



Preliminary HSC Course Assessment Booklet

2022

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James Fallon High School

Preliminary Course Assessment in the Higher School Certificate

2022 Policy and Procedure

Rationale: This policy seeks to provide a fair and equitable assessment process to all students who will complete the Preliminary HSC in 2022. It is also designed to protect all students from any particular student gaining an unfair advantage in the completion of assessment tasks in any of the Preliminary HSC courses.

Prerequisite: 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 2022. In term 4 students will commence their HSC courses. This booklet outlines all internal assessment tasks for each of the Preliminary HSC courses offered for study at James Fallon High School in 2022.

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.

Assessments

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.

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.

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.

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.

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. This is clearly stated in the Additional Information section on every assessment task notification.

Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark.

Late or Non-Submission of tasks

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 a Student Assessment Variation Form 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 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 from an assessment task or who fail to complete a task by the due date absence are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal. This will only occur after following the variation 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.

Variation of Assessment

Students absent (due to illness or approved leave such as work placement or other school business) from school on the day an assessment task, test or examination is due, must complete and submit a Student Assessment Variation Form on the day of return to school and no longer than **two weeks** after the initial due date of the task, test or examination. The Student Assessment Variation Form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional* circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date must be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

Despite the outcome of a variation all students will be required to complete scheduled assessment tasks, at times these tasks may be altered to the original assessment task set. Students will complete a similar task to the one set for the assessment they have missed, however it will be in the same mode to ensure **student equity**.

“Technological” breakdown: Printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances.

Technology problems are simply **NOT** grounds for a legitimate variation or extension of time.

The following circumstances will generally be recognised as **exceptional and may support your variation:*

- *Where you have more than three (3) assessment tasks due in a particular week and you provide 10 school days' notice before the relevant week of that fact to the Deputy Principal.*
- *Where you have a serious and continuing medical condition which is supported by a doctor's certificate and such documentation is submitted to the Deputy Principal.*

The following circumstances will generally **NOT** be recognised as **exceptional**:

- Extra-curricular activities
- Paid employment commitments
- Attending or preparing to attend recreational activities such as music concerts and the Albury Gold Cup
- Holidays
- One or two days of illness during the two weeks leading up to the task

The final decision on the variation of an assessment task due date for an individual student will be made by the Deputy Principal.

N- Determinations

The Assessment Certification and Examination (ACE) website states that to meet the course completion criteria, principals must have sufficient evidence that a student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

As stated in the ACE website, students are also expected to make a genuine attempt at assessment tasks which total up to **more than 50 per cent** of available marks. Completion of tasks adding up to a total of exactly 50 per cent is not sufficient. In some cases, this will mean that the student will not meet the pattern of study requirements and may be ineligible for the award of the Preliminary Higher School Certificate in that year.

In **Extension** courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result **in either course**.

In the case of competency based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine. While NESA does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria have not been met.

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the school will:

1. advise students of the tasks or actions to be undertaken in time for the problem to be corrected and alert them to the possible consequences of an 'N' determination
2. advise the parent or guardian in writing
3. request from the student/parent/guardian a written acknowledgement of the warning
4. issue at least one follow-up warning letter if the first letter is not effective; and
5. retain copies of all relevant documents.

All written warnings are issued as soon as possible and regularly where required.

Students may appeal against the N determination by submitting a Student Appeal Form and by submitting it to the Principal for consideration. The Principal will then consider the appeal and review the documentation before making a decision. If the Principal declines the appeal, then students are advised that they can request that NESA review the appeal and will make the final decision.

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do in order to improve their performance needs to be given to students as well as their rank and grade for the task.

In the cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the course monitoring folder.

Submission of Projects, Major Works and Performances

The development and selection of student projects, major works, exhibitions and performances **must satisfy health and safety requirements**. They must:

- be undertaken within the operating guidelines and directives of education authorities and/or schools
- recognise and reflect relevant state and national legislation, regulations and standards including those relating to workplace health and safety (WHS), animal welfare, dangerous goods, hazardous substances and weapons
- take account of the needs of students, teachers, markers and others, including the general public. Any Preliminary HSC project that might be considered dangerous to health or safety may not be marked.

Prohibited weapons, replicas and related articles

Student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas, or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers before they begin their performance.

Examples of prohibited weapons, replicas and related articles include, but are not limited to, firearms, knives, cross-bows, archery bows and arrows, catapults, kung fu sticks or nunchaku, batons, spear guns, handcuffs and self-defence sprays.

