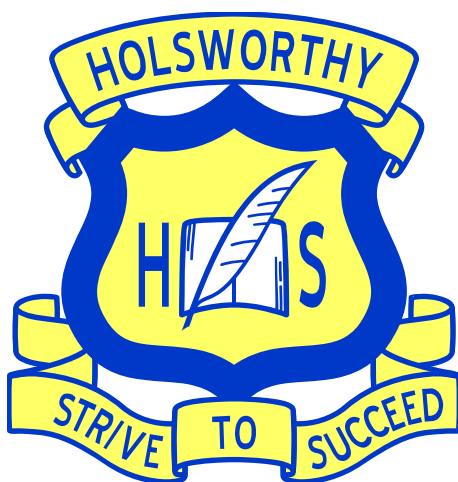


HOLSWORTHY HIGH SCHOOL



2019

YEAR 12 ASSESSMENT POLICY BOOKLET

EDITED October 2018

HOLSWORTHY HIGH SCHOOL ASSESSMENT POLICY FOR THE HIGHER SCHOOL CERTIFICATE YEAR

RATIONALE FOR ASSESSMENT IN THE HSC

Assessment is the process of gathering information and making judgments about student achievement for a variety of purposes. These purposes include:

- Assisting the student to learn
- Evaluation and improvement of teaching and learning programmes
- Providing evidence of satisfactory achievement of course outcomes
- Providing the Higher School Certificate results.

For all courses developed by the NSW Education Standards Authority, results are based on:

- An **examination mark** from the HSC external examination.
- An **assessment mark** submitted by the school (in accordance with the NSW Education Standards Authority requirements).

The Higher School Certificate issued to students will show both the examination mark and the assessment mark. The **average of these two marks** will then be plotted on a performance scale which uses bands to describe the standard of achievement which is reached by a typical student with that mark.

INTERNAL SCHOOL ASSESSMENT

School assessment tasks measure students' achievements of a variety of outcomes, especially those that cannot be measured by the external examination.

In designing an assessment programme for a particular subject, the teacher must take into account the components of the course set out in the syllabus and the weighting that each component must be given. This information is provided with each of the assessment schedules listed in this booklet.

The **final assessment marks** for each course should **reflect the rank** order of students and the **relative differences** between student achievements. These marks are then adjusted by the NSW Education Standards Authority in a process called **moderation**. To ensure that a student's assessment marks from one school can be compared with assessment marks gained by students at other schools in NSW, the pattern of marks in the HSC examination is used to adjust the students' assessment marks. It is this **moderated assessment mark** which is reported on the HSC result sheet.

