

# Holsworthy High School

## Assessment Policy Booklet

### Year 12, 2024



#### 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 programs
- Providing evidence of satisfactory achievement of course outcomes
- Providing the Higher School Certificate results.

For 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 program 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 the **moderated assessment mark** which is reported on the HSC Testamur. Students must also be able to provide a record of their learning for both assessment tasks and coursework.

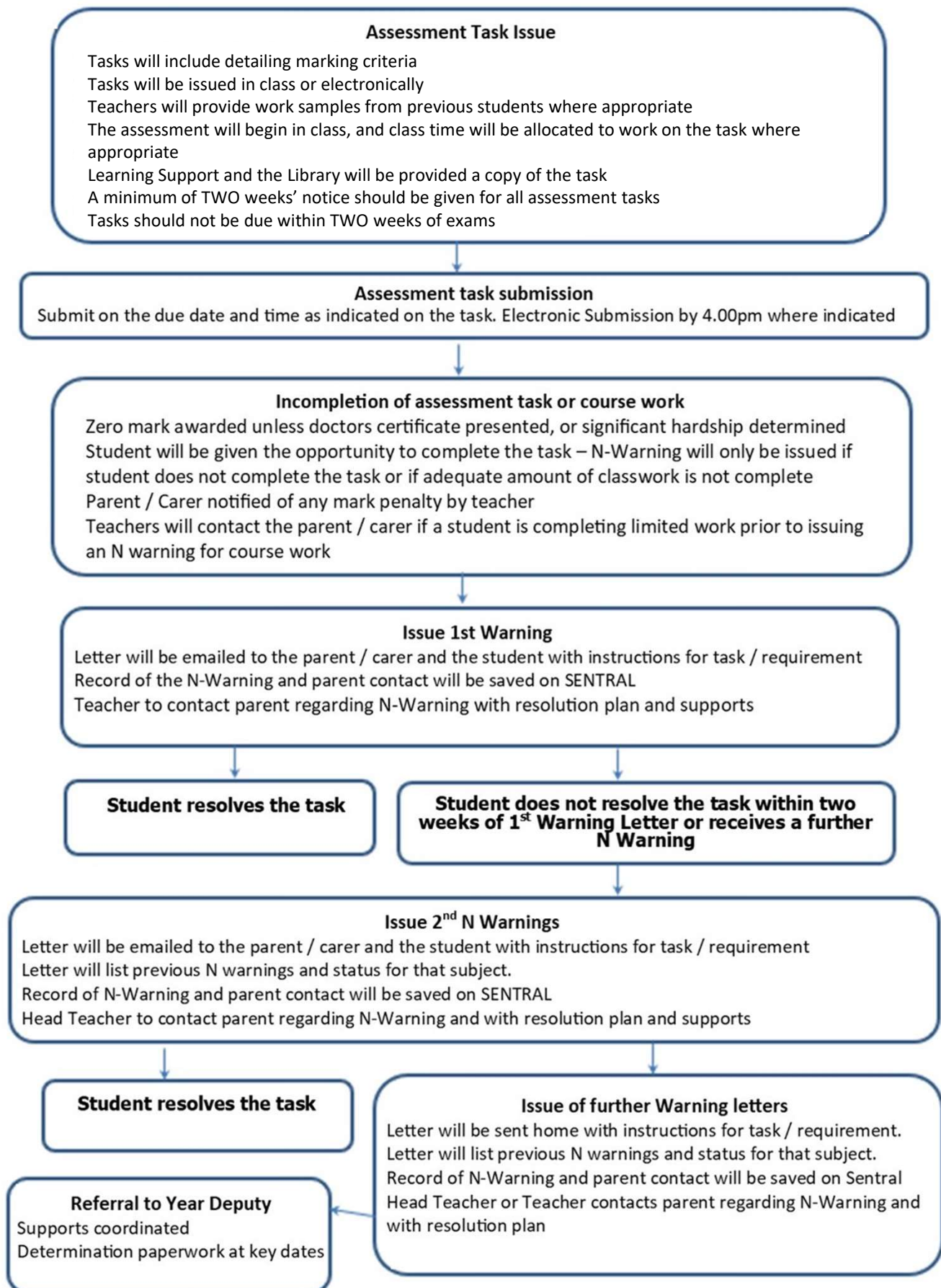
#### THE ASSESSMENT PROCESS

- Students will be assessed between Week 3, Term 4, 2023 and the end of Week 8, Term 3, 2024.
- 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 notified of the date and time of day the task is due. Notice may be in hard copy or via an electronic platform like Google Classroom.
- 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 Head Teacher will record the interaction on Sentral.
- 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 Sentral.
- 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 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 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
  - Submitting work using ChatBots or other forms of Generative AI without appropriate reference
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) of the lodgement 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. Students are expected to make a reasonable attempt at all tasks.

**Students will need to maintain and provide a record of their learning for each subject documenting a diligent and substantial effort.**

**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 receive an 'N' determination. 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 they have failed to submit, have submitted late, have been affected by misadventure or for which they have been accused of malpractice.

The student must **first see the Head Teacher of the subject concerned** and seek a resolution to their 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, they 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 9).

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 rank.

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 10, contains the following information for each subject.

- The total number of Class Assessment Tasks in Term 4 of 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 (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences 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?

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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
		Source analysis writing	Research/ Structured Essay	Source analysis/ Essay	Trial HSC Exam
		Cities of Vesuvius: Pompeii and Herculaneum	Sparta	Historical Period: Greek World	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%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3	Term 4
		Term 1, Week 2	Term 2, Week 2	Term 3, Week 1	Term 3, Week 5/6
		Depth Study	Practical Report	Model/Investigation	Trial HSC Exam
		Module 7/8	Module 5	Module 6	All topics
