



HUNTER RIVER HIGH SCHOOL

ASSESSMENT POLICY & PROCEDURES

PRELIMINARY COURSE

2024





The information in this booklet is accurate at the time of publishing. If changes are made, students will be notified and the booklet updated.

Date published: 1 February 2024

Dear students and families,

This booklet contains the assessment procedures for courses offered by Hunter River High School for Year 11, 2024.

The course assessment procedures contained in this booklet should be read in conjunction with course outlines and are accurate at the time of publication.

The NSW Education Standards Authority (NESA) requires that an assessment process be undertaken for the award of grades at the completion of Preliminary Courses. All schools must follow NESA regulations.

Syllabuses for Year Courses are all expressed in terms of the outcomes students are to work towards achieving. NESA also clearly defines the standards that students are to be assessed against. The syllabuses of all subjects can be found on the NESA website; <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

The Principal may use their discretion in not awarding grades in Year 11 Courses where a student has failed to meet the requirements and one or more of the following has occurred:

- Non course completion through diminished attendance
- Non-participation in learning experiences and assessment tasks
- Not meeting requirements in terms of application such as non serious, or frivolous, attempts at tasks
- Not satisfactorily attaining the course outcomes

Students at Hunter River High School are responsible for the educational choices they make and the consequences of these choices. The school aims to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, the Year Advisor, the Careers Advisor, the SLA coordinator, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

Yours sincerely,

Deb Dibley
Principal

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BOARD DEVELOPED COURSES

Aboriginal Studies	Mrs M Naylor
Ancient History	Mrs M Naylor
Business Studies	Mrs M Naylor
Community & Family Studies	Ms N Miles
Dance	Mrs K Dickason
English Extension 1	Mr S Friend
English Advanced	Mr S Friend
English Standard	Mr S Friend
Industrial Technology Timber	Mr J Watson
Investigating Science	Mr M Robson
Legal Studies	Mrs M Naylor
Mathematics Ext. 1	Ms R Thomas
Mathematics	Ms R Thomas
Mathematics Standard 1	Ms R Thomas
Mathematics Standard 2	Ms R Thomas
Modern History	Mrs M Naylor
Music 1	Mrs K Dickason
PDHPE	Ms N Miles
Physics	Mr M Robson
Visual Arts	Mrs M Naylor

BOARD DEVELOPED VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Construction Pathways Mr J Watson

Food and Beverage	Mr J Watson
Primary Industries	Mr M Robson
Retail Services	Mrs M Naylor

CONTENT ENDORSED COURSES

Manufacturing & Engineering	Mr J Watson
English Studies	Mr S Friend
Marine Studies	Mr M Robson
Sport, Lifestyle & Recreation Studies	Ms N Miles
Visual Design	Mrs K Dickason
Work Studies	Mrs K Mason

Deputy Principal:	Mrs B Hungerford
NESA Contact:	Mr S Pettit
Year Advisor:	Mr L Milton

ASSESSMENT POLICY

This booklet provides support and guidance to students and their parents/carers in relation to the curriculum requirements of the NSW Education Standards Authority (NESA) and the processes and procedures used by Hunter River High School to ensure that formal assessment is carried out in a fair and equitable manner.

WHAT IS ASSESSMENT?

Assessment is the process of gathering information and making judgements about student achievement. The NSW Higher School Certificate is based on:

- an assessment mark submitted by the school and produced in accordance with the NSW Education Standards Authority (NESA) requirements for the internal assessment program; **and**
- an examination mark derived from the HSC external examinations.

The use of both internal assessment and external examinations of students' achievement allows measures and observations to be made at several points and in different ways throughout the course. The final assessment mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives, than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement, which although evident to subject teachers, may not be adequately assessed in a single external examination. Each task assesses the student's actual, not potential performance.

RESPONSIBILITIES

Student responsibilities:

- Understand the NESA course requirements and procedures for each course of study.
- Confirm their pattern of study by signing the Confirmation of Entry form.
- Be familiar with, and fulfil the requirements of, the School Assessment Policy as set out in this handbook.
- Make a genuine effort to engage with all aspects of each assessment task and submit them on time.
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course.
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted.

School responsibilities:

- Provide students with assessment programs conducted in a fair and reasonable manner.
- Inform students of dates and requirements of assessment tasks.
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment.
- Provide students with detailed feedback on their performance within 10 school days of submission, pending the marking process.
- Return all assessment tasks including examination papers to students to keep, with consideration given to exclusion periods.

The Hunter River High School assessment policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements.
- A fair and equitable environment in which each student can achieve individual excellence.

ELIGIBILITY FOR THE HSC

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

ALL MY OWN WORK (AMOW)

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by the NSW Education Standards Authority (NESA) to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The program modules are:

- Scholarship Principles and Practices;
- Acknowledging Sources;
- Plagiarism;
- Copyright; and
- Working with Others.

