
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

English Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Weeks 8	Term 3 Week 6
		Reflective Writing Task Common Module: Texts and Human Experiences	Multimodal Travel Article Module C: On the Road English and the Language of Travel	In Class Exam Module F: MiTunes	Collection of Classwork Common Module, Module C, Module F: MiTunes and Text: English and the Language of Song
Course Component	Syllabus Weighting	Outcomes: ES12-4, 7, 8, 9	Outcomes: ES12-2, 3, 4, 10	Outcomes: ES12-1, 2, 7, 9	Outcomes: ES12-2, 4, 6, 7, 10
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	10%	10%	10%	20%
Total	100%	20%	20%	20%	40%

Geography		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 3 Week 1	Term 3 Week 4 & 5
		Fieldwork Report Ecosystems at Risk	In class Test Objective response and short answer questions	Essay People and Economic Activity	Essay People and Economic Activity
Course Component	Syllabus Weighting	Outcomes H1, H8, H9, H10, H11, H13	Outcomes: H1, H2, H5, H6, H7, H10, H11	Outcomes: H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13	Outcomes: H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

History Extension		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 2 Week 3	Term 3 Week 4 & 5
		History Project Historical Process (Proposal, process log and annotated sources)	History Project Essay	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: HE12.1	Outcomes: HE12.1, HE12.2, HE12.3, HE12.4	Outcomes: HE12.1, HE12.3, HE12.4
Knowledge and understanding of significant historical ideas and processes	40%	15%	10%	15%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	15%	30%	15%
Total	100%	30%	40%	30%

Industrial Technology - Timber		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 5	Term 3 Week 4 & 5	Term 3 Week 6
		Industry Study Report	Presentation Design, Management and Planning	Trial HSC Examination	Major Project
Course Component	Syllabus Weighting	Outcomes: H1.1, H1.2, H1.3, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	Outcomes: H1.1, H1.2, H1.3, H3.1, H3.2, H4.1, H5.1, H6.1, H6.2, H7.1, H7.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.2
Knowledge and understanding of course content	40%	15%		20%	5%
Knowledge and skills in the design, management, communication and production of a major project	60%		30%		30%
Total	100%	15%	30%	20%	35%

Legal Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4 & 5
		Contemporary Issues Report: Human Rights	Research Task: Crime	Oral Presentation and Summary: Global Environmental Protection	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1, H4, H5, H7, H8, H9, H10	Outcomes: H2, H3, H5, H6, H8, H9	Outcomes: H1, H2, H3, H4, H5, H6, H7	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	10%	5%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	30%	25%	25%

Mathematics Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4 & 5
		Class Test	Investigation	Class Test	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MA11.7→MA11.9, MA12.1→MA12.10	Outcomes: MA12.1→MA12.10	Outcomes: MA12.1→MA12.10	Outcomes MA12.1→MA12.10
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Mathematics Extension 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4 & 5
		Class Test	Class Test	Investigation	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: ME11.1, ME11.3, ME11.6, ME11.7, ME12.1→ME12.7	Outcomes: ME12.1→ME12.7	Outcomes: ME12.1→ME12.7	Outcomes: ME12.1→ME12.7
Understanding, fluency and communication	50%	12.5%	12.5%	10%	15%
Problem solving, reasoning and justification	50%	12.5%	12.5%	10%	15%
Total	100%	25%	25%	20%	30%

Mathematics Extension 2		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4 & 5
		Class Test/ Learning Logs	Investigation	Class Test/ Learning Logs	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MEX12.1→MEX12.8	Outcomes: MEX12.1→MEX12.8	Outcomes: MEX12.1→MEX12.8	Outcomes: MEX12.1→MEX12.8
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Mathematics Standard 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 4 & 5
		Class Test	Assignment	Class Test	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MS1-12-1→10	Outcomes: MS1-12-1→10	Outcomes: MS1-12-1→10	Outcomes: MS1-12-1→10
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Mathematics Standard 2		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4 & 5
		Class Test	Assignment	Class Test	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MS2-12-1→10	Outcomes: MS2-12-1→10	Outcomes: MS2-12-1→10	Outcomes: MS2-12-1 10
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Modern History		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4 & 5
		Research Task Power and Authority in the Modern World 1919-1946	Historical Analysis USA National Studies	Multimedia Presentation Peace and Conflict	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MH12-3, MH12-4, MH12-6, MH12-7, MH12-8, MH12-9	Outcomes: MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	Outcomes: MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	Outcomes: MH12-1, MH12-3, MH12-4, MH12-6, MH12-9
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%		10%
Historical inquiry and research	20%	10%		10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Music 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 4 & 5
		Composition Portfolio and Aural Analysis Topic 1 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	Presentation of Performance and Viva Voce Topic 2 Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Presentation or Submission: Elective option for Topics 1, 2 and 3 Topic 3 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 1, 2, 3
Course Component	Syllabus Weighting	Outcomes: H2, H4, H5, H6, H7, H8	Outcomes: H1, H2, H4, H5, H6	Outcomes: H1-8*	Outcomes: H1-8*
Performance	10%		5%		5%
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	15%			10%
Electives	45%			30%	15%
Total	100%	25%	15%	30%	30%