Knowledge and understanding	40%	10%	5%	5%	20%
Skills in Working Scientifically	60%	20%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## 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
		Business Report	Topic Test	Marketing Plan	Trial HSC Exam
		Operations	Finance	Marketing	All topics
Knowledge and understanding	40%	5%	10%	5%	20%
Stimulus based skills	20%		5%	10%	5%
Inquiry and research	20%	10%	5%	5%	
Communication of business information, ideas and issues	20%	5 %	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## CHEMISTRY

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
		Practical Report	Depth Study	Research	Trial HSC Exam
		Module 5	Module 6	Module 7/8	All topics
Knowledge and understanding	40%	10%	5%	5%	20%
Skills in Working Scientifically	60%	20%	15%	15%	10%
TOTAL	100%	30%	20%	20%	30%

## 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
		Individual Research Project	Essay	Case Study	Trial HSC Exam
		Research Methodology	Groups in Context	Social Impact of Technology	All topics
Knowledge and understanding	40%	5%	10%	10%	15%
Skills and application of content	60%	15%	15%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## ENGLISH - ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10	Term 1, Week 9	Term 2, Week 6	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%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## 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%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



## ENGLISH - STANDARD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	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%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## ENGLISH STUDIES

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

## 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%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

## INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 6	Term 1 Week 8	Term 2, Week 8	Term 3, Week 5/6
		Project Proposal Presentation	Industry Study Report	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	40%	5%	20%	5%	10%
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	60%	10%	N/A	30%	20%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>

## LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7	Term 1 Week 8	Term 2, Week 7	Term 3, Week 5/6
		Media Analysis/Essay	Topic Test	Research Essay	Trial HSC Exam
		Crime	Human Rights	Family	All topics
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Analysis and evaluation	20%	10%			10%
Inquiry and research	20%	5%	5%	10%	
Communication of Legal Studies information, issues and ideas	20%		10%		10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## MATHEMATICS ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8	Term 1, Week 9	Term 2, Week 6	Term 3, Week 5/6
		Sighted Task	Assignment	Open-book exam	Trial HSC Exam
		Sequences and series	Further Differentiation, Geometrical applications of differentiation	Statistics, Correlation and regression	All topics
Concepts, skills and techniques	50%	15%	10%	10%	15%
Reasoning and communication	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