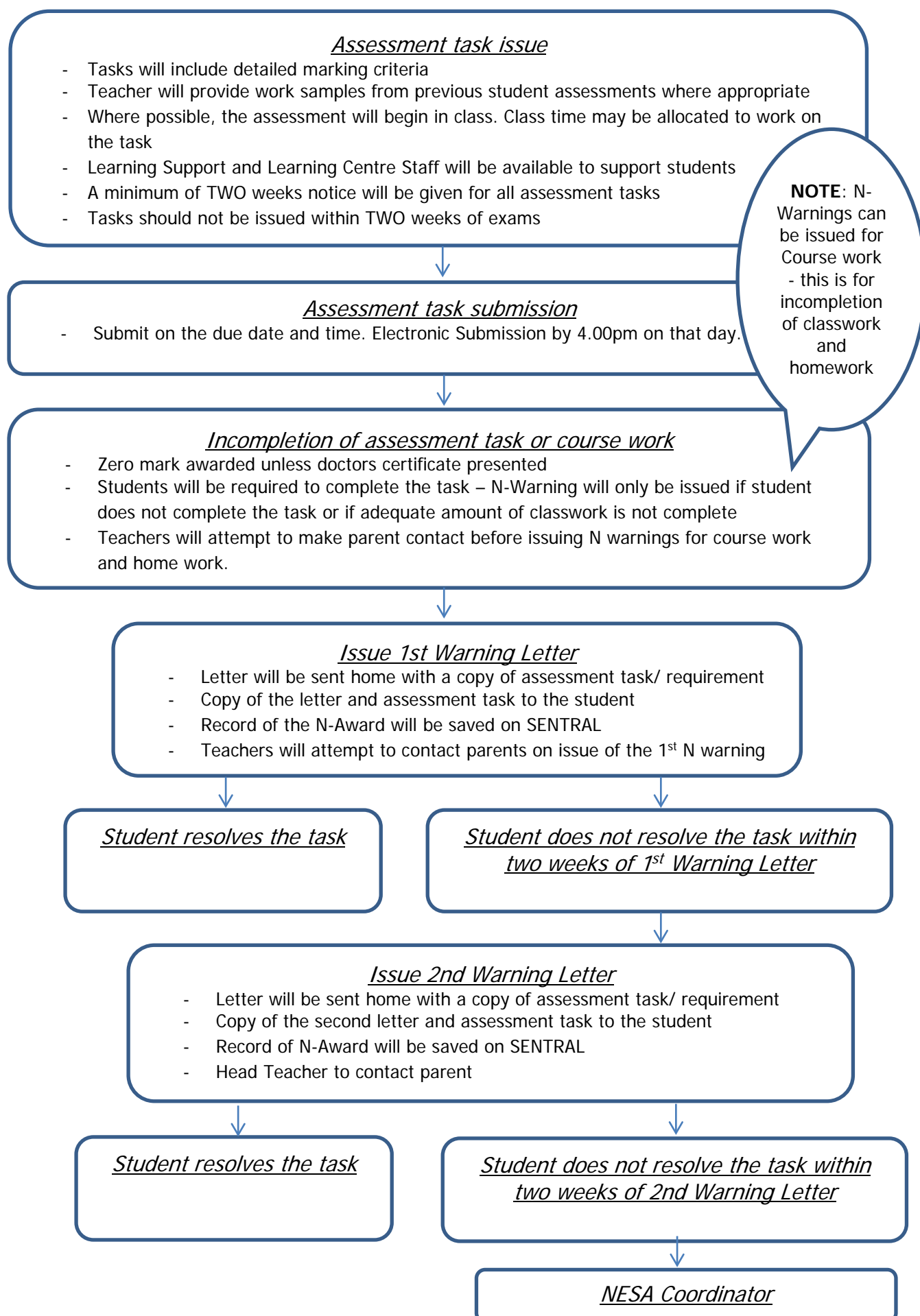
THE ASSESSMENT PROCESS

- * Students will be assessed between Week 3, Term 4, 2018 and the end of Week 7, Term 3, 2019.
- * Each student will receive an Assessment Handbook outlining their obligations in each course.
- * Students will be given feedback on their assessment tasks and a cumulative ranking will be provided on their end of semester reports.
- * Teachers will keep marks in a central faculty record.
- * Teachers and Head Teachers will counsel students who are at risk of not satisfactorily completing the HSC Course and notify their parents/guardians in time to rectify the concern.

ASSESSMENT TASKS PROCEDURES

- Students will be given at least **two weeks notice** of any assessment task. Students will be asked to sign a “record of issue/collection of task” form stating the date and time of day the task is due. It will also be an acknowledgment that students will abide by the guidelines set out in the assessment booklets.
- Assessment tasks must be submitted on the due date. A **zero mark will be awarded for work submitted late**, unless a **doctor’s certificate** or exceptional circumstances deemed acceptable by the Principal are supplied (in writing).
- Students who believe a task has been incorrectly marked should discuss the matter with the Class Teacher concerned. Dissent about a mark which a teacher has determined is **NOT** grounds for appeal.
- It is the student’s responsibility to see his or her teacher as soon as practicable on the morning of his or her return to school following a missed task to arrange to complete the task. The Head Teacher of the course will decide what sort of task will need to be submitted, e.g. an alternative task or the original task.
- The Principal, in exceptional circumstances, may authorise an **estimate** to be given for a missed task.
- A **zero mark** may also be awarded as a result of **cheating**, a **non-serious attempt**, plagiarism or malpractice in examinations or assessment tasks.
- Students who undertake **compulsory work placement** or work experience should not be disadvantaged. If the student has sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is the student’s responsibility to notify their teacher and Head Teacher once they are aware that they will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the “record of issue/collection” form.
- Students playing **knockout sport** will be required to notify their Teacher and/or Head Teacher of the clash of dates. Permission for attendance by the student at the knockout game will be at the discretion of the Head Teacher. Students may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, arranging for it to be handed in to their teacher on the required day.
- If students choose to prepare and produce work with the use of **computer technology** it is their responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated technology malfunction, even theft, without evidence of “work in progress” is not an acceptable reason for late submission.
- Students who believe they have been unfairly treated in being awarded a **zero** mark for an assessment task may seek clarification from the Head Teacher of the course. (See further notes on review processes.)

