# Penola Catholic College



# Year 12 Assessment Handbook

**2021/22 Cohort** 

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#### Introduction

This handbook outlines the HSC Assessment procedures for Penola Catholic College students and parents.

Students will complete a minimum of 12 units of Preliminary Study in order to proceed to the HSC course. In the HSC year of study students must complete a minimum of 10 units. All students must study one of the following: Studies of Religion II, Studies of Religion I or Learning for Mission as well as either English Advanced, English Standard or English Studies.

The Year 12 Assessment Policy aims to ensure fairness, justice and equity for each student in the completion of all formal assessment tasks including examinations throughout the HSC Course of Study.

Throughout Year 12 a variety of activities will be used to assess a student's knowledge and skills including class topic tests, assessment tasks, research assignments, oral tasks, practical work and formal examinations. It is most important that students realise the need to work consistently throughout the whole HSC Course.

A student's HSC Mark **may be** based on 50% School Assessment + 50% HSC examination

#### The Purpose of the HSC Assessment

#### **Higher School Certificate**

The curriculum for the Higher School Certificate (HSC) provided by a registered and accredited non-government school must meet the requirements of the Education Act (NSW).

The rules and procedures for the HSC are detailed on the ACE website:

<u>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students</u> and NESA Official Notices. To qualify for the HSC, students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and a HSC pattern of study comprising at least 10 units. Both patterns must include at least:

- Six units from NESA Developed Courses
- Two units from a NESA Developed Course in English
- Three courses of two units value or greater (either NESA Developed or NESA Endorsed Courses)
- Four subjects

Schools need to refer to the rules and procedures in the ACE website and NESA Official Notices to ensure eligibility of students for the HSC credential and for details of school responsibilities in relation to the requirements for the award of the HSC, including satisfactory completion of a course and rules concerning attendance and appeals.

#### **HSC Assessment: A Standards-Referenced Approach**

(Source: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-quide-students">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-quide-students</a>)

#### **An Overview**

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- 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 by each student at the end of a course.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than may be measured by external examination alone
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

It is a requirement of the HSC school assessment program that for each course taught, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by NESA. School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment mark for each student. These assessment marks, are then submitted to provide a rank order of students and show relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marks will continue to be used to measure and report student achievement in both the external examination and the school-based assessment at the HSC. Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used.

In a standards-referenced approach, the assessments submitted reflect the rank order and relative differences between the achievements of students, based on the extent to which students have demonstrated the specific knowledge and skills being assessed.

The standards that the rank order and differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions and the HSC standards packages.

Moderation will continue to be necessary in the high stakes environment of the HSC. Moderation is important in ensuring the assessments submitted by different schools can be compared. Statistical moderation is an effective and efficient means for ensuring comparability.

In the moderation process for the HSC, the assessment marks for a course submitted by each school, are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.

#### What are Schools Expected to do?

In summary, in a standards-referenced approach to HSC Assessment, schools are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments to NESA as in the past that provide appropriate discrimination between students in terms of their overall achievement.

#### **RoSA Information**

#### **NSW Record of School Achievement (RoSA)**

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965.

It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate, would be replaced by a broader cumulative record of achievement.

It is now much less common for students to leave school at the end of Year 10 to seek work or start apprenticeships. For those students, receiving their School Certificate was a natural 'exit point' from their school education.

For many people, completing Years 11 and 12 and getting a Higher School Certificate (HSC) was considered important only if a student wanted to enter university.

Much has changed over the last 45 years. Many more students want to stay at school to complete their HSC, and as a community we are encouraging that trend by increasing the school leaving age, setting national targets for school retention, and introducing more and varied HSC courses.

Some students will still want to leave school before receiving their HSC. Students who decide to leave school during Years 11 or 12 deserve a record of their school achievements, presented in a way that is appropriate and meaningful for them and their prospective employers.

#### The RoSA credential will:

- Be a record of achievement for students who leave school prior to receiving their HSC
- Report results of moderated, school-based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10 from 'Students Online' on NSW Educational Standards Authority (NESA) website
- Be cumulative and recognise a student's achievements until the point they leave school
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy tests
- Be comprehensive and offer the ability to record a student's extra-curricular achievements.

#### **NESA Course Performance Bands for the HSC**

A student's assessment achievement will link to a broader band of achievement or performance. There are six bands of performance. Each one will contain a description of the achievement of the typical student's work at that level. These Bands capture a student's achievement at the end of the course across all outcomes of the course. Below is an example of Band Descriptors. More examples can be found on the NESA website for each subject chosen by a student.

The typical performance in each Band for **PDHPE** is outlined below for Bands 6-2:

#### Band 6

- demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance
- comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance
- demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health
- critically analyses movement and the range of factors that affect physical performance and participation
- provides relevant and accurate examples to justify complex arguments about health, participation and performance

#### Band 5

- clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts
- identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status
- demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health
- demonstrates an understanding of the interrelationships between the various factors that impact on physical performance
- supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance

#### Band 4

- demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance
- relates strategies for managing the major causes of sickness and death to the contributing risk factors
- demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health
- describes a range of factors that affect the quality of physical performance
- communicates information in a clear and logical way providing some examples about health, participation and performance

#### Band 3

- uses basic definitions and facts when explaining health and physical performance concepts
- identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal
- demonstrates an understanding of the need for government and community action in relation to promoting health
- identifies some relevant factors which influence physical performance
- provides basic support for the arguments presented on health, participation and performance

#### Band 2

- recalls some simple facts and writes brief descriptions
- demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement
- outlines some factors affecting health and identifies relevant illness prevention measures
- demonstrates an understanding of general movement principles
- provides limited support for the arguments presented on health, participation and performance

#### **Assessment Requirements**

#### **Course Assessment Schedules**

The **NESA Stage 6 Syllabus documents** state the components of the assessment in terms of groupings of syllabus objectives and the weightings to be attached to these components. These components and weightings are listed with each course's assessment schedule. This is to provide a variety of tasks and to cover all essential components of the course syllabus.

Students are informed through Part B of this booklet of the assessment requirements for each HSC course. This information includes:

- 1. The specific components and their weightings;
- 2. The nature of each assessment task (e.g. written test, assignments, field trip, practical work etc.);
- 3. The term and week in which each assessment task will occur;
- 4. The percentage value of each task; and
- 5. Conditions, which apply to student absence, late submission of work and failure to complete an assessment task;
- 6. The outcomes being assessed.

Please see the VET section for specific requirements for VET Courses.

#### **Major Works and Assessment Submissions**

There are a number of courses that require a student to complete a major piece of assessment work that is submitted to NESA for external marking. These courses require students to demonstrate ongoing work and development in this Major Work, as well as the supporting Process Diary or Learning Folio, which accompanies this assessable work.

These courses are Drama, Visual Arts, Music, Design & Technology, Industrial Technology – Timber, Society and Culture and English Extension 2. All Portfolio, Learning Folio or Visual Arts Process Diary work must be completed thoroughly in order to successfully complete the major work components in its entirety.

Students undertaking these courses need to commence planning their Major Work at the start of the HSC Course in Term 4 2021, Work needs to be consistent and ongoing in order to meet their target completion dates. The feedback that is given by course teachers will assist students in the developmental process. This advice needs to be listened to and acted upon by students, in order to improve their quality of work.

It is highly advisable that students follow the step-by-step guide that the course teacher supplies for Major Works, so they are able to show ongoing development and progression towards the final piece of assessment work (Major Work). Students, who do <u>not</u> meet critical deadlines along this progression, will be interviewed by the course teacher and KLA Leader of Learning. If work performance and critical deadlines are still NOT met, a NESA Warning Letter is issued immediately. This results in a parental/student interview with the Assistant Principal (Learning) and the relevant KLA Leader of Learning.

Receiving a NESA Warning Letter is a serious matter and indicates students are <u>NOT</u> meeting the course requirements. The issue MUST be addressed immediately or achievement in the relevant course may be jeopardised. If a student does not meet requirements in ONE HSC Course they may NOT be eligible for the award of the HSC.

#### **Marking Criteria**

Marking Criteria are attached to all Assessment Task information, which clearly outlines the areas for assessment and the marks allocated. Students should always study the marking criteria carefully to determine how and what marks will be allocated in the assessment. This should be a point of reference whilst a student is completing their work and would be a useful student self-assessment tool on completion of the assessment work by highlighting each line of the criteria in the appropriate box.

#### The Exam Rubric

The rubric is a statement of basic requirements for a student to follow when answering an exam question or an assessment task. They are not as detailed, specific or indicative of achievement as the marking criteria are. However, it is important that students take note of them in planning their answers.

An example from English:

In your answer you will be assessed on how well you:

- Demonstrate understanding of the way perceptions of the journey are shaped in and through texts
- Describe, explain and analyse the relationship between language, text and context.

#### **Assessment Procedures**

#### Assessment in the HSC Year

All students will receive an assessment notification to outline all of the essential information in relation to each assessment task for every course a student is studying at least 2 weeks prior to the, 'in-class' assessment event, so students are able to effectively prepare.

'Hand-in' tasks instructions will be communicated on the Assessment Notification and will either state 'Hand-in' task by 8:48am on the due date in the Mary Courtyard OR in the class period on the due date.

'In-class' assessments may include (but are not confined to) the following forms of assessment:

- Exams (including all question types)
- Extended response/essay
- Short answer questions
- Reports and research work
- Analysis of graphs, videos/DVDs, recordings
- Critical analysis of artwork, music, etc
- Oral presentations
- Music performance

This model of assessment will allow students to focus on learning in class and the completion of homework. Students will also be able to practise performing under 'exam conditions' and learn how to respond positively in these circumstances. It will prepare students for the HSC Examinations.

Students will receive teacher feedback after each task that will assist them in improving their future performance in the course. Teachers will provide students with their assessment task mark, their rank in task and with critical strategies that will enable them to build on their current course achievement. The Marking Criteria attached to the Assessment Information Cover Sheet will provide the main form of feedback for students.

HSC Assessment Tasks should have an **Assessment Information & Cover Sheet** attached. In-class tasks do **NOT** require a coversheet unless specified by the course teacher.

#### **Assessment Task Distribution**

NESA mandates that an assessment must be issued to a student at least 10 school days prior to the due date. The assessment task will be posted on Google Classroom and a hard copy issued. In the event that a student is absent, it is the student's responsibility to check Google Classroom for the assessment notification and receive the hard copy of the assessment task upon their return. All students sign a student list for the course to acknowledge receipt of the assessment task.

#### **Student Organisation**

Students should use a Learning Planner to organise their work so they have clear calendar entries indicating when assessment will be due. Assessments handed in late without approval through illness/misadventure will receive a zero mark.

#### **Submission of Hand-In Tasks**

All assessment tasks must be submitted to the class teacher, KLA Leader of Learning or as advised in online submissions. Tasks submitted after this time on the due date will receive a zero. If the task is not submitted, and student submission records indicate that the task has not been submitted, no discussion will be entered into about a claim that the assessment was submitted and within 3 days of returning to school and submitting the task. Students may file for misadventure/illness if the task is submitted after the indicated submission time. This appeal will be judged on its merits and essential documentation must be attached at the time of submitting the form.

