



# **Preliminary HSC Assessment Booklet 2023**



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# Welcome to Year 11 2023

## Preliminary Higher School Certificate Course

This policy seeks to provide a fair and equitable assessment process to all students who will complete the Preliminary HSC in 2023. It is also designed to protect all students from another student gaining an unfair advantage in the completion of assessment tasks in any of the Preliminary HSC courses.

Satisfactory completion of the Preliminary HSC course or its equivalent is a prerequisite for entry into an HSC course. All students must complete at least 12 Units to satisfy the requirements of the Preliminary course.

The Preliminary Course is undertaken in terms 1, 2 and 3 of 2023. In term 4 students will commence their HSC course. This booklet outlines all internal assessment tasks for each of the Preliminary HSC courses offered for study at James Fallon High School in 2023.

For each internal assessment task outlined in this booklet you have been provided with the:

- syllabus **components**
- **particular week** in which the task is to occur
- **outcomes** that the task is assessing and
- **weighting** of the task.

As well as this information, additional details are provided to you through formal written notification of specific tasks during the course.

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

Mrs Joanne St Hill

Deputy Principal

## Staff Contacts

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Year Adviser	Yet to be appointed	
Learning Support	Mrs Snow	dianne.m.snow@det.nsw.edu.au

## Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

### Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

### Purpose of Assessment

Assessment is the process of identifying, gathering, and interpreting information about student achievement. In Stage 6, assessment can be used for several purposes, including to:

- assist student learning
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

### Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

## Notification of Assessment Tasks

Students will receive a written notification of an assessment task no less than 10 school days in advance of the date that a particular task is scheduled.

You will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification may include:

- sending you an email
- notification via Compass
- providing you with a hard copy of the notification, OR
- all of the above means.

Students will sign and date a register to acknowledge receipt of this assessment notification.

If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers may upload copies of the task notification onto Compass to ensure all students can access copies throughout the assessment period.

## Task Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via Compass or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the head teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. Academic and Riverina representative excursions may provide students with the opportunity to access an alternative submission date. All other excursions are not deemed genuine reasons for special consideration to assessment submission.

Tasks submitted after the due date without a successful Illness and Misadventure Application will receive an automatic zero mark.

## Late or Non-Submission of an Assessment Task

The precise due date for an assessment task will be provided by your classroom teacher, **at least two weeks before it is due.**

If your assessment task is not submitted on the due date, **you will receive a ZERO mark.**

- If you receive a ZERO, you may lodge an Illness and Misadventure Application to the head teacher or deputy principal if you are able to provide evidence for a valid reason supporting the non-submission.
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the deputy principal has reviewed the student's Illness and Misadventure Application.

If you fail to submit assessment tasks amounting to a 50% significant percentage of your total assessment mark for the course, your case will be reviewed by the principal, and you may be deemed to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE.**

If a student fails to complete a task specified in the assessment program without a valid reason (e.g., illness) the student will be issued with a **zero-mark.**

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless an Illness and Misadventure Application is submitted. Late submission will result in a **zero-mark** being awarded for the task.

Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. Students will receive feedback about their response; however, the student would still have a zero-mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a N-warning letter will be issued indicating the nature of the work not completed and the future action required of the student to resolve the situation. It is important that students complete this task and resolve the warning letter to develop the skills required of the course. To meet the requirements of the Preliminary HSC course, student must make a genuine attempt at assessment tasks.

Students who are absent the day prior to and/or on the day an assessment task or who fail to complete a task by the due date are ineligible for the award of a grade for that task. This includes students who arrive substantially late to school on the due date of the assessment task. Extensions may only be granted where there is a legitimate reason for absence approved by the principal or deputy principal. This will only occur after following the Illness and Misadventure Application process.

## Non-Serious Attempts

NESA expects students to attempt all assessment tasks that are set. Students who do not make a serious attempt at assessments may not receive a grade for the assessment and parents will be contacted for a meeting. Any student identified as making a non-serious attempt or a non-attempt will be asked to justify their response with the teacher and Head Teacher of the subject.

**Non-serious attempts** include frivolous or objectionable material. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

**Non-attempts** include those where only multiple-choice questions are attempted.

## Invalid or Unreliable tasks

All assessment tasks go through a rigorous compliance check to ensure that the tasks are deemed valid and reliable before they are issued to students. However, in the chance that an assessment task does not comply with the information outlined in the assessment schedule for the course, the Deputy Principal will work with the Head Teacher of the faculty to determine if an alternate task should be issued or if student grades will be modified. In extreme cases the task may be deemed invalid and may not count towards the final assessment grade.

Students will be informed of the decision at the outcome of the investigation and given ample opportunity to prepare or resubmit tasks.

## Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED.

The process to follow is:

- discuss first with the teacher - request an explanation of how the mark was determined
- if not satisfied, discuss with the head teacher
- if still not satisfied, students must email their concerns to the deputy principal
- if still not satisfied, an appointment with the principal must be made

## Pattern of Study

The Preliminary course must be successfully completed before a student can commence the HSC course and requires the completion of 12 units of study

The Preliminary HSC course runs throughout Term 1, 2 and 3, 2023, and must include 12 units of study, composed of:

- at least 6 units of NESA developed courses
- at least 2 units of a NESA developed course in English, or English Studies
- at least 3 courses of a 2-unit value or greater (either NESA developed or NESA endorsed courses)
- at least 4 subjects (including English)

## VET Courses

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgment is made based on evidence, which may be in a variety of forms.

## Minimum Standards Testing

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Preliminary Higher School Certificate. Students must demonstrate the minimum standard in reading, writing and numeracy.