YEARS 10 TO 12 N-DETERMINATION FLOWCHART - STUDENT



WHAT IS MALPRACTICE

1. Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals, CDs or the Internet without reference
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another's work and presenting it as one's own
 - submitting work to which another person, a parent, coach or expert has contributed substantially
 - using words, ideas, designs or workmanship of others in practical and performance tasks
 - paying someone to write or prepare material
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice.
2. Issues of malpractice will be investigated by the Head Teacher of the respective course, and reported in writing to the Assessment Review Panel with accompanied documentation. The assessment committee will:
 - Advise the student(s) in writing of the lodgment of the issue.
 - Provide the student(s) with an opportunity to respond to the issue.
 - Plan a course of action and communicate this to the student, the student's parents and the Head Teacher.
3. If the malpractice is proven, the Assessment Review Panel will consider a zero for that task. In some circumstances, the panel may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students.
4. In cases of proven malpractice, the Principal will impose a penalty after consultation with the Class Teacher, Head Teacher and Assessment Review Panel.

ASSESSMENT REQUIREMENTS

Students need to be familiar with the assessment requirements for each course they take in each subject. Not every piece of work completed will be part of the assessment. Some work is set to practice skills so that the students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. Students will fail a course if they do not make a satisfactory attempt to complete all assessable tasks.

COMPLETION OF NON-ASSESSABLE TASKS

There is a requirement that students must complete a course of study "Satisfactorily". This means that the Principal must be satisfied the student has completed each of the courses he/she has undertaken.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student's attendance has made it impossible for course outcomes to be achieved. The NSW Education Standards Authority suggests that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- a) failure to complete experiences specified in the syllabus eg fieldwork, oral presentations, assignments, practical work, participation in class;
- b) non serious or trivial preparation for exams

Students are required to be **diligent**. Failure to complete tasks means that they are not diligent.

UNSATISFACTORY COMPLETION OF COURSE

Students who fail to satisfy minimum requirements will be awarded an 'N'. This means they have **failed the course** and it will not count toward the HSC (students must complete at least 10 units). This (usually) means the student will not receive the HSC during this year.

REVIEW OF ASSESSMENTS (APPEALS)

A. Individual Assessment Task

A student may request recognition for a task that he/she has failed to submit, has submitted late, has been affected by misadventure or for which he/she has been accused of malpractice.

The student must **first see the Head Teacher of the subject concerned** and seek a resolution to his/her request. The Head Teacher may award a zero mark, allow the task to be completed, set an alternate task, or give an estimate mark.

If the student is not satisfied with this resolution, he/she may make an appeal to the Assessment Review Panel. This panel will be comprised of the relevant Deputy Principal (executive officer), the Head Teacher of the subject the appeal is concerned with, and another Head Teacher appointed by the Principal.

Grounds for appeal are:

- exceptional circumstances outside the control of the student
- inconsistency in the application of the school's assessment policy and procedures.

The student must submit a **written submission** to their Year Adviser **within one week** of being notified of the Head Teacher's decision. Students should use "*Request for Consideration*" form (see Page 10).

A Review Panel will be convened within two weeks of receiving the written appeal, and the student invited to interview. The student may bring a support person with them to the interview.

The student will receive notification of the decision of the Assessment Review Panel.

B. Final Assessment

Immediately after the Higher School Certificate Examination in Year 12, students may make enquiries about their ranking in each course they studied.

If the position assigned by the school through the Assessment process differs significantly from a student's expectations, the student may seek a review of that course.

The way the marks or grades were awarded by the Teacher for individual assessment tasks will not be part of the review.

In conducting a review, a school is expected to establish whether:

- the weightings, used by the school, were not those specified by the NSW Education Standards Authority in the subject guides
- the marks awarded were not consistent with the School's Assessment Policy
- a computational or clerical error had occurred.

Schools will complete their review procedures by the end of November and notify the students at this time.

A student who is dissatisfied with the school's review procedures may appeal to the NSW Education Standards Authority. Such an appeal is to be forwarded through the Principal.

The Authority will not change the Assessment Marks but may request that the school amend its procedures and conduct a further review. Under no circumstances will an appeal be undertaken after the release of results.