#### **Late Submission – Penalty**

Assessments handed in late without a valid reason which is approved through illness/misadventure will receive a zero mark penalty. This is a clear rule set by NESA and must be applied to all students to ensure that all students are given the same, fair opportunity to complete/prepare for their assessment/s.

#### **Student Assessment Procedures**

The following assessment procedures will be implemented by all teachers at the College immediately and are based on the **NESA rules for Assessment.** 

Senior Students in Years 11-12 have completed the compulsory NESA 'All My Own Work' online module at the end of Year 10, demonstrating that they understand their responsibility in ensuring their assessment is completed in an honest and fair manner. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice and/or cheating.

#### **Examination Procedures**

#### Students and their families are requested to read the following document.

These procedures are the same for all formal examinations in Yr 11 & 12 (and Yr 10 Early commencement students) and are as close as we can be to the Higher School Certificate Examination rules. Students who do not follow the exam procedures risk being penalised. The penalty may include stopping their examination, a zero mark being awarded for the examination and an N warning letter issued. (*N warning* is part of the NSW Education Standards Authority Assessment Guidelines).

Students are welcome to attend school in the examination block to study, but must sign in at the Student Office and study quietly and diligently in our College Library. COVID Procedures for sanitisation of hands and other measures will occur.

#### **Arrival to the Examination:**

- This is a normal school day and you are **expected** to be dressed in **full school uniform**. All College uniform rules apply and out of uniform consequences will be in keeping with any other day at our school.
- Arrive at the examination room 10 minutes before the commencement of the examination.
- Wait **quietly** outside of the venue until you are instructed to enter. Remember there are classes around you and unnecessary noise is not respectful to all learners
- Bags will be left outside of the examination space and students are strongly advised not to leave valuable possessions in their bags as there will not be no bag supervision.
- You will be required to line up in alphabetical order. Students must know their NESA Student Numbers and sit in the seat allocated with their number.
- Students with disability Provisions will be directed to an allocated classroom.
- Be fully prepared for the examination. Some examinations require the use of specific equipment, for example geometry set. It is expected that you supply your own and ensure your equipment is in good working order. The school will not supply such equipment and you are not able to borrow equipment inside the examination room.
- Have your pens (at least 2, blue and black only), pencil, rubber, calculator and ruler out of your pencil case and in your hand. It is advised that you place these items in a clear see through A4 display sheet.

#### NO Pencil cases or written material are to be taken into the examination room.

- If you arrive LATE to the examination, you will NOT be given extra time.
- Bags, books, summary notes, food and drinks other than water are not permitted in the examination room.
- Mobile phones will be collected before entry and stored in plastic sleeves. Collect device at the end of the exam from the Student Office.

#### In the Examination Room:

- A student entering an exam is prohibited from carrying electronic media devices bring either
  in a small clear bag or display sheet with your name on it, to be left with the teacher at the front
  of the room (turned off) or leave it outside the exam room. (In the HSC examinations phones
  cannot be brought into the room).
- Drinks must be clear and in a clear bottle, with no labels. Food is not permitted. However, students with medical issues may be considered but these must be pre-arranged with the Leader of Learning Diversity and the Assistant Principal before the examination.
- Upon entering the examination room you are NOT permitted to speak unless to a staff member when directed to.
- Your examination desk has been allocated to you with your NESA Student Number. You are NOT permitted to change your seating arrangement, unless directed by a member of staff. You must sit facing the front at all times. When seated, if you have any questions, raise your hand and wait until a member of staff arrives, do not call out.
- At the commencement of all exams you will be allowed 'reading time'. During this time you are
  permitted to read the examination paper. No one may have a pen/pencil in their hand. Read
  ALL instructions carefully. After the reading time you will be instructed when you can start
  answering the questions.
- During the examination you will not be permitted to borrow any person's equipment (pens, pencils etc). BE prepared.
- There is to be no speaking, laughing, reading out loud etc during the examination. This will be viewed as malpractice and may incur a loss of marks and jeopardise your overall assessment mark in this subject.
- If you are caught cheating, you will receive an N Warning letter with a zero mark for the examination
- If you finish your examination early, check your work. NO ONE will be given permission to leave the examination room early. Every mark counts so check your work thoroughly. ONE MORE MARK, ONE MORE BAND has been a common phrase for our Stage 6 students at our school
- If you need to go to the bathroom during the examination period, ask a supervising teacher by raising your hand. Your name and time will be recorded in the 'toilet register'. No one will be allowed to leave the room during the LAST 5 minutes of the examination period. A teacher will inform you, when there is only 10 minutes to go before the end of the exam.
- Students penalised for examination breaches may appeal in writing to the College Assessment Committee. See the Assistant Principal for more information.

#### Procedures to be followed if a student is absent from an examination

Students or the family of the student must **email or call** the Assistant Principal (psparkes@parra.catholic.edu.au) by 8:30am, if it is known that the examination will be missed.

The first day the student returns to school and before 8:45am (when the medical certificate has expired), the student must lodge an illness/misadventure appeal form (these are available from the student office or the Assistant Principal) with supporting evidence (such as a medical certificate). It is the student's responsibility to lodge the appeal and to see the Assistant Principal to organise a time for the student to sit their missed examination. The examination will be sat according to the expiration of the medical certificate, the first available time slot in the student's examination timetable. Failure to follow these rules may be viewed as gaining an unfair advantage on other students and can be viewed as malpractice.

# THE COLLEGE ADHERES TO AND COMPLIES WITH THE FOLLOWING STANDARD: HONESTY IN HSC ASSESSMENT – THE STANDARD

This standard sets out NESA's requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All students in Years 11 and 12 have completed the compulsory 'All My Own Work' modules and are fully aware of their responsibilities morally and ethically in the completion of their work. There are severe consequences for dishonesty and unfair advantage.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgment.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA will report matters to the Independent Commission Against Corruption.

Any student found cheating, or assisting others to cheat, during a test, examination or assessment task, or who submits work found not to be his/her own, will be penalised and may be awarded a zero mark for that task. Work copied from the Internet or done by other people, including family, falls into this category. Taking someone else's work or ideas and passing them off as one's own is plagiarism and is a very serious offence. Significant plagiarism would immediately put a student in danger of non-satisfactory completion of coursework or assessment requirements. The College acknowledges and complies with the NESA document, "Honesty in HSC Assessment — the Standard", which is referred to within this Assessment Handbook.

If a student makes a **non-serious** or **non-genuine** attempt (including answers which contain frivolous or objectionable material) he/she will automatically score a zero and this will be deemed as a **non-attempt**. Parents and students will be notified in writing should this occur.

Students may be asked to present an oral summary or give a practical demonstration of the work submitted and be prepared to answer questions about their work. It is the role of the course teacher and KLA Leader of Learning to verify the validity of the student's assessment work.

Any student who deliberately disrupts an assessment task or whose behaviour affects the work of another student during a task, is liable to be given no marks for his/her performance in that task. These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

#### They include:

#### For students:

- Rules and Procedures for Higher School Certificate Candidates
- HSC Assessments and Submitted Works Advice to Students

#### For parents:

• HSC Assessments and Submitted Works – Advice to Parents

HSC students found to have engaged in any form of malpractice will be entered on the **NESA HSC Assessment Task Malpractice Register.** This will be made known to the student and their parents/caregivers in writing and by phone contact made by the KLA Leader of Learning.

The NESA Malpractice Register is used by NESA to identify and understand how malpractice occurs in Higher School Certificate assessment tasks and is an important part of building prevention strategies and retaining confidence in the HSC. The data is published by NESA but does not identify students or schools in the data.

The key data included in the register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied

#### **Examples of Dishonesty and Unfair Advantage**

The following malpractices may result in a zero mark being recorded for an assessment task:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Bringing in written notes on your person to an assessment.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance-based subjects without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aids during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Use of mobile phone or technological device (including leaving this turned on during an assessment task.

The College will investigate any case of suspected malpractice and determine an appropriate consequence for proven malpractice. A zero mark should be considered for that task. A substitute task may be administered with significantly different supervision. Whatever approach is taken the penalty will be appropriate to the seriousness of the task.

**Note**: It will be considered an UNFAIR ADVANTAGE if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study/prepare for assessment tasks.

#### **Assessment Responsibilities for Stage 6 Students**

In summary, students in Stage 6 are responsible for:

- Completing each assessment task to the best of their ability so that they demonstrate their maximum level of achievement;
- Completing all classwork to the best of their ability;
- Attending school for all classwork, assessment tasks and examinations;
- Ensuring that all work is handed in on time;
- Demonstrating through their effort and achievement, that they have met all the requirements of the course;
- Providing a medical certificate or other appropriate documentation where illness or misadventure prevents a student from attending, submitting or completing an assessment task to the best of their ability
- Initiating polite, respectful discussion about any concerns they have about marks/progress
  with the relevant teacher or KLA Leader of Learning as they arise. Leaving concerns
  unresolved is not in the best interests of the student and any delay makes resolution of the
  issues difficult. Where such discussion concerns a completed assessment task, it should
  always occur immediately after a task has been returned.
- Students need to meet with the Assistant Principal (Learning) if they have any major concerns regarding assessment, if they believe there has been an incident of unfairness or malpractice by students or staff. This is a responsibility of each student in order to maintain ethical practices in assessment at all times. Confidentiality and privacy are always respected in dealing with sensitive issues surrounding assessment.

#### Malpractice

This is any attempt to gain an unfair advantage over other students.

NESA has requested all schools maintain a malpractice register for all claims of dishonesty and/or cheating that are found to be substantiated after investigation.

#### **Computer/Electronic Malfunction**

Electronic malfunction on home or school equipment includes: computer malfunction; email error; CD/USB malfunction; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; fax malfunction or lost fax; file lost in College Intranet from student account etc.

- It is a student's responsibility to save all assessment work in the event it is required at a later date by the course teacher.
- Students are not to seek help from Technology Technicians in the Library for such electronic malfunction. Students must take responsibility for the security of their electronic data well in advance of the due date for completion of an assessment task.
- Printer malfunction and/or 'running out of ink' are NOT considered to be acceptable reasons for Illness and Misadventure application.

#### Requesting an Extension for Hand-In Assessment Tasks

In exceptional situations, **students** who believe they are **unable to meet the due date** for an assessment due to hardship or unforseen circumstances that have impacted on their ability to complete and submit their assessment work should outline their situation in writing to the **Assistant Principal (Learning) at least 7 days before the final date**. The Assistant Principal (Learning) will interview the student and discuss the request for extension with the course teacher and KLA Leader of Learning. The Assistant Principal (Learning) will make a decision and this will be communicated to the student personally. A course teacher or KLA Leader of Learning may not grant extensions to Stage 6 students.

**NOTE:** IMPORTANT INFORMATION REGARDING POSTING, EMAILING OR FAXING OF ASSESSMENT

The Assessment Notification stipulates assessment submission.