The Preliminary HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education.

## N Determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfill his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student's parents will be contacted, and the student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfill his/her responsibilities several times, the student will receive further N-determination warnings and will be interviewed by the deputy principal or the head teacher.
- There will be a second interview to assess if the student has not successfully met the requirements of the N-determination warning, at this point, parents may be contacted. This will be the final opportunity for the student to correct the situation.

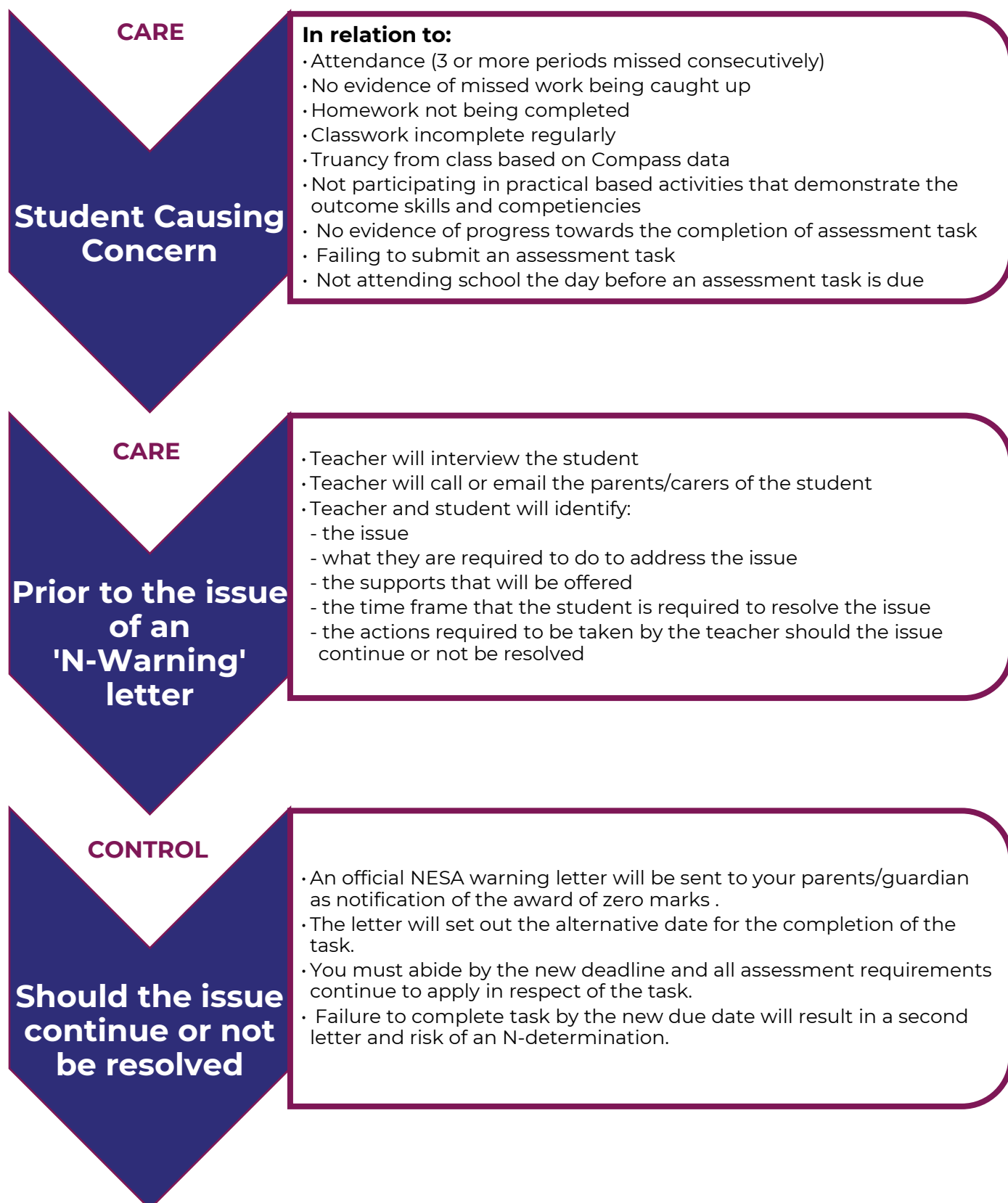
If the situation is not corrected following an interview with the deputy principal, the student will be issued with a N-determination by the principal.

It is important to note that year 11 students must meet the requirements of 6 subjects.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**

## N Award Warning Flow Chart



**The Preliminary HSC grade** is a combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subject's Preliminary HSC assessment program, the school will submit a school-based assessment grade to NESA for each student. The grade will be based on student performance in the tasks in the school's assessment program. The assessment grade submitted is then adjusted (moderated) by NESA to produce the assessment grade that appears on individual student Preliminary HSC results. The purpose of moderation is to place the assessment grades awarded by all schools in each course on the same scale. Course assessment grades are adjusted based on the performance of the students in the Preliminary HSC examination.

The rank order of students as submitted by the school is not changed.

The school-based assessment grade submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment grade, associated course rank and relative gap to the next student.

Preliminary HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

For students undertaking a 'pathways' HSC, the NESA minimum standard online tests can be sat at any time during the five-year accumulation period in order for students to gain eligibility for the HSC. Students who leave school and have not met HSC eligibility requirements will receive a Record of School Achievement (RoSA), or a Transcript of Study.

## Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all someone else's work and presenting it as your own
- using material directly from books, journals, CDs, or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing, or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor, or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

Malpractice in any form, including plagiarism, is unacceptable. Schools register with NESA via [Schools Online](#), all instances where a student was found to have engaged in malpractice in a Year 12 school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

# James Fallon High School Malpractice Policy

**Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.**

## 1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

## 2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

## 3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your preliminary HSC will be placed in jeopardy
- your name will be recorded on a malpractice register in Sydney
- you may even be referred to the Independent Commission Against Corruption

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially

- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

## 4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam, or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

The James Fallon High School Senior Executive team will review cases of suspected malpractice and determine an appropriate action.

The Senior Executive team will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the principal. If malpractice is proven, a zero mark will be considered for that task. In some circumstances, the school may decide to administer a substitute task.

Whatever approach is taken, the penalty will reflect the seriousness of the offence and will be registered on the NESA Register of Malpractice in HSC Assessment Tasks.

## 5. Third Party Use

Using a third party either in person or digitally to submit assessment work, constitutes malpractice.

JFHS uses Artificial Intelligence (AI) filters to check for this malpractice.

## Students Requiring Additional Support

### Disability Provisions

Any Preliminary HSC student with a disability recognised in the Commonwealth Disability Standards for Education (2005) can apply for disability provision. Disability provisions in the Preliminary HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

### Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course comprises 2-Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

**Students studying a Life Skills pattern of study are also subject to N-Award warnings and determinations.**

Note: To be eligible for an ATAR in NSW, student's must satisfactorily complete at least 10 units of ATAR courses. (this excludes life skills subjects) These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

## Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.

What evidence learning is required?

- Students will be assessed in relation to the selected Life Skills outcomes.
- Strategies for students undertaking Life Skills outcomes and content will be specific for individual student.

How will evidence be gathered?

- Strategies for gathering evidence of learning in relation to Life Skills outcomes may include: Observations, of physical responses, engagement In teaching and learning, performance in practical activities, participation in group work, written responses, such as diary entries, oral reports and presentations, visual displays, eg. collage, sketching/graphic communication.

How will outcomes be demonstrated?

- Content and learning experiences.
- Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate for the learning needs of all students.

How will feedback be provided?

- Feedback to students
- The teacher provides appropriate feedback during and at the end of activities for individual students.
- Example include oral, visual or tangible forms.

Is there sufficient evidence of progression?

- Teachers reflect on student performance in relation to Life Skills outcomes.
- Individual student outcomes need to be reviewed often to ensure maintainance and generalisation of knowledge understanding and skills across a range of environments.

## Illness and Misadventure Application

**This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.**

You may lodge an **Illness and Misadventure Application** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

**Students should complete the exam or hand in the task as soon as possible and follow it up with an Illness and Misadventure Application to avoid a zero mark.**

All Illness and Misadventure Applications relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned. All supporting evidence must accompany the application.

Illness and Misadventure Applications may be in respect of:

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Supporting evidence must include medical certificate or equivalent.

Illness and Misadventure Application process does not cover:

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, chronic fatigue, asthma, and epilepsy.
- Technology issues

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.**

James Fallon High School application must include:

- A statement explaining how you were affected during the assessment task.
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected.
- In cases of misadventure, evidence from other sources (e.g., police statements, statutory declaration, legal or medical document and/or other statements explaining how your performance in the assessment task may have been affected).

The head teacher will first consider Illness and Misadventure Applications by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the Senior Executive team and communicated to you by the head teacher.

If the appeal is upheld, you will receive either the mark you gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task, if possible, rather than rely on predictions or estimates.** An examination style assessment will be altered to avoid any questions regarding malpractice. However, the structure, expectations and outcomes being assessed will remain the same.

If an **exam** is missed the student must follow the same procedure as outlined above.

## Illness and Misadventure Application

~ Request for Extension and/or Consideration Due to Illness or Misadventure ~

Students are to fill in the form and take to the classroom teacher		
Student Name:		Assessment Year:
Teacher Name:	Course:	
Task Number and Name:	Date of Assessment Task:	
Nature of Task (please tick): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Examination  <input type="checkbox"/> Performance  <input type="checkbox"/> Assignment  <input type="checkbox"/> Listening Task             </div> <div> <input type="checkbox"/> Portfolio  <input type="checkbox"/> Research Activity  <input type="checkbox"/> Practical Task             </div> <div> <input type="checkbox"/> Written Task  <input type="checkbox"/> Speaking Task  <input type="checkbox"/> Field Work             </div> </div>		
Reason for requested variation:		
Impact on task:		
Supporting documentation for medical/other reason has been provided to deputy principal:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signature of Student:	Date:	

Classroom Teacher Comment	
Signature of Classroom Teacher:	Date:

<b>To be either: a) Completed by head teacher, OR b) Initiated by head teacher in the event of student absence on due date of task.</b>		
Date received:	Time received:	
Faculty Head Teacher Recommendation (please tick):  <input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Approve an extension without penalty <input type="checkbox"/> No extension granted <input type="checkbox"/> No marks to be awarded <input type="checkbox"/> Other		
Additional Information: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Class Teacher:	Class Teacher Notified	Yes <input type="checkbox"/>
Head Teacher Name:	Signature:	

<b>To be completed by Deputy Principal</b>			
Date received:	Evidence presented:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Decision: <hr/> <hr/> <hr/> <hr/>			
Exam organiser notified where applicable	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Deputy Principal Name:	Signature:		

## Rights and Responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at James Fallon High School.

### **The school is responsible for providing:**

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- records of your performance in each assessment task

