

Penola Catholic College



Year 12
Assessment Handbook

2022/23 Cohort

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Introduction

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

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:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students> 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: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>)

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.
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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/carers, employers and others, in ways that meet their needs
- report assessments to NESAs 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 few decades. 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.

HSC Minimum Standards

One of the key reforms will be that every student needs to meet a minimum standard for literacy (reading and writing) and numeracy to be eligible for the award of the Higher School Certificate (HSC).

The current system allows for students who leave school from the end of Year 10 through to before completing the HSC course to receive their Record of School Achievement (RoSA) and those students who complete the HSC course to receive their Higher School Certificate (HSC) and the RoSA. Currently, students who have completed the HSC course, but not met the minimum literacy and numeracy standards will only receive the RoSA.

There will be time allowed (five years after completing the HSC course) for students to meet the minimum standards if they wish to receive the Higher School Certificate.

The introduction of the minimum standards has come about from concerns raised by employer and tertiary groups who have noticed a decline in literacy and numeracy skills of students completing their schooling. The reform has been adopted to ensure the integrity of the Higher School Certificate as a recognised and valued credential.

It is expected that the majority of students will have achieved the minimum standard by the end of their schooling and, with the five year period after leaving school, most would have achieved the standard.

Students will be given opportunities to demonstrate that they have met the minimum standard through online tests throughout Years 10, 11 and 12 in order to qualify to receive the Higher School Certificate as well as the Record of School Achievement.

NESAs 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 NESAs 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 2022. 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 **not** 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 Director of Curriculum and the relevant KLA Leader of Learning.

Receiving a NESAs Warning Letter is a serious matter and indicates students are **NOT** 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 examination Rubric

The rubric is a statement of basic requirements for a student to follow when answering an examination 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 'examination 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 Canvas and a hard copy issued. In the event that a student is absent, it is the student's responsibility to check Canvas 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 NESAs 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 examination 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.

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 examination from the Student Office.

In the Examination Room:

- **A student entering an examination 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 examination 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 Director of Curriculum 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 NESAs 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 Director of Curriculum 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 Director of Curriculum (uhughes@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 Director of Curriculum) with supporting evidence (such as a medical certificate). It is the student's responsibility to lodge the appeal and to see the Director of Curriculum 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/Carers 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/carers:

- HSC Assessments and Submitted Works – Advice to Parents/Carers

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.

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| <ul style="list-style-type: none">● Note: <i>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.</i> |
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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 Director of Curriculum 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; USB malfunction; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; 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 unforeseen circumstances that have impacted on their ability to complete and submit their assessment work should outline their situation in writing to the **Director of Curriculum at least 7 days before the final date**. The Director of Curriculum will interview the student and discuss the request for extension with the course teacher and KLA Leader of Learning. The Director of Curriculum 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 OR EMAILING OF ASSESSMENT

The Assessment Notification stipulates assessment submission.

- A student should not send an assessment task by email, 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 Director of Curriculum.
- In the case of lost mail/email/USB, the student will be judged **not** to have submitted the task and awarded a zero mark accordingly.
- In exceptional circumstances the Director of Curriculum and course teacher may give approval to accept a student's assessment via email; the email must bear the date due and if the email fails and does not arrive at the teacher's email address, the student will be judged **not** to have submitted the task. The student should request a confirmation that the email has been received. The Director of Curriculum needs to approve this method of assessment submission. If there is an exceptional circumstance and a student is submitting by email, 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.
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 Director of Curriculum.

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 examination assessment.
Submit illness or misadventure if you fail to do the task on the due date.
Within 3 days to Director of Curriculum, KLA Leader of Learning or class teacher.



For 'hand-in' assessments students attach the **Assessment Information and Cover Sheet** 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 Director of Curriculum 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/carers 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 exceptional circumstances at the discretion of the Principal (Principal's delegate) in consultation with the Director of Curriculum 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 Director of Curriculum 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 Director of Curriculum. 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 Director of Curriculum.

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 Director of Curriculum.

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 Director of Curriculum 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 Director of Curriculum/ 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 NESAs 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.

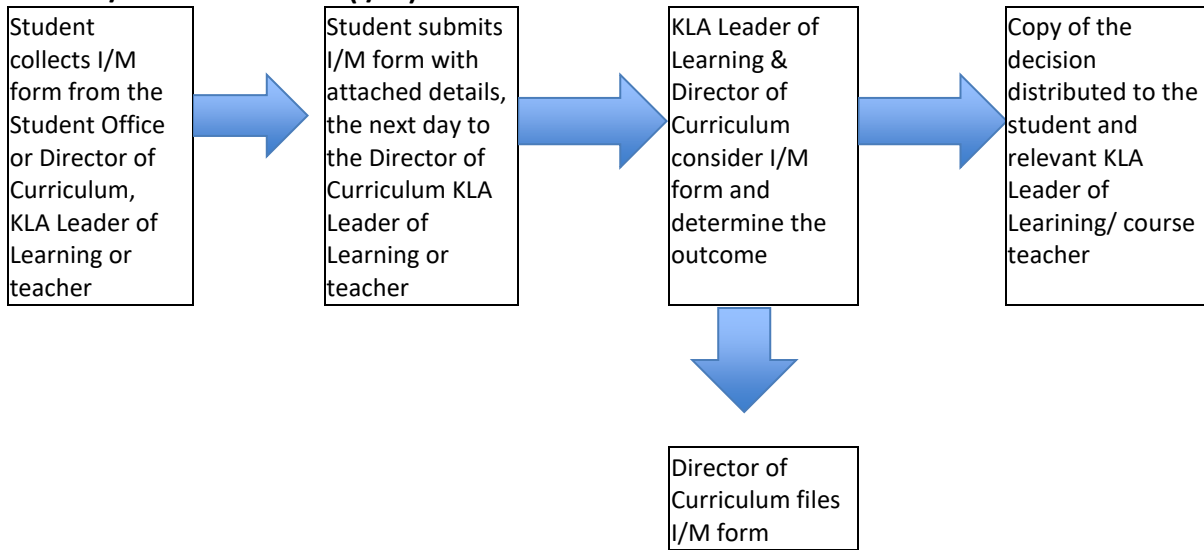
If the student is dissatisfied with the results of the school review, then an appeal may be made directly to the NESAs itself. In dealing with appeals, NESAs will consider only whether the appeals process was adequate and whether the conduct of the appeal was proper in all respects.

