

2019

Batemans Bay High School
Preliminary HSC
Assessment Policy
Student and Parent Guide 2019

Photography Arts
History Society Drama
Chemistry Biology
Industrial Mathematics
Design English Visual Ancient
Sport Music

Year
11

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Forward

The Higher School Certificate (HSC) is now over 50 years old and remains the foremost exit qualification for NSW high school students. Recent 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 Preliminary 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 Preliminary HSC curriculum and assessment practices are reflected in this booklet. The general principles, rules and procedures of the Preliminary HSC assessment scheme 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.

Ms Fiona Saunders
Relieving Principal

Assessment Policy

This booklet outlines the Batemans Bay High School Preliminary 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 NESA assessment policies available online at www.boardofstudies.nsw.edu.au.

For each course (except externally delivered courses such as TVET 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.

If a student leaves school for any reason between the end of Year 10 and Year 12, he/she will be awarded a Record of School Achievement (ROSA), reporting on his/her performance in the most recently completed year.

Assessment tasks are subject to change from year to year. Information in this booklet applies to students sitting the HSC in 2019. While the 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.

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 and students will be ranked and graded in each course at the end of the Preliminary HSC. Although Preliminary HSC assessment marks are not used in the calculation of HSC marks, successful completion of the Preliminary HSC is a prerequisite to continuation.

An important role of assessment is to assist 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 what they need to do in order 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. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects 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,
- oral presentations, or fieldwork.

Grading

NESA will only report student marks at the completion of the HSC. However, a grade from A to E will be awarded by the school for most Preliminary HSC courses on the basis of performance descriptors issued by NESA. These grades will indicate the student's level of achievement relative to the knowledge and skills objectives of the course.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
N	An "N determination" may be applied, meaning the student has failed to meet course outcomes.

The grades form part of a student's ROSA.

Notification of Assessment Tasks

Assessment tasks are clearly designated, and notice of the due date is given in writing to students at least one week in advance (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 to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task.

Assessment tasks will not be due or take place in the two-week period before half-yearly or yearly examinations.

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 do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an "N Determination" for the course.

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 in writing at least one week prior to each task (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 by issuing a “N Determination” warning letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Ensure that assessment tasks are returned to students with a mark or grade and feedback to assist improvement in student performance. This feedback should include:
 - The student’s achievement in relation to the outcomes
 - The students position relative to the course group.

What are the Responsibilities of the Student?

It the responsibility of the student to:

- Complete each course in which he/she is enrolled. This will be demonstrated by:
 - following the course that has been developed or endorsed by NESAs,
 - 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 himself/herself 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 his/her own, in the specified form specified 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 “Assessment Task Illness and Misadventure Application” (included in this document or available from the deputy principal) must be completed and returned to the deputy principal immediately who will then determine the case. Supporting documentation must be provided, such as a medical certificate or a satisfactory explanation in writing in the case of misadventure, explaining your inability to do the task. It is not the responsibility of teachers to request an appeal.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness/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 a Change of Date” form or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. With the exception of exam periods, an alternative date or task

may be negotiated. However, if a leave of absence is denied, absence or non-completion of the task 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 he/she returns to school.

What Happens If a Student Fails to Fulfil His/Her Responsibilities?

If a student fails to fulfil his/her responsibilities, he/she 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” warning in a particular course if he/she fails to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

Failure to meet responsibilities may result in a “N Determination” warning letter, which may place a student’s HSC in jeopardy. Students and parents will be warned in writing.

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 do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and 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). If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

Non-serious Attempts

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

- Failing to complete a section of an assessment or examination
- Failing to write anything on an examination answer sheet
- Writing silly, rude or unrelated comments on an assessment or examination answer sheet

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 application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- a draft printout of the task,
- a hand written draft version of the task,
- a disk handed to the teacher in the case of printer malfunction.

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

An “N Determination” warning and zero mark and 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 each, thereby having access to the latest copy of the task from any computer connected to the Internet.

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.