**\*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 9	Term 2, Week 6	Term 3, Week 5/6
		Sighted task	Assignment	Open-book exam	Trial HSC Exam
		Vectors	Trigonometric functions, Further differentiation	Binomial distributions, Further integration	All topics
Concepts, skills and techniques	50%	15%	10%	10%	15%
Reasoning and communication	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## MATHEMATICS STANDARD 1

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
		Investing money, What's my share	Depreciation and loans, Fitting the data	Applying rates, Finding the right path	All topics
<b>Concepts, skills and techniques</b>	50%	15%	10%	10%	15%
<b>Reasoning and communication</b>	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>



## 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	In-class Open-Book	Assignment/ Investigation	Trial HSC Exam
		Driving Safely, Interest and Depreciation	Loans & annuities, Equations and linear functions	Networks	All topics
Concepts, skills and techniques	50%	15%	10%	10%	15%
Reasoning and communication	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2, Week 7	Term 3, Week 5/6
		Source based Task	Extended Writing	Source analysis/ Extended Writing	Trial HSC Exam
		Core Topic: Power and Authority in the Modern	National Studies: Russia and the Soviet Union	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%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## PDHPE

Component	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
		Scenario Analysis	Research and in-class task	Research case study report & in class task	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%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGERY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Wk 10	Term 2 Wk 1	Term 3 Wk 6	Term 3 Week 5/6
		The Arranged Image	Temporal Accounts	Individual Project	Exam
		Man Ray	Surrealism	Related Artists	
Portfolio Making	70%	10%	20%	40%	
Critical and Historical Study	30%		10%	10%	10%
Total	100%	10%	30%	50%	10%

## PHYSICS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, Week 2	Term 2, Week 3	Term 3, Week 1	Term 3, Week 5/6
		Depth Study	Practical Report	Research	Trial HSC Exam
		Module 5	Module 6	Module 7/8	All topics
Knowledge and understanding	40%	10%	5%	5%	20%
Skills in Working Scientifically	60%	20%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## SOCIETY AND CULTURE

Components	Weighting	Task 1	Task 2	PIP	Task 3	Task 4
		Term 4, Week 7	Term 1 Week 8	Term 1, Week 4 Term 2, Week 3 Week 9	Term 2, Week 6	Term 3, Week 5/6
		Article Analysis / Structured Essay	Viva voce presentation	PIP	Extended Writing	Trial HSC Exam
		Core topic Social and Cultural Continuity and Change	Personal Interest Project	Monitoring process	Popular Culture	All topics
Knowledge and understanding	50%	10%	5%		15%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%			10%
Communication of information, ideas and issues	20%	5%	10%		5%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>		<b>20%</b>	<b>30%</b>

## SPORT LIFESTYLE AND RECREATION

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, week 7	Term 2, Week 6	Term 3, Week 5/6
		Observation and Performance	Analysis/ Performance	Fitness Task	Trial Exam
		Resistance Training	Aquatics and Resuscitation	Individual Games and Sports Application	All topics
<b>Knowledge and understanding</b>	40%	10%	10%	10%	10%
<b>Skills</b>	60%	20%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## VISUAL ARTS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
Type		Development of the Body of Work and Visual Arts Process Diary	Essay	Body of Work and Visual Arts Process Diary	Trial HSC Written Examination
<b>Outcomes Assessed</b> Art Making H1; H2; H3; H4; H5; H6. Art Criticism & Art History H7; H8; H9; H10		Term 4; Week 9	Term 1; Week 10	Term 3; Week 2	Term 3; Week 4/5
		H1: Practice H2: Conceptual Framework H3: Frames H4: Representation	H8: Conceptual Framework	H1: Practice H2: Conceptual Framework H3: Frames H4: Representation H5: Conceptual Strength and Meaning H6: Resolution	H7: Practice H8: Conceptual Framework H9: Frames H10: Representation
<b>Art Making</b> Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in art making as an informed point of view.	50%	20%		30%	
<b>Art Criticism and Art History</b> Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	50%		25%		25%
<b>TOTAL</b>	<b>100%</b>	20%	25%	30%	25%