NOTE:

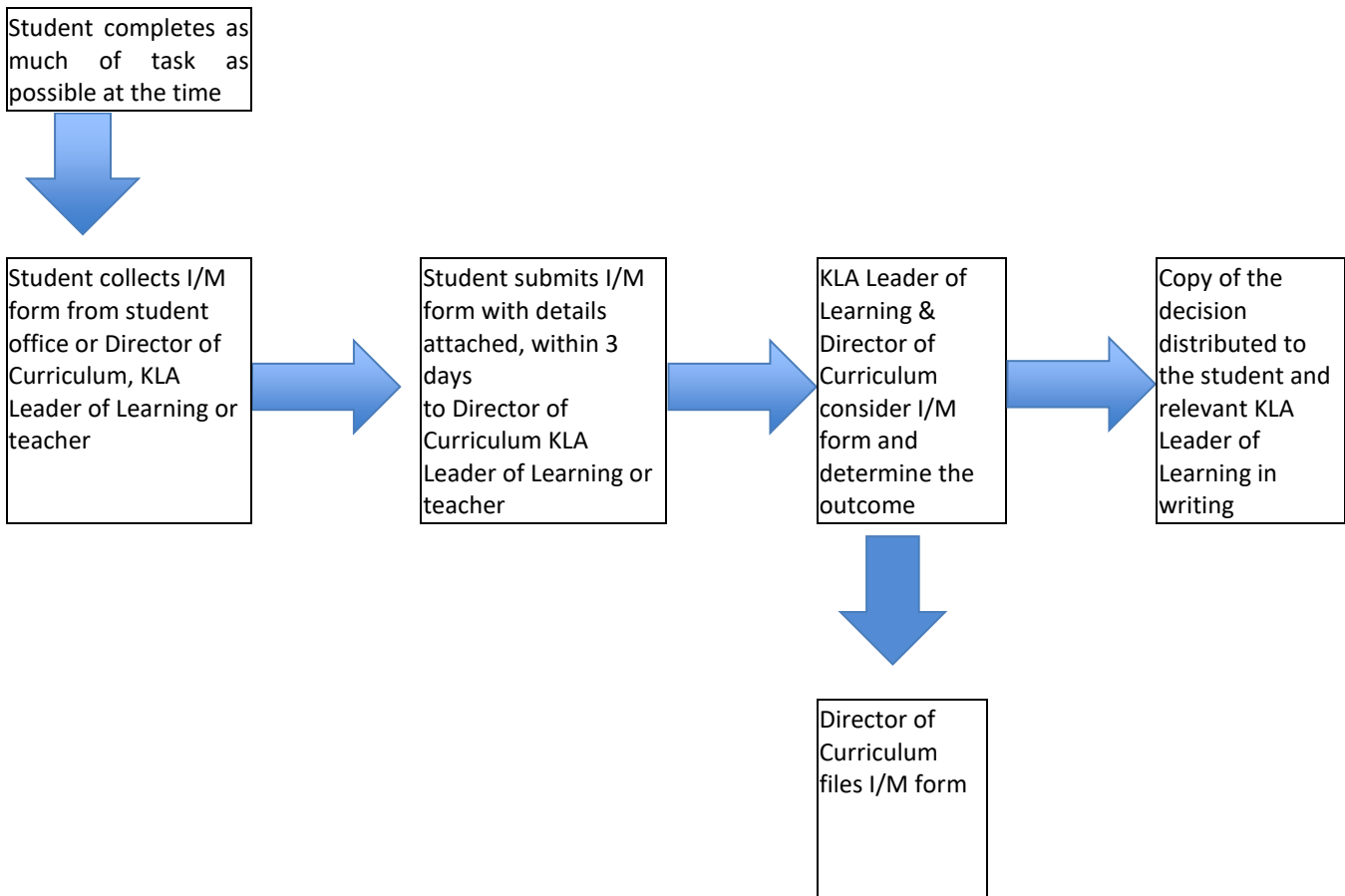
THERE CAN BE NO APPEAL AT THIS LATER STAGE OF THE PROCESS AGAINST THE MARKS AWARDED FOR INDIVIDUAL ASSESSMENT TASKS.