Web site

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: emaillangford@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

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

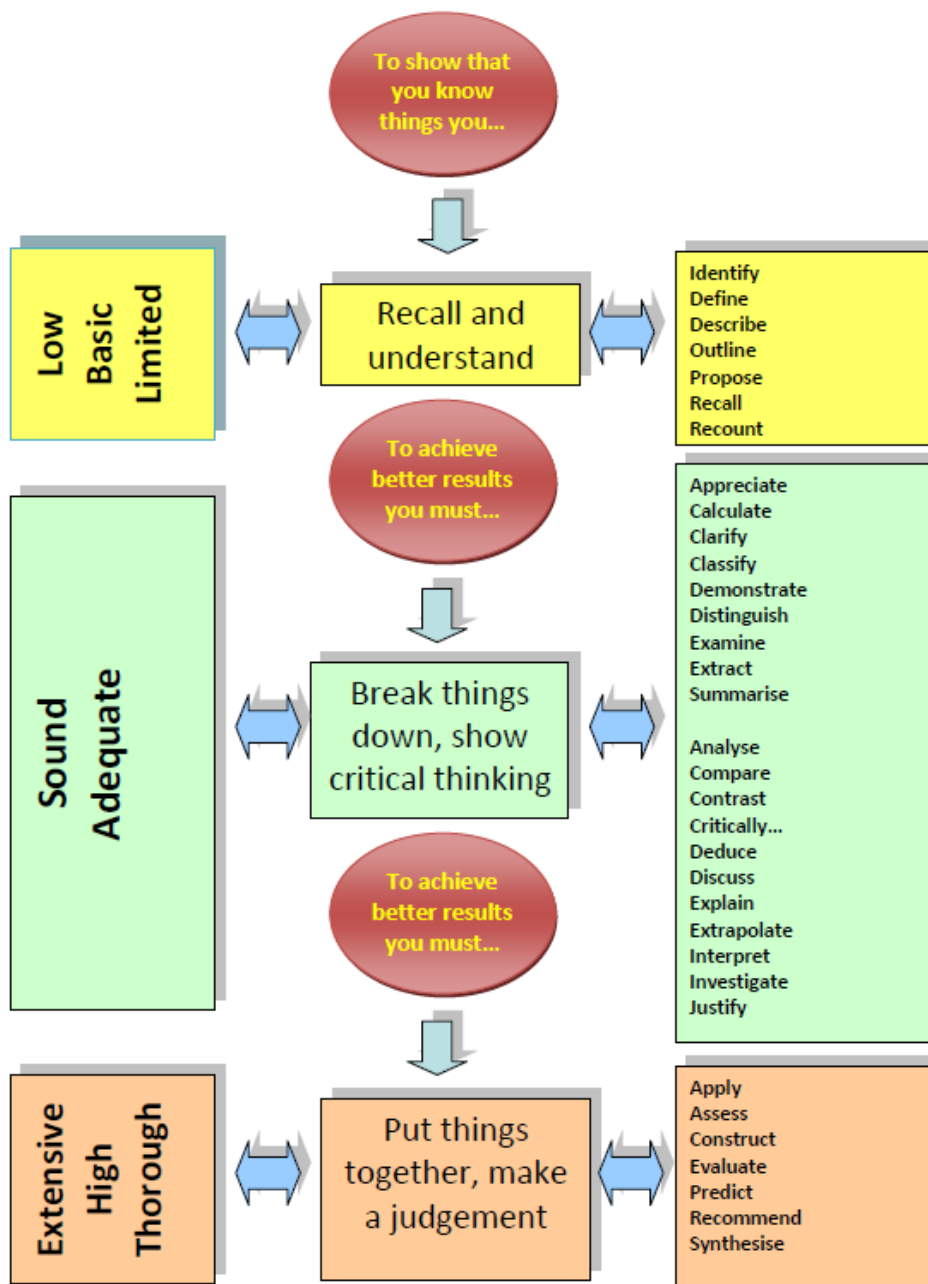
This glossary of key verbs has been developed to help provide a common language and consistent meaning in Preliminary HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

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



Sample Assessment Task Notification

Task No: _____

Date due: _____

Topic: _____

Marks: _____ / _____

Weighting: _____ %

Outcomes to be assessed:

- _____
- _____
- _____
- _____
- _____

Task:

Assessment Criteria:

Your task will be assessed according to your ability to:

- _____
- _____
- _____

Appeal for Change of Date Due to Absence

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:
Class Teacher:	Task:
Date task due:	Date originally given task:
	Has the matter been discussed with class teacher?
	Yes No
Reason for appeal:	
Outcome of appeal:	
Date appeal received by Head Teacher: _____	
Signature of Head Teacher:	
Student notified:	Date:
Yes No	

Assessment Task Illness and 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:

- Advise the Head Teacher on or before the due date, either in person or by a phone call to the school,
AND
- Complete this form together with any appropriate documentation and present it to the deputy principal on the day you return to school.