- A student should not send an assessment task by email or fax, unless this has been specifically requested by the teacher. Students will be notified by the course teacher and KLA Leader of Learning this is required.
- In the event that posting or emailing is the only option (e.g. if away travelling) students
  must use an Express Post envelope to send a task from home to school in an exceptional
  circumstance. This arrangement is for exceptional circumstances and should be arranged
  by the KLA Leader of Learning, course teacher and the student with the approval of the
  Assistant Principal (Learning).
- In the case of lost mail/email/fax/USB, the student will be judged **not** to have submitted the task and awarded a zero mark accordingly.
- In exceptional circumstances the Assistant Principal (Learning) and course teacher may give approval to accept a student's assessment via email or fax; the email or fax must bear the date due and if the email or fax fails and does not arrive at the teacher's email address or College fax, the student will be judged *not* to have submitted the task. The student should request a confirmation that the email or fax has been received. The Assistant Principal (Learning) needs to approve this method of assessment submission. If there is an exceptional circumstance and a student is submitting by email or fax, the student must also provide a printed copy for the teacher on the next day the student is present at school. If the student fails to attend to this responsibility, the assessment may be awarded zero.

#### **Strong Recommendations for all Assessment**

- 1. Be organised. Use a calendar or diary to see a month at a time. Write down your social outings, work, family commitments etc. and plan your assessments in order to finish them on time. A term planner is useful for long-term planning and organisation.
- 2. If you do not manage to complete your assessment task on time, make a photocopy of your work and hand in what you have. At least you will receive some marks for that rather than a zero for non-submission of a task. Then use your photocopy to help complete the task and hand the finished copy in, to meet the requirements of the course.
- 3. Begin the first stages of an assessment task the night you get it. Mark the due date on your term planner. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.
- 4. Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and resources. Plan for this.
- 5. Read the Marking Criteria closely and carefully for the task. Discuss this with your course teacher and clarify your understanding of what is expected and what you need to demonstrate in the weeks leading up to the assessment task when it is to be completed or submitted.
- 6. Evaluate your work when the assessment task is returned. Read the section on 'Feedback' and evaluate your performance based on this information.
- 7. There is no substitute for hard work. Reward yourself at key stages in your work when you have achieved short term goals or when you feel you deserve it.
- 8. Create study notes and study cards to prepare for your Assessment Tasks.

It is the student's responsibility to always make a copy of their assessment for safety and security reasons. Your digital copy may be requested at anytime by your teacher, KLA Leader of Learning or Assistant Principal (Learning).

#### **SUMMARY OF ASSESSMENT PROCEDURE**

Students are issued the HSC Assessment handbook.



Teacher gives the assessment task on the Assessment Information and Cover Sheet to students at least **2 weeks** before the Assessment task.



Students make sure they understand the task and either complete it before the due date or prepare for the exam assessment.

Submit illness or misadventure if you fail to do the task on the due date.

Within 3 days to Assistant Principal (Learning), KLA Leader of Learning or class teacher.



to the assessment task and submit to your class teacher or KLA Leader of Learning



For 'in-class' assessments students complete their assessment in class on the due date.

#### Problems with Assessment - What should I do?

#### **Illness/Misadventure Provisions**

Each assessment task measures student performance in relation to specified course outcomes. The assessment will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student's performance throughout the course. However, there are means of appeal students may access for extended illness. Students in this situation should see the Assistant Principal (Learning) and complete the necessary documentation to validate.

Notwithstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assignment for inclusion in the assessment program, yet seeks a mark for the task, the student should complete and submit an Illness/Misadventure Form.

#### If the appeal is accepted:

- A substitute task may be undertaken as soon as the student returns to school.
- An estimate will be awarded, in exceptional circumstances, and only if authorised by the Principal or Principal's delegate.
- The late task receives a mark.
   The following will be considered valid reasons for appeal for illness or misadventure:
- Illness or injury supported by a Medical Certificate (a parental note is not sufficient)
- Death/funeral of a member of the student's family. Newspaper notice or Funeral Order of Service (with date) needed.
- Other <u>exceptional</u> circumstances at the discretion of the Principal (Principal's delegate) in consultation with the Assistant Principal (Learning) and/or relevant KLA Leader of Learning.

#### **Important Information Regarding Absence**

- 1. If a student is absent on the date an assessment is due, the student must hand in that assessment to the class teacher or KLA Leader of Learning by 8.48am on the first day of return to school. Students have 3 days only to lodge an appeal for their absence.
- 2. Upon return to school, ideally their first day back is what we aim for.
- 3. The Illness/Misadventure Appeal Form (with Medical Certificate or Bereavement Documentation) must be completed and given to the Assistant Principal (Learning) on the first day of your return to school.
- 4. If a student **is absent on the date an assessment is given out**, it is the student's responsibility to get the task and the teacher's responsibility to ensure students receive the task via Google Classroom.
- 5. If you are away on either of the two days before an assessment is due or scheduled, you must bring a Medical Certificate to explain your absence. This is to ensure no unfair advantage is taken. Failure to do this may lead to you losing all marks for the assessment or a proportion of marks. If you are absent for an exam, your course teacher will organise an appropriate time for you to complete your exam. Also refer to Dishonesty and Unfair Advantage. Failure to observe these requirements will usually result in a zero score for your assessment.
- 6. Driving lessons and/or driving examinations for 'L's' or 'P's' are NOT an acceptable reason for absence during assessment weeks. A zero mark will be awarded to a student should this occur during assessment weeks or on the date of a 'hand-in' submission

#### **Appeals Procedures**

#### 1. Illness and Misadventure (School Based Assessment)

Students complete and submit the Illness/Misadventure form available from the student office, teacher, KLA Leader of Learning and Assistant Principal (Learning). The student will be notified of the result of their appeal in writing. Where appropriate the zero mark will be altered accordingly. See the illness/misadventure appeal diagram of this process. Copies of this notification are lodged in the student's file, with the student's teacher and with the Assistant Principal (Learning).

#### 2. Marks Awarded for Individual Tasks

Students may request reconsideration of the marks awarded for assessment tasks within 48 hours of the task being returned. Students will be required to complete an Assessment Appeal Form. The process of reconsideration will involve the teacher concerned, the KLA Leader of Learning and the Assistant Principal (Learning).

#### 3. Incorrect Process or Unfair Advantage

Students may appeal an assessment task or result on the grounds of incorrect process. This may include: not receiving the Assessment Information & Cover Sheet at least 10 school days before the task is due; one class being coached how to do the assessment and another class not receiving the same opportunity; a class not receiving the whole task e.g. marking guidelines missing; specified aspects of the teaching context in a particular class not being covered e.g. 'Students will revise the scaffold for the glossary term **evaluation'**. Should you wish to appeal some aspect of an assessment process or result, contact the class teacher and KLA Leader of Learning. The Assistant Principal (Learning) will interview the students, course teacher and relevant KLA Leader of Learning to determine whether there has been a lack of correct process implemented, which means student/s may have been disadvantaged in achieving the results that they have the potential to possibly receive. The Assistant Principal/ Learning will consult with the College Executive Leadership Team and Principal in determining complex cases. The end result is communicated back to the student at all times when a decision has been reached.

#### 4. Final Ranking

Year 12 students may obtain their overall assessment ranking in each course by visiting the NESA website at Students Online, early in Term 4. Should this ranking differ significantly from expectation, the student may seek a review of that course by the school. Grounds for a school review are very limited. A student may appeal if:

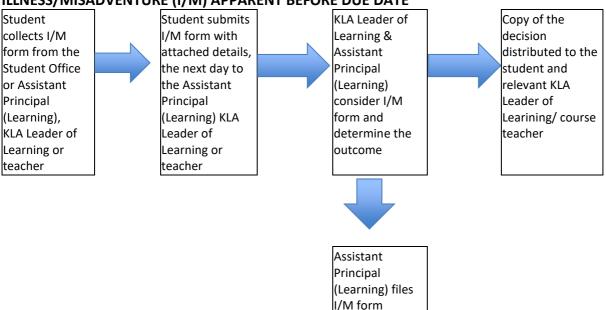
- the weightings in the school assessment program do not conform with those in the Stage 6 Syllabus Document: or
- the school's procedure for determining assessments does not conform with its program; or
- there are clerical or computational errors.

If the student is dissatisfied with the results of the school review, then an appeal may be made directly to the NESA itself. In dealing with appeals, NESA will consider only whether the appeals process was adequate and whether the conduct of the appeal was proper in all respects.

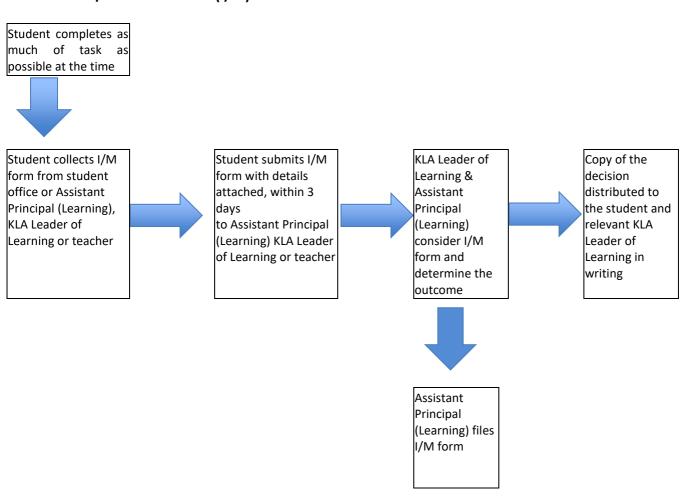
#### NOTE:

THERE CAN BE NO APPEAL AT THIS LATER STAGE OF THE PROCESS AGAINST THE MARKS AWARDED FOR INDIVIDUAL ASSESSMENT TASKS.

# Illness/Misadventure Appeal Procedure ILLNESS/MISADVENTURE (I/M) APPARENT BEFORE DUE DATE Student St



#### ILLNESS/MISADVENTURE (I/M) APPARENT AT TIME OR AFTER DUE DATE

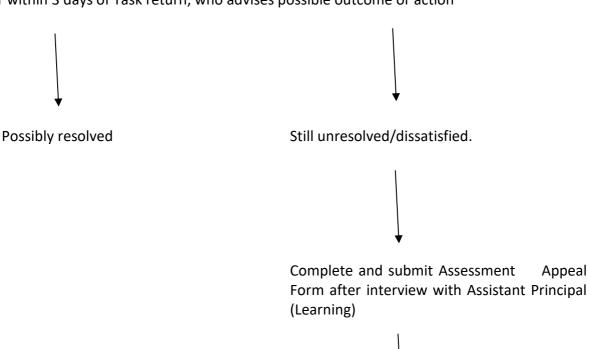


#### **Assessment Appeal Procedure**

The appeal procedure exists in the event a student or students believe they have been disadvantaged unfairly

A STUDENT WOULD LIKE TO APPEAL THE RESULT OF AN ASSESSMENT IF THEY BELIEVE THE PRINCIPLES OF ASSESSMENT WERE NOT FOLLOWED OR PRACTISED

Student discusses the situation with the Assistant Principal (Learning), KLA Leader of Learning or teacher within 3 days of Task return, who advises possible outcome or action



Principal (Learning) Assistant information from Teacher and KLA Leader of Learning regarding assessment event.