Illness/Misadventure Appeal Procedure

ILLNESS/MISADVENTURE (I/M) APPARENT BEFORE DUE DATE



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

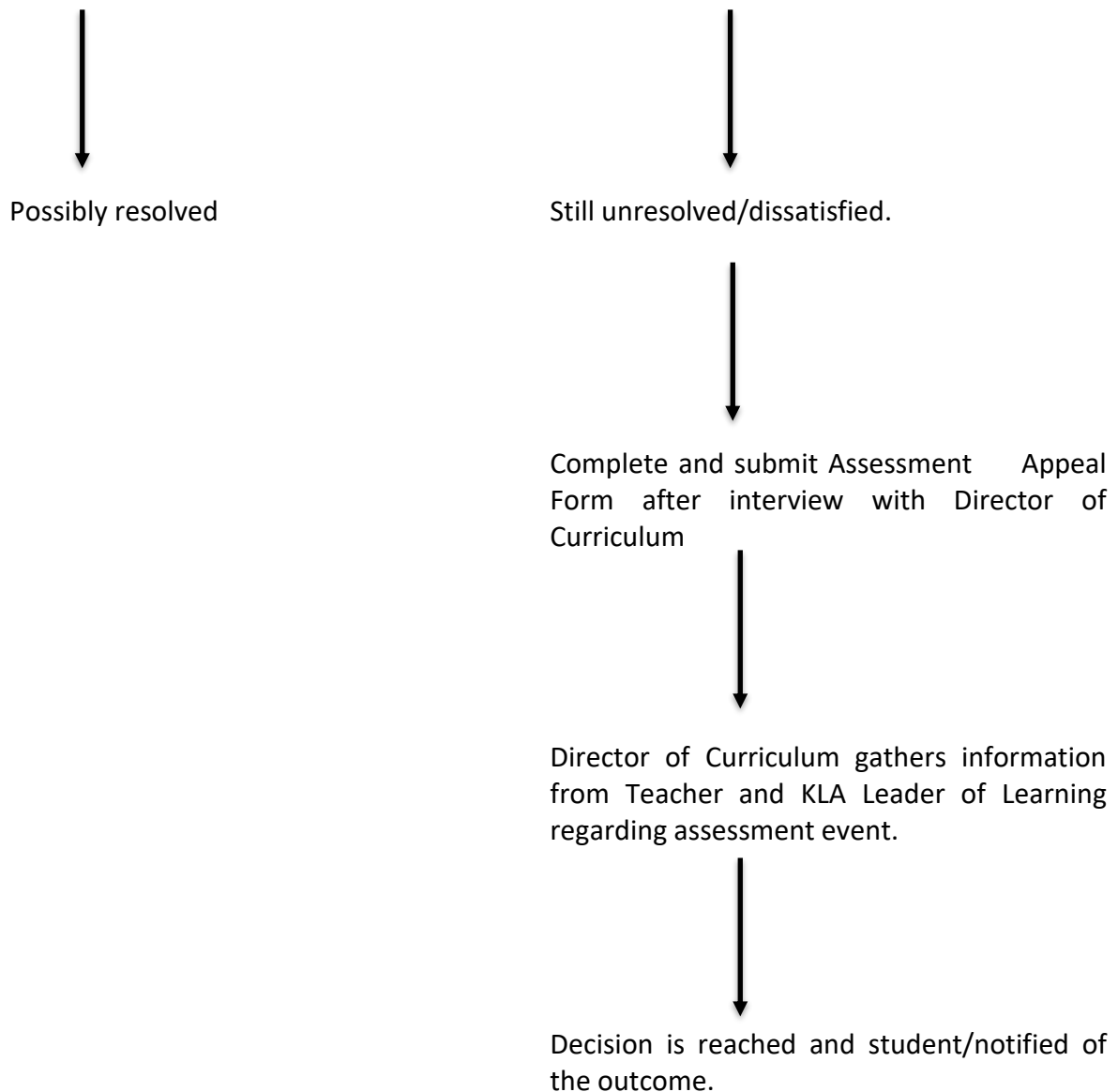


Assessment Appeal Procedure

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 Director of Curriculum, KLA Leader of Learning or teacher within 3 days of Task return, who advises possible outcome or action



Student Appeal Form for School-based Assessment
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 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/Carer's Signature: _____ Date: _____

LOL RECOMMENDATION:

College Use Only:

 Appeal: Upheld / Rejected Director of Curriculum Signature: _____

- 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

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 non-completion on/by the due date of the assessment task stated.

Student's Signature: _____ Date: _____

Parent's/Carer's Signature: _____ Date: _____

LOL RECOMMENDATION:

College Use Only

Appeal: Upheld / Rejected Director of Curriculum Signature: _____

- 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


College Assessment Committee Report

Student's Name: _____

Course: _____

Class Teacher: _____

Assessment Task Due Date: _____

Type of Task (tick one): In College Exam Test Task
OR

Task done outside the College and handed in

Decision of the College Assessment Committee:

- Extension of Time **Task Due on** _____
- Substitute Task
- Estimate Mark
- Mark achieved when task completed
- Zero mark to apply

Outline of Assessment Committee's Findings

Signed: _____

Date: _____

Director of Curriculum

✂.....

Please complete this section and return it to the College after receiving the Assessment Committee's decision.

Student Name: _____

Course: _____

I have received the letter indicating the decision of the College Assessment Committee.

Comment: _____

Parent's/Carer's signature _____

Date: _____

Student's signature: _____

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 Director of Curriculum 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.

30/01/17

Mr. John Smith and Mrs. Elizabeth Smith

Dear Mr. John Smith and Mrs. Elizabeth Smith

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that Jane Smith, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in .

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the official warning we have issued notifying you that Jane Smith is at risk of not completing the above course.

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.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

and

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Jane Smith is not currently meeting one or more of these requirements. In particular,

Opportunity to correct the problem

The following tasks or requirements need to be completed by Jane Smith to correct the problem.

Action by parent/guardian

To support Jane Smith in meeting the course requirements, we request that you discuss this matter with , and encourage and support to carry out the required actions. If you have any questions about this matter, please contact.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Principal

Acknowledgement of Official Warning

I have received the letter dated 30/01/17 advising me that Jane Smith is in danger of not meeting the course completion requirements for , and am aware that this is the official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate.

Parent/Carers’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 Director of Curriculum.

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 below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's Name: _____

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

Grounds for appeal:

SAMPLE

Signed: _____ Date: _____

Outcome of appeal:

Principal's Signature: _____ Date: _____

(To be filed with the class assessment record.)