## WORK STUDIES (1 UNIT)

Components	Weighting	Task 1	Task 2
		Term 2, Week 8	Term 3, Week 6
		My Working Life	Preparing Job Applications
		Research task	Cover Letter/Resume
Knowledge and understanding	40%	20%	20%
Skills in practical learning	60%	30%	30%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

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

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

## COMPETENCY DESCRIPTORS


### ULTIMO RTO 90072

### VET COURSE ASSESSMENT SCHEDULES

#### Preliminary 2023 – HSC 2024


Use the following table as a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
<b>Achieved</b>	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
<b>Not Achieved</b>	Competency not achieved / fail	Student has attempted <b>all requirements for the assessment</b> and has been <b>assessed</b> as not competent in one or more of the requirements of the competency
<b>Continuing</b>	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
<b>Withdrawn</b>	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
<b>RPL</b>	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
<b>Credit Transfer</b>	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
<b>Did Not Start</b>	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

<div></div> <div><b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2023 – HSC 2024</b> QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)</div>							<b>NESA course code</b> 2 U X 2 YR - 26211 <b>2022 HSC Exam:</b> 26299 <b>LMBR UI Code:</b> CPC20220126211B or CPC20120126211B
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years  50% Preliminary Exam  35 hrs. Work placement
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
Terms 4/5	11 HSC UOCs						35 hrs. Work placement  50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCBL20001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

## Training and Assessment Strategy

Holsworthy High School

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2023 - HSC 2024</b> QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1) Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1)							NESACourse Code 2 U X 2 YR – 26511 2022 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
<b>The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.</b>							
Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	35 hrs Work placement  50% Prelim Yearly Exam
Term 2 & 3	SITHCCC024 BSBSUS211	Prepare and present simple dishes Participate in sustainable work practices	E E	E E	20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB024 SITXCOM007	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity	E C	S E	15 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							35 hrs Work placement 50% HSC Trial Exam
Term 4 – 6	SITXCCS011 SITHFAB025 SITHFAB027 SITHIND007	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	20 25 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBTWK201 SITHIND006	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	

ULTIMO 90072 INFORMATION and DIGITAL TECHNOLOGY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: ICT30120 Certificate III in Information, Digital Technology Training Package: ICT Information and Communications Technology (version 7.2) The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.							NESA course code 2 U X 2 YR - 27311 HSC Exam No. 27398 LMBR UI Code (11 OR 12) ICT30120127311B
TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years  35 hrs Work placement
	BSBWHS311	Assist with maintaining workplace safety	E	M	20	<b>Cluster 1: Images of Safety</b> Questioning, Observation, Product Based Method, Portfolio	
Term 2	ICTWEB305	Produce digital images for the web	E	E	20		<b>Cluster 2: Team Web</b> Questioning, Observation, Product Based Method, Portfolio
	BSBXTW301	Work in a team	C	M	15		
Term 3	ICTWEB304	Build simple web pages	E	E	30	<b>Cluster 3 :Security</b> Questioning, Observation, Product Based Method, Portfolio	50% HSC Exam  35 hrs Work placement
	BSBXCS303	Securely manage personally identifiable information and workplace information	C	M	20		
Term 4	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	C	M	20	<b>Cluster 5: Run tests and provide advice to clients</b> Questioning, Observation, Product Based Method	35 hrs Work placement
	6 HSC UOC's						
Term 5 & 6	ICTSAS305	Provide ICT advice to clients	C	M	30	<b>Cluster 6: Programming</b> Observation, Product Based Method, Portfolio	
	ICTSAS308	Run standard diagnostic tests	E	E	10		
Term 7	ICTPRG302	Apply introductory programming techniques	C	M	30	<b>Cluster 3: Social Media - Build your digital audience</b> Questioning, Observation, Product Based Method	
	BSBCRT311	Apply critical thinking skills in a team environment	E	E	10		
	ICTICT214	Operate application software packages	E	E	20		
	ICTWEB306	Develop web presence using social media	E	E	15		
NESA requires/students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 250		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