SUBJECT ASSESSMENT SCHEDULE

The schedule which starts on page 11 contains the following information for each subject.

- The total number of Class Assessment Tasks in Term 4 in Year 11 and Terms 1, 2, 3 of Year 12
- The types of tasks which will be undertaken
- The value of each task
- The approximate date of the task (exact dates will be given by the Class Teacher). Students will be given at least two weeks notice of the date of an assessment task.

A Year Planner is provided on the last page of this booklet. Write the anticipated dates for all your assessment tasks on this planner.

STUDENTS, PARENTS AND TEACHERS MAY SEEK FURTHER INFORMATION ABOUT THE HSC ASSESSMENT PROGRAM BY CONTACTING THE NSW EDUCATION STANDARDS AUTHORITY COORDINATOR, FACULTY HEAD TEACHER, THE DEPUTY PRINCIPAL OR THE PRINCIPAL.

HSC TERMINOLOGY

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series implications
Analyse	Identify components and the relationship between them: draw out and relate implications
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 (analyse/ 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 between

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

**HOLSWORTHY HIGH SCHOOL
HSC ASSESSMENT**

Request for Consideration

Student: _____ Course: _____

Assessment Task (missed, late, performance affected)

Value of Task for HSC Assessment _____%

Why are you asking for consideration?

Date: ____/____/20__ _____
(signed)

*attach all supporting evidence (eg doctor's certificate, death notice, written statement, etc)

SUBMIT THIS COMPLETED FORM TO YOUR YEAR ADVISER

ANCIENT HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Term 3, Week 5/6
		Research/ Structured Essay	Source analysis	Source analysis/ Essay	Trial HSC Exam
		Sparta	Cities of Vesuvius: Pompeii and Herculaneum	Historical Period: Persia	All topics
Communication of historical understanding	20%	5%		15%	
Historical inquiry and research	20%	5%		15%	
Source-based skills	20%	10%	5%		5%
Knowledge and understanding	40%		15%		25%
TOTAL	100%	20%	20%	30%	30%

BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 2	Term 2, Week 2	Term 3, Week 5/6
		Depth Study	Practical Report	Trial HSC Exam
		Infectious Disease	Non-Infectious Disease	All topics
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

BUSINESS STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8	Term 1 Week 9	Term 2, Week 8	Term 3, Week 5/6
		Case Study Report		Research Report	Trial HSC Exam
		Operations	Finance	Marketing	All topics
Knowledge and understanding	40%	5%	5%	10%	20%
Stimulus based skills	20%		10%	5%	5%
Inquiry and research	20%	10%	5%	5%	
Communication of business information, ideas and issues	20%	5 %	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%

CHEMISTRY

Components	Weighting	Task 1	Task 2	Task 3
		Term 4, Week 5	Term 2, Week 9	Term 3, Week 5/6
		Practical Report	Depth Study	Trial HSC Exam
		Properties and Structure of Matter	Reactive Chemistry	All topics
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10	Term 1, Week 7	Term 2, Week 9	Term 3, Week 5/6
		Content Area Individual Research Project	Content Area Case study	Report	Trial HSC Exam
		Research Methodology	Groups in Context	Individuals and Work	All topics
Knowledge and understanding	40%	10%	10%	10%	10%
Research methodology	60%	20%	10%	15%	15%
TOTAL	100%	30%	20%	25%	25%

DIGITAL IMAGING AND PHOTOGRAPHIC MEDIA

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10	Term 2, Week 1	Term 3, Week 7	Term 3, Week 5/6
		Graphic Design Portfolio Digital Imaging Diary	Surrealism Photography Portfolio Research	Digital Media/ Photography Portfolio OR Video Digital Imaging Diary	Trial HSC Exam
		The Arranged Image	Temporal Accounts and Surrealism	Individual Project	All topics
Portfolio of Photographic Imagery	70%	10%	20%	40%	
Critical and Historical Studies	30%		10%	10%	10%
TOTAL	100%	10%	30%	50%	10%

ENGLISH - ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, week 8	Term 2, Week 4	Term 3, Week 5/6
		Texts and Human Experiences Multimodal presentation and related material	Module A: Textual Conversations	Module C: Craft of Writing	Trial HSC Exam
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
TOTAL	100%	20%	25%	25%	30%