Office Use Only:

Date Received: _____ Received By: _____

Date Reviewed: _____ Decision: Upheld Rejected

NESAs 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 examination 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:

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 (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about

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

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 examination questions, which can be found on the NESA website for all the HSC Courses.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>



KLA NAME 2022
Course Name
Task Number
ASSESSMENT TITLE

Student Name: _____

Teacher Name:

Year:

Unit of Work:

Due date:
Distribution date:

Weighting:

Outcomes to be assessed:## Outcome
Outcome

Learning Intentions

Success Criteria I can:

-
-
-

Method of Submission:

PCC Learning Framework

Stage 4 Engagement	Stage 5 Empowerment	Stage 6 Enterprise Skills
<ul style="list-style-type: none"> <input type="checkbox"/> Practical knowledge <input type="checkbox"/> Collaboration <input type="checkbox"/> Accessibility <input type="checkbox"/> Curiosity <input type="checkbox"/> Interdisciplinarity <input type="checkbox"/> Resilience <input type="checkbox"/> Open-mindedness 	<ul style="list-style-type: none"> <input type="checkbox"/> Practical knowledge <input type="checkbox"/> Independence <input type="checkbox"/> Teamwork <input type="checkbox"/> Self-direction <input type="checkbox"/> Learner-connected communities <input type="checkbox"/> Reflection <input type="checkbox"/> Mobilised knowledge/skills <input type="checkbox"/> Interpersonal skills <input type="checkbox"/> Empathy <input type="checkbox"/> Responsibility <input type="checkbox"/> Passion 	<ul style="list-style-type: none"> <input type="checkbox"/> Practical knowledge <input type="checkbox"/> Collaboration <input type="checkbox"/> Teamwork <input type="checkbox"/> Learnability <input type="checkbox"/> Critical thinking skills <input type="checkbox"/> Innovation <input type="checkbox"/> Independence <input type="checkbox"/> Initiative <input type="checkbox"/> Technology <input type="checkbox"/> Reliability <input type="checkbox"/> Communication

<p>Description of the task:</p> <p>Step-by-Step Guide</p> <p>Additional Learning Materials</p>	<p>[Input task instructions]</p> <p>[If necessary, include a step-by-step guide for completion of the task]</p> <p>[Input links to adjusted learning materials - non negotiable!]</p>
---	---

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	Hope
<ul style="list-style-type: none"> <input type="checkbox"/> Living morally and striving to alleviate suffering <input type="checkbox"/> God's Presence in the Whole World <input type="checkbox"/> Reconciliation <input type="checkbox"/> Community and Common Good 	<ul style="list-style-type: none"> <input type="checkbox"/> Community and Common Good <input type="checkbox"/> Search for Truth and Wisdom <input type="checkbox"/> Hope and Resurrection <input type="checkbox"/> Reconciliation 	<ul style="list-style-type: none"> <input type="checkbox"/> Positive View of Life <input type="checkbox"/> Reconciliation <input type="checkbox"/> Search for Truth and Wisdom <input type="checkbox"/> Living morally and striving to alleviate suffering 	<ul style="list-style-type: none"> <input type="checkbox"/> Hope and Resurrection <input type="checkbox"/> Positive View of Life <input type="checkbox"/> Reconciliation <input type="checkbox"/> God's Presence in the Whole World

Marking Criteria

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
	A	A
	B	B
	C	C
	D	D
	E	E

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

## Outcome / Criterion	Student Grade	Teacher Grade
	A	A
	B	B
	C	C
	D	D
	E	E

Alternative Marking Criteria

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

Teacher Feedback

In order to improve you need to: (<i>content / skills</i>)
Please avoid:
Writing:

Student Feedback on Learning

What did you enjoy about the learning within this task AND/or unit of work?
Where do you think you experienced the most 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. Telephone 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 examination?

A. If you cheat in an examination (this includes writing on your hand, arms, legs etc, bringing anything into the examination 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.

Creative and Performing Arts

Visual Arts

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Visual Arts

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 7 12VA1 Thurs 24/11/22 LS2 KEOA	Term 1 2023 Week 9 12VA1 Date & Time TBC KEOA	Term 3 2023 Week 2 12VA1 Date & Time TBC KEOA	Term 3 2023 Week 3-4 12VA1 Trial Timetable KEOA	
Content Area	Artmaking	Art Criticism & Art History	Artmaking	Art Criticism & Art History	
Task Type	Body of Work Proposal Presentation (I/C)	Half Yearly Examination (I/C)	Body of Work & Visual Arts Diary (HI)	Trial HSC Examination (I/C)	
Outcomes	H1, H3, H4	H7, H8, H9, H10	H2, H5, H6	H7, H8, H9, H10	
Assessment Components					Weighting (%)
Artmaking	15	0	35	0	50
Art Criticism & Art History	0	25	0	25	50
Weighting (%)	15	25	35	25	100

HSC Assessment Schedule 2023

English

English Advanced
English Standard
English Studies

2022-2023 Yr 12 HSC Assessment Schedule

Subject: English Advanced

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12ENA1 Tues 6/12/2022 LS2 HUGU	Term 1 2023 Week 7 12ENA1 Date & Time TBC HUGU	Term 2 2023 Week 6 12ENA1 Date & Time TBC HUGU	Term 3 2023 Weeks 3 – 4 12ENA1 Trial Timetable HUGU	
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 (I/C)	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

2022-2023 Yr 12 HSC Assessment Schedule

Subject: English Standard

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12ENS1 Tues 6/12/2022 LS2 KELJ	Term 1 2023 Week 7 12ENS1 Date & Time TBC KELJ	Term 2 2023 Week 6 12ENS1 Date & Time TBC KELJ	Term 3 2023 Weeks 3 – 4 12ENS1 Trial Timetable KELJ	
Content Area	Common Module	Module A	Module B Module C	Common Module Module A Module B Module C	
Task Type	Class Test (I/C)	Multimodal Presentation (HI)	Class Test (I/C)	Trial HSC Examination (I/C)	
Outcomes	EN12-1, EN12-5, EN12-6,	EN12-2, EN12-6, EN12-8	EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-4, EN12-5, EN12-6, 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

2022-2023 Year 12 HSC Assessment Schedule

Subject: English Studies

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12EST1 Wed 7/12/2022 LS3 DUNO	Term 1 2023 Week 8 12EST1 Date & Time TBC TBC	Term 2 2023 Week 10 12EST1 Date & Time TBC TBC	Term 3 2023 Weeks 3 – 4 12EST1 Date & Time TBC TBC	
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

HSC Assessment Schedule 2023

Human Society and its Environment

**Ancient History
Legal Studies
Business Studies**

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Ancient History

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12ANH Wed 7/12/2022 LS1 HALN	Term 1 2023 Week 7 12ANH Date & Time TBC HALN	Term 2 2023 Week 7 12ANH Date & Time TBC HALN	Term 3 2023 Weeks 3 – 4 12ANH Date & Time TBC 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 Components					Weighting (%)
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

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Legal Studies

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 8 12LES1 Mon 28/11/2022 LS3 FULA	Term 1 2023 Week 7 12LES1 Date & Time TBC TBC	Term 2 2023 Week 8 12LES1 Date & Time TBC TBC	Term 3 2023 Weeks 3-4 12LES1 Trial Timetable TBC	
Content Area	Human Rights and World Order	Crime	Family & Human Rights	Crime, Human Rights, Family & World Order	
Task Type	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

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Business Studies

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 8 12BUS1 Wed 30/11/22 LS2 CUNB	Term 1 2023 Week 10 12BUS1 Date & Time TBC CUNB	Term 2 2023 Week 8 12_BUS1 Date & Time TBC CUNB	Term 3 2023 Weeks 3/4 12BUS1 Trial Timetable CUNB	
Content Area	Operations	Finance	Marketing	All Topics	
Task Type	Operations Business Report (I/C)	In-Class Test (I/C)	Marketing Sales Plan (HI)	HSC Trial Examination (I/C)	
Outcomes	H1, 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

HSC Assessment Schedule 2023

Mathematics

Mathematics Advanced
Mathematics Standard 1
Mathematics Standard 2

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Mathematics Advanced

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 7 12MAT1 Fri 25/11/2022 LS3 DRAJ	Term 1 2023 Week 5 12MAT1 Date & Time TBC DRAJ	Term 2 2023 Week 3 12MAT1 Date & Time TBC DRAJ	Term 3 2023 Week 4 12MAT1 Trial Examination DRAJ	
Content Area	F2 Graphing Techniques, T3 Trigonometric Functions & Graphs	C2 Differential Calculus, C3 Applications of Differentiation	C4 Integral Calculus, M1 Modelling Financial Situations, F2 Graphing Techniques, T3 Trigonometric Functions & Graphs, C2 Differential Calculus, C3 Applications of Differentiation	All Topics	
Task Type	Topic Test (I/C)	Investigation (HI)	Open-Book In-Class Test (HI & I/C)	Trial HSC Examination (I/C)	
Outcomes	MA12-1, MA12-5, MA12-10	MA12-3, MA12-6, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	
Assessment Components					Weighting (%)
Understanding, Fluency and Communication	12.5	7.5	15	15	50
Problem Solving, Reasoning and Justification	12.5	7.5	15	15	50
Weighting (%)	25	15	30	30	100

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Mathematics Standard 1

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12MAST1 Fri 9/12/2022 LS3 QUAS	Term 1 2023 Week 5 12MAST1 Date & Time TBC QUAS	Term 2 2023 Week 4 12MAST1 Date & Time TBC QUAS	Term 3 2023 Week 4 12MAST1 Trial Timetable QUAS	
Content Area	M4 Rates, M5 Scale Drawings, A3 Types of Relationships, M2 Working with Time	N1 Networks & Paths	F2 Investment, F3 Depreciation & Loans, S3 Further Statistical Analysis, N1 Networks & Paths, M4 Rates, M5 Scale Drawings, A3 Types of Relationships	All Topics	
Task Type	Topic Test (I/C)	Investigation (HI)	Open-Book In-Class Test (HI & I/C)	Trial HSC Examination (I/C)	
Outcomes	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-10, MS11-3	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10	
Assessment Components					Weighting (%)
Understanding, Fluency and Communication	12.5	7.5	15	15	50
Problem Solving, Reasoning and Justification	12.5	7.5	15	15	50
Weighting (%)	25	15	30	30	100

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Mathematics Standard 2

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12MAS1 & 12MAS2 Fri 9/12/2022 LS3 CROE, QUAS	Term 1 2023 Week 5 12MAS2A & 12MAS2B Date & Time TBC TBC	Term 2 2023 Week 4 12MAS2A & 12MAS2B Date & Time TBC TBC	Term 3 2023 Week 4 12MAS2A & 12MAS2B Trial Timetable TBC	
Content Area	M7 Ratios & Rates, A4 Types of Relationships, M2 Working with Time	N2 Network Concepts, N3 Critical Path Analysis	F4 Investment & Loans, F5 Annuities, S4 Bivariate Data Analysis, N2 Network Concepts, N3 Critical Path Analysis, M7 Ratios & Rates, A4 Types of Relationships	All Topics	
Task Type	Topic Test (I/C)	Investigation (HI)	Open-Book In-Class Test (HI & I/C)	Trial HSC Examination (I/C)	
Outcomes	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-10, MS11-3	MS2-12-8, 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, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10	
Assessment Components					Weighting (%)
Understanding, Fluency and Communication	12.5	7.5	15	15	50
Problem Solving, Reasoning and Justification	12.5	7.5	15	15	50
Weighting (%)	25	15	30	30	100

HSC Assessment Schedule 2023

Personal Development, Health and Physical Education

Community and Family Studies

Personal Development, Health and Physical Education

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Community and Family Studies

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12CAFS1 Tues 6/12/2022 LS3a+b STEM	Term 1 2023 Week 8 12CAFS1 Date & Time TBC STEM	Term 2 2023 Week 9 12CAFS1 Date & Time TBC STEM	Term 3 2023 Weeks 3 – 4 12CAFS1 Examination Timetable STEM	
Content Area	Core 1: Research Methodology	Core 2: Groups in context	Core 3: Parenting & Caring Option: Social Impact of Technology	Core 1 Core 2 Core 3 Option 2	
Task Type	Independent Research Project (HI)	Focus Questions (I/C)	Situational Analysis (I/C)	HSC Trial Examination (I/C)	
Outcomes	H 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	0	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	10	15	15	60
Weighting (%)	20	20	30	30	100

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Personal Development, Health and Physical Education

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12PDH1 Wed 7/12/2022 LS 3a+b BRYN	Term 1 2023 Week 8 12PDH1 Date & Time TBC BRYN	Term 2 2023 Week 10 12PDH1 Date & Time TBC BRYN	Term 3 2023 Weeks 3 – 4 12PDH1 Trial Timetable BRYN	
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	H 1,2, 3, 4, 5, 14,15	H 7, 8, 11, 16, 17	H 7, 8, 13, 16, 17	H 1-5, 7-11, 13-17	
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 2023

Religious Education

Studies of Religion II
Students of Religion I

2022-2023 SOR2 HSC Assessment Schedule

Subject: Studies of Religion II

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 7 12SOR2A & 11ASOR2 Thurs 24/11/2023 LS2 NEKD, MUTS	Term 1 2023 Week 9 12SOR2A & 11ASOR2 Date & Time TBC NEKD, MUTS	Term 2 2023 Week 6 12SOR2A & 11ASOR2 Date & Time TBC NEKD, MUTS	Term 3 2023 Weeks 3 – 4 12SOR2A & 11ASOR2 Trial Timetable NEKD, MUTS	
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)	Short-Answer Writing Task (I/C & HI)	Trial HSC Examination (I/C)	
Outcomes	H4, H5, H6, H7, H9	H2, H3, H4, H5, H8, H9	H4, H5, H6, H7, H9	H1, H2, H3, H4, H5, H8, H9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	5	5	5	25	40
Source-based skills	10	5	5	0	20
Investigation and research	0	10	10	0	20
Communication of information, ideas and issues	5	5	5	5	20
Weighting (%)	20	25	25	30	100

2022-2023 SOR2 HSC Assessment Schedule

Subject: Studies of Religion I

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 7 12SOR1 Thurs 24/11/2023 LS2 YOUM	Term 1 2023 Week 9 12SOR1 Date & Time TBC YOUM	Term 2 2023 Week 6 12SOR1 Date & Time TBC YOUM	Term 3 2023 Weeks 3 – 4 12SOR1 Trial Timetable YOUM	
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)	Short-Answer Writing Task (I/C & HI)	Trial HSC Examination (I/C)	
Outcomes	H4, H5, H6, H7, H9	H2, H3, H4, H5, H8, H9	H4, H5, H6, H7, H9	H1, H2, H3, H4, H5, H8, H9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	5	5	5	25	40
Source-based skills	10	5	5	0	20
Investigation and research	0	10	10	0	20
Communication of information, ideas and issues	5	5	5	5	20
Weighting (%)	20	25	25	30	100

HSC Assessment Schedule 2023

Science

Biology
Chemistry

2022- 2023 Yr 12 HSC Assessment Schedule

Subject: Biology

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 8 12BIO Fri 2/12/22 3pm MCDC	Term 1 2023 Week 8 12BIO Date & Time TBC MCDC	Term 2 2023 Week 5 12BIO Date & Time TBC MCDC	Term 3 2023 Weeks 3 – 4 12BIO Trial Timetable MCDC	
Content Area	Module 5	Module 6	Module 7	Module 5 - 8	
Task Type	Polypeptide Synthesis Module (H/I)	Depth Study - First Hand Investigation (H/I)	Depth Study Research Presentation on Non-Infectious Disease (H/I)	Trial HSC Examination (I/C)	
Outcomes	BIO12-3,BIO12-5, BIO12-6, BIO12-7 BIO12-12	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7,BIO12-14	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-15	All Inclusive	
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	10	20	20	60
Weighting (%)	20	20	30	30	100

2022- 2023 Yr 12 HSC Assessment Schedule

Subject: Chemistry

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 9 12CHE Fri 9/12/22 3pm WALJ	Term 1 2023 Week 9 12CHE Date & Time TBC WALJ	Term 2 2023 Week 6 12CHE Date & Time TBC WALJ	Term 3 2023 Weeks 3 – 4 12CHE Trial Timetable WALJ	
Content Area	Module 5	Module 6	Module 7	Module 5-8	
Task Type	Equilibrium (Le Chatelier) Research Task (HI)	Titration First Hand Investigation (I/C)	Hydrocarbon Research Task (HI)	Trial HSC Examination (I/C)	
Outcomes	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH12-12	CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7 CH12-14	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, 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

HSC Assessment Schedule 2023

Technology and Applied Studies

**Food Technology
Industrial Technology Timber**

2022 -2023 Yr 12 HSC Assessment Schedule

Subject: Food Technology

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 8 12FTE Mon 28/11/22 LS3 MURJ	Term 1 2023 Week 8 12FTE Date & Time TBC MURJ	Term 2 2023 Week 9 12FTE Date & Time TBC MURJ	Term 3 2023 Week 3-4 12FTE Trial Timetable MURJ	
Content Area	Contemporary Nutrition Issues	Food Manufacture	Food Product Development	All Content	
Task Type	Investigation Report (HI)	Case Study, Research and In Class Essay (HI) & (I/C)	Research, Experiment & Portfolio (HI)	Trial HSC Examination (I/C)	
Outcomes	H2.1, H3.2, H5.1	H1.1, H4.2	H1.3, H4.1	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	5	10	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	5	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	5	5	20	0	30
Weighting (%)	20	25	30	25	100

2022-2023 Yr 12 HSC Assessment Schedule

Subject: Industrial Technology - Timber Products and Furniture Technologies

Task Number	1	2	3	4	
Task Date	Term 4 2022 Week 8 12INDTT1 Mon 28/11/2022 LS2 POTL	Term 1 2023 Week 5 12INDITT1 Date & Time TBC POTL	Term 2 2023 Week 9 12INDTT1 Date & Time TBC POTL	Term 3 2023 Weeks 3 – 4 12INDTT1 Trial Timetable POTL	
Content Area	Industry Specific Content	Industry Study	Management & Communication	All Content	
Task Type	Project Proposal (HI)	Industry Study Report (HI)	Major Project Progress Report (I/C) & (HI)	Trial HSC Examination (I/C)	
Outcomes	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H1.3, H3.2, H6.2, H7.1, H7.2	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, H6.1, H6.2, 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 2023

Vocational Education and Training

Business Services

Construction

Fitness

Information and Digital Technology

Primary Industries

For students studying a Vocational Course

Vocational Education & Training

Section 1 – Assessment Schedules

For students commencing a VET course in Year 11, 2022
and completing in Year 12, 2023

Primary Industries
Fitness

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 70 hours structured work placement** (30 hours for Fitness) over the 240 hour (2 year) course, with 35 hours to be completed in each year of study.

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 optional. 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.

PRIMARY INDUSTRIES

2022-23 Competency Task Assessment Schedule:

Task Name	Working on the Farm	Rip it Up	Safe Boundaries	Livestock
Task Timing	Term 3 W 11/1/22 LS3 WILE	Term 3 W 11/1/22 LS3 WILE	Term 4, 2022 Week 8 11PRI Wed 30/11/22 LS3 WILE	Term 3, Week 6 2023
Competencies Assessed	AHCWRK201 AHCMPMG202 AHCMPMG201 AHCWRK209 AHCCHM201	AHCMMOM202 AHCMMOM203 AHCBCIO201	AHCWHS201 AHCWRK205 AHCINF201 AHCINF202	AHCWRK204 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK209 AHCLSK211

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3	Term 3, Week 3-5 2023
Competencies Addressed	See table below	See table below

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	<p><i>All units are assessed through competency-based tasks and must be achieved for the attainment of the Certificate II in Agriculture</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>
AHCWRK209	Participate in environmentally sustainable work practices	
AHCCHM201	Apply chemicals under supervision	
AHCWRK201	Observe and report on weather	
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	
AHCINF202	Install, maintain and repair farm fencing	
AHCLSK204	Carry out regular livestock observation	
AHCLSK205	Handle livestock using basic techniques	
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	
AHCLSK211	Provide feed for livestock	
AHCMOM202	Operate tractors	
AHCMOM203	Operate basic machinery and equipment	
AHCPMG201	Treat weeds	
AHCLSK209	Monitor water supplies	

FITNESS

2022-23 Competency Task Assessment Schedule:

Task Name	Safety in the Fitness Industry	First Aid	Work with Clients
Task Timing	Term 1, Year 12 COMPLETED	Term 2, Year 12 COMPLETED	Term 3, Week 6 2023 BROL
Competencies Assessed	WHS001 SISXFAC001 SISXFAC002	AID011#	SISFFIT047 SISFFIT052 SISFFIT032 SISFFIT033 BSBOPS304 BSBPEF301

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.

HLTWHS001	Participate in workplace health and safety
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFAC001	Maintain equipment for activities
HLTAID011 #	Provide first aid
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
SISFFIT032	Complete pre-exercise screening and services orientation
BSBOPS304	Deliver and monitor a service to customers
SISFFIT033	Complete client fitness assessments
BSBPEF301	Organise personal work priorities
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

This unit of competency may be delivered and assessed by an external RTO.

Vocational Education & Training

Section 2 – Assessment Schedules

For students continuing a VET course in Year 11, 2023
and completing in Year 11, 2023

Business Services
Construction
Information & Digital Technologies
Primary Industries

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 70 hours structured work placement** over the 240 hour (2 year) course, with 35 hours to be completed in each year of study.

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 optional. 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.

BUSINESS SERVICES

2022-23 Competency Task Assessment Schedule:

Task Name	Safety & Wellbeing	Innovation & Technology	Sustainability	Working in the Business Services Industry
Task Timing	Term 1, Week 6/4/22 LS2	Term 3, Week 21/9/22 LS1	Term 4, Week 10 14/12/22 LS1 MARD	Term 3, Week 7 2023 MARD
Competencies Assessed	BSBW111 BSBW201	BSBIT11 BSBIT201 BSBIT302 BSBTEC301	BSBSUS211 BSBOPS301	BSBTWK301 BSBXCM301 BSBPEF301 BSBOPS304 BSBINS302

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 20/8/22 MARD	Term 3, Week 2023 Week 3-5 MARD
Competencies Addressed	See next page	See next page

AQF QUALIFICATION		BSB30115 Certificate III in Business (R2)
The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate III in Business are listed below.		
Unit Code	Unit Title	<i>All units are assessed through competency-based tasks and must be achieved for the achievement of the Certificate III in Business</i>
BSBWHS311	Assist with maintaining workplace safety	
BSBPEF201	Support personal wellbeing in the workplace	
BSBCRT311	Apply critical thinking skills in a team environment	
BSBTEC201	Use business software applications	
BSBESB302	Develop and present business proposals	
BSBTEC301	Design and produce business documents	
BSBSUS211	Participate in sustainable work practices	
BSBOPS301	Maintain business resources	
BSBTWK301	Use inclusive work practices	
BSBXCM301	Engage in workplace communication	
BSBPEF301	Organise personal work priorities	
BSBOPS304	Deliver and monitor a service to customers	
BSBINS302	Organise workplace information	

CONSTRUCTION

2022-23 Competency Task Assessment Schedule:

Task Name	Safe on Site	Construction Induction Course	Chipping Away	Set in Stone	The Project
Task Timing	Term 1, W 14/12/22 LS4 POTL COMPLETED	Term 1, W 14/12/22 LS4 POTL COMPLETED	Term 3, W 21/12/22 LS4 POTL COMPLETED	Term 4, Week 10 14/12/22 LS4 POTL	Term 3, Week 6 2023 POTL
Competencies Assessed	CCWHS2001 CPCCOM1014	CPCCWHS1001 COMPLETED	CPCCA2002 CPCCA2011 CPCCOM1015 CPCCOM2001 COMPLETED	CPCCCO2013 CPCCCM2006	CPCCVE1011 CPCCOM1013 CPCCCM2004 CPCCCM2005 CPCCOM1012

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3 COMPLETED	Term 3, Week 3-5 2023
Competencies Addressed	See table below	See table below

AQF QUALIFICATION: CPC20220 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	
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	<i>All units are assessed through competency-based tasks and must be achieved for the attainment of the Certificate II in Construction (Pathways)</i>
CPCCOM1014	Conduct workplace communication	
CPCCWHS1001	Prepare to work safely in the construction industry	
CPCCCA2002	Use carpentry tools and equipment	
CPCCCA2011	Handle carpentry materials	
CPCCOM1015	Carry out measurements and calculations	
CPCCOM2001	Read and interpret plans and specifications	
CPCCCO2013	Carry out concreting to simple forms	
CPCCCM2006	Apply basic levelling procedures	
CPCCVW1011	Undertake a basic construction project	
CPCCOM1013	Plan and organise work	
CPCCCM2004	Handle construction materials	
CPCCCM2005	Use construction tools and equipment	
CPCCOM1012	Work effectively and sustainably in the construction industry	

INFORMATION & DIGITAL TECHNOLOGY

2022-23 Competency Task Assessment Schedule:

Task Name	Safety in IT & Cyber Security	Critical Thinking	Help Desk	Websites
Task Timing	Term 2, Week 11/12 LS2	Term 3, Week 23/24 LS2	Term 4, Week 10 16/12/22 LS2 YOUM	Term 3, Week 6 2023 YOUM
Competencies Assessed	ICTSAS301 ICTCS303 ICTXCS301	ICTT311 ICTXTW301 ICTICT313	ICTSAS305 ICTICT309	ICTPRG302 ICTWEB304 ICTWEB305

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2023 Week 3-5	Term 3, 2023 Week 3-5 YOUM
Competencies Addressed	See next page	See next page

AQF QUALIFICATION		ICT30120 SOA towards Certificate III in Information Technology (R2)
The units of competency delivered and assessed over the 2 years for the achievement of the HSC and SOA towards Certificate III in IT are listed below.		
Unit Code	Unit Title	<i>All units are assessed through competency-based tasks and must be achieved for the achievement of the SOA towards Certificate III in IT</i>
BSBWHS311	Assist with maintaining workplace safety	
CUAANM301	Create 2D digital animations	
BSBXCS303	Securely manage personally identifiable information and workplace information	
BSBXCS301	Protect own personal online profile from cyber security threats	
BSBCRT311	Apply critical thinking skills in a team environment	
BSBXTW301	Work in a team	
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	
ICTSAS305	Provide ICT advice to clients	
ICTICT309	Create ICT user documentation	
ICTPRG302	Apply introductory programming techniques	
ICTWEB304	Build simple web pages	
ICTWEB305	Produce digital images for the web	

PRIMARY INDUSTRIES

2022-23 Competency Task Assessment Schedule:

Task Name	Working on the Farm	Rip it Up	Safe Boundaries	Livestock
Task Timing	Term 2, 2022 Wed 11/10/22 WILE	Term 3, 2022 Wed 11/16/22 WILE	Term 4, 2022 Week 8 11PRI Wed 30/11/22 LS3 WILE	Term 3, Week 6 2023
Competencies Assessed	AHCWRK201 AHCWPMG202 AHCWCPMG201 AHCWWRK209 AHCCHM201	AHCWRM202 AHCWCOM203 AHCWCBIO201	AHCWHS201 AHCWWRK205 AHCWINF201 AHCWINF202	AHCWWRK204 AHCWCLSK202 AHCWCLSK204 AHCWCLSK205 AHCWCLSK209 AHCWCLSK211

2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2022 Wed 11/16/22 WILE	Term 3, Week 3-5 2023
Competencies Addressed	See table below	See table below

AQF QUALIFICATION		AHC20116 Certificate II in Agriculture (R2)
The 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	<p><i>All units are assessed through competency-based tasks and must be achieved for the achievement of the Certificate II in Agriculture</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>
AHCWHS201	Participate in WHS processes	
AHCWRK209	Participate in environmentally sustainable work practices	
AHCCHM201	Apply chemicals under supervision	
AHCWRK201	Observe and report on weather	
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	
AHCINF202	Install maintain and repair farm fencing	
AHCLSK204	Carry out regular livestock observation	
AHCLSK205	Handle livestock using basic techniques	
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	
AHCLSK211	Provide feed for livestock	
AHCMOM202	Operate tractors	
AHCMOM203	Operate basic machinery and equipment	
AHCPMG201	Treat weeds	
AHCLSK209	Monitor water supplies	