HSC MINIMUM STANDARD

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

To show they meet the standard, students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.

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

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC examinations if they have not met the standard. Students who sit for the HSC examinations without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

For more information regarding the minimum standard online tests visit the NSW Education Standards Authority (NESA) website.

PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of science in Year 11 and seven units of science in Year 12.

LIFE SKILLS

Students are able to satisfy the requirements for the HSC by completing Life Skills courses. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR. These courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

All decisions about curriculum options for students with disability should be made through the collaborative curriculum planning process.

DISABILITY PROVISIONS

Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.

Hunter River High School will support students seeking disability provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their formal school-based assessments.

Adjustments will be determined collaboratively with the Learning and Support Team, student, parents/carers and other people who support the educational needs of the student. Students will need to supply relevant documentation/evidence (not older than one year).

PATHWAYS

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination.

Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses in Stage 6 are 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment). As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks

- competency-based assessment requirements.

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion 'N' determination. It is possible for the principal to certify, at a later date, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

To be eligible for an Australian Tertiary Admissions Rank (ATAR) students must satisfactorily complete at least 10 units of NESA developed courses. These courses must include at least:

- 8 units from Category A courses (no more than 2 units of Category B subjects)
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

The ATAR is then calculated from the:

- best 2 units of English
- best 8 units from the remaining units, which can include no more than 2 units of Category B courses.

Students wishing to have an ATAR calculated must ensure this is recorded on their HSC Confirmation of Entry.

For information about how the ATAR is calculated visit the Universities Admissions Centre website, <https://www.uac.edu.au/>

YEAR 11 COURSE ASSESSMENT

Schools are responsible for awarding each student who completes a Year 11 course (except Life Skills and VET courses) an A-E grade to represent the student's achievement. The grade is reported on the student's Record of School Achievement (RoSA).

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale and with reference to other material produced by NESA to support the consistent awarding of grades.

The Year 11 course grade is gained by a student in each course being studied. It is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Thus, performance on internal assessment tasks is important in calculating the final grade in each course.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Common Grade Scale for Year 11 Courses

A - The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B - The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C - The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D - The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E - The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

CRITERIA FOR SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed a Year 11 course if, in the principal's view, there is sufficient evidence that the student has met the course completion criteria.

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

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

Where it is determined that a student has not met the course completion criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as they have not satisfactorily completed the Preliminary Course.

NOTIFICATION OF ASSESSMENT

ASSESSMENT SCHEDULES

At the commencement of their Year 11 studies, students will be provided with an assessment schedule and the specific assessment requirements of each course in which they are enrolled.

Course assessment schedules will note:

- the general nature of each assessment task and the outcomes assessed
- the components and weightings as specified in the syllabus for each course
- a schedule of when each assessment task is planned to take place
- the value of each task in relation to the total mark for the course.

Students will sign a register to acknowledge receipt of the course assessment schedule.

A change to the scheduled date of any assessment task will only be permitted in exceptional circumstances. Approval must be obtained from the deputy principal and the relevant head teacher. If a variation to a course assessment program or procedure is approved, students will be advised in writing and will be required to sign a register to acknowledge they have received notification of the variation.

Assessment schedules for each course are available in this handbook as well as on Google Classrooms for each subject.

Students can view the syllabus and other support materials for year 11 courses from the [NSW Education Standards Authority \(NESA\)](#) website.

ASSESSMENT TASK NOTIFICATION

In addition to the assessment schedule, at least two weeks prior to a scheduled assessment task, students will be provided with written notification of the specific nature of the task.

The assessment task notification will include:

- date and time of the task
- weighting of the task
- outcomes assessed in the task
- specific nature of the task
- time allowed for the task if it is an in-class task
- an indication of the length of the task (word limits/time limits) if applicable
- marking criteria used for the task
- procedures for submission of the task
- amount of time that will be allocated during lessons if applicable
- feedback procedures.

Students are required to sign an assessment task register to acknowledge that they have received notification of each formal assessment task.

Assessment task notifications will be presented in the Hunter River High School template.

If a student is absent on the day that the notification of an assessment task is given:

- it is their responsibility to ensure they obtain a copy from the class teacher or the faculty head teacher
- no extra time will be given to students unless there are exceptional circumstances supported through the illness and misadventure process.

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences
- all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

SUBMISSION OF ASSESSMENT TASKS

It is a NESA requirement that all formal assessment tasks must be completed. Students are required to make a genuine attempt to engage with all of the components of each assessment task. Students are expected to complete or submit all assessment tasks on or before the date and time specified in the task notification.

Students will sign a register to acknowledge they have submitted the task. Note that this may be a digital register.