### **As a student, you are responsible for:**

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all timetabled classes, year meetings and work placements.
- being on time for all classes and maintaining a high level of attendance
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth more than 50% of the available marks you may receive an N determination in a course
- attending all exams punctually with the appropriate equipment or communicate with school if there is an issue
- integrity – work submitted must be your own and sources consulted must be acknowledged.
- submitting all tasks on or before the due date (unless an Illness and Misadventure Application), including those due during work placement.
- in the case of VET students, ensure you are properly equipped and dressed.
- ensuring appointments are made at times when there are no scheduled assessment tasks
- explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note
- contacting your teacher if there is an issue with work placement or other offsite requirements
- follow the Illness and Misadventure Application process where appropriate.
- always attending school unless unwell, which will result in an explained absence from a parent/carer

## Assessment Schedules

## Preliminary Assessment Schedule 2023

# Agriculture

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
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
<b>TOTAL</b>	100 %	30 %	30 %	40 %
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1 P2.1 P2.3 P3.1 P5.1	P2.2 P3.1 P5.1	ALL
<b>TYPE OF TASK</b>		Farm Case Study	Presentation Animal Disease	Preliminary Examination
<b>DATE ISSUED</b>		Term 1, Week 5	Term 2, Week 4	
<b>DATE DUE</b>		Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 9 & 10

## Outcomes

P1.1	Describe the complex, dynamic and interactive nature of agricultural production systems
P1.2	Describe the factors that influence agricultural systems
P2.1	Describes the biological and physical resources and applies the processes that cause changes in plant production systems
P2.2	Describes the biological and physical resources and applies the processes that cause changes in animal production
P2.3	Describes the farm as a basic unit of production
P3.1	Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P4.1	applies the principles and procedures of experimental design and agricultural research
P5.1	investigates the role of associated technologies and technological innovation in producing an marketing agricultural products

## Preliminary Assessment Schedule 2023

# Biology

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
<b>TOTAL</b>	100 %	30 %	30 %	40 %
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO11-8 BIO11-9	ALL
<b>TYPE OF TASK</b>		Depth Study	Practical Task	Preliminary Examination
<b>DATE ISSUED</b>		Term 1, Week 7	Term 2, Week 7	
<b>DATE DUE</b>		Term 2, Week 1	Term 2, Week 7	Term 3, Weeks 9 & 10

## Outcomes

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cellular structure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Preliminary Assessment Schedule 2023

# Business Studies

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of content	40	10	15	15
Stimulus based skills	20		10	10
Inquiry and Research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
<b>TOTAL</b>	100%	25%	40%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P2, P3, P7, P8, P9	P1, P2, P3, P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
<b>TYPE OF TASK</b>		In-class task	Research task	End of course examination
<b>DATE ISSUED</b>		Week 8, Term 1	Week 3, Term 2	Week 7, Term 3
<b>DATE DUE</b>		Week 10, Term 1	Week 7, Term 2	Week 9/10, Term 3

## Outcomes

P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

## Preliminary Assessment Schedule 2023

# Chemistry

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40	10	10	20
<b>TOTAL</b>	100%	30%	40%	30%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		CH11-1 CH11-2 CH11-4 CH11-7 CH11-8	CH11-1 CH11-4 CH11-5 CH11-6 CH11-7 CH11-9	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11
<b>TYPE OF TASK</b>		Practical & calculation assessment	Depth Study	Preliminary Examination
<b>DATE ISSUED</b>		Term 1, Week 8	Term 2, Week 8	-
<b>DATE DUE</b>		Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9 & 10

## Outcomes

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

## Preliminary Assessment Schedule 2023

# Community and Family Studies

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Resource Management	Individuals and Groups	Resource Management, Individuals and Groups, Families and Communities
Knowledge and understanding of course content.	40	10	10	20
Skills and critical thinking, research methodology, analysing and communicating.	60	20	25	15
<b>TOTAL</b>	100%	30%	35%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P1.2, P4.1, P4.2, P5.1	P2.1, P2.3, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1
<b>TYPE OF TASK</b>		In class assessment.	Research task with in class assessment	Preliminary examination
<b>DATE ISSUED</b>		Term 1, Week 5	Term 2, Week 5	Term 3, Week 7
<b>DATE DUE</b>		Term 1, Week 7	Term 2, Week 7	Term 3, Week 9/10

## Outcomes

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making
7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society

## Preliminary Assessment Schedule 2023

### Dance

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Core Performance	40	40		
Core Composition	30		30	
Core Appreciation	30			30
<b>TOTAL</b>	100%	40%	30%	30%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2.1, P2.3, P2.4 P 2.5	P3.1, P3.2, P 3.4, P3.5	P4.1, P4.2 P4.5
<b>TYPE OF TASK</b>		Performance, PowerPoint & Journal	PowerPoint & Journal	Exam
<b>DATE ISSUED</b>		Term 1 Week 3	Term 2 Week4	
<b>DATE DUE</b>		Term 2 Week 3	Term 3 Week 6	Term 3 Week 9/10

### Outcomes

P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.3	recognises the importance of the application of safe dance practice
P3.1,	identifies the elements of dance composition
P3.2	understands the compositional process
P3.4	explores the elements of dance relating to dance composition
P3.6	structures movement devised in response to specific concept/intent

## Preliminary Assessment Schedule 2023

# Design & Technology

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1: Design Skills/Study	TASK 2: Product Design	TASK 3: Exam
Designing & Producing	50	10	40	
Presentation of Research	25	25		
Test Type Tasks	25			25
<b>TOTAL</b>	%	%	%	%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P4.1, P4.3, P5.2, P6.2, P2.1, P2.2, P5.3	P1.1, P3.1, P4.3, P5.2, P5.3, P4.2, P4.3, P5.1, P5.2, P6.1	P4.3, P5.1, P5.3, P6.1
<b>TYPE OF TASK</b>		Written & Practical Tasks	Written & Practical Tasks	Written Examination
<b>DATE ISSUED</b>		1/2/23	13/6/2023	Term 3, W7
<b>DATE DUE</b>		5/5/23	18/08/23	Term 3, W9/10