Personal Development, Health and Physical Education		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4 & 5
		Written Task Core 1 Health Priorities in Australia	Presentation Core 2 Factors Affecting Performance	In-Class Test Option Topics	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H8, H13, H16, H17	Outcomes: H1, H2, H3, H4, H5, H14, H15, H16	Outcomes: H7, H8, H9, H10, H11, H16, H17	Outcomes: Selection of all
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	15%	15%	15%	15%
Total	100%	25%	25%	25%	25%

Photography, Video and Digital Media Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4 & 5
		Digital Imaging Manipulated Forms	Case Study	Video Tradition, Conventions, Styles and Genres	Major Portfolio Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: M1, M2, M3, M4, M5, M6	Outcomes: CH1, CH2, CH3, CH4, CH5	Outcomes: M1, M2, M3, M4, M5, M6	Outcomes: M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5
Art Making	70%	20%		25%	25%
Art Criticism and Art History	30%		20%		10%
Total	100%	20%	20%	25%	35%

Science Extension		Task 1	Task 2	Task 3
		Term 4 Week 8	Term 1 Week 8	Term 3 Week 6
		Presentation of Research Proposal	Statistical Case Study	Scientific Research Report
Course Component	Syllabus Weighting	Outcomes: SE-1, SE-3, SE-6, SE-7	Outcomes: SE-4, SE-5, SE-7	Outcomes: SE-1, SE-7
Communicating scientifically	30%	15%	5%	10%
Gathering, recording, analysing and evaluating data	30%	5%	15%	10%
Application of scientific research skills	40%	10%	10%	20%
Total	100%	30%	30%	40%

Sport, Lifestyle and Recreation Studies		Task 1	Task 2	Task 3
		Term 1 Week 5	Term 2 Week 5	Term 3 Week 4 & 5
		Practical Performance/ Theory Test Aquatics	Practical Composition Gymnastics	Trial HSC Examination All modules
Course Component	Syllabus Weighting	Outcomes: 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	Outcomes: 1.1, 1.3, 2.1, 2.2, 3.1, 3.4, 4.4	Outcomes: Selection of all
Knowledge and understanding of course content	50%	10%	10%	30%
Skills	50%	25%	25%	
Total	100%	35%	35%	30%

Visual Arts		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4 & 5
		Body of Work Work in progress: Developing ideas, experimenting and exploring materials and techniques	Case Study Extended Response	Case Study Research Presentation	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes H1, H2, H3, H4, H5, H6	Outcomes: H7, H8, H9, H10	Outcomes: H7, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Art making	50%	20%			30%
Art criticism and art history	50%		20%	20%	10%
Total	100%	20%	20%	20%	40%

Work Studies		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 6
		Work Experience Logbook and Reflection Modules Experiencing Work	Scenarios In-Class Task Modules Managing Work Life Commitments	Job Application Modules Preparing Job Applications
Course Component	Syllabus Weighting	Outcomes 2, 6, 8, 9	Outcomes 3, 4, 5, 6	Outcomes 7, 9
Knowledge and understanding of course content	30%	10%	10%	10%
Skills	70%	25%	25%	20%
Total	100%	35%	35%	30%

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 Board Developed 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'. You will also receive a report from the school each semester indicating competency achievement.

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) apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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 - Advice from NESA in response to COVID-19

"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement." NESA update, 29 April 2020.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

Workplacement 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 the units 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.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more 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.

Construction Pathways

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 1/ 2 - 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2021

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Self-Assessment	HSC examinable
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Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y
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Cluster 2 Carpentry Basics

CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	
CPCCA2002B Use carpentry tools and equipment	y	y	y	y			**

Cluster 3 White Card

CPCCWHS1001 Prepare to work safely in the construction industry	Y		Y	Y	Y		Y
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Cluster 4 Levelling

CPCCCM2006B Apply basic levelling procedures	Y		Y	Y			
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Cluster 5 Reading Plans

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y			Y
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Cluster 6 Prepare for Concreting

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y		Y	
CPCCCM1015A Carry out measurements and calculations	Y	Y		Y		Y	Y

Cluster 7 Group Project

CPCCCM1013A Plan and organise work	Y	Y		Y		Y	Y
CPCCM2004A Handle construction materials	Y			Y			

Cluster 8 Skills Into Action

CPCCCM1012A Work effectively and sustainably in the construction industry				Y		Y	Y
CPCCCM1014A Conduct workplace communication				Y	Y		Y