Important assessment submission details:

If a student fails to complete or submit an assessment task within the scheduled date and time the student will be issued with a zero mark, unless an Illness/Misadventure Appeal Application is submitted and upheld. The final mark awarded will depend on the outcome of the illness and misadventure appeal.
Independent supporting documentation is required for a successful appeal.

The only satisfactory reasons for non-completion or late submission of assessment tasks supported through the illness and misadventure process are:

- illness on the day the task is due, supported by a medical certificate from a doctor or pharmacist
- leave granted by the principal, well before the date of the assessment task
- misadventure, such as accidents or extreme non-medical problems that can be documented, major transport delays that can be verified, death of a friend or family member, involvement in a traffic accident, isolation caused by a flood or fire.

In each of these cases an Illness and Misadventure Appeal Application needs to be submitted within the required time frame with supporting documentation.

Reasons that are not satisfactory include:

- failure of technology, such as computer, printer, internet or hard drive
- anticipated leave, such as a family holiday
- Illness without a medical certificate presented
- Illness with a medical certificate provided by a member of the family
- lateness due to sleeping in
- loss of task.

Please note:

- If a student knows beforehand they will be absent on the day of an assessment task, the student must make arrangements for the task to be submitted, or completed, on or before the due date.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.

ILLNESS AND MISADVENTURE APPEAL PROCESS

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of an assessment task. It is always best to contact the deputy principal by phoning the school on 4987 2306 to inform them of the illness or misadventure and discuss the process.

Student is absent on the day of assessment task and the task is not submitted or completed on time.	Illness or misadventure impacts completion of task. (Hand-in or in-class task)	Task is submitted late due to illness or misadventure. (Student present on due date)
<ol style="list-style-type: none"> 1. Student should speak to the teacher or head teacher of the course on the first day they return to school. 2. Student should be prepared to complete or submit the task (or a substitute task if deemed) on the first day they return to school or the first day the student is not covered by the Medical Certificate. 3. Illness/Misadventure Appeal Application is to be completed and submitted to the class teacher or head teacher within two days of returning to school. Supporting documentation is to be provided. 	<ol style="list-style-type: none"> 1. Submit whatever has been completed by the due date <u>or</u> attempt the in-class task on the date, where possible. 2. Student is to speak to the teacher/ head teacher of the course and inform them of the illness/misadventure. 3. Illness/Misadventure Appeal Application is to be completed and submitted to the class teacher or head teacher within two days of the task date. Supporting documentation is to be provided. 	<ol style="list-style-type: none"> 1. See the teacher or head teacher of the course ASAP. 2. Late submission should be avoided. It is always best to submit the task on-time where possible, even if it is not fully completed. 3. Illness/Misadventure Appeal Application is to be completed and submitted to the class teacher or head teacher within two days. Supporting documentation is to be provided.

SUPPORTING DOCUMENTATION

- A specific medical certificate (doctor or pharmacist) with details of the date of the illness, together with a statement about how the student's performance in the assessment may have been affected.
- In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment may have been affected) should be provided with the date and time of the occurrence and subsequent events.
- School counsellor or deputy principal/principal statement of support.

THE APPEALS PANEL

The appeals panel comprising of a deputy principal, year advisor teacher administration and head teacher of the course concerned will be convened and a decision made. The appeals panel will decide to either uphold or decline the appeal.

Appeal upheld:	The student may be set a substitute task, granted an extension with or without penalty, or in exceptional circumstances, provided with an estimate based on other evidence (determined at end of course).
Appeal declined:	<p>If the task was not submitted, the student will receive a zero mark and be issued with an 'N' warning notification. As assessment tasks are a mandatory component of the HSC course, the student would be expected to make a genuine attempt at the assessment task. The student would then receive feedback for their response.</p> <p>If the task was submitted, it will be graded according to the marking criteria for the task. If the attempt was deemed a non-serious attempt an 'N' warning notification will be issued.</p>

A student cannot submit an illness and misadventure appeal on the basis of:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities
- long-term illnesses such as glandular fever unless you suffer a flare-up of the condition during the examination period or assessment task
- the same grounds for which the student received disability provisions, unless the student experiences additional difficulties during the task
- misreading the assessment schedule (due date or time) or examination timetable
- misreading the assessment task or examination instructions.

Under no circumstances does a suspension from school entitle a student to not submit an assessment task or submit it after the due date. If a student is on suspension from school at the time when an assessment task is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the principal or deputy principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension or during the suspension period.

'N' DETERMINATION

If a student does not complete the requirements of a course they will receive an 'N' determination. Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC.

To negate an 'N' warning the student must make a genuine attempt to complete the work detailed in the 'N' warning letter by the due date.