# Training and Assessment Strategy

Holsworthy High School

PUBLIC SCHOOLS NSW ULTIMO RTO 90072							NESA course code	
180hr SKILLS FOR WORK AND VOCATIONAL PATHWAYS ASSESSMENT SCHEDULE							65249	
Preliminary or HSC 2023 ONLY							3U x 1 YR 180hrs	
QUALIFICATION: FSK20119 Certificate II Skills for Work and Vocational Pathways							(11or12)	
Training Package: FSK Foundation Skills (version 2.0)							FSK20119165249B	
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECT IVE	HSC STATU S	HSC INDICA TIVE	Assessment Task Cluster & Method of Assessment	Mandatory HSC Requirements	
1 core unit and 13 Units of Competency (Preliminary or HSC) 180hrs								
As per individual scope and sequence	FSKLRG011	Use routine strategies for work-related learning	C	N/A	10	These are stand alone assement tasks and are assessed at the end of delivery for each unit of competency.	180 Indicative Hours delivered over 1 year  Optional Work experience	
	FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	E-A		10			
	FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	E-A		10			
	FSKRDG009	Read and respond to routine standard operating procedures	E-B		10			
	FSKRDG010	Read and respond to routine workplace information	E-B		10			
	FSKDIG003	Use digital technology for non-routine workplace tasks	E-B		10			
	FSKLRG010	Use routine strategies for career planning	E-B		10			
	FSKOCM004	Use oral communication skills to participate in workplace meetings	E-B		10			
	FSKOCM007	Interact effectively with others at work	E-B		10			
	FSKWTG009	Write routine workplace texts	E-B		10			
	FSKLRG009	Use strategies to respond to routine workplace problems	E-B		10			
	BSBOPS203	Deliver a service to customers	Imported		15			
	FNSFLT211	Develop and use personal budgets	Imported		15			
	FNSFLT212	Develop and use a savings plan	Imported		15			
	BSBWHS211	Contribute to health and safety of self and others	Imported		10			
	SITXFSA001	Use hygienic practices for food safety	Imported	N/A	10			
	SITHCCC002	Prepare and present simple dishes	Imported		20			
	SITHFAB004	Prepare and serve non-alcoholic beverages	Imported		15			
	SITHFAB005	Prepare and serve espresso coffee			15			
	SIRXIND002	Organise and maintain the store environment	Imported	N/A	10			
SIRXSL001	Sell to the retail customer	Imported	15					
	CPCCCM2006	Apply basic levelling procedures	Imported	N/A	15			
Entry on Schools Online For course delivery over two years, the entry on Schools Online should be made in the second year (i.e. Year 12). Assessment to be finalized by 26 November 2022 Refer to Stage 6 VET BEC Course Descriptor <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/skills-for-work-and-vocational-pathways">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/skills-for-work-and-vocational-pathways</a>			Total		180	A minimum of 5 FSK (group B electives must be included), plus at least 3 units from any other currently endorsed training package. Teachers must hold the relevant units of competency in their transcripts. Schools must have permission from the RTO to deliver course electives and must complete (and upload		
This course is not suitable for delivery to Year 9 or 10 students as Early Commencement						to QMS) an alternate approved Training & Assessment Strategy (TAS).		

# ASSESSMENT SCHEDULE 2024 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