Part A: To be completed by student					
Student Name					
Class Teacher					
Course					
Assessment Task				Due Date	
Circle reason for appeal	Illness	Misadventure	Approved Leave	School Commitment	Other
Explanation <i>(attach supporting documents such as medical certificate and/or letter from parent/carer)</i>					
Student <i>(signed)</i>				Date	
Part B: To be completed by Head Teacher					
Recommendation				<input type="checkbox"/> School notified on day	
Head Teacher <i>(signed)</i>				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 <i>(signed)</i>				Date	

Batemans Bay High School

2019

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 1 2019	Wednesday 30 January to Friday 12 April (Years 7, 11, 12) Thursday 31 January to Friday, 12 April (Years 8, 9, 10) (School development day Tuesday 29 January 2019)
Term 2 2019	Tuesday 30 April to Friday 5 July (School development day Monday 29 April 2019)
Term 3 2019	Tuesday 23 July to Friday 27 September (School development day Monday 22 July 2019)
Term 4 2019	Monday 14 October to Wednesday 18 December (School development days Thursday and Friday 19, 20 December)

Individual Assessment Task Record Sheet
(Record your results when you receive your assessment feedback)

Subject					Subject				
Task	Due Date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet
(Record your results when you receive your assessment feedback)

Subject					Subject				
Task	Due Date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet
(Record your results when you receive your assessment feedback)

Subject					Subject				
Task	Due Date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Term 1 2019

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JAN/ FEB	1	Public Holiday	29 Staff Development Day	30	31	1	
FEB	2	4	5	6	7	8	
FEB	3	11	12	13	14	15	
FEB	4	18	19	20	21	22	
FEB/ MAR	5	25	26	27	28	1	
MAR	6	4	5	6	7	8	
MAR	7	11	12	13	14	15	
MAR	8	18	19	20	21	22	
MAR	9	25	26	27	28	29	
APR	10	1	2	3	4	5	
APR	11	8	9	10	11	12	

Term 2 2019

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

Term 3 2019

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

Preliminary HSC Assessment Schedules

2019

Note: The following section of the assessment booklet lists all of the Preliminary HSC courses delivered by Batemans Bay High School and their assessment tasks, 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 may change it is important for students to check the specific notification for each individual task.

ABORIGINAL STUDIES		Task 1	Task 2	Task 3
		Task 1 Week 7	Term 3 Week 7	Term 3 Week 9
		Report	Research Report	Yearly Examination
Course Component	Syllabus Weightings			
Communication of information and ideas in appropriate forms	25%	10%	10%	5%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5%	5%	5%
Knowledge and understanding of course content	40%	10%	10%	20%
Research and inquiry methods, including aspects of the Local Community Case Study	20%	5%	10%	5%
TOTAL	100%	30%	35%	35%

AGRICULTURE		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9
		Farm Case Study	Presentation Plant or Animal Problem	Yearly Examination
		Outcomes P1.1, P2.1, P2.3, P3.1, P5.1	Outcomes P2.1, P3.1, P5.1	Outcomes P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	15%	10%	15%
Skills in effective research, experimentation and communication	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%

ANCIENT HISTORY		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 2 Week 8	Term 3 Week 9
		Investigating Ancient History Nature of Ancient History & Case Studies	Historical Investigation	Yearly Examination
		Outcomes P1.1, P2.1, P3.1, P3.2, P3.4, P3.5, P3.6, P4.1, P4.2	Outcomes P1.1, P2.1, P3.1, P3.2, P3.4, P3.5, P3.6, P4.1, P4.2	Outcomes P1.1, P2.1, P3.1, P3.2, P3.4, P3.5, P3.6, P4.1, P4.2
Course Component	Syllabus Weightings			
Knowledge and Understanding Course Content	40%	20%	10%	10%
Communication of Historical Understanding in Appropriate Forms	20%	7.5%	5%	7.5%
Historical Skills in the Analysis & Evaluation of Sources & Interpretations	20%	7.5%	5%	7.5%
Historical Inquiry and Research	20%	5%	10%	5%
TOTAL	100%	40%	30%	30%

BIOLOGY		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9
		Depth Study Cullendulla Creek Field Work and Report	Practical Investigation Microscopy: Size of Red and White Blood Cells	Yearly Examination
		Outcomes BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10	Outcomes BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7, BIO11-9	Outcomes BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Course Component	Syllabus Weightings			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