Decision is reached and student/notified of the outcome.

Appeal



College Use Only:

Appeal: Upheld / Rejected

## Student Appeal Form for School-based Assessment Student's Name: Homeroom: \_\_\_\_\_ Class Teacher: Course: Assessment Task Date: **Type of Task** (*tick one*) □ Examination □ In class task □ Hand in task Outline the circumstances of your appeal. ..... (attach any additional notes to the back of this form if you run out of space here) Do you have **supporting documentation** to support your case? If YES, attach it to the back of this form. **Declaration** I/We declare that the above information is a true and accurate account of the circumstances surrounding the appeal. Student's Signature: Parent's Signature: Date: LOL RECOMMENDATION:

- □ Students / parents have been notified of the outcome of the appeal in writing
- A copy of this notification has been given to the relevant Leader of Learning, classroom teacher and Student Services

Assistant Principal Signature:



### Illness / Misadventure Form Student's Name: Homeroom: \_\_\_\_\_ Course: \_\_\_\_\_ Class Teacher: \_\_\_\_ Assessment Task Date: **Type of Task** (*tick one*) □ Examination □ In class task □ Hand in task Outline the circumstances of your illness/misadventure. ······ Do you have a **Doctor's Certificate** to support your case? If YES, attach it to the back of this form. Do you have any other documentary evidence to support your case? YES / NO (circle one) If YES, list below the nature of the evidence and attach it to the back of this form. ..... Declaration I/We declare that the above information is a true and accurate account of the circumstances surrounding the noncompletion on/by the due date of the assessment task stated. Student's Signature: Date: \_\_\_\_\_ Parent's Signature: Date: \_\_\_\_\_ LOL RECOMMENDATION: College Use Only Appeal: Upheld / RejectedAssistant Principal Signature: П A copy of this form has been placed in the student's Homeroom Box

A copy of this form has been given to the classroom teacher and the Leader of Learning



_
● Test ● Task OR
outside the College and handed in
: :
of Time Task Due on
Task Task
ark
ved when task completed
o apply
Date:
College after receiving the Assessment Committee's decision.  Course:
of the College Assessment Committee.
Date:
Date:

#### Non-Submission or Non-Completion of an Assessment Task

To gain maximum advantage from the assessment program, a student must complete all assessment tasks. In any case where a candidate fails to complete an assessment task, a zero mark will be recorded for that task. The zero mark may be altered to the mark obtained for the task if an Illness/Misadventure Appeal is successful.

Where a student fails to complete assessment tasks totalling 50% or more of the marks available for a course, the Principal **must** certify that the course has not been studied satisfactorily. When a course is not studied satisfactorily, neither the assessment mark nor the examination mark will be reported. This may mean that the student will not be eligible for the award of a Higher School Certificate.

#### **NESA Warning Letters**

Warning letters may be sent at the discretion of the Assistant Principal (Learning) in consultation with the Principal. This would follow a prolonged process of parental interviews and challenges to a student who is not completing the class and home tasks of a course because of unsatisfactory application and participation. In this case, the student would be showing little or no response within the above process and there would be clear documentation generated to support a judgement of an 'N' Award if this was necessary.

Note: Even if parental contact is made after the third warning letter, the student may still be denied the course at HSC level. The best way to avoid such worry is to do what is required when it is required.

#### **SAMPLE - NESA Warning Letter**

NON-COMPLETION OF A
HIGHER SCHOOL CERTIFICATE COURSE

«Title» «Street\_Address» «Suburb»

#### **NESA HSC Warning Letter One - «Course Name»**

Dear «Title»

This letter is to inform you that your child, «First», is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course, «Course\_Name».

The NSW Educational Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as an official Warning Number One that we have issued concerning «First».

Under the College policy a zero must be awarded if an assessment task has not been completed by the original due date advertised in the Assessment Booklet Subject Assessment Grids given to your child at the beginning of their HSC course pathway Year 12.

According to NESA rules and requirements, a minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

#### **Course Completion Criteria**

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, your child has not satisfactorily met the following Course Completion Criteria. The following lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

#### Assessment Task(s)/Student Requirements/Course Outcomes:

«Task\_Not\_Completed\_\_or\_Other\_Issue»

Original Due Date: «Original Due Date»

In order for your child to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed below need to be satisfactorily completed by the due date specified.

#### **Action required by student:**

«Action\_Required\_by\_Student»

Compliant Due Date: «Compliant\_Due\_Date»

Please discuss this matter with your child and contact the school if further information or clarification is needed.

Yours faithfully

# Acknowledgement HSC Warning Letter One - «Course\_Name»

THE PROMPT RETURN OF THIS IMPORTANT DOCUMENT IS THE RESPONSIBILITY OF THE STUDENT.

Student: «First» «Surname» Homeroom: «Homeroom»

Please return to: «Class\_Teacher»

Requirements for the Satisfactory Completion of a Higher School Certificate Course.

- I have received the letter dated «Date» indicating that «First» «Surname» is in danger of not having satisfactorily completed «Course Name».
- I am aware that this course may not appear on my child's Higher School Certificate Record of Achievement.
- I am aware that the 'N' determination may make my child ineligible for the award of the Higher School Certificate.
- I am aware that this task/action must be completed to achieve the outcomes of the Higher School Certificate.

Parent/Guardian's signature:	Date:
Student's signature:	Date:

#### **Assessment in Vocational Education and Training (VET)**

The VET course delivers dual qualifications for HSC and for industry and has dual assessment systems for these qualifications.

#### 1. Competency Based Assessment

The VET course is assessed against competency standards. These standards are set out in Part B of the Syllabus for VET. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competencies is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in the VET course must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continual basis.

The techniques used for collecting evidence of competency may include:

- Workplace Performance
- Oral Questioning
- Tests or Examinations
- Projects
- Portfolios
- Written Task
- Demonstration of specific skills/knowledge

In competency based assessment students are either competent or not yet competent. Students in need of further training can be asked to be reassessed, however, reassessment must consider deadlines for internal and external reporting.

#### 2. Standards Referenced Assessment

Students studying the VET course can choose to sit the HSC examination and may have one VET course mark count towards their ATAR. The External HSC examination for VET is optional. Students wishing to include their VET mark in the calculation of their ATAR must sit the HSC examination.

#### **Work Placement**

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
- Students wishing to self-source work placement must discuss this with their teacher and the Leader of Learning Vocational Education and submit documentation.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years, otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home'
  assessment task. Work placement dates are known well in advance, so students need to ensure
  they have made any necessary arrangements. Students must make alternative arrangements with
  their teacher if any 'in class' assessment activities occur whilst they are on work placement.
  Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
- Absences from work placement MUST be reported to the employer, the Leader of Learning VET and to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their completed Work Placement Journal on their first day of return to school. Failure to return the report will place your HSC in jeopardy as it is proof as to how many hours were completed.

#### **VET Appeals Process**

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

- 1. Speak to the teacher who assessed your work.
- 2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning Vocational Education and Training (LOLVET) and bring your task with you.
- 3. The LOLVET will discuss your concerns with you.
- 4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
- 5. The result of this meeting may be:
  - (a) A revised assessment by the teacher;
  - (b) A new assessment task for *part* of the disputed task; or
  - (c) A *full* assessment task to be completed in place of the disputed task.
- 6. If you are still dissatisfied, you will need to speak to the Assistant Principal (Learning).

A form for VET Assessment Appeal Submission is provided on the next page.



# Catholic Education Diocese of Parramatta VET Assessment Appeal Submission

Name:					
Course:					
School:					
Teacher:					
Please identify in the table I			he subject of the	e assessment appe	eal.
Unit Code(s)	Unit of Compe	etency Title(s)	Date Asses	ssed	
		•			
Assessor's Name:					
Please detail the grounds for	or your appeal in the sp	ace provided be a	w and ensure th	nat you describe th	ne alleged fault
in the assessment process.					
Grounds for appeal:					
Signed:		Date:			
Outcome of appeal:					
Principal's Signature: (To be filed with the class as		[	Date:		
Office Use Only:	sacasinent record.				
Date Received:		Received By:			
Date Reviewed:		Decision:	Upheld	Rejected	

#### **NESA Glossary of Terms**

NESA has published a list of skills, which students need to understand and be able to demonstrate through their assessment tasks. These terms are verbs and state what a student is to do in a task or assessment. These terms will be found throughout the outcomes of their courses and in the wording of their assessment tasks. These terms have the same meaning no matter which KLA course they are used in or which assessment task or which exam, including the questions of the HSC exam itself. Students should make good use of every chance to practise them and evaluate their efforts until they are confident, they can demonstrate the skills across all their courses. These are also found in the College Diary and utilised by all course teachers in classwork and assessment tasks.

#### The list is as follows:

ne list is as follows:			
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions		
Analyse	Identify components and the relationship between them; draw out and relate implications		
Apply	Use, utilise, employ in a particular situation		
Appreciate	Make a judgement about the value of		
Assess	Make a judgment of value, quality, outcomes, results or size		
Calculate	Ascertain/determine from given facts, figures or information		
Clarify	Make clear or plain		
Classify	Arrange or include in classes/categories		
Compare	Show how things are similar or different		
Construct	Make; build; put together items or arguments		
Contrast	Show how things are different or opposite		
Critically	Add a degree or level of accuracy depth, knowledge and		
(analyse/evaluate)	understanding, logic, questioning, reflection and quality to (analyse/evaluation)		
Deduce	Draw conclusions		
Define	State meaning and identify essential qualities		
Demonstrate	Show by example		
Describe	Provide characteristics and features		
Discuss	Identify issues and provide points for and/or against		
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between		
Evaluate	Make a judgement based on criteria; determine the value of		
Examine	Inquire into		
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how		
Extract	Choose relevant and/or appropriate details		
Extrapolate	Infer from what is known		
Identify	Recognise and name		
Interpret	Draw meaning from		
Investigate	Plan, inquire into and draw conclusions about		

Support an argument or conclusion
Sketch in general terms; indicate the main features of
Suggest what may happen based on available information
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Present remembered ideas, facts or experiences
Provide reasons in favour
Retell a series of events
Express, concisely, the relevant details
Putting together various elements to make a whole

#### **IMPORTANT INFORMATION**

In recent years NESA is trending towards the use of new glossary terms into HSC examination questions, such as 'show how', 'to what extent' and 'why' or 'how'. Students should practise questions, which cover a wide range of glossary terms to ensure that they understand exactly what the question is asking them to do in their response. Use the past HSC exam questions, which can be found on the NESA website for all the HSC Courses. www.bosho.boardofstudies.nsw.edu.au.