For many students, their performance or submitted works present an opportunity to explore an issue of personal interest and to express ideas and opinions. While it is understood some performances and submitted works challenge established views, the principal will ensure that work submitted for the examination does not cause offence. Preliminary HSC Markers should not be confronted by works and performances that the general community would find offensive. Supervisors of Marking will report any examination responses that contain frivolous or gratuitously objectionable material to NESAs.

Appeals against rankings

If students feel that there is an error within their assessment rankings, the Deputy Principal will conduct an investigation where they review the weighting, cumulative marks and types of assessment tasks in line with the NESAs requirements outlined in document *ACE 11013*.

They will also check to see that there have been no clerical errors in the determination of the student ranking and inform the students of the results of the enquiry within 7 days of the appeal being made. However, provision has been made for subsequent appeals to NESAs.

Please note that there is no provision for appeal against the marks awarded for individual assessment tasks. The reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

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.

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.

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 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:

First Incident:

- Interview with the appropriate head teacher
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by classroom teacher.
- Recorded on school's welfare system and possible level move

Second Incident:

- Interview with the appropriate head teacher and deputy principal
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal
- Formal caution or suspension

- Recorded on school's welfare system and moved to Red Level

Third Incident:

- Interview with the deputy principal and principal
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal or principal
- Suspension
- Recorded on school's welfare system and moved to Blue Level

Students in Years 11 -12

In addition to the consequences outlined above for each incident, senior students who engage in malpractice can reasonably anticipate the following steps to be taken:

Frequently asked Questions

1. When does the period for preliminary HSC internal assessment tasks take place?

The internal assessment period will begin in Week 5 of Term 1, 2022 and continue through to the end of Week 9/10 of Term 3 in 2022.

You will complete **no** assessment tasks in Weeks 1-4 of Term 1, 2022.

2. If I have assessment tasks yet to be attempted or submitted from a Preliminary HSC Course, will I be permitted to begin HSC classes in term 4?

No, you will not.

Any student with outstanding tasks from a Preliminary HSC or Year 11 subject, will not be permitted to attend classes **in that subject** during the first two weeks of the HSC course OR until there has been a genuine attempt at the outstanding task, whichever occurs earlier.

3. What are the rules around assessment tasks during the preliminary examinations?

In 2022 the Preliminary Examinations will occur in Weeks 9 and 10 of Term 3.

No in-class assessment tasks will be scheduled for completion **after** Week 7 of Term 3 in 2022.

Note: some practical subjects may have submission dates in Weeks 8, 9 or 10 of Term 3.

4. May the teacher change the week which is listed in this booklet for a particular assessment task?

Only in **exceptional circumstances**. Moving a task for an entire class will happen **very rarely**.

To alter the **Week** a task is to be attempted by the class, **all** of the following steps **must** happen not less than 10 school days **before the Week** indicated in this booklet:

- The classroom teacher must initially consult the Head Teacher and provide compelling reasons as to why the Week needs to be changed.
- If the Head Teacher supports the change, then the Deputy Principal needs to be consulted. The impact of moving the Week of a task will be considered by the Deputy Principal in relation to the assessment calendar.
- If the change is supported by the Deputy Principal then all members of the class, including you, need to agree in writing to the change.

The final decision on the variation of an assessment task due date will be made by the Deputy Principal.

5. What happens if I am unwell or face an unforeseeable emergency on the day of an assessment task?

- a. The school is to be **telephoned** by you or your parent/guardian at the earliest possible opportunity and the reason for the absence is to be communicated to the Deputy Principal.
- b. **The first day** you return to school, you are to see the Deputy Principal to discuss your absence and to submit a variation application together with comprehensive supporting documentation, where relevant.
- c. If your unexpected absence was the result of illness or a medical condition, a **doctor's certificate is required**.
- d. You will be expected to attempt the relevant task immediately you return to the school OR at the first opportunity, whichever one the Deputy Principal decides is applicable to your situation.
- e. Failure to adhere to steps a. – d. (above) will result in the award of **zero marks** for the relevant task.

The final decision on whether an unexpected absence on the day of an assessment task will be grounds for a variation with or without penalty will be made by the Deputy Principal.

6. What happens if i do not attend school on the school day immediately before the day of an assessment task?

You will be awarded **zero marks** unless you can demonstrate **exceptional circumstances** for your absence.