BUSINESS STUDIES		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9
		Media Portfolio	Business Report	Yearly Exam
		Outcomes P1, P2, P7, P9	Outcomes P4, P5, P8, P9	Outcomes P1, P2, P3, P4, P6, P8, P10
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus based skills	20%		15%	5%
Inquiry and research	20%	20%		
Communication of business information	20%	5%	5%	10%
TOTAL	100%	35%	30%	35%

CHEMISTRY		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
		Make and Present a Model Module 1 Properties and Structure of Matter	Depth Study Practical Task Module 3 Reactive Chemistry	Yearly Examination
		Outcomes CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	Outcomes CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	Outcomes CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
Course Component	Syllabus Weightings			
Skills in working scientifically	60%	15%	25%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	25%	35%	40%

COMMUNITY AND FAMILY STUDIES (CAFS)		Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 5	Term 3 Week 9
		Managing Resources Written Task	Report	Yearly Examination
		Modules - Resource Management/ Individuals and Groups	Modules - Individuals and Groups/ Families and Communities	Module – All Modules
		Outcomes P1.1, 1.2, 2.1, 4.2, 5.1, 6.1, 6.2	Outcomes P1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	Outcomes Selection of All
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	25%	25%	10%
TOTAL	100%	35%	35%	30%

DESIGN and TECHNOLOGY		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 2 Week 10	Term 3 Week 9
		Designer Case Study	Preliminary Project	Yearly Examination
		Outcomes P1.1, P2.1, P2.2, P6.1	Outcomes P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Outcomes P1.1, P2.2, P5.1, P5.2, P5.3
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%	30%	10%
TOTAL	100%	30%	40%	30%

DRAMA		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9
		Performance Styles Workshop and Log Book Submission	Monologue Performance and Log Book Submission	Practical / Theory Exam
		Outcomes P1.2, P1.3, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	Outcomes P2.1, P2.3, P2.4	Outcomes P1.1, P1.3, P1.4, P2.1, P2.4, P3.3, P3.4
Course Component	Syllabus Weightings			
Making	40%	10%	20%	10%
Performing	30%	10%	10%	10%
Critically Studying	30%	10%	10%	10%
TOTAL	100%	30%	40%	30%

ENGLISH ADVANCED		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
		Portfolio of Work Reading to Write	Multimodal Presentation Module A: Narratives That Shape Our World	Yearly Examination
		Outcomes EA11-3, EA11-5, EA11-8, EA11-9	Outcomes EA11-2, EA11-4, EA11-6, EA11-7	Outcomes EA11-1, EA11-3, EA11-5
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
TOTAL	100%	30%	30%	40%

ENGLISH EXTENSION		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 6	Term 3 Week 7
		Creative Task Texts, Culture and Value	Essay Texts, Culture and Value	Multimodal Presentation Independent Research Project
		Outcomes EE11.1, EE11.3	Outcomes EE11.2, EE11.5	Outcomes EE11.4, EE11.6
Course Component	Syllabus Weightings			
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH STANDARD		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
		Portfolio of Work Reading to Write	Multimodal Presentation Module A: Contemporary Possibilities	Yearly Examination
		Outcomes EN11-1A, EN11-3B, EN11-4B, EN11-5	Outcomes EN11-2A, EN11-7D, EN11-8D	Outcomes EN11-6C, EN11-9E
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
TOTAL	100%	30%	30%	40%

ENGLISH STUDIES		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 3 Week 4	Term 3 Week 7
		Report Mandatory Module: Achieving Through English	Multimodal Presentation The Big Screen	Collection of Classwork Achieving Through English, The Big Screen, Playing the Game
		Outcomes ES11-1, ES11-5, ES11-9	Outcomes ES11-2, ES11-6, ES11-8	Outcomes ES11-2, ES11-3, ES11-4, ES11-7, ES11-10
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

FOOD TECHNOLOGY		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
		Food Availability and Selection Case Study	Nutrition Task and Practical Experimentation	Yearly Examination
		Outcomes P1.1, P1.2, P4.2	Outcomes P2.1, P3.1, P3.2, P4.4, P5.1	Outcomes P1.1, P1.2, P2.1, P2.2, P3.1
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%		30%
Knowledge and skills in designing, researching, analysing and evaluating	30%		20%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10%	20%	
TOTAL	100%	20%	40%	40%