Student Name: \_\_\_\_\_

# KLA NAME 2022 Course Name Task Number ASSESSMENT TITLE

**Teacher Name:** 

Year:	
Unit of Work:	
Due date: Distribution date:	
Weighting:	
Outcomes to be assessed:	#.# Outcome #.# Outcome
Learning Intentions	Success I can: Criteria  ☑ ☑ ☑
Method of Submission:	

PCC Learning Framework					
Stage 4 Engagem	Stage 6 Enterprise Skills				
□ Practical knowledge □ Collaboration □ Accessibility □ Curiosity □ Interdisciplinarity □ Resilience □ Open-mindedness		□ Practical knowledge □ Independence □ Teamwork □ Self-direction □ Learner-connected communities □ Reflection □ Mobilised knowledg √skills □ Interpersonal skills □ Empathy □ Responsib, □ Passion	<ul> <li>□ Practical knowledge</li> <li>□ Collaboration</li> <li>□ Teamwork</li> <li>□ Learnability</li> <li>□ Critical thinking skills</li> <li>□ Innovation</li> <li>□ Independence</li> <li>□ Initiative</li> <li>□ Technology</li> <li>□ Reliability</li> <li>□ Communication</li> </ul>		
Description of the task:	☐ Mobilised knowledg √skills ☐ Interpersonal skills ☐ Empathy ☐ Responsih¨,		on of the task]		
		.earning Materials djusted learning materials - non negotiab	ole!]		

**Declaration of Originality**: Upon signing submission/completion of the task with their teacher, the student declares that the planning, development, content and presentation of this task is essentially their own work (except for limited material, if any, drawn from acknowledged sources) and has not been copied from any other person's work. By completing this task, and the completion of 'All my own work' NESA modules (Yr 11 & 12) and stated in the Penola Assessment Handbook (Yr 10-12), the student understands that malpractice/cheating may jeopardise their HSC/Prelim HSC/RoSA results.

Computer / Printer malfunctions are not considered a valid excuse for non-submission of a Task

Core Catholic Values					
Courage	Compassion	Integrity	Норе		
<ul> <li>Living morally and striving to alleviate suffering</li> <li>God's Presence in the Whole World</li> <li>Reconciliation</li> <li>Community and Common Good</li> </ul>	<ul> <li>□ Community and Common Good</li> <li>□ Search for Truth and Wisdom</li> <li>□ Hope and Resurrection</li> <li>□ Reconciliation</li> </ul>	<ul> <li>□ Positive View of Life</li> <li>□ Reconciliation</li> <li>□ Search for Truth and Wisdom</li> <li>□ Living morally and striving to alleviate suffering</li> </ul>	<ul> <li>□ Hope and         Resurrection</li> <li>□ Positive View of         Life</li> <li>□ Reconciliation</li> <li>□ God's Presence in         the Whole World</li> </ul>		
Religious Education & Mission Ha. 1000					

<u>Marking Criteria</u>
As part of your submission, reflect upon your work and grade yourself according to the criteria by highlighting the appropriate grade.

#.# Outcome / Criterion	Student Grade	Teacher Grade
	Α	А
	В	В
	С	С
	D	D
	Е	Е

#.# Outcome / Criterion	Student Grade	Teacher Grade
	А	А
	В	В
	С	С
	D	D
	Е	E

#.# Outcome / Criterion	Student Grade	Teacher Grade
	А	А
	В	В
	С	С
	D	D
	E	E

#.# Outcome / Criterion	Student Grade	Teacher Grade
	Α	А
	В	В
	С	С
	D	D
	E	E

As part of your submission, reflect upon your work and grade yourself according to the criteria by highlighting the appropriate grade.

	<u>E</u> Elementary <u>##</u>	<u>D</u> <u>Basic</u> <u>##</u>	<u>C</u> Sound ##	<u>B</u> <u>Thorough</u> <u>##</u>	A Extensi ve ##
Outcome #.# Criterion Description					
Student Grade	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
Outcome #.# Criterion Description					
Student Grade	<u>E</u>	<u>D</u>	<u>c</u>	<u>B</u>	<u>A</u>
Outcome #.# Criterion Description					
Student Grade	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
Outcome #.# Criterion Description		5			
Student Grade	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
Outcome #.# Criterion Description					
Student Grade	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>

### **Teacher Feedback**

In order to improve you need to: (content / skills)
Please avoid:
Writing:
Student Feedback on Learning
What did you enjoy about the learning within this (as. AN 7/c unit of work?
Where do you think you experi most homost growth?
What were the most unhelpful aspects of this task?
How do you think this could be improved for future learning?

#### **Frequently Asked Questions**

#### **Absence**

#### Q. What if I'm away the day the task is given out?

A. It is your responsibility to contact your teacher and your teacher's responsibility to get the task to you. Students should be aware of when assessments are due and be expecting the task at least 2 weeks before that date. You will be provided with

Assessment Schedules for every subject and will know when you should have received a task notification. It is your responsibility to contact the school and your teacher.

#### Q. What if I am away for an in-class Assessment Task?

A. Any student who is absent for an in-class Assessment Task must produce a medical certificate on the first day back after the absence. The student must then sit the task that day or as soon as practicable for the class teacher to reorganise it and so

to limit unfair advantage being gained over students who have completed the task on the original date.

#### Airport to see off or welcome someone

- Q. What if I have to go to the Airport to see off or welcome someone?
- A. This does not constitute grounds for appeal.

#### Car breakdown/car accident

- Q. What if our car breaks down or you are involved in a car accident or accident/emergency at home or on the way to school?
- A. Ring the school immediately, deliver the assessment on arrival at school and file for misadventure collect any evidence to support your case. This could include photographs, police evidence or emergency services reports, NRMA statements etc. If you are injured or in shock, you would file for misadventure with an accompanying medical certificate.

#### Cheating

#### Q. What if I cheat in an exam?

A. If you cheat in an exam (this includes writing on your hand, arms, legs etc, bringing anything into the exam room like mobile phone, notes, book etc) you will receive zero for the complete exam.

#### Computer malfunction/electronic malfunction

See previous section

#### **Dual residence**

- Q. What if I left my assessment task in another house because I live in two places or haven't been home for a number of days?
- A. This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school you will receive a zero for the task. You need to foresee this and be organised.

#### Family member is in hospital or is seriously ill

#### Q. What if a family member is unexpectedly taken into hospital or is seriously ill?

A. Generally, this would not be grounds for appeal. However, in some circumstances it could be - eg. a student's mother or father is taken to hospital. Students would then file for misadventure. In all such cases involving illness, a medical certificate is required. In this example there would need to be a letter from the mother or father's doctor.

#### Food and drink spilled in my bag

#### Q. What if my assessment was ruined by food or drink?

A. This excuse cannot be used as grounds for appeal. You will receive a zero for the task.

#### Gave my assessment to someone else to hand in

- Q. What if I gave my assessment to someone else to hand in but it has been lost?
- A. This is not grounds for appeal.

#### Handed it to a teacher

- Q. What if I've handed the task to a teacher after my absence?
- A. Does not constitute grounds for appeal.

#### **Holidays**

#### Q. What if we are on holidays when a task is given out?

A. It is your responsibility to find out before you go and make arrangements with your teacher. You must formally write to the Principal of the College requesting holiday

#### leave.

#### Q. What if we are on holidays when a task is due?

A. It is your responsibility to submit the task on or before the due date.

#### Injured/ill partner dance/drama

## Q. What if my partner in a group task is ill or injured when my assessment performance is due?

A. In this case you would look for a substitute partner and file for misadventure. Your partner would be required to present a doctor's certificate.

#### Left the assessment at home/forgot it

#### Q. What if I forgot my assessment and left it at home?

A. This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school by the indicated time, you will receive a zero for the task. You need to foresee this and be organised.

#### Lost my assessment

#### Q. What if I lose my assessment?

A. This does not constitute grounds for appeal.

#### Missing materials

- Q. What if someone takes or steals my materials for practical work eg a folder or timber?
- A. While the College may store such materials for a student, the College accepts no responsibility for the theft or misplacement of such materials. The College will make every effort to find out what has happened and recover the missing materials but ultimately the student is responsible. This cannot be used as grounds for appeal as a general rule. Exceptional circumstances eg. fire, would be an exception.

#### Packed books for the wrong week

- Q. What if I packed books for the wrong week?
- A. This does not constitute grounds for appeal. You will receive zero for the task.

## Plagiarism – copying someone's work without acknowledging it – friend, article, website, book etc.

- Q. What if I copy someone else's work and don't acknowledge it?
- A. If you plagiarise, you will receive a zero for the task.
- Q. What if I give my assessment to another student to help them and they copy it word for word and hand it in?
- A Firstly, you should never do this. In this case you will receive up to a zero mark. The student who copies your work will receive up to a zero. Teachers do not miss seeing that assessments are identical.

#### Sick but no medical certificate

- Q. What if I've been sick but have no medical certificate?
- A. This does not constitute grounds for appeal. You must have a medical certificate to accompany any appeal.

#### **Sports training**

- Q. What if I've had extensive training for a sports team over a number of weeks?
- A. This does not constitute grounds for appeal.

#### Understand the task

- Q. What if I don't understand the task and realise this the night before the task is due?
- A. This does not constitute grounds for appeal. You are strongly advised to read the task and begin planning the very first study time you get after receiving the task.

#### Use of mobile phones/iPads

- Q. Can I bring my mobile phone/iPad into an assessment room?
- A. No the assessment rules clearly state phones/mobile devices MUST be turned off and placed in the student's bag or handed to the teacher on supervision. The exception to this rule would be, if the task states the device is necessary.

#### Work placement

- Q. What if I'm on work placement when the assessment is given out?
- A. It is your responsibility to see your teacher before you go to work out how to get the assessment as early as possible.
- Q. What if I'm on work placement when the assessment is due?
- A. It is your responsibility to submit the task on or before the due date.
- Q. What if I'm on work placement when an in-class assessment task is due?
- A. Before you leave you must see your teacher to arrange a time to do the task when you return from work placement. You must be there to do the task at that time.

#### Work shift finishes very late

- Q. What if my work shift finishes very late and I don't have time to finish the assessment?
- A. This does not constitute grounds for appeal.