It is not possible to anticipate all of the circumstances that qualify as 'exceptional' but you will be expected to provide **compelling evidence** for your absence.

As a guide, you are referred to the two lists at Question 6 of this policy as to what generally will and what will not be considered exceptional.

If the reason offered is not considered exceptional, **zero marks** will be awarded in order that you do not receive an unfair advantage over other students.

The final decision on the awarding of zero marks for failing to attend school on the school day immediately prior to an assessment task will be made by the Deputy Principal.

7. What happens if it is determined that i have *cheated* or engaged in *malpractice* so as to give me an unfair advantage over other students?

You will be awarded **zero marks** for that task.

It is your responsibility to abide by the principles of the 'All My Own Work' modules which set out the ways you can make sure your work is in fact legitimately yours. If in doubt, ask your teacher **before** submitting the task.

The final decision on the awarding of zero marks for cheating or malpractice in respect of any assessment task will be made by the Principal.

See the JFHS Malpractice Policy in this booklet for further details about the definition, processes and consequences for engaging in malpractice or cheating.

8. If I am awarded zero marks for a task do I still need to complete the task?

Yes.

Once a zero mark has been awarded, an alternative time will be arranged for completion of that task.

Written notification of this award of zero marks in the form of a NSW Educational Standards Authority (NESA) official warning letter will be sent to your parents/guardian. That letter will set out the alternative date for the completion of the task by you.

You must abide by that new deadline and all assessment requirements continue to apply in respect of the task.

9. If a task is scheduled to be submitted at a particular time of the school day and I submit it after that time but on the same day, what happens?

You will be awarded **zero marks** unless you can demonstrate **exceptional circumstances** for your late submission, and this will be determined by the Deputy Principal and the appropriate Head Teacher.

Ancient History

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	9	2	6	3	10
		Investigating Ancient History Source Analysis		Historical Investigation Research Presentation		Course Examination	
Knowledge and understanding of course content	40	20				20	
Historical skills in the analysis and evaluation of sources and interpretations	20	10				10	
Historical inquiry and research	20			20			
Communication of historical understanding in appropriate forms	20			10		10	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		AH11-4, AH11-6, AH11-7		AH11-5, AH11-8, AH11-9		AH11-1, AH11-2, AH11-3, AH11-10	
MARKS /100		30		30		40	

Biology

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	11	2	9	3	9/10
		Ecosystem Depth Study Ecosystem Dynamics		Enzymes Practical Task Investigating Enzyme activity		Course Examination	
Working scientifically	60	20		20		20	
Knowledge and understanding	40	10		10		20	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		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		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 11-11	
MARKS /100		30		30		40	

Business Studies

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	9	2	9	3	9/10
		In-class task		Research task		Course Examination	
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	
TASK WEIGHTING %		25		40		35	
OUTCOMES FOR EACH TASK		P1, P2, P3, P7, P8, P9		P1, P2, P3, P4, P7, P8, P9		P1, P2, P3, P4, P5, P6, P8, P9, P10	
MARKS /100		25		40		35	

Chemistry

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	10	2	10	3	9/10
		Practical & Calculation Assessment		Depth Study		Course Examination	
Skills in working scientifically	60	20		30		10	
Knowledge and understanding of course content	40	10		10		20	
TASK WEIGHTING %		30		40		30	
OUTCOMES FOR EACH TASK		CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8		CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-9		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
MARKS / 100		30		40		30	

Community and Family Studies

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	9	2	9	3	9/10
		Resource Management Assessment Task		Individuals and Groups Assessment Task		Course Examination	
Knowledge and understanding of course content.	40	10		10		20	
Skills in critical thinking, research methodology, analysing and communicating	60	20		25		15	
TASK WEIGHTING %		30		35		35	
OUTCOMES FOR EACH TASK		P 1.1, P 1.2, P 4.1, P 4.2, P 5.1		P 2.1, P 2.3, P 4.1, P 4.2, P 6.2.		P 1.1, P 1.2, P 2.1, P 2.2, P 2.3, P 2.4, P 3.1, P 4.1, P 4.2, P 5.1, P 6.1, P 6.2, P 7.1	
MARKS /100		30		35		35	