GEOGRAPHY		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 3 Week 2	Term 3 Week 6
		Case Study Investigation Biophysical Interactions Or Global Challenges	Media Analysis and Report Biophysical Interactions and Global Challenges	Senior Geography Project (Mandatory)
		Outcomes P1, P4, P5, P6, P8, P12	Outcomes P1, P2, P3, P8, P9, P12	Outcomes P7, P8, P9, P10, P11, P12
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%	10%	20%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	5%	15%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	25%	40%	35%

INVESTIGATING SCIENCE		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9
		Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly Examination Modules 1-4
		Outcomes INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS11-8, INS11-9	Outcomes INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9	Outcomes INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11
Course Component	Syllabus Weightings			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	20%	10%
TOTAL	100%	30%	40%	30%

LEGAL STUDIES		Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 9
		Research Task and Class Test	Research Task and Oral Presentation	Yearly Examination
		Outcomes P1 – P10	Outcomes P1, 4, 5, 8, 9, 10	Outcomes P1, 2, 3, 5, 7, 9
Course Component	Syllabus Weightings			
Knowledge and Understanding of course content	40%	10%	10%	20%
Analysis and Evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of Legal Information, issues and ideas in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

MATHEMATICS ADVANCED		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
		Class Test Topic F1	Assignment/Investigation Topic C1	Yearly Examination Topics F1, T1, T2, C1, E1, S1
		Outcomes MA11.1, MA11.2, MA11.8, MA11.9	Outcomes MA11.1, MA11.5, MA11.8, MA11.9	Outcomes MA11.1, MA11.2, MA11.3, MA11.4, MA11.5, MA11.6, MA11.7, MA11.8, MA11.9
Course Component	Syllabus Weightings			
Understanding, Fluency and Communication	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100%	35%	25%	40%

MATHEMATICS EXT 1		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Task Class Test Topic F1	Task Assignment / Investigation Topics: T1, T2	Yearly Examination Topics: F1, F2, T1, T2, A1, C1
		Outcomes ME11.1, ME11.2, ME11.6, ME11.7	Outcomes ME11.1, ME11.3, ME11.6, ME11.7	Outcomes ME11.1, ME11.2, ME11.3, ME11.4, ME11.5, ME11.6, ME11.7
Course Component	Syllabus Weightings			
Understanding, Fluency and Communication	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100%	35%	25%	40%

MATHEMATICS STANDARD		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 9
		Assignment Topics A1, F1.1	In Class Test Topics M1.1, M1.2, M1.3, S2	Yearly Examination Topics F1.1, F1.2, S1, S2, M1, M2, A1, A2
		Outcomes MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes MS11-1, MS11-3, MS11-4, MS11-6, MS11-8, MS11-10	Outcomes MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8 MS11-9, MS11-10
Course Component	Syllabus Weightings			
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MODERN HISTORY		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
		Source Analysis: Investigating Modern History	Research and Essay: Historical Investigation	Yearly Examination
		Outcomes MH11.6, MH11.7, MH11.10	Outcomes MH11.6, MH11.7, MH11.8, MH11.9	Outcomes MH11.1, MH11.2, MH11.3, MH11.4, MH11.5, MH11.9
Course Component	Syllabus Weightings			
Knowledge and Understanding of course content	40%	10%	10%	20%
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%	10%
TOTAL	100%	30%	30%	40%

MUSIC 1		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 6
		Musicology and Aural Analysis Topic 1 Research task and Responses to Two Aural Excerpts Using a Range of Concepts	Composition Portfolio and Aural Skills Topic 2 Composition Portfolio and a Written Aural paper	Performance and Viva Voce Topic 3 Solo or Ensemble performances and Viva Voce with Reference to the Use of Concepts Within Each of the Two Performances
		Outcomes P2, P4, P5, P6, P8	Outcomes P3, P4, P6, P7, P8	Outcomes P1, P4, P5, P6
Course Component	Syllabus Weightings			
Performance	25%			25%
Composition	25%		25%	
Musicology	25%	15%		10%
Aural	25%	10%	15%	
TOTAL	100%	25%	40%	35%

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION (PDHPE)		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
		Written Task Module – Core 1 – Better Health for Individuals	Presentation Module – Core 2 – The Body in Motion	Yearly Examination Module – All modules
		Outcomes P1, P2, P3, P4, P6, P16	Outcomes P7, P8, P9, P16	Outcomes P1, P2, P3, P4, P6, P7, P8, P9, P16
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	25%	25%	10%
TOTAL	100%	35%	35%	30%