ENGLISH - STANDARD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 8	Term 2, Week 4	Term 3, Week 5/6
		Texts and Human Experiences Multimodal presentation and related material	Module A: Language, Identity and Culture	Module C: Craft of Writing	Trial HSC Exam
Knowledge and understanding of course content.	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes.	50%	10%	10%	15%	15%
TOTAL	100%	20%	25%	25%	30%

ENGLISH EXTENSION

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6
		Imaginative response and reflection	Critical response with related text	Trial HSC Exam
Knowledge and understanding of complex texts and of how and why they are valued.	50%	15%	20%	15%
Skills in complex analysis, composition and investigation.	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 5/6
		Multimodal presentation and related material Texts and Human Experiences	Research task. Elective Module: We are Australians	Collection of Classwork. All Modules	Trial HSC Exam The Big Screen
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	10%	15%	15%	10%
TOTAL	100%	25%	25%	30%	20%

GEOGRAPHY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	Term 3 Week, 5/6
		Fieldwork/ Report	In-class test	Geographic Inquiry	Trial HSC Exam
		Ecosystems at Risk	Ecosystems at Risk Urban Places	People and Economic Activity	All topics
Knowledge and understanding	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	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 4	Term 1 Week 8	Term 2, Week 4	Term 3, Week 5/6
		Project Proposal	Project Folio Template	Project Management	Trial HSC Exam
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	50%	5%	15%	15%	15%
Knowledge, skills and understanding in the designing, managing, problem solving, communicating the safe use of manufacturing processes and techniques through the design of a quality major project	50%	5%	15%	15%	15%
TOTAL	100%	10%	30%	30%	30%

LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7	Term 1 Week 6	Term 2, Week 6	Term 3, Week 5/6
		Essay	Research Task / Essay	Research Essay	Trial HSC Exam
		Crime	Human Rights	Consumers	All topics
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Analysis and evaluation	20%	10%			10%
Inquiry and research	20%		10%	10%	
Communication of Legal Studies information, issues and ideas	20%		10%		10%
TOTAL	100%	20%	30%	20%	30%

MATHEMATICS ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 6	Term 1, Week 6	Term 2, Week 6	Term 3, Week 5/6
		Sighted Task	Learning Journal	Assignment	Trial HSC Exam
		Locus, Geometrical Applications of Derivatives	Sequences and Series	Exponential, Logarithmic & Trigonometric Functions	All topics
Concepts, skills and techniques	50%	5%	15%	10%	20%
Reasoning and communication	50%	15%	5%	20%	10%
TOTAL	100%	20%	20%	30%	30%

***Note:** Up to 20% of the internal assessment mark submitted for the Mathematics course may be based on the Preliminary Mathematics course.

MATHEMATICS EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5/6
		Assignment	Sighted Task	Learning Journal	Trial HSC Exam
		Locus of Parabola, Polynomials, Binomial Probability	Mathematical Induction	Inverse Functions	All topics
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	15%	10%	15%	10%
TOTAL	100%	25%	25%	25%	25%

***Note:** Up to 20% of the internal assessment mark submitted for the Ext 1 Mathematics course may be based on the Preliminary course

MATHEMATICS STANDARD 2

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8	Term1, Week 9	Term 2, Week 6	Term 3, Week 5/6
		Sighted Task	Assignment/ Investigation	In-class Open- Book Test	Trial HSC Exam
		Driving Safely Networks	Investments Trigonometry	Data and Statistics	All topics
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	15%	10%	10%	15%
TOTAL	100%	25%	25%	20%	30%

MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 6	Term 2, Week 7	Term 3, Week 5/6
		Extended Writing	Source based Task	Research / Essay	Trial HSC Exam
		National Studies: Russia and the Soviet Union	Core Topic: Power and Authority in the Modern World	Peace and Conflict: Conflict in Europe	All topics
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical inquiry and research	20%	5%		15%	
Source-based skills: analysis, synthesis and evaluation of historical information	20%	5%	5%	5%	5%
Communication of historical understanding	20%	5%	5%		10%
TOTAL	100%	20%	20%	30%	30%

MUSIC

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Week 5/6
		Composition Portfolio and aural Analysis	Presentation of Performance and Viva Voce	Presentation or Submission	Trial HSC Exam
		Topic 1	Topic 2	Elective Option for Topics 1 and 2	All topics
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
TOTAL	100%	20%	20%	30%	30%