Cluster 9 Option 1: Joinery

CPCCJN2001A Assemble components	Y	Y		Y		Y	
CPCCJN2002B Prepare for off-site manufacturing process	Y	Y		Y		Y	

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Manufacturing and Engineering Pathways

Assessment

Summary for

MEM10119 Certificate I Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 1/2 - 2021
NO HSC examination available in this course	NA

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Written assignment, Test, Quiz	Portfolio	HSC examinable
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Cluster 1 – Welcome to the industry

MEM13015 Work safely and effectively in manufacturing and engineering		Y	Y		
MEM16006 Organise and communicate information		Y	Y		
MEM11011 Undertake manual handling	Y	Y	Y		

Cluster 2 – Right tool, right job

MEM18001 Use hand tools	Y	Y	Y		
MEM18002 Use power tools/hand held operations	Y	Y	Y		

Cluster 3 – Engineering in practice

MEM12024 Perform computations	Y	Y	Y		
MEM16008 Interact with Computer technology	Y	Y			
MEM7032 Use workshop machines for basic operations	Y				

Cluster 4 – Can we build it

MEMPE006A Undertake a basic engineering project	Y	Y	Y	Y	
MEMPE001A Use engineering workshop machines	Y			Y	
MEMPE005A Develop a career plan for the engineering and manufacturing industry			Y		

Cluster 5 – Sparks and noise

MEMPE002A Use electric welding machines	Y		Y		
MEMPE004A Use fabrication equipment	Y	Y	Y		

Depending on the achievement of units of competency; the possible AQF qualification outcomes are Statement of Attainment towards MEM10119 Certificate I in Engineering or MEM10119 Certificate I in Engineering and /or Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Hospitality

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates						
Work Placement (compulsory for the HSC) 35 hours in total	Term 1/ 2 - 2021						
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2021						
	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable

Cluster 1 **Working Together** new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

Cluster 2 **Safe and hygienic food preparation-new cluster**

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

Cluster 3 **Café Skills**

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

Cluster 4 **Safe and Sustainable work practices**

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

Cluster 5 **Interacting with diverse customers**

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

Cluster 6 **Serving food and beverages**

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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Cluster 8 **Use hospitality skills effectively**

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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Information, Digital Media and Technology

Assessment

Summary for

ICT30115 – Statement of Attainment in Information, Digital Media and Technology

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 1/ 2 - 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2021

Cluster name and unit of competency code and title	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Third party report	Self-assessment	HSC examinable
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Cluster 1 – WHS and Communication

BSBWHS304 Participate effectively in WHS communication and consultation processes	Y		Y	Y	Y	Y	Y	Yes
ICTICT202A Work and communicate effectively in an ICT environment			Y	Y		Y		Yes

Cluster 2 – Operating Systems and Diagnostics

ICTICT301 Create user documentation	Y	Y		Y				
ICTICT302 Install and optimise operating system software	Y	Y	Y	Y			Y	Yes
CTSAS301 Run standard diagnostic tests	Y	Y		Y			Y	Yes

Cluster 3 – Workplace Sustainability

BSBSUS401 Implement and monitor environmentally sustainable work practices	Y	Y	Y				Y	
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Cluster 4 – Social Media

CTWEB201 Use social media tools for collaboration and engagement	Y	Y	Y				Y	
ICTWEB303 Produce digital images for the web	Y	Y	Y				Y	

Option 1

Cluster 5 - Option 1 Web and software applications stream

CTICT308 Use advanced features of computer applications	Y	Y	Y	Y		Y	Y	Yes
ICTWEB302 Build simple websites using commercial programs	Y	Y	Y		Y		Y	Yes
ICTICT203 Operate application software packages	Y	Y	Y	Y		Y	Y	Yes

Specialisation Study Clusters. (Optional study path way, additional 60hrs required).

Specialisation Cluster 6 – Customised Software

CTICT307 Customise packaged software applications for clients	Y	Y	Y	Y		Y	Y	
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Specialisation Cluster 7 – Web Maintenance

ICTWEB301 Create a simple markup language document	Y	Y	Y		Y		Y	
BSBEBU401 Review and maintain a website								

Specialisation Cluster 8 – Macros and shortcuts

ICTICT409 Develop macros and templates for clients using standard products	Y	Y				Y	Y	
ICTICT304 Implement system software changes	Y	Y				Y	Y	

Specialisation Cluster 9 – Support

CTICT307 Provide ICT advice to clients	Y		Y	Y	Y	Y	Y	
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Depending on the achievement of units of competency; the possible AQF qualification outcome is ICT30115 Certificate III Information Digital Media and Technology or statement towards ICT30115 Certificate III Information Digital Media and Technology.

End of Booklet