## Outcomes

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

## Preliminary Assessment Schedule 2023

### Drama

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Making	40	10	20	10
Performing	30	5	15	10
Critically Studying	30	5	5	20
<b>TOTAL</b>	<b>%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P1.6, P2.1, P3.1	P1.2, P1.5, P1.7, P1.8, P2.2, P2.5, P2.6, P3.1	P1.3, P1.4, P2.3, P2.4, P3.2, P3.3, P3.4
<b>TYPE OF TASK</b>		<b>Individual Performance</b>	<b>Playbuilding</b>	<b>Style Study</b>
<b>DATE ISSUED</b>		Term 1, Wk 5	Term 2, Wk 4	Term 3, Wk 4
<b>DATE DUE</b>		Term 1, Wk 7	Term 2, Wk 6	Term 3, Wk 6

### Outcomes

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

## Preliminary Assessment Schedule 2023

# Economics

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	10		10
Inquiry and research	20		20	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
	100%	25%	35%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P2, P7, P10, P11	P8, P9, P10, P12	P3, P4, P5, P6, P7, P11
<b>TYPE OF TASK</b>		<b>In-class test Topics:</b> Introduction to Economics and Consumers and Business	<b>Research Task Topics:</b> Markets	<b>End of Course Examination Topics:</b> All
<b>DATE ISSUED</b>		Term 1 Week 7	Term 2 Week 7	Term 3 Week 7
<b>DATE DUE</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10

## Outcomes

P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firms and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in the Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

## Preliminary Assessment Schedule 2023

# English Advanced

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>TOTAL</b>	%	30%	35%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EA11-2, EA11-4, EA11-9	EA11-1, EA11-6, EA11-7	EA11-3, EA11-5, EA11-8
<b>TYPE OF TASK</b>		Imaginative Composition and Reflection	Multimodal Presentation	Course Examination
<b>DATE ISSUED</b>		Term , Week 4	Term 2, Week 4	Term 3, Week 5
<b>DATE DUE</b>		Term 1, Week 9	Term 2, Week 6	Term 3, Week 9/10

## Outcomes

EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

## Preliminary Assessment Schedule 2023

# English Extension 1

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
	Common Module: Texts, Culture and Values	Independent Research Project	Essay	Exam
Knowledge and understanding of course content	50	20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>TOTAL</b>	%	35%	30%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EE11-1 EE11-6	EE11-3 EE11-4	EE11-2 EE11-5
		Analytical multimodal presentation	Essay	Preliminary HSC Exam
<b>DATE ISSUED</b>		Term 1, Week 2	Term 2, Week 4	Term 3, Week 5
<b>DATE DUE</b>		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10

## Outcomes

EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	develops skills in research methodology to undertake effective independent investigation
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## Preliminary Assessment Schedule 2023

# English Standard

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Reading to Write	Contemporary Possibilities	Course Examination
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>TOTAL</b>	100%	30%	35%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EN11-3, EN11-4, EN11-9	EN11-1, EN11-2, EN11-7	EN11-5, EN11-6, EN11-8
<b>TYPE OF TASK</b>		Imaginative Composition and Reflection	Multimodal Presentation	Course Examination
<b>DATE ISSUED</b>		Term 1, Week 4	Term 2, Week 4	Term 3, Week 5
<b>DATE DUE</b>		Term 1, Week 6	Term 2, Week 6	Term 3, Week 9/10

## Outcomes

EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Preliminary Assessment Schedule 2023

# English Studies

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Achieving Through English	Portfolio of Work	Course Examination
Knowledge and understanding of course content	50	20	15	15
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	20	15	15
TOTAL	100%	40%	30%	30%
PROPOSED OUTCOMES TO BE ASSESSED		ES11-2, ES11-6, ES11-8	ES11-3, ES11-7, ES11-9, ES11-10	ES11-1, ES11-4, ES11-5
TYPE OF TASK		Multimodal Presentation	Collection of class work Portfolio of Learning	Course Exam
DATE ISSUED		Term 1 Week 7	Term 1 Week 4	Term 3 Week 7
DATE DUE		Term 1 Week 9	Term 3 Week 3	Term 3 Week 9-10

## Outcomes

ES11-2	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
ES11-3	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
ES11-4	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
ES11-5	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
ES11-6	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
ES11-7	investigates and explains the relationships between texts
ES11-8	understands and explains the diverse ways texts can represent personal and public
ES11-9	identifies and explains cultural assumptions in texts and their effects on meaning
ES11-10	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Preliminary Assessment Schedule 2023

# Geography

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20		15	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
	100%	20%	40%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P2, P3, P4, P5, P6, P8, P9 and P12	P7, P8, P9, P10, P11 and P12	P1, P2, P3, P4, P5, P6, P8, P9 and P12
<b>TYPE OF TASK</b>		<b>In-class test Topics:</b> Biophysical Interactions	<b>Senior Geography Project</b>	<b>End of Course Examination</b>  <b>Topics: All</b>
<b>DATE ISSUED</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 7
<b>DATE DUE</b>		Term 2 Week 1	Term 3 Week 1	Term 3 Week 9/10