#### **HSC Assessment Schedule 2022**

# **Creative and Performing Arts**

**Visual Arts** 



Subject: Visual Arts

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 3 2022	Term 3 2022	
	Week 7 12VA1 Wed 17/11/21 LS1 PETJ	Week 9 12VA1 Wed 23/3/22 LS1 PETJ	Week 2 12VA1 Thu 28/7/22 LS2 PETJ	Week 3-4 12VA1 Trials exam block PETJ	
Content Area	Artmaking	Art Criticism & Art History	Artmaking	Art Criticism & Art History	
Task Type	Body of Work & Visual Arts Diary (I/C)	Half Yearly Examination (I/C)	Body of Work & Visual Arts Diary (HI)	Trial HSC Examination (I/C)	
Outcomes	H1, H3 & H4	Н7, Н8, Н9, Н10	Н7, Н8, Н9, Н10	Н2, Н5 & Н6	
Assessment Components					Weighting (%)
Artmaking	15	0	0	35	50
Art Criticism & Art History	0	25	25	0	50
Weighting (%)	15	25	25	35	100

#### **HSC Assessment Schedule 2022**

## **English**

English Advanced English Standard English Studies English Extension I



Subject: English Advanced

Task Number	1	2	3	4	
Task Date	Term 4 2021 Week 8 12ENA1 Tues 23/11/2021 3pm MILR	Term 1 2022 Week 6 12ENA1 Thurs 03/03/2022 3pm MILR	Term 2 2022 Week 6 12ENA1 Fri 03/06/2022 LS2a+b MILR	Term 3 2022 Weeks 3 – 4  12ENA1 Trial Timetable MILR	
Content Area	Common Module	Module A	Module B Module C	Common Module Module A Module B Module C	
Task Type	Critical Response with Related Text (HI)	Multimodal Presentation (HI)	Class Test (I/C)	Trial HSC Examination (I/C)	
Outcomes	EA12-1, EA12-5, EA12-6	EA12-2, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1 EA12-4, EA12-5, EA12-6, EA12-7 EA12-9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	10	15	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	10	15	15	50
Weighting (%)	20	20	30	30	100



Subject: English Standard

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8 12ENS1 + 12ENS2 Tues 23/11/2021 3pm HUGU + GORA	Week 6 12ENS1 + 12ENS2 Thurs 03/03/2022 3pm HUGU + GORA	Week 6 12ENS1 + 12ENS2 Fri 03/06/2022 LS2a+b HUGU + GORA	Weeks 3 – 4 12ENS1 + 12ENS2 Trial Timetable HUGU + GORA	
Content Area	Common Module	Module A	Module B	Common Module	
			Module C	Module A	
				Module B	
				Module C	
Task Type	Critical Response with	Multimodal Presentation	Class Test	Trial HSC	
	Related Text	(HI)	65.455	Examination	
	(HI)	T1140.0	(I/C)	(I/C)	
Outcomes	EN12-1, EN12-5,	EN12-2, EN12-6,	EN12-3, EN12-4,	EN12-1 EN12-4,	
	EN12-5, EN12-6,	EN12-0, EN12-8	EN12-4, EN12-5,	EN12-4, EN12-5,	
	1112 0)	ENTE O	EN12-7,	EN12-6,	
			EN12-9	EN12-7	
				EN12-9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	10	15	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	10	15	15	50
Weighting (%)	20	20	30	30	100



Subject: English Studies

Task Number	1	2	3	4	
Task Date	Term 4 2021 Week 8 12ENGST1 Fri 26/11/2021 3pm BULD	Term 1 2022 Week 8 12ENGST1 Thurs 17/03/2022 3pm BULD	Term 2 2022 Week 10  12ENGST1 Thurs 30/06/2022 3pm BULD	Term 3 2022 Weeks 3 – 4 12ENGST1 Trial Timetable BULD	
Content Area	Common Module	Module L	Common Module Module L Module C Writing Skills	Common Module, Writing Skills and One Module of Student Choosing	
Task Type	Reading task of short answer questions and related text (HI)	Multimodal Presentation (HI)	Portfolio of classwork and reflection (HI)	Trial HSC Examination (I/C)	
Outcomes	ES12-1, ES12-5, ES12-8, ES12-10	ES12-2, ES12-6, ES12-7, ES12-8, ES12-9,	ES12-1, ES12-3, ES12-4, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-6, ES12-9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	15	15	10	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	10	15	10	50
Weighting (%)	25	25	30	20	100



Subject: English Extension I

Task Number	1	2	3	
Task Date	Term 1 2022 Week 5 12ENX1 Thurs 24/02/2022 3pm HUGU	Term 2 2022 Week 8  12ENX1 Thurs 16/06/2022 3pm HUGU	Term 3 2022 Weeks 3 – 4 12ENX1 Trial Timetable HUGU	
Content Area	Literary Worlds Imagined Worlds	Imagined Worlds	Literary Worlds Imagined Worlds	
Task Type	Creative Response & Critical Reflection (HI)	Critical Response with Related Text (HI)	Class Test (I/C)	
Outcomes	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Assessment Components				Weighting (%)
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Weighting (%)	30	40	30	100

## Human Society and its Environment

Ancient History
Legal Studies
Modern History
Society and Culture



Subject: Ancient History

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 9 12ANH Fri 3/12/2021 LS1 HALN	Week 6 12ANH Fri 4/3/2022 LS1 HALN	Week 7 12ANH Thur 9/6/2022 LS2 HALN	Weeks 3 – 4 12ANH Trial Timetable HALN	
Content Area	Core-Cities of Vesuvius: Pompeii and Herculaneum	Historical periods: New Kingdom Egypt	Personalities in their times: Hatshepsut	All topics	
Task Type	Research/Source Analysis Task (HI)	Research Essay (I/C)	Historical Analysis Research Task (HI)	Trial HSC Examination (I/C)	
Outcomes	AH12-3, AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12- 4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Assessment					Weighting
Components Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	0	15	0	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Weighting (%)	20	20	30	30	100



**Subject: Business Studies** 

bubjecti Business bituales	_	1		1	
Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8 12BUS1 Fri 26/11/21 LS2 CUNB	Week 9 12BUS1 Wed 30/03/22 LS2 CUNB	Week 7 12_BUS1 Wed 8/06/22 LS2 CUNB	Weeks 3/4 12BUS1 Trial Timetable CUNB	
Content Area	Operations	Finance	Marketing	All Topics	
Task Type	Operations Business Report	In-Class Test	Marketing Sales Plan	HSC Trial Examination (I/C)	
	(I/C)	(I/C)	(HI)		
Outcomes	H2, H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	15	10	20	55
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	10	15	10	45
Weighting (%)	20	25	25	30	100



Subject: Legal Studies

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8	Week 6	Week 8	Weeks 3-4	
	12LS1 Fri 26/11/2021 LS3 TESM	12LS1 Fri 4/3/2022 LS2 TESM	12LEG1 Tue 14/6/2022 LS1 TESM	12LEG1 Trial Timetable TESM	
Content Area	Human Rights &	Crime & Shelter	Family &	Crime, Human Rights,	
	Crime		Human Rights	Family & Shelter	
Task Type	Case Study Research and In-class Response (I/C)	Research Essay and Topic Test (I/C)	Research Task and Structured Response (I/C)	Trial HSC Examination (I/C)	
Outcomes	H1, H3, H4, H6	H4, H7, H8, H10	H1, H3, H4, H5, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	5	5	10	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	10	5	0	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Weighting (%)	20	25	25	30	100



Subject: Modern History

Subject. Modern mis	itor y				
Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8	Week 6	Week 9	Weeks 3 – 4	
	12MHIS1 Tue 23/11/2021 LS2 TAYN	12MHIS1	12MHIS1	12MHIS1 Trial Timetable MATS	
Content Area	Conflict in the	Wed 2/3/2022 LS 1 MATS	Tues 21/6/2022 LS3 MATS  Russia and the Soviet	Cultural Revolution to	
Content Area		Power and Authority in the Modern World	Union 1917-1941		
	Pacific	in the Modern world	Union 1917-1941	Tiananmen Square 1966-	
				1989	
				All Topics	
Task Type	Research Task	Class Test	Historical Investigation	Trial HSC Examination	
	(I/C)	(I/C)	(HI)	(I/C)	
Outcomes	MH12-1, MH12-3 MH12-	MH12-1, MH12-2, MH12-3,	MH12-1, MH12-2, MH12-3,	MH12-1, MH12-2, MH12-3, MH12-4,	
	4, MH12-5, MH12-7, MH12-8, MH12-9	MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-5, MH12-6, MH12-7, MH12- 8, MH12-9	
	MINIZ-0, MINIZ-9	MIN12-7, MIN12-6, MIN12-9	MH12-7, MH12-8, MH12-9	8, MH12-9	
Assessment					Weighting
Components					
	_				(%)
Knowledge and	5	5	10	20	40
understanding of course content					
Historical skills in the	0	5	5	10	20
analysis and evaluation of	U	3	3	10	20
sources and interpretations					
Historical inquiry and	10	5	5	0	20
research					
Communication of historical	5	5	10	0	20
understanding in appropriate forms					
Weighting (%)	20	20	30	30	100
3 0 (1-5)	20	20	30	30	100



Subject: Society & Culture

Task Number	1	2	3	4	
Task Date	Term 4	Term 1	Term 2	Term 3	
	Week 9	Week 6	Week 9	Weeks 3 – 4	
	12SOC Mon 6/12/21 LS1 BERS	12SOC Mon 28/02/22 LS2 BERS	12SOC Mon 20/6/22 9am Online BERS	12SOC Trial Timetable BERS	
Content Area	Personal Interest Project	Social & Cultural Continuity & Change	Belief Systems and Ideologies	All Content	
Task Type	PIP Synthesis (HI)	Class Test (I/C)	Research Task (HI)	Trial HSC Examination (I/C)	
Outcomes	H1, H4, H6, H7, H9, H10	Н1, Н2, Н3, Н4, Н5, Н6, Н9, Н10	H2, H3, H4, H5, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Assessment Components					Weighting (%)
Knowledge and understanding of content	5	15	0	30	50
Application and evaluation of social and cultural research methods					
	10	0	20	0	30
Communication of ideas and issues in					
appropriate forms	5	5	5	5	20
Weighting (%)	20	20	25	35	100

#### **HSC Assessment Schedule 2022**

## **Mathematics**

Mathematics Advanced
Mathematics Standard
Mathematics Extension 1



**Subject: Mathematics Advanced** 

Task Number	1	2	3	4	
Task Date	Term 4 2021 Week 9 12MAT Wed 8/12/2021 LS1 CROE	Term 1 2022 Week 9 12MAT Fri 25/03/2022 LS3 CROE	Term 2 2022 Week 10 12MAT Mon 27/06/2022 LS3 CROE	Term 3 2022 Weeks 3-4 12MAT Trial Timetable CROE	
Content Area	F2, T3 Applications of graphical models	C2, C3, C4 Practical calculus	M1 Financial modelling	All Topics F2, T3, C2, C3, C4, M1, S2, S3	
Task Type	Test (I/C)	Test (I/C)	Assignment (HI)	Trial HSC Examination (I/C)	
Outcomes	MA12-1, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	15	10	15	50
Skills in: Comprehending texts, Communicating ideas, Using language accurately, appropriately and effectively	10	15	10	15	50
Weighting (%)	20	30	20	30	100



Subject: Mathematics Standard 2

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8 12MAS1, 12MAS2 & 12MAS3 Thu 09/12/21 Before School 8:48am MUDR, PETJ1, COBD	Week 6 12MAS1, 12MAS2 & 12MAS3 Tue 1/3/22 LS2 MUDR, QUAS	Week 6 12MAS1, 12MAS2 & 12MAS3 Fri 3/6/22 LS3 MUDR, QUAS	Weeks 3 – 4 12MAS1, 12MAS2 & 12MAS3 Trial Timetable MUDR, QUAS	
Content Area	Algebra: Types of Relationships (A4.1)	Network Concepts, F4 Investments and Loans	Bivariate Data Analysis, Types of Relationships (A4.2), Non-Right-Angled Trigonometry	All Topics	
Task Type	Investigation Task (HI)	In-Class Test	Open Book- In Class Test  (HI & I/C)	Trial HSC Examination (I/C)	
Outcomes	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-8, MS2-12-9. MS2-12-10,	MS2-12-1, MS2-12-2, MS2-12-3, MS2- 12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2- 12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2- 12-8, MS2-12-9, MS2-12-10	
Assessment Components					Weighting (%)
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Weighting (%)	20	25	25	30	100