An 'N' warning letter may be given in the following circumstances:

- a student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to school
- a student is found to be cheating in an assessment task
- a student is deemed to have breached principles of academic integrity and ethical scholarship
- a student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- a student has provided a false explanation for the late submission of an assessment task
- a student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- a student has made a non-serious attempt at a task.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If a student is to be given an 'N' determination because of failure to complete tasks, which contribute in excess of 50% of the final assessment marks in that course, the principal must:

- indicate the 'N' determination to the NESA

- advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the NESA using the form supplied by NESA.

If a student wishes a school review of an 'N' determination, a letter to the principal is required. A review will be undertaken by the deputy principal and head teacher concerned.

If a student wishes to appeal an 'N' determination to the NESA a letter to the Principal is required.

An 'N' determination will have the following consequences:

- In a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study.
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study.
- In the Extension course, that course only will not contribute in that year to the required pattern of study.

MAINTAINING RECORDS

Class teachers are required to maintain records of marks awarded for each task that comprises part of the assessment program of a Stage 6 course. Examples of students' performances at the top, middle and bottom of the cohort will be retained wherever practicable.

TRANSFERRING STUDENTS

Hunter River High School will request the former school of a student transferring before 30 June in the year of their HSC examination to provide information relating to assessment marks, task weightings and rank, and 'N' determination warnings. Tasks completed by the student after enrolment can also be used to inform assessment requirements.

Assessment marks will be provided for students who transfer into the school after 30 June in the year of their HSC examination by their previous school.

Students who have achieved units of competency in Vocational Education and Training courses through study or experience will not be required to be reassessed for those units of competency. It must be verified that a qualified assessor from a Registered Training Authority has assessed these competencies.

MALPRACTICE

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a zero result will be recorded for that assessment task and an official 'N' warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- cheating in any form, including having someone such as a tutor complete a take home task
- plagiarism from the Internet, books or other sources, or from another person's work
- providing a false explanation of why work was not handed in by the due date
- using the work done during sessions with a tutor in a take home assessment task
- the use of AI or generative large language model (GLLM).

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site and where malpractice is suspected. For this reason, **students completing major works** are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

REPORTING

Students will receive two formal reports during the Preliminary Course and two during the HSC course. This will be based on achievement of course outcomes. Students will also receive notification of their rank order in each subject, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.

NON-ASSESSMENT PERIODS

There will be no assessable tasks scheduled during the week before examinations, nor within the period of the examinations other than the assessable examinations themselves.

EXCURSIONS / REPRESENTING THE SCHOOL

If a student is participating in an excursion or representing the school on the day an assessment task is due, then the task should be presented before the planned activity or sent via email to the subject teacher by the due date. In exceptional circumstances, when this is not possible, an Illness or Misadventure Appeal Form needs to be completed for consideration.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Stage 6 (Year 11) courses, the student has satisfactorily completed.

If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.



INDIVIDUAL COURSE ASSESSMENT SCHEDULES

Aboriginal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Perspectives on Relationship to Country	Task 2: Comparative Case Study	Task 3: Formal Written Examination
		Date: Term 1 Week 11	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: P1.1, 2.2, 4.1	Outcomes: P2.2, 3.2, 3.3, 4.1, 4.2, 4.3	Outcomes: P1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3
		TASK WEIGHTINGS		
Knowledge & understanding of content	40%	10%		30%
Investigation, analysis, synthesis & evaluation of information from a variety of sources & perspectives	15 %	5%	10%	
Research & enquiry methods	20%	10%	10%	
Communication of information, ideas & issues in appropriate forms	25%	5%	10%	10%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices

Ancient History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Source study	Task 2: Historical investigation	Task 3: Formal Written Examination
		Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: 11-1, 11-3, 11-6, 11-9	Outcomes: 11-1, 11-6, 11-8, 11-10	Outcomes: 11-2, 11-5, 11-9
		TASK WEIGHTINGS		
Knowledge & understanding of course content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry & research	20%		20%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account of argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structures forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Business Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Topic Test	<u>Task 2:</u> Business Report	<u>Task 3:</u> Formal Written Examination
		<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> P1, P2, P6	<u>Outcomes:</u> P4, P5, P7 P8, P9	<u>Outcomes:</u> P1-6, P9 P10
		TASK WEIGHTINGS		
Knowledge & understanding of course content	40%	15%	10%	15%
Stimulus-based skills	20%	5%		15%
Inquiry & research	20%		20%	
Communication of business information, ideas & issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%

Outcomes

A student:

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

Community & Family Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Interview	Task 2: Group Observation	Task 3: Formal Written Examination
		Date: Term 1 Week 9	Date: Term 2 Week 7	Date: Term 3 Week 9/10
		Outcomes: P1.1, P1.2, P4.1, P4.2, P5.1, P6.1	Outcomes: P1.2, P2.1, P2.3, P4.1, P4.2, P6.2	Outcomes: P1.1 – P6.2
		TASK WEIGHTINGS		
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%