## Outcomes

P1	differentiates between spatial and ecological dimensions in the study of geography
P2	describes the interactions between the four components which define the biophysical environment
P3	explains how a specific environment functions in terms of biophysical factors
P4	analyses changing demographic patterns and processes
P5	examines the geographical nature of global challenges confronting humanity
P6	identifies the vocational relevance of a geographical perspective
P7	formulates a plan for active geographical inquiry
P8	selects, organises and analyses relevant geographical information from a variety of sources
P9	uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10	applies mathematical ideas and techniques to analyse geographical data
P11	applies geographical understanding and methods ethically and effectively to a research project
P12	communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

## Preliminary Assessment Schedule 2023

# Legal Studies

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40%	10	5	25
Analysis and evaluation	20%	5	15	0
Inquiry and research	20%	10	10	0
Communication of legal information, ideas and issues in appropriate forms	20%	5	10	5
<b>TOTAL</b>	100%	30%	40%	30%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2, P6, P7, P8, P9	P3, P4, P7, P8, P9, P10	P1, P2, P3, P5, P7, P9
<b>TYPE OF TASK</b>		Research and essay	Socratic seminar	Final examination
<b>DATE ISSUED</b>		Week 6, Term 1	Week 6, Term 2	Week 6, Term 3
<b>DATE DUE</b>		Week 8, Term 1	Week 8, Term 2	Week 9, Term 3

## Outcomes

P1	Identifies and applies legal concepts and terminology
P2	Describes the key features of Australian and international law
P3	Describes the operation of domestic and international legal systems
P4	Discusses the effectiveness of the legal system in addressing issues
P5	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	Explains the nature of the interrelationship between the legal system and society
P7	Evaluates the effectiveness of the law in achieving justice
P8	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	Communicates legal information using well-structured responses
P10	Accounts for differing perspectives and interpretations of legal information and issues

## Preliminary Assessment Schedule 2023

# Mathematics Advanced

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	10%	20%	20%
<b>TOTAL</b>	100%	30%	30%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		MA-F1	MA-T1 MA-T2	All
<b>TYPE OF TASK</b>		In Class Assessment	Assignment	Yearly Examination
<b>DATE ISSUED</b>		Term 1 Week 6	Term 2 Week 6	
<b>DATE DUE</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10

## Outcomes

<b>MA11-1</b>	uses algebraic and graphical techniques to solve and where appropriate, compare alternative solutions to problems
<b>MA11-2</b>	uses the concepts of functions and relations to model, analyse and solve practical problems
<b>MA11-3</b>	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
<b>MA11-4</b>	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
<b>MA11-5</b>	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
<b>MA11-6</b>	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
<b>MA11-7</b>	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

## Preliminary Assessment Schedule 2023

# Mathematics Extension 1

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	10%	20%	20%
<b>TOTAL</b>	100%	30%	30%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	All
<b>TYPE OF TASK</b>		In Class Assessment	Assignment	Yearly Examination
<b>DATE ISSUED</b>		Term 1 Week 5	Term 2 Week 5	
<b>DATE DUE</b>		Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10

## Outcomes

<b>ME11-1</b>	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME11-2</b>	manipulates algebraic expressions and graphical functions to solve problems
<b>ME11-3</b>	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME11-4</b>	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
<b>ME11-5</b>	uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME11-6</b>	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<b>ME11-7</b>	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

## Preliminary Assessment Schedule 2023

# Mathematics Standard

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	10%	20%	20%
<b>TOTAL</b>	100%	30%	30%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-6 MS11-8 MS11-9 MS11-10	All
<b>TYPE OF TASK</b>		In Class Assessment	Assignment	Yearly Examination
<b>DATE ISSUED</b>		Term 1 Week 6	Term 2 Week 6	
<b>DATE DUE</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10

## Outcomes

<b>MS11-1</b>	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-2</b>	represents information in symbolic, graphical and tabular form
<b>MS11-3</b>	solves problems involving quantity measurement, including accuracy and the choice of relevant units
<b>MS11-4</b>	performs calculations in relation to two-dimensional and three-dimensional figures
<b>MS11-5</b>	models relevant financial situations using appropriate tools
<b>MS11-6</b>	makes predictions about everyday situations based on simple mathematical models
<b>MS11-7</b>	develops and carries out simple statistical processes to answer questions posed
<b>MS11-8</b>	solves probability problems involving multistage events

## Preliminary Assessment Schedule 2023

# Modern History

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	15	10	15
Historical skills and the analysis and evaluation of sources and interpretations	20	10		10
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	5	10
<b>TOTAL</b>	100%	35%	30%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		MH11-4, MH11-6, MH11-7, MH11-10	MH11-2, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5
<b>TYPE OF TASK</b>		Source Analysis	Research Essay	Course Examination
<b>DATE ISSUED</b>		Term 1, Week 5	Term 2, Week 4	Term 3, Week 5
<b>DATE DUE</b>		Term 1, Week 7	Term 2, Week 7	Term 3, Week 9/10

## Outcomes

MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

## Preliminary Assessment Schedule 2023

# Industrial Technology: Timber

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1: Individual Project/Folio	TASK 2: Industry Study	TASK 3: Exam
Industry Study	20	10	5	
Management Communication Production	50	20	20	10
Industry Related Manufacturing	30	10	10	10
<b>TOTAL</b>	%	%	%	%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2.1, P3.1, P3.3, P4.2, P4.3, P5.2, P5.4, P6.1	P1.1, P2.2, P6.1, P6.2, P7.1	P1.2, P3.2, P5.1, P6.1, P6.2, P7.1
<b>TYPE OF TASK</b>		Written & Practical Tasks	Written Tasks	Written Examination
<b>DATE ISSUED</b>		Week 1, Term 1	18/7/2023	Term 3, W7
<b>DATE DUE</b>		28/5/2023	18/8/2023	Term 3, W9/10