Subject: Mathematics Extension 1

Task Number	1	2	3	4	
Task Date	Term 4 2021 Week 9 12MATXI Mon 29/11/2021 LS3 CROE	Term 1 2022 Week 5 12MATXI Thu 24/02/2022 LS3 CROE	Term 2 2022 Week 10 12MATXI Thu 30/06/2022 LS3 CR0E	Term 3 2022 Weeks 3-4 12MATXI Trial Timetable CROE	
Content Area	V1 Vectors, P1 Mathematical Induction	T3 Trigonometric Equations, C2 Further Calculus Skills	C3 Applications of Calculus	All Topics P1, V1, T3, C2, C3, S1	
Task Type	Test (I/C)	Test (I/C)	Assignment / Investigation (HI)	Trial HSC Examination (I/C)	
Outcomes	ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12- 3, ME12-4, ME12-5, ME12- 6, ME12-7	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in: Comprehending texts, Communicating ideas, Using language accurately, appropriately and effectively	12.5	12.5	10	15	50
Weighting (%	25	25	20	30	100

#### **HSC Assessment Schedule 2022**

# Personal Development, Health and Physical Education

Community and Family Studies
Personal Development, Health and Physical Education



Subject: Community and Family Studies

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 9	Week 6	Week 9	Weeks 3 – 4	
	Wed 09/12/2021 LS3 BROL	12CFS1 Fri 11/03/2022 LS3 BROL	12CFS1 Wed 22/06/2022 LS2 BROL	12CAFS1 Examination Timetable BROL	
Content Area	Core 1: Research	Core 2: Groups	Core 3: Parenting &	Core1	
	Methodology	in context	Caring	Core 2	
			Option: Social Impact of	Core 3	
m 1 m	T 1 1 .	Б	Technology	Option 2	
Task Type	Independent Research Project (H/I)	Focus Questions (I/C)	Situational Analysis (I/C)	HSC Trial Examination (I/C)	
Outcomes	Н 4.1, 4.2	H 2.2, 2.3, 3.1, 3.3, 4.2, 6.2	H 1.1, 2.2, 2.3, 3.2,3.4, 4.2, 5.1, 5.2	H 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	5	10	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	10	15	20	60
Weighting (%)	20	20	30	30	100



Subject: Personal Development, Health and Physical Education

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 9 12PDH1 Wed 8/12/2022 LS 3a+b WHIS	Week 7 12PDH1 Thur 10/03/2022 LS1a+b WHIS	Week 10 12PDH1 Thur 30/06/2022 WHIS (Handed in Mary Courtyard before 8:48am)	Weeks 3 – 4 12PDH1 Trial Timetable WHIS	
Content Area	Core 1	Core 2	Option1 Option 2	Core 1 Core 2 Option 1 Option 2	
Task Type	Research Task (I/C)	Inquiry Analysis Task (I/C)	Situational Analysis (HI)	Trial HSC Examination (I/C)	
Outcomes	Н 1,2, 4, 14,15	Н 7-11, 16-17	Н 7, 8, 13, 16, 17	Н 1-17	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	5	10	5	20	40
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	10	25	10	60
Weighting (%)	20	20	30	30	100

#### **HSC Assessment Schedule 2022**

## **Religious Education**

Studies of Religion II Students of Religion I Learning for Mission



## 2021-2022 SOR2 HSC Assessment Schedule

Subject: Studies of Religion II

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 6  12SOR2A & 11ASOR2 Thu 11/11/2021 LS3 TESM Thu 11/11/2021 LS3 FEER	Week 7 12SOR2A & 11ASOR2 Wed 09/03/22 LS3 TESM Thur 10/03/22 LS3 FEER	Week 5 12SOR2A & 11ASOR2 Wed 25/05/22 LS3 TESM Thur 26/05/22 LS3 FEER	Weeks 3 – 4 12SOR2A & 11ASOR2 Trial Timetable TESM & FEER	
Content Area	Islam Depth Study	Religion in Australia Post-1945	Christianity & Buddhism Depth Studies	All Content Areas	
Task Type	Source-based Writing Task (I/C)	Research & Writing Task (I/C & HI)	Paragraph Writing Task (I/C & HI)	Trial HSC Examination (I/C)	
Outcomes	Н4, Н5, Н6, Н7, Н9	H2, H3, H4, H5, H8, H9	Н4, Н5, Н6, Н7, Н9	H1, H2, H3, H4, H5, H8, H9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	0	0	10	20	30
Source-based skills	20	0	0	0	20
Investigation and research	0	10	0	0	10
Communication of information, ideas and issues	10	10	10	10	40
Weighting (%)	30	20	20	30	100



## 2021-2022 SOR1 HSC Assessment Schedule

Subject: Studies of Religion I

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 6 12SOR1A Thu 11/11/2021 LS3 NEKD	Week 7 12SOR1A Wed 09/03/22 LS3 NEKD	Week 5 12SOR1A Wed 25/05/22 LS3 NEKD	Weeks 3 – 4 12SOR1A Trial Timetable NEKD	
Content Area	Islam Depth Study	Religion in Australia Post-1945	Christianity Depth Study	All Content Areas	
Task Type	Source-based Writing Task (I/C)	Research & Writing Task (I/C & HI)	PEEL Paragraph Task (I/C & HI)	Trial HSC Examination (I/C)	
Outcomes	Н4, Н5, Н6, Н7, Н9	Н2, Н3, Н4, Н5, Н8, Н9	Н4, Н5, Н6, Н7, Н9	H1, H2, H3, H4, H5, H8, H9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	0	0	10	20	30
Source-based skills	20	0	0	0	20
Investigation and research	0	10	0	0	10
Communication of information, ideas and issues	10	10	10	10	40
Weighting (%)	30	20	20	30	100



**Subject: Learning For Mission** 

Task Number	1	2	3	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	
	Week 10 12LFM1A Thu 09/12/2021 LS3 ALEM	Week 10 12LFM1A Wed 30/03/22 LS2 ALEM	Week 9 12LFM1A Wed 22/06/22 LS3 ALEM	
Content Area	God, Love and Evil	Solidarity and Subsidiarity	Jesus' Commandment of Love	
Task Type	Journal Task (Part 1) (HI)	Journal Task (Part 1) (HI)	Journal Task (Part 2) (HI)	
Outcomes	Learning Cycle 6	Learning Cycle 7	Learning Cycle 2	
<b>Assessment Components</b>				Weighting (%)
Weighting (%)	30	40	30	100

#### **HSC Assessment Schedule 2022**

## Science

Biology Chemistry Investigating Science Physics



Subject: Biology

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8 12BIO1 & 12BIO2 Fri 03/12/2021 9am via Google Classroom ELSR & WALJ	Week 7 12BIO1 & 12BIO2 Fri 11/03/22 3pm via Google Classroom WALJ	Week 5 12BIO1 & 12BIO2 Fri 27/05/22 3pm via Google Classroom WALJ	Weeks 3 – 4 12BI01 & 12BI02 Trial Timetable WALJ	
Content Area	Module 8	Module 7	Module 5	Modules 5-8	
Task Type	Depth Study Research Presentation on Non-Infectious Disease	Depth Study - Design and Carry Out a First-Hand Investigation	Model of the process of Polypeptide Synthesis	Trial HSC Examination	
	(I/C)	(HI)	(HI)	(I/C)	
Outcomes	BIO 12 1 -2 BIO 12 4-5 BIO 12 6-7 BIO 12-15	BIO 12 1-7 BIO12-14	BIO12-3 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12 1-7 BIO12 12-15	
Assessment					Weighting
Components					(%)
Knowledge and understanding of course content	10	10	10	10	40
Skills in: Working Scientifically	10	10	20	20	60
Weighting (%)	20	20	30	30	100



Subject: Chemistry

Task Number	1	2	3	4	
Task Date	Term 4 2021 Week 9 12CHE Thurs 02/12/21 LS1 SOOC	Term 1 2022 Week 7 12CHE Wed 09/03/22 LS1a+b SOOC	Term 2 2022  Week 6  12CHE Thurs 02/06/22 LS2 SOOC	Term 3 2022 Weeks 3 – 4  12CHE Trial Timetable SOOC	
Content Area	Module 5	Module 6	Module 7	Module 5-8	-
Task Type	Equilibrium (Le Chatelier) Research Task (HI)	Titration Firsthand Investigation (I/C)	Hydrocarbon Research Task (HI)	Trial HSC Examination (I/C)	
Outcomes	CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH12-2 CH12-3 CH12-5 CH12-13	CH12-1 CH12-5 CH12-6 CH12-7 CH12-14	CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-15	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	10	10	10	40
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	20	60
Weighting (%)	20	25	25	30	100



Subject: Investigating Science

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 9 12ISCI1 Fri 03/12/2021 LS1 DHAM	Week 7 12ISCI1 Fri 11/03/22 LS1 DHAM	Week 7 12ISCI1 Fri 10/06/22 LS1 DHAM	Weeks 3 – 4 12ISCI1 Trial Timetable DHAM	
Content Area	Module 5	Module 6	Module 7	Modules 5-8	
Task Type	Evaluating an Investigation Report	Technologies Research Task	Fact or Fallacy Depth Study	Trial HSC Examination	
	(HI)	(HI)	(HI)	(I/C)	
Outcomes	INS12-5 INS12-6 INS12-7 INS12-12	INS12-3 INS12-13 INS12-15	INS12-1 INS12-2 INS12-4 INS12-7 INS12-14	May be any outcomes from INS11/12-1 - INS12-15	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	5	10	15	40
Skills in: Working Scientifically	5	20	20	15	60
Weighting (%)	15	25	30	30	100



Subject: Physics

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3	
	Week 8	Week 5	Week 4	2022	
	12PHY1 Thurs 25/11/2021 9:00am MCMA	12PHY1 Thurs 24/2/2022 8:48am via Google Classroom MCMA	12PHY1 Thurs 19/5/2022 8:48 am via Google Classroom MCMA	Weeks 3 – 4 12PHY1 Trial Timetable MCMA	
Content Area	Module 7	Module 8	Module 5	Modules 5-8	
	Nature of Light	From Atoms to Universe	Advanced Mechanics		
Task Type	Literature Review into the Nature of Light (HI)	First-Hand Investigation and Scientific Report (HI)	First-Hand Investigation and Scientific Report & Depth Study (HI)	Trial HSC Examination (I/C)	
Outcomes	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-14	PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12 1-7 PH12/12-15	
Assessment					Weighting
Components					(%)
Knowledge and understanding of course content	5	5	10	20	40
Skills in: Working Scientifically	10	20	20	10	60
Weighting (%)	15	25	30	30	100