PD/H/PE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5/6
		Injury Booklet	Investigative Report	Sport Event Analysis	Trial HSC Exam
		Sports Medicine	Health Priorities	Factors Affecting Performance	All topics
Knowledge and understanding	40%	10%	10%	10%	10%
Critical thinking, research, analysis and communicating	60%	10%	20%	10%	20%
TOTAL	100%	20%	30%	20%	30%

PHYSICS

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 5	Term 2, Week 3	Term 3, Week 5/6
		Depth Study	Practical Report	Trial HSC Exam
		Advanced Mechanics	Electromagnetism	All topics
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

SOCIETY AND CULTURE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 3 Term 2, Week 2 Term 2, Week 8	Term 1, Week 10/11	Term 3, Week 5/6
		Article Analysis / Structured Essay	PIP Monitoring - Process	Extended Writing	Trial HSC Exam
		Core topic Social and Cultural Continuity and Change	Personal Interest Project	Social Inclusion and Exclusion	All topics
Knowledge and understanding	50%	15%		15%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%		10%
Communication of information, ideas and issues	20%	5%	5%	10%	
TOTAL	100%	30%	15%	25%	30%

SPORT LIFESTYLE AND RECREATION

Component	Weighting	Task 1	Task 2	Task 3	Task 5
		Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5/6
		Analysis / Performance	Observation and Performance	Coaching Task	Trial Exam
		Individual Games and Sports Application	Aquatics and Resuscitation	Sports Coaching and Training	All topics
Knowledge and understanding	40%	10%	10%	10%	10%
Skills	60%	10%	20%	10%	20%
TOTAL	100%	20%	30%	20%	30%

VISUAL ARTS

Component	Weighting	Task 1	Task 3	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 10	Term 2, Week 5	Term 3, Week 5/6
		Development of the Body of Work	Case Study Essay	Development of the Body of Work	Trial HSC Exam
Art Making	50%	10%		20%	20%
Art Criticism and Art History	50%		30%		20%
TOTAL	100%	10%	30%	20%	40%

WORK STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, Week 5	Term 1, Week 10	Term 2, Week 8	Term 3, week 5/6
		Work Project Proposal		Presentation	Trial HSC Exam
		School-Developed Module	Modules 5 - 7	Workplace Issues	Modules 5 - 11
Equity issues and work	15%		10%		5%
Work and lifestyle	15%		10%		5%
WHS first aid in the workplace	10%		5%		5%
Self-employment	10%				10%
Social Issues & work	25%			20%	5%
Work project	25%	20%			5%
TOTAL	100%	20%	25%	20%	35%

Vocational Education and Training (VET) Courses

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

VET Curriculum Frameworks

Vocational Education and Training (VET) forms a significant component of the curriculum at Holsworthy High School. We currently offer four VET courses, also referred to as Industry Curriculum Frameworks (ICF). They are:

- CPC20211 Certificate II in Construction Pathways
- SIT20416 Certificate II in Kitchen Operations
- SIT20316 Certificate II in Hospitality
- Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology.

Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.

The examination mark from one Industry Curriculum Framework, VET course may be included in the calculation of a student's ATAR (Australian Tertiary Admission Rank). All VET examinations are 2 hours in duration.

NSW Educational Standards Authority (NESA) requirements

Students undertaking a VET course must meet the requirements of NESA for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or statement of attainment.

NESA has mandated 70 hours work placement (35 hours per 120 hours of delivery) as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