## Outcomes

P1.1	describes the organisation and management of an individual business within the focus area industry
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	identifies the impact of one related industry on the social and physical environment

## Preliminary Assessment Schedule 2023

# Investigating Science

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40	10	10	20
	100%	30%	40%	30%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		INS11/12-2 INS11-8	INS11/12-7 INS11-10	INS11-9 INS11/12-6
<b>TYPE OF TASK</b>		<b>Data Analysis</b>	<b>Depth Study</b>	<b>End of Course Examination</b>
<b>DATE ISSUED</b>		Term 1 Week 4	Term 2 Week 7	Term 3 Week 7
<b>DATE DUE</b>		Term 1 Week 6	Term 2 Week 9	Term 3 Week 9/10

## Outcomes

INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

## Preliminary Assessment Schedule 2023

# Music 1

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Composition	25		25	
Aural Skills	25	10	10	5
Musicology	25	10		15
Performance	25	10		15
<b>TOTAL</b>	%	30%	35%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P5, P6, P7, P10, P11	P3, P4, P5, P7, P8, P10, P11	P1, P2, P6, P9, P11
<b>TYPE OF TASK</b>		Performance and Performance Notes	Composition and Aural Analysis	Performance and Viva Voce
<b>DATE ISSUED</b>		2 weeks before	2 weeks before	2 weeks before
<b>DATE DUE</b>		Term 2, Week 1	Term 3, Week 1	Term 3, Week 9/10

## Outcomes

P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

## Preliminary HSC Assessment Schedule 2023

# Personal Development Health & Physical Education

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of the course content	40	10	10	20
Skills in critical thinking, research and analysing and communicating	60	20	20	20
<b>TOTAL</b>	100%	30%	30%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2-4, P16	P8, P11, P16	P1-3, P7, P10, P12
<b>TYPE OF TASK</b>		Core 1 Research Task	Core 2 Report	Final Exam
<b>DATE ISSUED</b>		Week 5	Week 5	-
<b>DATE DUE</b>		Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10

## Outcomes

P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individual's health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P7	explains how body systems influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	uses a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

## Preliminary Assessment Schedule 2023

### Physics

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Skills in Working Scientifically	60	15	30	15
Knowledge and Understanding of Course Content	40	5	10	25
<b>TOTAL</b>	100%	20%	40%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		PH11-3, 5, 8	PH11-1, 2, 6, 7	All
<b>TYPE OF TASK</b>		Practical Task	Depth study	Final Exam
<b>DATE ISSUED</b>		Term 1 Week 6	Term 2 Week 6	Term 3 Week 8
<b>DATE DUE</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 10

### Outcomes

PH11- 1	develops and evaluates questions and hypotheses for scientific investigation
PH11- 2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11- 3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11- 5	analyses and evaluates primary and secondary data and information
PH11- 6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11- 7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11- 8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

The Knowledge and Understanding outcome/s for Task 2 -the depth study, will be determined in consultation with the students. This will be influenced by the module being studied at that time and the nature of the depth study undertaken.

## Preliminary Assessment Schedule 2023

# Sport, Lifestyle and Recreation (SLR)

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Module 8.4 First Aid & Sport Injuries	Module 8.9 Healthy Lifestyles	Module 8.11 Outdoor Recreation
Knowledge and understanding of the course content	50	15	15	20
Skills	50	20	15	15
<b>TOTAL</b>	%	30%	35%	35%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		1.3 3.6 4.5	1.5 3.5 4.3	1.1 4.2 4.4
<b>TYPE OF TASK</b>		Practical Assessment and Theory Exam	Theory Research Task	Practical Assessment and Theory Task
<b>DATE ISSUED</b>		Week 4	Week 4	Week 4
<b>DATE DUE</b>		Week 7	Week 7	Week 7

## Outcomes

1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.3	demonstrates ways to enhance safety in physical activity
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement contexts
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Preliminary Assessment Schedule 2023

# Visual Arts

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
<b>Practical</b>	50%	<b>Practical Subjective Frame</b> Submitted Artworks created during the Drawing unit using a subjective approach.	<b>Practical Exploring Media and Frames</b> Submitted artwork(s) exploring Painting and Photography (Term 2)	
<b>Art Criticism and Art History</b>	50%	<b>Art Criticism and Art History</b> Section One Response Subjective Frame	<b>Art Criticism and Art History</b> Essay which analyses artworks using the cultural frame.	<b>Yearly Examination</b> Art Criticism and Art History Written Examination
<b>TOTAL</b>	100%	20% / 10%	30% / 10%	30%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P2, P3, P4, P6, P7, P9	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10
<b>TYPE OF TASK</b>		Practical and Theory	Practical and Theory	Theory
<b>DATE ISSUED</b>		Term 1 Week 3	Term 2 Week 2	Term 3
<b>DATE DUE</b>		Term 2 Week 1	Term 3 Week 1	Term 3 Week 9/10

## Outcomes

	<b>ARTMAKING</b>
P1:	explores the conventions of practice in artmaking
P2:	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3:	identifies the frames as the basis of understanding expressive representation through the making of art
IT1	investigates subject matter and forms as representations in artmaking
P5:	investigates ways of developing coherence and layers of meaning in the making of art
P6:	explores a range of material techniques in ways that support artistic intentions
	<b>Art Criticism and Art History</b>
P7:	explores the conventions of practice in art criticism and art history
P8:	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9:	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10:	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## Preliminary Assessment Schedule 2023