PHOTOGRAPHY and DIGITAL MEDIA STUDIES		Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 9
		Practice – Portfolio of Digital Images using Experimentation with the Manipulation of Ideas, Techniques and Tools	Video – Traditions, conventions Styles and Genres Research Task	Yearly Examination And Portfolio of Major Photographic Work
		Outcomes M2, M4, M5, M6, CH2, CH4	Outcomes M1, M2, M3, M4, M5, M6, CH1, CH2, CH5	Outcomes M1-M6, CH1-CH5
Course Component	Syllabus Weightings			
Art making	70%	30%	10%	30%
Critical and historical studies	30%		20%	10%
TOTAL	100%	30%	30%	40%

PHYSICS		Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 2	Term 3 Week 9
		Depth Study Dynamics	Practical Task Snell's Law	Yearly Examination
		Outcomes PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, Ph11-9	Outcomes PH11/12-3, PH11/12-6, Ph11-10	Outcomes PH11-8, PH11-9, PH11-10, PH11-11, PH11/12-4, PH11/12-5, PH11/12-6
Course Component	Syllabus Weightings			
Knowledge and Understanding of course content	40%	10%	7.5%	22.5%
Skills in Working Scientifically	60%	30%	22.5%	7.5%
TOTAL	100%	40%	30%	30%

SPORT, LIFESTYLE and RECREATION (SLR)		Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 7	Term 3 Week 9
		Fitness Task Modules – Fitness	Athletics Task Modules – Sports Administration, Athletics	Yearly Examination All Modules
		Outcomes 1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Outcomes 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	Outcomes Selection of all
Course Component	Syllabus Weightings			
Knowledge and Understanding of course content	50%	15%	15%	20%
Skills	50%	20%	20%	10%
TOTAL	100%	35%	35%	30%

TEXTILES and DESIGN		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9
		Portfolio	Preliminary Textiles Project	Yearly Examination
		Outcomes P1.1, P1.2, P2.1	Outcomes P1.2, P2.1, P2.2, P2.3, P3.2, P3.1, P4.1	Outcomes P5.1, P5.2, P6.1, P3.1, P3.2
Course Component	Syllabus Weightings			
Knowledge and Understanding of course content	50%	10%		40%
Skills and knowledge in the design, manufacturing and management of textiles projects	50%	10%	40%	
TOTAL	100%	20%	40%	40%

VISUAL ARTS		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 2 Week 9	Term 3 Week 7
		Practice – Portfolio of Artworks Exploring Techniques in Painting Accompanying VAPD Including Evidence of Material and Conceptual with Explanation of Related Artists’ Practice Through the Frames	Extended Written Response Using Research on Selected Artists as the Basis for an in class Response Analysis of the Artist/World Relationship Through the Cultural Frame with Reference to a Range of Australian Contemporary Artist’s Practice	Submitted Artwork with Oral Presentation Submission of Completed Artwork(s) with Oral Presentation on the Representation of the Artist/Audience Relationship Demonstrated in Student’s Artmaking Practice
		Outcomes P1, P2, P4, P6	Outcomes P7, P8, P9	Outcomes P1, P2, P3, P4, P5, P6
Course Component	Syllabus Weightings			
Artmaking	50%	20%		30%
Art criticism and art history	50%	10%	30%	10%
TOTAL	100%	30%	30%	40%

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 may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet 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 a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

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

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

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

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).**

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an '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 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.

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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

CONSTRUCTION PATHWAYS

Assessment Summary CPC20211 Requirements for HSC purposes		Dates							
Work Placement (compulsory for the HSC) - 70 hours in total.									
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.									
Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry (white card)	✓		✓	✓		✓	✓	Yes
Cluster 1: Getting Started in the Construction Industry									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
Cluster 2: Measure up									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
Cluster 3: Reading plans and levelling									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
Cluster 4: Prepare to Concrete									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
Cluster 5: Group Project									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
Cluster 6-Working Effectively									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
Cluster 7: Option 1-Joinery									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	
Cluster 7: Option-2 - Brick and block laying-									
CPCCBL 2001 A	Handle and prepare brick laying material	✓	✓		✓			✓	
CPCCBL 2002 A	Use bricklaying and block laying tools and equipment	✓	✓		✓			✓	

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.