Training and Assessment Strategy

Holsworthy High School

AQF Qualification CPC20211 Certificate II in Construction Pathways (Release 3)			NSW Education Standards Authority (NESA) Course Title: Construction Pathways Type of course: ICF 2 units x 2year NESA Code: 26201		Bricklaying focus – Use CPCCBL2001A and CPCCBL2002A		Date of Commencement: 2018 Date of Conclusion: 2019	
School: Holsworthy HS			Trainer: Mr Monte				Approved by: RTO Manager Date of Approval: December 2016 Revised: November 2018	
Training Package: CPC08v9.1 Construction, Plumbing and Services			Qualification Packaging Rules: https://training.gov.au/TrainingComponentFiles/CPC08/CPC20211_R3.pdf 12 Total Units of 6 Core units and 6 Elective units Due to NESA indicative hour requirements, additional units are included					
AQF Core	No	Code	Unit of Competency	Prerequisites	HSC Indicative Hours	Status for HSC	Training Package	
	1	CPCCCM1012A	Work effectively and sustainably in the construction industry	Nil	25	Mandatory	Core	
	2	CPCCCM1013A	Plan and organise work	Nil	10	Mandatory	Core	
	3	CPCCCM1014A	Conduct workplace communication	Nil	10	Mandatory	Core	
	4	CPCCCM1015A	Carry out measurements and calculations	Nil	20	Mandatory	Core	
	5	CPCCCM2001A	Read and interpret plans and specifications	Nil	20	Mandatory	Core	
AQF Electives	6	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	Nil	15	Mandatory	Core	
	7	CPCCCA2002B	Use carpentry tools and equipment	CPCCOHS2001A	20	Mandatory	Elective – Group B	
	8	CPCCCA2011A	Handle carpentry materials	Nil	20	Elective	Elective – Group B	
	9	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	CPCCOHS2001A	25	Elective	Elective – Group B	
	10	CPCCCM2006B	Apply basic levelling procedures	CPCCOHS2001A	15	Elective	Elective – Group H	
	11	CPCCCO2013A	Carry out concreting to simple forms	CPCCOHS2001A	20	Elective	Elective – Group H	
	12	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	CPCCOHS2001A	20	Elective	Elective – Group A	
13	CPCCBL2002A	Use bricklaying and blocklaying materials	CPCCOHS2001A	10	Elective	Elective – Group A		
Additional for NESA		CPCCOHS1001A	Work safely in the construction industry	Nil	10	Mandatory		
Total HSC Indicative Hours					240			

Training and Assessment Strategy

Holsworthy High School

AQF Qualification Code and Title: SIT20316 Certificate II in Hospitality			NSW Education Standards Authority (NESA) Course Title: Hospitality – Food and Beverage Type of course: ICF TAS is for: 2 units x 2 years NESA Code: 265011 (2 units)			Date of Commencement: 2018 Date of Conclusion: 2019	
School: Holsworthy HS			Trainer: Ms Harvey			Approved by: RTO Manager Date of Approval: December 2016	
This course is from Training Package SIT - Tourism, Travel and Hospitality Training Package (Release 1.1)			Qualification Packaging Rules: https://training.gov.au/Training/Details/SIT20316 12 Total Units of 6 Core units and 6 Elective units (1 Group A and 5 Group B Electives)				
AQF Core	No	Code	Unit of Competency	Pre/Co-requisites	HSC Indicative Hours	Status for HSC	
	1	BSBWOR203	Work effectively with others	Nil	15	Mandatory	
	2	SITHIND002	Source and use information on the hospitality industry	Nil	20	Mandatory	
	3	SITHIND003	Use hospitality skills effectively	Nil	20	Elective	
	4	SITXCOM002	Show social and cultural sensitivity	Nil	15	Elective	
	5	SITXCCS003	Interact with customers	Nil	15	Food and Beverage Stream	
	6	SITXWHS001	Participate in safe work practices	Nil	10	Mandatory	
AQF Electives	7	SITXFSA001	Use hygienic practices for food safety*	Nil	10	Mandatory	
	8	SITHFAB004	Prepare and serve non-alcoholic beverages	SITXFSA001	15	Food and Beverage Stream	
	9	SITHFAB005	Prepare and serve espresso coffee	SITXFSA001	15	Food and Beverage Stream	
	10	SITHFAB007	Serve food and beverage	SITXFSA001	40	Food and Beverage Stream	
	11	BSBSUS201	Participate in environmentally sustainable work practices	Nil	15	Elective	
	12	SITXFSA002	Participate in safe food handling practices	Nil	15	Kitchen Operations & Cookery Stream	
	13	SITHCCC001	Use food preparation equipment	SITXFSA001	20	Kitchen Operations & Cookery Stream	
	14	SITHCCC003	Prepare and present sandwiches	SITXFSA001	10	Elective	
	15	SITXCOM001	Source and present information	Nil	10	Elective	
*SITXFSA001 Use hygienic practices for food safety is a prerequisite unit					245	Total HSC Indicative Hours	

Training and Assessment Strategy

Holsworthy High School

AQF Qualification Code and Title: SIT20416 Certificate II in Kitchen Operations		NSW Education Standards Authority (NESA) Course Title: Hospitality - Kitchen Operations Type of course: ICF TAS is for: <input checked="" type="checkbox"/> 2 units x 2 year NESA Code: 26511 (2 units)		Date of Commencement: 2018 Date of Conclusion: 2019	
School: Holsworthy HS		Trainer: Ms O'Neill		Approved by: RTO Manager Date of Approval: December 2016	
This course is from Training Package SIT - Tourism, Travel and Hospitality Training Package (Release 1.1)		Qualification Packaging Rules: http://training.gov.au/Training/Details/SIT20416 13 Total Units 8 Core units and 5 Elective Units			
AQF Core	Code	Unit of Competency	Pre/Co-requisite Units	HSC Indicative Hours	Status for HSC
	SITXFSA001	Use hygienic practices for food safety	Nil	10	Mandatory
	SITXWHS001	Participate in safe work practices	Nil	15	Mandatory
	SITHKOP001	Clean kitchen premises and equipment	SITXFSA001	10	Kitchen Operations Stream
	SITHCCC001	Use food preparation equipment	SITXFSA001	20	Kitchen Operations Stream
	SITXFSA002	Participate in safe food handling practices	Nil	15	Kitchen Operations Stream
	SITXINV002	Maintain the quality of perishable items	SITXFSA001	5	Elective
	SITHCCC005	Prepare dishes using basic methods of cookery	SITXFSA001	40	Kitchen Operations Stream
	SITHCCC011	Use cookery skills effectively	SITXFSA001	20	Elective
AQF Electives	BSBWOR203	Work effectively with others	Nil	15	Mandatory
	SITHCCC006	Prepare appetisers and salads	SITXFSA001	25	Elective
	BSBSUS201	Participate in environmentally sustainable work practices	Nil	15	Elective
	SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	SITXFSA001	35	Elective
	SITHIND002	Source and use information on the hospitality industry	Nil	20	Mandatory
Alternative Unit	SITHCCC002	Prepare and present simple dishes	SITXFSA001	20	Elective
	SITHCCC003	Prepare and present sandwiches	SITXFSA001	10	Elective
				240 or 245	Total HSC Indicative Hours

Training and Assessment Strategy

Holsworthy High School

AQF Qualification Code and Title: Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology R2			NSW Education Standards Authority (NESA) Course Title: Information and Digital Technology Type of course: Industry Curriculum Framework for 2 units over 2 years NESA Code: 27301			Date of Commencement: 2018 Date of Conclusion: 2019	
School: Holsworthy HS			Teacher: Mr Ponton			Approved by: RTO Manager Date of Approval: February 2018	
Training Package: ICT Information & Communications Technology Release 3.1			Qualification Packaging Rules: ICT30115 Certificate III in Information, Digital Media and Technology Students must complete a specialisation study to achieve the full qualification which requires 6 Core units and 11 Elective units				
AQF Core	No	Code	Unit of Competency	Pre/Co-requisites	HSC Indicative Hours	Status for HSC	
	1	BSBWHS304	Participate effectively in WHS communication and consultation processes	NIL	20	Mandatory	
	2	ICTICT202	Work and communicate effectively in an ICT environment	NIL	25	Mandatory	
	3	ICTICT302	Install and optimise operating system software	NIL	20	Mandatory	
	4	ICTSAS301	Run standard diagnostic tests	NIL	10	Mandatory	
	5	BSBSUS401	Implement and monitor environmentally sustainable work practices	NIL	15	Elective	
AQF Electives	6	ICTWEB301	Create a simple mark-up language document	NIL	25	Elective – web technologies	
	7	ICTICT203	Operate application software packages	NIL	20	Stream - web & software applications	
	8	ICTICT308	Use advanced features of computer applications	NIL	30	Stream - web & software applications	
	9	ICTWEB303	Produce digital images for the web	NIL	20	Elective – web technologies	
	10	ICTWEB302	Build simple websites using commercial programs	NIL	30	Stream - web & software applications	
	11	ICTWEB201	Use social media tools for collaboration and engagement	NIL	20	Elective – web technologies	
Total HSC Indicative Hours					235 or 240		

HSC ASSESSMENT SCHEDULE 2018-19 YEAR PLANNER

Week	Term 4	Term 1	Term 2	Term 3
1				
2				
3				
4				
5				TRIAL HSC
6				TRIAL HSC
7				
8				
9				
10				
11				

List all your assessment tasks on the above grid