### Work Studies

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		<b>Research Task: Career Plan</b>	<b>Job Interview</b>	<b>End of Course Examination</b>
Knowledge and Understanding	30%	10	10	10
Skills	70%	20	20	30
Task Weighing		30	30	40
<b>TOTAL</b>	100%	30%	30%	40%
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1,P2,P3	P1,P2,P3,P4,P5	P1,P3,P4,P5,P7,P9
<b>TYPE OF TASK</b>		Research	Interview	Examination
<b>DATE ISSUED</b>		Term 1 Week 7	Term 2 Week 8	Term 3
<b>DATE DUE</b>		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10

### Outcomes

H1.1	uses acting skill to adopt and sustain a variety of characters and roles
1.	investigates a range of work environments
2.	examines different types of work and skills for employment
3.	analyses employment options and strategies for career management
4.	assesses pathways for further education, training and life planning
5.	communicates and uses technology effectively
6.	applies self-management and teamwork skills
7.	utilises strategies to plan, organise and solve problems
9.	evaluates personal and social influences on individuals and groups

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate you have gained and can apply the specific knowledge and skills for the unit of competency (UoC) to be deemed competent in that unit. You will be deemed “Competent”, if performance in all required assessment activities for the unit of competency is satisfactory, or ‘Not Competent’ if you are still developing skills and/or your performance is at an unsatisfactory level. This means a course mark is not allocated for competency-based assessment. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the [VET Student Induction Booklet](#) for additional advice. You will receive a report from the school each semester indicating competency outcomes. After meeting all the assessment requirements, the successful achievement of competency in the units as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level, or if at least one unit of competency is achieved a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 if at least one unit of competency is achieved. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** may be requested by using the Wagga Wagga Application for Recognition of Prior Learning (RPL) for a unit of competency including a portfolio of evidence relevant to each unit. Seek RPL advice from your trainer. This RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review. This UoC must be stated in the RTO’s TAS on commencement of the course. **Credit Transfer (CT)** may be given for a unit of competency previously achieved with another RTO after verification of the Transcript of Academic Record, or through a viewable verifiable online VET USI transcript. Seek CT advice, from your trainer who will contact the RTO, prior to the commencement of the delivery of this UoC. This UoC must be stated in the RTO’s TAS on commencement of the course.

**N Determination** will be issued to a student who does not demonstrate due diligence and sustained effort in the course, and/ or participate in mandatory work placement and /or apply themselves to HSC course outcomes. This process may lead to an N determination for this subject which may prevent the achievement of the HSC. N determination will not be issued for failure to achieve competency but is about fulfilling the requirements of learning for the HSC.

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

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

### Work placement advice from NESA in response to COVID-19

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

**The HSC examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).** Where applicable this HSC examination is

- 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. Where applicable, the satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

# HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

<b>SCHOOL</b>	James Fallon High School	
<b>Requirements for HSC purposes</b>		<b>Dates</b>
Work Placement (compulsory for the HSC) 70 hours in total		To be confirmed
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 Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 2	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 3	CPCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

## Assessment Timeline

Term 1 2023 Assessment Timeline		
Week Due		Subject
Week 1	23 <sup>rd</sup> January	
Week 2	30 <sup>th</sup> January	
Week 3	6 <sup>th</sup> February	
Week 4	13 <sup>th</sup> February	
Week 5	20 <sup>th</sup> February	
Week 6	27 <sup>th</sup> February	English Standard Investigating Science
Week 7	6 <sup>th</sup> February	Community and Family Studies Drama Mathematics Extension Modern History PDHPE Sport, Lifestyle and Recreation
Week 8	13 <sup>th</sup> March	Legal Studies Mathematics Advanced Mathematics Standard Physics
Week 9	20 <sup>th</sup> March	Agriculture Economics English Advanced English Extension English Studies Work Studies
Week 10	27 <sup>th</sup> March	Business Studies Chemistry
Week 11	3 <sup>rd</sup> April	

Term 2 2023 Assessment Timeline		
Week Due		Subject
Week 1	24 <sup>th</sup> April	Biology Geography Music Visual Arts
Week 2	1 <sup>st</sup> May	Design And Technology
Week 3	8 <sup>th</sup> May	Dance
Week 4	15 <sup>th</sup> May	
Week 5	22 <sup>nd</sup> May	Industrial Technology Timber
Week 6	29 <sup>th</sup> May	Agriculture Drama English Standard English Advanced
Week 7	5 <sup>th</sup> June	Biology Business Studies Community and Family Studies Mathematics Extension Modern History PDHPE Sport, Lifestyle and Recreation
Week 8	12 <sup>th</sup> June	Legal Studies Mathematics Advanced Mathematics Standard Physics
Week 9	19 <sup>th</sup> June	Economics English Extension Investigating Science
Week 10	26 <sup>th</sup> June	Chemistry Work Studies

Term 3 2023 Assessment Timeline		
Week Due		Subject
Week 1	17 <sup>th</sup> July	Geography Music Visual Arts
Week 2	24 <sup>th</sup> July	
Week 3	31 <sup>st</sup> July	English Studies
Week 4	7 <sup>th</sup> August	
Week 5	14 <sup>th</sup> August	Industrial Technology Timber Design And Technology
Week 6	21 <sup>st</sup> August	Dance Drama
Week 7	28 <sup>th</sup> August	Sport, Lifestyle and Recreation
Week 8	4 <sup>th</sup> September	
Week 9	11 <sup>th</sup> September	Preliminary Examinations All Subjects
Week 10	18 <sup>th</sup> September	Preliminary Examinations All Subjects