Scope and Sequence Certificate II Construction Pathways CPC20211

Year 11:

Prerequisite Unit	Cluster 1: Getting started in the Industry	Cluster 2: Measure Up	Cluster 3: Plans and Levelling	Cluster 4: Prepare to Concrete
CPCCOH1001A Work safely in the construction Industry (Whitecard, 10 Hours)	CPCCOHS2001A Apply WHS requirements, policies and procedures in the construction industry (15 hours) CPCCCA2011A Handle carpentry materials (20 hours)	CPCCCM1015A Carry out measurements and calculations (20 hours) CPCCCA2002B Use carpentry tools and equipment (10 hours)	CPCCCM2001A Read and interpret plans and specifications (20 hours) CPCCCM2006B Apply basic levelling procedures (15 hours)	CPCCCM2004A Handle construction materials (20 hours) CPCCCO2021A *Handle concreting materials (15 hours)
10 hours	35 hours	30 hours	35 hours	35 hours

HOSPITALITY

Assessment Summary SIT20316 Certificate II

Assessment Plan	Evidence gathering techniques
Requirements for HSC purposes	Dates
Work placement (compulsory for the HSC) 70 hours	
Trial HSC Exam – students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
Cluster: Working Together								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES
BSBSUS201	Participate in environmentally sustainable work practices							
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers	✓		✓	✓			YES
SITXCOM002	Show social and cultural sensitivity							
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Scope and Sequence – SIT20316 Certificate II in Hospitality

2 Units x Two Year Course

Year 11:

	Term 1	Term 2	Term 3	Term 4
Delivery	Cluster 1: Working Together BSBWOR203 Work effectively with others BSBCMM201 Communicate in the workplace	Cluster 2: Safe and hygienic food preparation SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices	Cluster 3: Café Skills SITHFAB005 Prepare and serve espresso coffee SITHFAB004 Prepare and serve non alcoholic beverages <i>This is a new assessment requirement</i>	Cluster 4: Safe and sustainable work practices SITXWHS001 Participate in safe work practices BSBSUS201 Participate in environmentally sustainable practices
Assessment	Assess Cluster 1 Working Together			Assess Cluster 4 Safe and Sustainable work practices
Delivery	Cluster 2: Safe and hygienic food preparation SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices	Cluster 3: Café Skills SITHFAB005 Prepare and serve espresso coffee SITHFAB004 Prepare and serve non alcoholic beverages <i>This is a new assessment requirement</i>	Cluster 4: Safe and sustainable work practices SITXWHS001 Participate in safe work practices BSBSUS201 Participate in environmentally sustainable practices	Cluster 5: Interacting with diverse customers SITXCCS003 Interact with customers SITXCOM002 Show social and cultural sensitivity
Assessment		Assess Cluster 2 Safe and Hygienic Food Preparation		Assess Cluster 5 Interacting with diverse customers
Ongoing		Cluster 8: Use hospitality skills effectively SITHIND003 Use hospitality skills effectively (evidence collection) Depending on when work placement is complete		

INFORMATION, DIGITAL MEDIA and TECHNOLOGY

Assessment Summary for ICT30115 – Certificate III

Requirements for HSC purposes		Dates						
Work Placement (compulsory for the HSC) 70 hours in total								
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.								
Cluster name and unit of competency code and title	Observation of practical work	Product Assessment	Oral questioning	Written assignment,	Role play, oral presentation	Third party report	Self-assessment	HSC examinable

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	

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

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.

Scope and Sequence – Information, Digital Media and Technology

Statement of Attainment towards ICT30115 Certificate III

Delivery – 2 unit x 2 year course (NESA course number 27301)

Year 11

Cluster 1 – WHS and Communication Term 1 (total 10 weeks)	Cluster 2 – Operating systems and Diagnostics Term 2 (total 10 weeks)	Cluster 3 – Workplace Sustainability Term 3 (total 10 weeks)
<ul style="list-style-type: none">• BSBWHS304 Participate effectively in WHS communication and consultation processes• ICTICT202A Work and communicate effectively in an ICT environment	<ul style="list-style-type: none">• ICTICT301 Create user documentation• ICTICT302 Install and optimize operating system software• ICTSAS301 Run standard diagnostic tests	<ul style="list-style-type: none">• BSBSUS401 Implement and monitor environmentally sustainable work practices

End of booklet