Outcomes

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the placement of management in coping with a variety of role expectations

Dance

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Performance: practical and verbal discussion with set questions. Appreciation: research and analytical response work 1.	Task 2: Performance: practical work with interview and process diary. Composition: work in progress, process diary and discussion.	Task 3: Composition: completed work, process diary and discussion. Appreciation: written essay work 2.
		Date: Term 1 Week 10	Date: Term 2 Week 8	Date: Term 3 Week 9/10
		Outcomes: P1.1, P2.2, P2.3, P2.4, P2.5, P4.1, P4.2, P4.3	Outcomes: P1.2, P1.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.4	Outcomes: P3.2, P3.3, P3.5, P3.6, P4.2, P4.3, P4.4
		TASK WEIGHTINGS		
Performance Core	40%	15%	25%	
Composition Core	30%		15%	15%
Appreciation Core	30%	15%		15%
Marks	100%	30%	40%	30%

Outcomes

Through activities in performance, composition and appreciation, a student:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an art form
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an art form and its inherent expressive qualities
- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance
- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concert/intent
- P3.7 values their own and others' dance activities as worthwhile
- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

English Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Imaginative and Analytical/ Reflective	<u>Task 2:</u> Multi Modal Presentation	<u>Task 3:</u> Yearly Examination Critical Response
		Common Module: Reading to Write	Module A: Narratives that shaped our World	Module B: Critical Study of Literature
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> EA11-3 EA11-5 EA11-6 EA11-9	<u>Outcomes:</u> EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-7 EA11-9	<u>Outcomes:</u> EA11- 3 EA11-5 EA11-8 EA11-9
		TASK WEIGHTINGS		
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%

Outcomes

A student:

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

English Extension One

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Module: Texts, Culture and Value Imaginative Response	Task 2: Related Research Project Multimodal Presentation	Task 3: Yearly Examination Critical Response Module: Texts, Culture and Value
		Date: Term 1 Week 11	Date: Term 2 Week 10	Date: Term 3 Week 9/10
		Outcomes: EA11-1 EA11-2 EA11-3 EA11-5 EA11-6	Outcomes: EA11-1 EA11-2 EA11-3 EA11-4 EA11-5 EA11-6	Outcomes: EA11-2 EA11-3 EA11-5
		TASK WEIGHTINGS		
Knowledge and understanding of complex texts and of how and why they are valued	50%	20%	20%	10%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	20%	10%
TOTAL	100%	40%	40%	20%

Outcomes

A student:

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

English Standard

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Common Module: Reading to Write Discursive + Imaginative responses	Task 2: Multi Modal Presentation and Reflection Module A: Contemporary Possibilities	Task 3: Yearly Examination Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close study of Literature
		Date: Term 1 Week 11	Date: Term 2 Week 10	Date: Term 3 Week 9/10
		Outcomes: EN11-1, EN11-2 EN11-3, EN11-4 EN11-5, EN11-6 EN11-7, EN11-9	Outcomes: EN11-1, EN11-2 EN11-3, EN11-5 EN11-7, EN11-9	Outcomes: EN11-1, EN11-3 EN11-4, EN11-5 EN11-6, EN11-7 EN11-8
		TASK WEIGHTINGS		
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%

Outcomes

A student:

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

English Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Written Report	<u>Task 2:</u> Multi Modal Presentation	<u>Task 3:</u> Collection of Work – Portfolio
		Mandatory Module: Achieving through English	Elective Module E: Part of a Family – English and family life	Elective Module E: Playing the Game- English in Sport
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> ES11-1 ES11-4 ES11-5 ES11-6	<u>Outcomes:</u> ES11-2 ES11-4 ES11-6 ES11-8	<u>Outcomes:</u> ES11-1 ES11-4 ES11-5 ES11-7 ES11-9 ES11-10
		TASK WEIGHTINGS		
Knowledge & understanding of course content	50%	15%	15%	20%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Industry Task	Task 2: Preliminary Project and Portfolio	Task 3: Formal Written Examination
		Date: Term 1 Week 10	Date: Term 3 Week 6	Date: Term 3 Week 9/10
		Outcomes: 1.1,1.2, 2.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	Outcomes: 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	Outcomes: 1.1, 1.2, 2.1, 6.1, 6.2,7.1, 7.2
		TASK WEIGHTINGS		
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in the management, communication and production of projects	60%	10%	40%	10%
Total	100%	30%	40%	30%

Outcomes

A student:

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

Investigating Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Depth Study – Pendulum Motion	Task 2: Data Analysis	Task 3: Examination
		Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS11-8	Outcomes: INS11/12-5 INS11/12-6 INS11-9 INS11-10	Outcomes: INS11/12-1→7 INS11-8→11
		TASK WEIGHTINGS		
Modules Assessed		Module 1	Modules 2-3	Modules 1-4
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

Legal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>
		The legal system topic test	Individual and the Law Media File	Preliminary Examination
		<u>Date:</u>	<u>Date:</u>	<u>Date:</u>
		Term 1 Week 11	Term 3 Week 2	Term 3 Week 9/10
		<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>
		P1-4, 6, 8	P1, 4, 6, 8, 9	P1-7, 9-10
TASK WEIGHTINGS				
Knowledge & understanding of course content	40%	15%		25%
Inquiry and research	20%		20%	
Analysis and evaluation	20%	10%	10%	
Communication	20%	5%	10%	5%
TOTAL	100%	30%	40%	30%

Outcomes

A student:

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

Marine Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>
		Research	Practical	Examination
		<u>Date:</u>	<u>Date:</u>	<u>Date:</u>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10
		<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>
		1.3, 2.2, 3.4	4.1, 4.2, 5.3	1.1 → 5.4
		TASK WEIGHTINGS		
Modules Assessed		Core 2	Module 5	Core 1-5 Module 5, 13, 16
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Mathematics Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test – Working with Functions	Task 2: Investigation Style Assessment – How are concert spaces designed?	Task 3: Formal Written Examination
		Date: Term 1 Week 8	Date: Term 2 Week 7	Date: Term 3 Week 9/10
		Outcomes: MA11-1, 2, 8, 9	Outcomes: MA11-3, 8, 9	Outcomes: MA11- 1, 2, 3, 4, 5, 6, 7, 8, 9
		TASK WEIGHTINGS		
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test – Further Work with Functions & Polynomials	Task 2: Investigation Style Assessment – Inverse Trigonometric Functions Screencast	Task 3: Formal Written Examination
		Date: Term 2 Week 3	Date: Term 2 Week 10	Date: Term 3 Week 9/10
		Outcomes: MA11-1, 2, 6, 7	Outcomes: MA11-1, 3, 6, 7	Outcomes: MA11- 1, 2, 3, 4, 5, 6, 7
		TASK WEIGHTINGS		
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

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

Mathematics Standard Two

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test - Probability	Task 2: Investigation Style Assessment – Money & Budgeting	Task 3: Formal Written Examination
		Date: Term 1 Week 8	Date: Term 2 Week 7	Date: Term 3 Week 9/10
		Outcomes: MS11-8, 9, 10	Outcomes: MS11-2, 5, 6, 9, 10	Outcomes: MS11- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		TASK WEIGHTINGS		
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional figures and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Mathematics Standard One

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test - Probability	Task 2: Investigation Style Assessment – Money & Budgeting	Task 3: Formal Written Examination
		Date: Term 1 Week 8	Date: Term 2 Week 7	Date: Term 3 Week 9/10
		Outcomes: MS11-8, 9, 10	Outcomes: MS11-2, 5, 6, 9, 10	Outcomes: MS11- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		TASK WEIGHTINGS		
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional figures and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Source Analysis	Task 2: Historical Investigation	Task 3: Preliminary Examination
		Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: 11-1, 11-3, 11-6, 11-7	Outcomes: 11-2, 11-5, 11-8, 11-9, 11-10	Outcomes: 11-1, 11-3, 11-4, 11-6, 11-9
		TASK WEIGHTINGS		
Knowledge & understanding of content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	10%	
Historical inquiry & research	20%		20%	
Communication of historical understanding in appropriate forms	20%		10%	10%
TOTAL	100%	30%	40%	30%

Outcomes

A student:

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

Music 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Composition Portfolio	Task 2: Viva Voce and Aural Analysis	Task 3: Aural & Performance Examination
		Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: P2, P3, P4, P5, P7	Outcomes: P2, P4, P6, P7, P8	Outcomes: P1, P4, P5, P6, P7, P8
		TASK WEIGHTINGS		
Performance Core	25%			25%
Composition Core	25%	25%		
Musicology Core	25%		25%	
Aural Core	25%		10%	15%
Total	100%	25%	35%	40%

Outcomes

Through activities in performance, composition, musicology and aural, a student:

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

Note:

- In addition to the assessment tasks, students must undertake a variety of smaller performance, composition, musicology and aural activities FOR EACH TOPIC in order to satisfy syllabus requirements.
- These additional activities may be class bases and/or individual based.
- The exact nature of these tasks will be more thoroughly outlined closer to the date of submission.