## **HSC Assessment Schedule 2022**

# Technology and Applied Studies

Food Technology Industrial Technology Timber



Subject: Food Technology

Task Number	1	2	3	4	
Task Date	Term 4 2021 Week 8 12FT Fri 26/11/21 LS1 LERA	Term 1 2022 Week 8 12FT Fri 18/3/22 LS1 CODE	Term 2 2022 Part A: Week 5  12FT Fri 27/5/22 LS1 CODE Part B: Week 9  12FT Fri 24/6/22 LS1 CODE	Term 3 2022 TBA 12FT Trial Timetable CODE	
Content Area	Australian Food Industry	Food Manufacture	Food Product Development	Examination	
Task Type	Topic Test	Case Study	Part A: Research Task (HI) Part B: Portfolio	Trial HSC Examination	
Outcomes	(I/C) H1.2, H1.4, H3.1	(HI) H1.1, H4.2	(HI) H1.3, H4.1	(I/C) H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	10	5	15	40
Knowledge and skills in designing, researching, analysing and evaluating	5	5	15	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	5	5	20	0	30
Weighting (%)	20	20	40	20	100



Subject: Industrial Technology - Timber Products and Furniture Technologies

Task Number	1	2	3	4	
Task Date	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022	
	Week 8 12INDTT1 Fri 26/11/2021 LS3 MCGD	Week 6 12INDITT1 Tue 1/3/2022 LS2 POTL	Week 7 12INDTT1 Fri 10/6/2022 LS2 POTL	Weeks 3 – 4 12INDTT1 Trial Timetable POTL	
Content Area	Industry Specific Content	Industry Study	Management & Communication	Examination	
Task Type	Project Proposal (HI)	Industry Study Report (HI)	Major Project Progress Report (I/C) & (HI)	Trial HSC Examination (I/C)	
Outcomes	H2.1, H3.2, H3.3, H4.1, H4.3, H5.1, H6.1	H1.1, H1.2, H1.3, H3.2, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H1.3, H3.1, H4.1, H7.1, H7.2	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	10	10	10	40
Knowledge and skills in the design, management, communication, and production of a major project	20	10	20	10	60
Weighting (%)	30	20	30	20	100

## **HSC Assessment Schedule 2022**

# Vocational Education and Training

Construction
Primary Industries
Fitness

For students studying a Vocational Course

## **VOCATIONAL EDUCATION & TRAINING**

#### Course Assessment

Assessment in Vocational Education and Training (VET) courses occur throughout the 240 hour course (over two years). Assessment is primarily **competency-based**, using a range of assessment tools, such as questioning, observation, structured activities to determine a student's competency against set industry standards. **Standards referenced** assessment is used to assess a student's understanding of the underpinning course knowledge and concepts. Such assessment typically occurs during the Preliminary and Trial HSC examinations.

Competency achievement will be reported on in the academic reports. Student competency achievement is also progressively recorded in teacher assessment registers and the NESA online portal, which provide for regular and systematic feedback on student performance.

Successful achievement of ALL course competencies will attain the student the AQF qualification. Successful achievement of some course competencies will attain the student a Statement of Attainment towards the AQF qualification.

In order to satisfactorily complete NESA requirements, students must undertake a minimum of 35 hours structured work placement over the 240 hour (2 year) course.

Students who meet specific benchmarks may apply for Recognition of Prior Learning (RPL) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hour requirements.

The HSC examinable units of competency for each VET course are in bold print as listed on the following pages. The external HSC examination is <u>optional</u>. All ATAR pathway students are required to complete the Trial HSC Examination task to ensure that an estimated mark can be submitted to NESA to safeguard against misadventure during the HSC examinations. NON ATAR pathway students will have the opportunity to finalise their intention towards the optional HSC examination during the final year of their VET course.

# CONSTRUCTION

2021-22 Competency Task Assessment Schedule:

Task Name	Safe Industry Measures	Bang it Up	All Framed Up	Brick & Concrete Shoes	School Based Project
Task Timing	Term 1, Week 10 30/3/21 LS2 POTL	Term 2, Week 10 22/6/21 LS2 POTL	Term 4, Week 8 25/10/21 LS2 POTL	Term 1, Week 10 2022	Term 3, Week 5 2022
Competencies Assessed	CPCCWHS1001 CPCCOHS2001A CPCCCM1015A	CPCCCA2002B CPCCCA2011A CPCCCM1014A	CPCCCM2001A CPCCCM1012A	CPCCBL2001A CPCCBL2002A CPCCCO2013A CPCCCM2006B	CPCCCM2005B CPCCCM1013A CPCCCM2004A

## 2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 POTL	Term 3, Week 3-5 2022
Competencies Addressed	See table below	See table below

## **AQF QUALIFICATION:** CPC20211 Certificate II in Construction (Pathways)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Construction are listed below.

Unit Code	Unit Title	
CPCCWHS1001	Prepare to work safely in the construction industry	All units are assessed through competency based tasks
CPCCWHS2001A	Apply OHS requirements, policies & procedures in the construction industry	and must be achieved for the attainment of the
CPCCCM1014	Conduct workplace communication Carry out measurements and calculations	Certificate II in Construction (Pathways)
CPCCCM1014 CPCCCM1015	Handle carpentry materials	
CPCCCA2011A	Use carpentry tools and equipment	
CPCCCA2002B	Read and interpret plans and specifications	
CPCCCM2001	Work effectively & sustainably in the construction industry	Units (in bold) are examinable for the
CPCCCM1012	Apply basic levelling procedures	Preliminary, Trial HSC and HSC Examination.
CPCCCM2006	Carry out concreting to simple forms	
CPCCCO2013A	Plan and organise work	
CPCCCM1013	Use construction tools and equipment	
CPCCCM2005B	Handle and prepare bricklaying and blocklaying materials	
CPCCBL2001A	Use bricklaying and blocklaying tools and equipment	
CPCCBL2002A	Handle construction materials	
CPCCCM2004A		

## PRIMARY INDUSTRIES

## **2021-22 Competency Task Assessment Schedule:**

Task Name	Livestock	Safe Boundaries	Working on the Farm	Rip it Up
Task Timing	Term 4, Week 6 10/11/21 LS3 WILE	Term 4, Week 10 1/12/21 LS3 WILE	Term 2, Week 7 2022	Term 3, Week 6 2022
Competencies Assessed	AHCWRK204 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK209 AHCLSK211	AHCWHS201 AHCWRK205 AHCINF201 AHCINF202	AHCWRK201 AHCPMG202 AHCPMG201 AHCWRK209 AHCCHM201	AHCMOM202 AHCMOM203 AHCBIO201

## 2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 WILE	Term 3, Week 3-5 2022
Competencies Addressed	See table below	See table below

## **AQF QUALIFICATION:** AHC20116 Certificate II in Agriculture

The core units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Agriculture are listed below.

Unit Code	Unit Title	
AHCWHS201	Participate in WHS processes	
AHCWRK209	Participate in environmentally sustainable work practices	All units are assessed through competency based tasks
AHCCHM201	Apply chemicals under supervision	and must be achieved for the attainment of the
AHCWRK201	Observe and report on weather	Certificate II in Agriculture
AHCWRK204	Work effectively in the industry	·
AHCLSK202	Care for health and welfare of livestock	
AHCPMG202	Treat plant, pests, diseases and disorders	
AHCWRK205	Participate in workplace communications	
AHCINF201	Carry out basic electric fencing operations	Units (in bold) are examinable for the Preliminary,
AHCINF202	Install, maintain and repair farm fencing	Trial HSC and HSC Examination.
AHCLSK204	Carry out regular livestock observation	
AHCLSK205	Handle livestock using basic techniques	
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	
AHCLSK211	Provide feed for livestock	
AHCMOM202	Operate tractors	
AHCMOM203	Operate basic machinery and equipment	
AHCPMG201	Treat weeds	
AHCLSK209	Monitor water supplies	

# FITNESS

2021-22 Competency Task Assessment Schedule:

Task Name	Safety in the Fitness Industry	Working in the Fitness Industry
Task Timing	Term 3, Week 5 13/8/21 LS1 BRYN	Term 3, Week 5 2022
Competencies Assessed	HLTWHS001 BSBRSK401 SISXFAC001 SISXFAC002 HLTAID003#	SISFFIT001 SISFFIT004 SISFFIT005 SISFFIT006 SISXCAI004 SISXCCS001 SISXIND001

<sup>#</sup> This unit of competency may be delivered and assessed by an external RTO.

## AQF Qualification: SIS30315 Statement of Attainment in Certificate III Fitness

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and SOA towards Certificate III in Fitness are listed below.

SISFFIT001 Provide health screening and fitness orientation  SISFFIT004 Incorporate anatomy and physiology principles into fitness programming  SISFFIT05 Provide healthy eating information  SISCCS001 Provide quality service  SISXFAC001 Maintain equipment for activities  SISXIND001 Work effectively in sport, fitness and recreation environments  BSBRSK401 Identify risk and apply risk management processes  HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities		
SISFFIT05 Provide healthy eating information  SISCCS001 Provide quality service  SISXFAC001 Maintain equipment for activities  SISXIND001 Work effectively in sport, fitness and recreation environments  BSBRSK401 Identify risk and apply risk management processes  HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	SISFFIT001	Provide health screening and fitness orientation
SISCCS001 Provide quality service  SISXFAC001 Maintain equipment for activities  SISXIND001 Work effectively in sport, fitness and recreation environments  BSBRSK401 Identify risk and apply risk management processes  HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISXFAC001 Maintain equipment for activities  SISXIND001 Work effectively in sport, fitness and recreation environments  BSBRSK401 Identify risk and apply risk management processes  HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	SISFFIT05	Provide healthy eating information
SISXIND001 Work effectively in sport, fitness and recreation environments  BSBRSK401 Identify risk and apply risk management processes  HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	SISCCS001	Provide quality service
BSBRSK401 Identify risk and apply risk management processes  HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	SISXFAC001	Maintain equipment for activities
HLTAID003 # Provide first aid  HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	SISXIND001	Work effectively in sport, fitness and recreation environments
HLTWHS001 Participate in workplace health and safety  SISFFIT006 Conduct fitness appraisals  SISXFAC002 Maintain sport, fitness and recreation facilities	BSBRSK401	Identify risk and apply risk management processes
SISFFIT006 Conduct fitness appraisals SISXFAC002 Maintain sport, fitness and recreation facilities	HLTAID003#	Provide first aid
SISXFAC002 Maintain sport, fitness and recreation facilities	HLTWHS001	Participate in workplace health and safety
	SISFFIT006	Conduct fitness appraisals
SISYCAIOM Plan and conduct programs	SISXFAC002	Maintain sport, fitness and recreation facilities
Fian and conduct programs	SISXCAI004	Plan and conduct programs

<sup>#</sup> This unit of competency may be delivered and assessed by an external RTO.