Dance

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		2	3	3	6	3	9/10
		Presentation of Dance Performance Performance of class dance Including process diary with reflection and worksheets. Safe dance practice PowerPoint/ Video presentation.		Composition PowerPoint Critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent.		Course Examination Written Core Appreciation Exam	
Performance	40	40					
Composition	30			30			
Appreciation	30					30	
TASK WEIGHTING %		40		30		30	
OUTCOMES FOR EACH TASK		P1.1, P2.2, P2.2, P2.3, P2.5, P 2.6		P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6		P4.1, P4.2, P4.5	
MARKS /100		40		30		30	

Design and Technology

Assessment Schedule Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		2	5	3	5	3	9/10
		Design Skills		Product Design & Development		Course Examination	
Designing & producing	50	10		30			
Presentation of research	25	25		10			
Test type tasks	25					25	
TASK WEIGHTING %							
OUTCOMES FOR EACH TASK		4.1, 4.3, 5.2, 6.2, 2.1, 2.2, 5.3		1.1, 3.1, 4.3, 5.2, 5.3, 4.2, 4.3, 5.1, 5.2, 6.1		4.3, 5.1, 5.3, 6.1	
MARKS /100		35		40		25	

Economics

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	10	2	8	3	9/10
		In-class test Topics: Introduction to Economics and Consumers and Business		Research Task Topics: Markets		Course Examination	
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	
TASK WEIGHTING %		25		35		40	
OUTCOMES FOR EACH TASK		P1, P2, P7, P10, P12		P8, P9, P10, P11		P3, P4, P5, P6, P7, P11	
MARKS /100		25		35		40	

English Advanced

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	2	7	3	9/10
		Common Module: Reading to Write Digital Journal: Critical and Creative Writing		Module B: Critical Study of Literature Tutorial Presentation		Course Examination	
Knowledge and understanding of course content	50	10		20		20	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	20		20		10	
TASK WEIGHTING %		30		40		30	
OUTCOMES FOR EACH TASK		EA11-2, EA11-4, EA11-9		EA11-3, EA11-5, EA11-8		EA11-1, EA11-6, EA11-7	
MARKS /100		30		40		30	

English Standard

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	2	7	3	9/10
		Common Module: Reading to Write Imaginative Composition and Reflection		Module A: Contemporary Possibilities Multimodal Presentation		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	
TASK WEIGHTING %		30		35		35	
OUTCOMES FOR EACH TASK		EN11-3, EN11-4, EN11-9		EN11-1, EN11-2, EN11-7		EN11-5, EN11-6, EN11-8	
MARKS /100		30		35		35	

English Studies

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	3	7	3	9/10
		Elective Module 1 Multimodal Presentation		All Modules Collection of Classwork: Portfolio of Learning		Course Examination	
Knowledge and understanding of course content	50	20		15		15	
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	50	20		15		15	
TASK WEIGHTING %		40		30		30	
OUTCOMES FOR EACH TASK		ES11-2, ES11-6, ES11-8		ES11-3, ES11-7, ES11-9, ES11-10		ES11-1, ES11-4, ES11-5	
MARKS /100		40		30		30	

Investigating Science

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	8	2	8	3	9/10
		Data Analysis Task		Depth Study		Course Examination	
Working scientifically	60	20		30		10	
Knowledge and understanding	40	10		10		20	
TASK WEIGHTING %		30		40		30	
OUTCOMES FOR EACH TASK		INS11/12-2 INS11-8		INS11/12-2 INS11-8		INS11-9 INS11/12-6	
MARKS /100		30		40		30	

Legal Studies

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	10	2	8	3	9/10
		The Legal System Research Task		Contemporary Issues Extended Response		Course Examination	
Knowledge and understanding	40	10		10		20	
Analysis and evaluation	20	5		10		5	
Inquiry and Research	20	10		10			
Communication of legal information, issues and ideas in appropriate forms	20	5		5		10	
TASK WEIGHTING %		30		35		35	
OUTCOMES FOR EACH TASK		P1, P4, P5, P7, P8, P9		P1, P4, P5, P6, P8, P9		P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
MARKS /100		30		35		35	

Mathematics Advanced

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	2	7	3	9/10
		In Class Assessment Task Topics MA-F1		Assignment / Investigation Topics MA-T1 MA-T2		Course Examination Topics MA-F1 MA-T1 MA-T2 MA-C1 MA-E1 MA-S1	
Understanding, Fluency and Communicating	50	20		10		20	
Problem Solving, Reasoning and Justification	50	10		20		20	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		MA11-1 MA11-2 MA11-8 MA11-9		MA11-1 MA11-3 MA11-4 MA11-8 MA11-9		MA11-1 to MA11-9	
MARKS /100		30		30		40	

Mathematics Extension 1

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	2	7	3	9/10
		In Class Assessment Task Topic ME-A1		Assignment / Investigation Topics ME-F1.1 ME-F1.2 ME-F1.4		Course Examination Topics ME-A1, ME-F1, ME-F2, ME-T1, ME-T2, ME-C1	
Understanding, Fluency and Communicating	50	20		10		20	
Problem Solving, Reasoning and Justification	50	10		20		20	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		ME11-5 ME11-6 ME11-7		ME11-1 ME11-2 ME11-6 ME11-7		ME11-1 to ME11-7	
MARKS /100		30		30		40	

Maths Numeracy CEC

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	2	7	3	8
		Assignment		Assignment		Assignment	
Knowledge and understanding	50	15		15		20	
Skills	50	15		15		20	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2		N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.3 N6-3.1 N6-3.2		N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2	
MARKS /100		30		30		40	

Mathematics Standard

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	7	2	7	3	9/10
		In Class Assessment Task Topic F1.2		Assignment /Investigation Topics M1.1, M1.3, A1, S2		Course Examination Topics F1.1, F1.2, A1, A2, S1, S2, M1, M2	
Understanding, Fluency and Communicating	50	20		10		20	
Problem Solving, Reasoning and Justification	50	10		20		20	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		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		MS11-1 to MS11-10	
MARKS /100		30		30		40	

Modern History

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS % (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	8	2	9	3	9/10
		Case Study Source Analysis		Historical Investigation Research Essay		Course Examination	
Knowledge and understanding of course content	40	15		10		15	
Historical skills in 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	
TASK WEIGHTING %		35		30		35	
OUTCOMES FOR EACH TASK		MH11-4, MH11-6, MH11-7, MH11-10		MH11-2, MH11-8, MH11-9		MH11-1, MH11-3, MH11-5	
MARKS /100		35		30		35	

Music

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		2	1	3	1	3	9
		Aural Analysis Topic 1 (Free Choice) Submission of aural analysis and research of chosen topic.		Composition Portfolio and Aural Analysis Topic 2 Composition portfolio including aural analysis of composition with reference to concepts of music relevant to the chosen topic		Performance and Viva Voce Topic 3 Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances.	
Composition	25			25			
Performance	25					25	
Musicology	25	15				10	
Aural Skills	25	10		10		5	
TASK WEIGHTING %		25		35		40	
OUTCOMES FOR EACH TASK		P2, P5, P6, P8, P10		P3, P4, P6, P7, P8, P10		P1, P2, P4, P5, P6, P9, P11	
MARKS /100		25		35		40	

PDHPE

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	6	2	6	3	9/10
		Core 1 Better Health for Individuals Research Task		Core 2 The Body in Motion Report Practical Lab		Course Examination	
Knowledge and understanding of course content	40	10		10		20	
Skills in critical thinking, research, analysing and communicating	60	20		20		20	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		P2, P3, P4, P16		P8, P11, P16		P1-3, P7, P10, P12	
MARKS /100		30		30		40	

Physics

Assessment Schedule 2022

Preliminary HSC Course

- 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.

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	6	2	6	3	9/10
		Practical Task		Depth Study		Course Examination	
Skills in working scientifically	60	15		30		15	
Knowledge and understanding of course content	40	5		10		25	
TASK WEIGHTING %		20		40		40	
OUTCOMES FOR EACH TASK		PH11-3, 5, 8		PH11-1, 2, 6, 7		All	
MARKS /100		20		40		40	

Sport, Lifestyle and Recreation

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	8	2	7	3	7
		Module – 8.1 Aquatics Practical Assessment and Theory Exam		Module – 8.9 Healthy Lifestyles Theory Research Task		Module – 8.11 Outdoor Recreation Practical Assessment and Theory Exam	
Knowledge & understanding	50	15		15		20	
Skills	50	15		20		15	
TASK WEIGHTING %		30		35		35	
OUTCOMES FOR EACH TASK		1.1 3.6 4.5		1.5 2.3 3.5 4.3		1.3 4.2 4.4	
MARKS /100		30		35		35	

Visual Arts

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	11	3	6	3	9/10
		Subjective Frame		Exploring Media and Frames		Course Examination	
Practical	50	20		30			
Art Criticism and Art History	50	10		10		30	
TASK WEIGHTING %		30		40		30	
OUTCOMES FOR EACH TASK		P1, P2, P6, P7, P3, P4, P8, P9,		P1, P2, P3, P4, P7, P10		P7, P8, P9, P10	
MARKS /100		30		40		30	

Work Studies

Assessment Schedule 2022

Preliminary HSC Course

COMPONENTS (as per syllabus)	WEIGHTINGS (as per syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	11	3	3	3	9/10
		In class task		Research Task		Course Examination	
Knowledge and understanding	30	10		10		10	
Skills	70	20		20		30	
TASK WEIGHTING %		30		30		40	
OUTCOMES FOR EACH TASK		P1,P2,P3		P1,P2,P3,P4,P5		P1,P3,P4,P5,P7,P9	
MARKS /100		40		40		80	

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other 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 Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or 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 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The 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.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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

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

Work placement advice from NESA in response to COVID

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

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

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

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	TBC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	TBC

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	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCCM2006	Apply basic levelling procedures	X	X	X	
Cluster 8 – Option 1 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCWP2002	Manufacture and assemble joinery components				
	CPCCCM2013	Undertake basic installation of wall tiles				

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 CPC20211 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.

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other 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 Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or 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 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The 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.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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

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

Work placement advice from NESA in response to COVID

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

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	TBC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	TBC

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 – Preparing quality simple dishes	SITHCCC002	Prepare and present simple dishes	X	X		X	
	SITXINV002	Maintain the quality of perishable items	X	X		X	
Cluster 5 – Producing menu Items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	Y
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

****UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7, and 10. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other 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 Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or 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 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The 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.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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

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

Work placement advice from NESA in response to COVID

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

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	TBC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	TBC

Assessment Plan			Evidence Collection				HSC
Cluster	Unit of Competency (Code and Title)		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001	Work effectively in a customer service environment	Y	Y		Y	Y
	SIRXCOM001	Work effectively in a team	Y	Y		Y	Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002	Contribute to workplace health and safety	Y	Y		Y	Y
	SIRXIND002	Organise and maintain the store environment	Y	Y		Y	
Cluster 3 - Handling retail stock	SIRRINV001	Receive and handle retail stock	Y	Y		Y	
	SIRRINV002	Control stock	Y	Y		Y	
Cluster 4 - Serving the customer	SIRXCEG001	Engage the customer	Y	Y		Y	Y
	SIRXCEG002	Assist with customer difficulties	Y	Y		Y	
	SIRXCEG003	Build customer relationships and loyalty	Y	Y		Y	
Cluster 5 - Point of sale procedures and security	SIRXSLS002	Follow point-of-sale procedures	Y	Y		Y	Y
	SIRXRSK001	Identify and respond to security risks	Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSLS001	Sell to the retail customer	Y	Y		Y	Y
	SIRXPDK001	Advise on products and services	Y	Y		Y	Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail. The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.

James Fallon High School

Student Assessment Variation Form

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

Students are to fill in the form and take to the Classroom Teacher.

Assessment Year: ☐ Year 11 ☐ HSC

Student Name: _____ Teacher Name: _____

Course: _____

Task Number and Name: _____

Date of Assessment Task: / /

Nature of task: (please tick)

- | | | |
|---|--|--|
| <input type="checkbox"/> Examination | <input type="checkbox"/> Portfolio | <input type="checkbox"/> Written Task |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Research Activity | <input type="checkbox"/> Speaking Task |
| <input type="checkbox"/> Assignment | <input type="checkbox"/> Practical Task | <input type="checkbox"/> Field Work |
| <input type="checkbox"/> Listening Task | | |

Reason for requested variation:

Supporting Documentation for Medical/Other Reason is attached: ☐ Yes ☐ No

Signature of Student:

Date: / /

Signature of Parent/Carer

Date: / /

Classroom Teacher Comment:

Signature of Classroom Teacher

Date / /

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.

Date and Time Received: / / at _____

Decision:

Class Teacher: _____

Class Teacher Notified: ☐ Yes

Signed: _____

Head Teacher: _____

Faculty Head Teacher Recommendation:

- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Approve an extension without penalty
- ☐ Estimate to be given
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ No marks to be awarded

1.

2. To be completed by Deputy Principal Stage 6

Date Received: / /

Evidence Presented: ☐ Yes ☐ No

Decision:

Exam Organiser Notified (where applicable) ☐ Yes ☐ No

Signed: _____

Deputy Principal: _____

Please copy or scan this form for your own records and return it to the Deputy Principal who will file it for future reference.