Personal Development, Health & Physical Education

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Better Health for Individuals (In Class Task)	Task 2: Body in Motion (Research and In-class Essay)	Task 3: Yearly Examination
		Date: Term 1 Week 9	Date: Term 2 Week 8	Date: Term 3 Week 9/10
		Outcomes: P1, P2, P3, P4, P5, P6, P15, P16	Outcomes: P7, P9, P16, P17	Outcomes: All outcomes may be assessed
		TASK WEIGHTINGS		
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%

Outcomes

A student:

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

Physics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Physics of Sport	Task 2: Depth Study – Newton's second law	Task 3: Examination
		Date: Term 1 Week 11	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	Outcomes: PH11/12-1→7 PH11-8→11
		TASK WEIGHTINGS		
Modules Assessed		Module 1	Module 2	Modules 1-4
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Sport, Lifestyle & Recreation Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Athletics Training	Task 2: Games and Sports Application 1 Invasion Game	Task 3: Yearly Exam
		Date: Term 1 Week 9	Date: Term 2 Week 8	Date: Term 3 Week 9/10
		Outcomes: 1.1, 1.3, 2.3, 3.3	Outcomes: 1.1, 3.1, 4.1,4.4	Outcomes: 1.1,1.3,1.5,2.3, 3.1,3.3,3.5,4.3
		TASK WEIGHTINGS		
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in critical thinking, research, analysing and communicating	50%	15%	15%	20%
Total	100%	30%	30%	40%

Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities to adopt roles that support health, safety and physical activity

Visual Arts

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Developing Practice	<u>Task 2:</u> Exploring Representation	<u>Task 3:</u> Written Examination
		Documented Forms: 'Vanitas' (Body Of Work + VAPD) Written Task: Conceptual Framework response	Body Of Work + VAPD: Artworks exploring historical and contemporary representations of the body, including the seminal artworks annotated to account for historical changes in the representation of the body over time.	Art Criticism and Art History written examination.
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> P1, 2, 3, 4, 8	<u>Outcomes:</u> P1, 2, 3, 10	<u>Outcomes:</u> P 7, 8, 9, 10
		TASK WEIGHTINGS		
Art making	50%	20%	30%	
Art Criticism & Art History	50%	10%	10%	30%
Total	100%	30%	40%	30%

Outcomes

A student:

- P1 explores the conventions of practice in art making
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts or artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientation to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be construed

Visual Design

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Module 3:</u> PD1: Product Design Visual Design Project 1 + Visual Design Diary	<u>Module 2:</u> GD2: Illustration and Cartooning Visual Design Project 2 + Visual Design Diary	<u>Module 3:</u> Written Formal Examination
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> DM1, 2, 4 CH1	<u>Outcomes:</u> DM1, 2, 3, 4, 5, 6 CH1, 2, 3	<u>Outcomes:</u> DM3, 4 CH1, 2, 3, 4
		TASK WEIGHTINGS		
Design and Making	70%	20%	25%	25%
Critical & Historical Studies	30%	10%	10%	10%
TOTAL	100%	30%	35%	35%

Outcomes

A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works

- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Work Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: My Working Life Report	Task 2: Resume and Cover Letter	Task 3: Workplace Investigation
		Date: Term 1 Week 8	Date: Term 2 Week 10	Date: Term 3 Week 7
		Outcomes: 1, 2, 3	Outcomes: 2, 5	Outcomes: 5, 6, 7, 9
		TASK WEIGHTINGS		
Knowledge and Understanding	30%	10%	10%	10%
Skills	70%	20%	30%	20%
TOTAL	100%	30%	40%	30%

Outcomes

A student:

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



VOCATIONAL EDUCATION & TRAINING (VET)

STUDENT COMPETENCY ASSESSMENT SCHEDULES

NESA COURSE: CPC20211 Certificate II in Construction Pathways_R5
HSC/240hr outcome: Certificate II in Construction Pathways

Student Competency Assessment Schedule

Assessment Events for Construction Certificate II in Construction Pathways		Event No. 4	Event No. 5	Event No. 6	Half Yearly Exam*	Work Placement	Yearly Exam*
		Levelling	Event Name	Major Project			
		Date: Week: 5 Term: 4 2022	Date: Week: 5 Term 1 2023	Date: Week: 8 Term: 3 2023	Date: Week: Term:	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency						
CPCCCM2006	Apply basic levelling procedures	✓					
The following Assessment events form part of the elective pool to complete the 240 hours. Teachers are to delete those that do not apply to their delivery							
CPCCWF2001A	Tiling Handle wall and floor tiling materials		✓				
CPCCWF2002A	Use wall and floor tiling tools and equipment		✓				
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials		✓				
CPCCBL2002A	Use bricklaying and blocklaying tools & equipment		✓				
CPCCCO2013A	Carry out concreting to simple forms		✓				
CPCCCA2003	Erect and dismantle formwork for foots and slabs on ground		✓				
The following are the units of competency for the Major Project							
CPCCCM2005B	Use construction tools and equipment			✓			
CPCCCM1012	Work effectively and sustainably in the construction industry			✓			
CPCCCM1013	Plan and organise work			✓			
CPCCCM1015A	Carry out measurements and calculations			✓			
CPCCCM2001	Read and interpret plans and specifications			✓			
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry			✓			

Depending on the achievement of units of competency, the possible HSC qualification outcome is a **Certificate II** in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. *This means a course mark is not allocated.

NESA COURSE: Hospitality Curriculum Framework
SIT20316 Certificate II in Hospitality (Food and Beverage)

HSC 2022

Student Competency Assessment Schedule

Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II in Hospitality		Topic quiz	Event No.2	Event No. 3	Event No. 4	Event No. 5	Work Placement	Trial Exam
		Online	Working in Industry	Light Bites	Let's get inducted	E- Portfolio Checks 2,3 &4		
		These quizzes combined with event assessments will determine outcome of unit	Date: Week: Term 4 2021	Date: Week: Term:2 2022	Date: Week: Term:3 2022	Term: 4 2021 Term: 1 2022 Term: 3 2022	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency							
SITHFAB007	Serve food and beverages		✓			Portfolio checks and feedback on students skill and knowledge development		
SITHFAB004	Prepare and serve non-alcoholic beverages		✓					
BSBWOR203	Work effectively with others	Term 4 Wk 9	✓					
SITXCCS003	Interact with customers		✓					
SITHCOM002	Show social and cultural sensitivity	Term 1 Wk 3					✓	
SITHCCC006	Prepare appetisers and salads	Term 1 Wk 7		✓				
SITHCCC002	Prepare and present simple dishes	Term 2 Wk 3		✓				
SITHIND002	Source and use information on the hospitality Industry	Term 2 Wk 6			✓			
SITHCCC001	Use food preparation equipment	Term 2 Wk 3		✓				
SITHIND003	Use hospitality skills effectively						✓	

Depending on the achievement of units of competency the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality.
 Assessment components in this course are competency based. This means a course mark is not allocated.

HSC outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for Certificate I in Engineering MEM10119		Cluster 4	Cluster 5	Work Placement 35hrs	
		Can we build it	Sparks and Noise		
		Date: Week: Term 1 2022	Date: Week: Term: 3 2022	Date: Week: Term: T4 2021 or T1 2022	
Code	Unit of Competency				
MEMPE006A	Undertake a basic engineering project	✓			
MEMPE001A	Use engineering workshop machines	✓			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	✓			
MEMPE002A	Use Electric welding machines		✓		
MEMPE004A	Use fabrication equipment		✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. * Indicates no mark is collected for external assessment.



Hunter River High School

Illness / Misadventure Appeal Application

To be completed and handed in to the Head Teacher prior to the Assessment Task, or **within two days of return** to school.

Section A: To be completed by the student.

STUDENT NAME:

YEAR:

SUBJECT/S:

Date of Assessment Task	Assessment Task/s affected	Details of effect on performance, <i>if relevant</i>	Attendance Can/did you attend? YES/NO

Section B:

Reason for failure to meet requirements by/on due date (attach any additional evidence to support this application):

Evidence of illness or medical condition, where relevant:

For appeals based on illness or other medical condition, this section will normally be completed by a doctor or other health professional. *However, this person may be a parent or care giver.* The school and NESA advises that students *should attend Assessment Tasks unless it is considered that it would be detrimental to their health.*

Diagnosis / medical condition:

Date of onset of illness or condition:

Dates and time(s) of all consultations / meetings relating to this illness / condition:

Please attach medical certificate/s, where available.

Please describe how the student's condition / symptoms could impede their performance in the Assessment Task. *(If the student was unable to attend an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to this application.)*

Any other comments which you feel will assist in the assessment of the student's application. *(If there is not enough space please provide additional sheet/s)*

Section C: Student Appeal

I have carefully read the information sheet detailing Assessment Task Illness / Misadventure Appeals and the instructions at the front of this form, and have completed each item on the checklist.

I consider that my Assessment Task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the Assessment Task, as set out above and in Section A of this form.

I request HRHS to use a moderated assessment mark, based on my other school Assessments, where that mark exceeds my Assessment Task mark for the course/s in which I have appealed. **Where an absence is known in advance, I understand I will need to complete the task prior to the date. I will engage with the Code of Conduct required of me in this instance.**

I declare that all the information I have supplied is true.

Student signature:

Date:

Parent/caregiver signature:

Date:

Name of person lodging appeal *if not the student:*

Reason not lodged by student:

Signature:

Telephone:

Section D: Class Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section E: Head Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section F: Result / outcome

Copy to be provided to: student / CT / HT / YA / DP / student file

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date: