

Assessment Information

South Grafton High School

Our school values excellence and innovation

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Version 2



2019 - Year 12 HSC

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Education

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INTRODUCTION

Purpose of Assessment

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

- Assist student learning.
- Provide information on a student's learning and progress in a course in relation to the syllabus outcomes.
- Provide evidence of satisfactory completion of a course.

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

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

It is a requirement of the HSC school assessment program that for each course taught, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (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 band descriptors.

Eligibility for HSC Study

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

- Satisfactorily completed all Stage 5 requirements or gained another qualification that NESA considers satisfactory.
- Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college.
- Completed HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless the student is only entered for Year 11 and Year 12 Life Skills courses.
- Satisfactorily completed courses that comprise a pattern of study required by NESA for the award of the Higher School Certificate.
- Sat for and made a serious attempt at the required HSC examinations.

Requirements for the Award of the HSC

To qualify for the Higher School Certificate, students must satisfactorily complete a Preliminary pattern of study comprised of at least 12 units and a HSC pattern of study comprised of at least 10 units. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

Both the Preliminary and the HSC patterns of study must include:

- At least 6 units of Board Developed Courses.
- At least 2 units of a Board Developed Course in English. Satisfactory completion of English Studies fulfils the English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC. English Studies will only meet the UAC requirement of two units of English for the calculation of an Australian Tertiary Admissions Rank (ATAR) if the optional examination is satisfactorily completed.
- At least 3 courses of 2unit value or greater (either Board Developed or Board Endorsed Courses).
- At least 4 subjects.

Eligibility for an ATAR

To be eligible to receive an Australian Tertiary Admissions Rank (ATAR), students must satisfactorily complete a minimum of 10 units from Board Developed Courses in their HSC pattern of study. An eligible pattern of study must contain 2 units of English and at least 6 other category-A units.

Students who study any of the 240-hour VET Curriculum Framework courses may sit an optional HSC written examination. One of these written examinations can contribute towards the calculation of their ATAR provided that they complete English (Standard) or English (Advanced). This written examination is independent of the competency-based assessment undertaken during the course.

Students who complete the optional exam in English Studies and Mathematics Standard 1 or a VET course, need to be aware that only the units for the English Studies result can be used to calculate their ATAR.

Satisfactory Completion of Board Developed and Board Endorsed Courses

The following course completion criteria refer to both Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

For courses where school assessment marks are submitted to NESA, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

If a student does not satisfactorily complete a course, they will receive no results in that course, the course will not appear on their NESA record, and the course will not count towards their pattern of study for the award of a Higher School Certificate. This may mean that the student is no longer eligible to receive a HSC or an ATAR.

Satisfactory Completion of VET Curriculum Frameworks

The satisfactory course completion criteria outlined for Board Developed and Board Endorsed Courses above also applies to the completion of any courses requiring competency-based assessment.

In addition to this, courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages. Work placement is a mandatory Preliminary and HSC requirement of each framework course, and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If a student fails to complete the mandatory work placement component of a VET course, it may be determined that they have not made a genuine attempt to complete the course requirements as outlined above.

Satisfactory Attendance

Whilst NESA does not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as teachers, Head Teachers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

Further Advice and Information

- The Principal, Deputy Principals, faculty Head Teachers and the Senior Studies Coordinator can provide further advice and information.
- Regional NESA Liaison Officer, located in Coffs Harbour.
Ph: 02 6659 3274
- NSW Education Standards Authority (NESA)
GPO Box 5300, Sydney NSW 2001
Tel: (02) 9367 8111 website: www.educationstandards.nsw.edu.au

Changes and Alterations

Changes to school procedures will be issued in writing to:

- All members of staff concerned.
- All students affected by the change (with registration that they have received the changes) and their parents/carers.

ASSESSMENT PROCEDURES

GENERAL

1. Assessment of HSC courses will commence on the first day of Term 4 in the year prior to a student sitting for their HSC exam.
2. The number of assessment tasks assigned to Board Developed courses must not exceed four and should be kept to a minimum for Content Endorsed and Curriculum Framework courses. In addition to this, only one formal examination is permitted for each course.
3. Grouping of students for assessment:
 - a) Assessment of all students studying a course will be based on common assessment tasks. When there is more than one class studying the same course the faculty Head Teacher must ensure that:
 - The same assessment task is used for all classes.
 - The assessment conditions are the same for all classes.
 - All groups complete the task as close in time as the timetable allows.
 - All tasks are marked to the same common standard.
 - b) Extension students will be assessed with the 2Unit students as a single group on the common components of the courses. The additional components of the extension course will be assessed without reference to other courses in the subject.
 - c) Students accumulating their HSC (either enrolled part time or concurrently studying Preliminary and HSC course) are expected to meet all assessment requirements in the same way as all other students.
 - d) Students accelerating in a particular course are expected to complete all assessment requirements in that course, in the same way as all other students.
4. Assessment tasks:
 - a) Each student, including late enrolments and partial enrolments, will receive a copy of the Assessment Information Booklet and they must sign a register to acknowledge receipt of the booklet. This register is to be maintained by the Senior Studies Coordinator.
 - b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.
 - c) Teachers will issue an Assessment Task notification to each student in the course at least two weeks prior to the date of an assessment task. This notification will clearly describe:
 - The nature of the task.
 - The syllabus outcomes on which achievement will be assessed.
 - The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
5. Students must submit tasks by the due date, during their normal lesson time. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence.
6. In the event that the class teacher is absent on the day an in-class task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.

7. In the event that the class teacher is absent on the day a task is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.
8. If a task proves to be invalid or fails to discriminate, the faculty involved may deem it necessary to set a replacement task. It may also be necessary to reschedule a task from the published date. In these circumstances, the following steps should be taken by the teacher(s) involved:
 - Consult with the group(s) involved to find a suitable alternative time for the task.
 - Ensure the change does not grossly advantage or disadvantage any student.
 - Advise changes to the published schedule in writing to the affected students, faculty Head Teacher, Year Advisor, Senior Studies Coordinator and the Principal.
 - Ensure adequate notice, usually two weeks, is given in.
9. In the case of major examinations (Trial HSC), students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of the major examination period is outlined in this Assessment Information Booklet and will be highlighted via the School Newsletter.
10. The timetable for major examination periods will be published and a copy issued to each student at least two weeks prior to the first exam. The teacher in charge of senior exams will prepare the timetable and distribute it to each student.
11. In a standards-referenced approach to assessment:
 - Tasks are designed to focus on outcomes.
 - The types of assessment tasks are appropriate for the outcomes being assessed.
 - Tasks reflect the weightings and components specified in the relevant syllabus documents.
 - Students know the assessment criteria before they begin a task.
 - Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
 - Students will be assessed according to their achievements against course standards.
 - Measures that reflect a student's conduct and behaviour are not included.
12. For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progressive rank via their academic school reports.
13. Assessment results must be recorded in a Sentral Markbook specific to each course and kept up to date at all times. A back up copy must also be kept by the faculty Head Teacher. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.
14. Students who transfer to South Grafton High School will be ranked in their courses using the tasks completed at South Grafton High School and the teacher's professional judgement. Rankings from other schools are of little significance, as they do not reflect the student's relative position within the South Grafton High School cohort.
15. For students who transfer to another school and the school requests assessment information, all available assessment information will be forwarded to their new school.
16. Academic School Reports:

- a) Students will be issued with a Mid-Course Report in Term 2 and a Final HSC Report in Term 3.
- b) For the purpose of reporting (and ranking for HSC) a student studying an extension course will be regarded as studying two separate courses; a 2Unit course and an extension course in that subject.
- c) Positions in a 2Unit course will include all extension students studying that subject.

17. Disability Provisions

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.
- c) Adjustments can include practical arrangements to help students with special education needs complete Preliminary and HSC examinations. These practical arrangements are known as disability provisions. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA. Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12. There is no guarantee that the Disability Provisions granted at school for course work and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for the HSC examinations please see one of the Learning and Support Teachers (LaST) in the Library who can explain the process which needs to be followed and the paperwork which needs to be submitted to NESA. This process needs to begin in Term 4 of Year 11 and the LaST will help you with the NESA application.

ILLNESS/MISADVENTURE

1. Students who are absent from scheduled lessons on the same day (partial) and/or on the day prior (whole day or partial) to an assessment task need to have a valid reason for their absence. They will need to apply for illness/misadventure and supply a medical certificate as well as any other relevant documentation. If the student's application is denied a penalty will be imposed. This penalty is subject to the Principal's discretion.
2. Planned absence on the day of an assessment task:
 - a) Planned absences include, but are not limited to excursions, work experience and work placement.
 - b) If a student knows they are going to be absent on the day of an assessment task, they must notify the Senior Studies Coordinator, complete an Illness/Misadventure Application, and inform the teacher, prior to the absence.
 - c) Hand-in tasks will need to be submitted to the teacher prior to the absence.
 - d) Under no circumstances may a student attempt a formal examination before the

scheduled time without express approval of the Principal.

3. If a student is suspended from school at the time an assessment task is due, the student must make arrangements to submit the task by the due date. A student on suspension is expected to attend the lesson in which an assessment task has been scheduled, unless the Principal or Deputy Principal considers that their presence presents an unacceptable risk to others. Alternative arrangements will be made if this is the case.

4. Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date. Only in exceptional cases will an extension be given. The Senior Studies Coordinator, in consultation with the faculty Head Teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.
- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure suffered immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.

Only in exceptional cases, can the Senior Studies Coordinator, in consultation with the faculty Head Teacher, accept a task without penalty. The student should direct their initial enquiry to the Senior Studies Coordinator. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

5. Completing Illness/Misadventure Applications

- a) On return to school students are required to report to the Senior Studies Coordinator immediately and complete an Illness/Misadventure application.
- b) Students should also report to the teacher and faculty Head Teacher of the subject concerned immediately upon their return to school.
- c) On return to school, students will be given 2 days to provide independent advice or certification of the reason for the absence (e.g. doctor's certificate regarding illness). NESA stipulates that a relative cannot provide this evidence.
- d) Students cannot submit an Illness/Misadventure application on the basis of misreading an assessment task notification or an exam timetable. If you miss the time an assessment task is due or arrive late to an assessment task, because you have misread an assessment task notification, or an exam timetable contact the Senior Studies Coordinator immediately.
- e) The Senior Studies Coordinator will consider all illness/misadventure applications. If the application is successful, the task is included without penalty. If the application is unsuccessful a penalty will apply, and this may be the award of zero marks for the task.

6. Unacceptable grounds for Illness/Misadventure Applications

The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which NESA have already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the assessment task.
- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure Applications will occur in order to monitor repeated applications from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

7. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers technology failure they will need to provide printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.
- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

8. Irrespective of the outcome of an Illness/Misadventure application, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

9. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the Senior Studies Coordinator and the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and an Illness/Misadventure application would have been submitted.
- c) Consultation between the faculty Head Teacher and the Senior Studies Coordinator will determine appropriate measures for a student who is absent for a prolonged period with valid reasons, or a student who suffers from a chronic trauma.
- d) Where an estimate is given this will count as the student having completed the task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a HSC course.

AWARD OF ZERO MARKS

1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.
- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Senior Studies Coordinator and the Principal.
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Senior Studies Coordinator's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

MALPRACTICE

1. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- a) Copying someone else's work in part or as a whole and presenting it as their own.
- b) Using material directly from books, journals, CDs or websites without referencing the source.
- c) Building on the ideas of another person without reference to the source.
- d) Buying, stealing or borrowing another person's work and presenting it as their own.
- e) Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- g) Paying someone to write or prepare material.
- h) Breaching school examination rules.
- i) Using non-approved aides or devices during an assessment task.
- j) Contriving false explanations to explain work not submitted by the due date.
- k) Assisting another student to engage in malpractice.

2. All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their HSC results.

STUDENTS AT RISK OF NON-COMPLETION

1. Official Warning that a student is at risk
 - a) Students who do not complete an assessment task, and/or have not been granted approval for Illness/Misadventure will be issued with an official N-warning letter. They will then have two weeks to resolve the issue by completing the task.
 - b) A student who has been issued with at least two N-warnings for the same course is at risk of not meeting the course completion criteria and may be N-determined.
2. Representing the School
 - a) Students who have unresolved N-warning will not be eligible to represent South Grafton High School at any sporting or cultural events.
 - b) Also, they will not be eligible to attend non-curriculum based excursions.
 - c) Once the N-warning has been resolved, the restrictions will be lifted.
3. Official Determination of Non-completion of a HSC Course
 - a) Where it is determined that a student has not met the course completion criteria as outlined on page 4 of this document, they place themselves at risk of receiving an N-determination. An N-determination will mean that the course will not be listed on the student's NESA record. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be completed.
 - b) NESA requires that the Principal must warn students as soon as possible and advise their parents or guardian in writing if they are at risk of not completing a course. This warning should be given in time for the problem to be corrected. NESA also requires that if the first warning letter is not effective, a further warning letter(s) should be sent.
 - c) A minimum of two course-specific N-warnings must be issued prior to a final N-determination being made for a course.
 - d) Students who are in danger of being given an N-determination will be interviewed by the teacher and faculty Head Teacher before being referred to the Senior Studies Coordinator and Principal. (Notation of any such interview will be recorded in Sentral.)
 - e) A parental interview will be conducted if applicable.
 - f) Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-determination as outlined below.

4. Procedures required to issue a Non-Completion of Course Determination

- a) A Principal's Determination Form will be completed for each student who is to be given an N-determination.
- b) Where possible, the Principal will explain to the student the reasons for the determination(s) made on the form and advise them of the consequences of this determination. The course(s) will not be listed on the student's Record of Achievement unless the student seeks a review of this determination and the appeal is successful. The N- determination may also affect the student's eligibility for the award of a HSC, as they must have successfully completed 10 units of study.
- c) Where possible, the student will be advised of their right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal.
- d) Where possible, the Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

APPEALS

1. Assessment Review - Individual Tasks

- a) Students must check assessment results and progressive rank within the course at the time results are given for each task.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher until the appeal is considered. The student also needs to complete an appeal form (available from the Senior Studies Coordinator) and submit it to the faculty Head Teacher no later than 24hrs from the day the marked task was returned to them.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a Review Committee comprised of the Senior Studies Coordinator, the Head Teacher of the subject concerned and another Head Teacher.
- e) If the student's appeal is successful, the student will be informed, and the other students in the course will also be informed of changes (if any) in relative positions within the school group.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

2. Appeal an N-determination

- a) A student may appeal an N-determination. When an N-determination is made, the Principal's Report should be completed, and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal needs to complete the Student Appeal form and submit it to the Principal.
- b) If the student's appeal is successful at the school level, notification will be sent to NESAs so that the N-determination can be removed from the unsatisfactory completion of course schedule.
- c) If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form, and any other relevant documentation will be submitted by the date specified to NESAs.
- d) Students have the right to appeal to NESAs if their appeal is unsuccessful at the school level.

The school reserves the right to substitute or alter any part of this Assessment Information Booklet at any time provided that such changes are consistent with the policy of NESAs, and that students and parents are notified of the change.

ASSESSMENT AT A GLANCE

| Week | Term 4, 2018 | Term 1, 2019 | Term 2, 2019 | Term 3, 2019 | Week |
|------|--|--|--|---|------|
| 1 | | | | | 1 |
| 2 | | | | Trial HSC | 2 |
| 3 | | | | Trial HSC | 3 |
| 4 | | | Visual Arts | SLR | 4 |
| 5 | | | | English Studies Marine Studies | 5 |
| 6 | | | Maths Adv Maths Ext 2 | Chemistry English Adv English Stand | 6 |
| 7 | Biology Modern History Physics SLR Work Studies | English Adv English Stand English Studies | English Adv English Stand English Studies Maths Ext 1 Maths Stand 1 Maths Stand 2 | Biology Physics | 7 |
| 8 | Business Studies CaFS Chemistry Industrial Tech Marine Studies PDHPE SDD | Biology Modern History Physics SLR Visual Arts Work Studies | Biology Modern History Work Studies | Marine Studies Work Studies | 8 |
| 9 | English Stand English Studies Maths Adv Maths Ext 2 | Business Studies CaFS Chemistry Marine Studies PDHPE SDD | Business Studies CaFS Chemistry Marine Studies PDHPE SDD Industrial Tech | | 9 |
| 10 | English Adv Maths Ext 1 Maths Stand 1 Maths Stand 2 | Maths Adv Maths Ext 2 | Visual Arts | | 10 |
| 11 | No Classes | Maths Ext 1 Maths Stand 1 Maths Stand 2 | No Classes | No Classes | 11 |

FINAL EXAMINATION BLOCK (TERM 3, WEEKS 2 AND 3)

- Business Studies
- Community and Family Studies (CaFS)
- Industrial Technology (Multimedia and Timber)
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Mathematics Standard 1
- Mathematics Standard 2
- Modern History
- Personal Development, Health and Physical Education (PDHPE)
- Physics
- Software Design and Development (SDD)
- Visual Arts
- VET –Construction
- VET – Hospitality (Accelerated)

ASSESSMENT SCHEDULES

BIOLOGY

| Task | Description | Timing | Outcomes BIO | Components | | Weight |
|------|-------------------|------------------|--|----------------------------------|-----------------------------|-------------|
| | | | | Skills in Working Scientifically | Knowledge and Understanding | |
| 1 | Practical Report | Term 4 Week 7 | 12-1, 12-2, 12-3, 12-5, 12-12, 12-13 | 15% | 5% | 20% |
| 2 | Depth Study | Term 1 Week 8 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13 | 20% | 10% | 30% |
| 3 | Research Task | Term 2 Week 8 | 12-4, 12-7, 12-14, 12-15 | 10% | 10% | 20% |
| 4 | Final Examination | Term 3 Week 7 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15 | 15% | 15% | 30% |
| | | | Total | 60% | 40% | 100% |

BUSINESS STUDIES

| Task | Description | Timing | Outcomes | Components | | | | Weight |
|------|---|-------------------------|---|------------|-----------------------|----------------------|------------|-------------|
| | | | | Knowledge | Stimulus-based Skills | Inquiry and Research | Comm | |
| 1 | Assignment: Inquiry and Research into Marketing | Term 4 Week 8 | H2, H4, H5, H6, H7 | | | 20% | | 20% |
| 2 | In-class Test: Finance | Term 1 Week 9 | H8, H9 | 10% | 5% | | 5% | 20% |
| 3 | Response to Stimulus: Human Resources | Term 2 Week 9 | H2, H3, H4, H5 | 20% | 5% | | 5% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | 10% | 10% | | 10% | 30% |
| | | | Total | 40% | 20% | 20% | 20% | 100% |

CHEMISTRY

| Task | Description | Timing | Outcomes CH | Components | | Weight |
|------|-------------------|------------------|--|--|-----------------------------------|-------------|
| | | | | Skills in Working Scientifically | Knowledge and Understanding | |
| 1 | Practical Report | Term 4 Week 8 | 12-1, 12-2, 12-3, 12-5, 12-12, 12-13 | 15% | 5% | 20% |
| 2 | Depth Study | Term 1 Week 9 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13 | 20% | 10% | 30% |
| 3 | Research Task | Term 2 Week 9 | 12-4, 12-7, 12-14, 12-15 | 10% | 10% | 20% |
| 4 | Final Examination | Term 3 Week 6 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15 | 15% | 15% | 30% |
| | | | Total | 60% | 40% | 100% |

COMMUNITY AND FAMILY STUDIES

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|--|----------------------------|--|---|-----------------------------------|-------------|
| | | | | Skills in Critical Thinking and Research Methodology | Knowledge and Understanding | |
| 1 | Independent Research Project and Diary | Term 4 Week 8 | H12-1, H12-2, H12-3, H12-5, H12-12, H12-13 | 15% | 5% | 20% |
| 2 | Parenting and Caring | Term 1 Week 9 | H12-1, H12-2, H12-3, H12-4, H12-5, H12-6, H12-7, H12-12, H12-13 | 20% | 10% | 30% |
| 3 | Groups in Context | Term 2 Week 9 | H12-4, H12-7, H12-14, H12-15 | 20% | 10% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | H12-1, H12-2, H12-3, H12-4, H12-5, H12-6, H12-7, H12-12, H12-13, H12-14, H12-15 | 5% | 15% | 20% |
| | | | Total | 60% | 40% | 100% |

ENGLISH ADVANCED

| Task | Description | Timing | Outcomes EA | Components | | Weight |
|------|---|-------------------|---------------------------|---|--|-------------|
| | | | | Knowledge and Understanding of Course Content | Skills in Responding to Texts and Communication of Ideas | |
| 1 | Multimodal Task Common Module: Texts and Human Experiences | Term 4 Week 10 | 12-1, 12-2, 12-7, 12-8 | 12.5% | 12.5% | 25% |
| 2 | Critical Response Module A: Textual Conversations | Term 1 Week 7 | 12-4, 12-6 | 12.5% | 12.5% | 25% |
| 3 | Narrative and Reflection Statement Module C: The Craft of Writing | Term 2 Week 7 | 12-3, 12-5, 12-8 | 12.5% | 12.5% | 25% |
| 4 | Final Examination | Term 3 Week 6 | 12-1, 12-3, 12-4, 12-5 | 12.5% | 12.5% | 25% |
| | | | Total | 50% | 50% | 100% |

ENGLISH STANDARD

| Task | Description | Timing | Outcomes EN | Components | | Weight |
|------|---|------------------|--|---|--|-------------|
| | | | | Knowledge and Understanding of Course Content | Skills in Responding to Texts and Communication of Ideas | |
| 1 | Multimodal Task Common Module: Texts and Human Experiences | Term 4 Week 9 | 12-2, 12-3, 12-6, 12-7 | 12.5% | 12.5% | 25% |
| 2 | Critical Response Module A: Textual Conversations | Term 1 Week 7 | 12-1, 12-3, 12-5, 12-7, 12-8 | 12.5% | 12.5% | 25% |
| 3 | Narrative and Reflection Statement Module C: The Craft of Writing | Term 2 Week 7 | 12-1, 12-3, 12-4, 12-6, 12-8, 12-9 | 12.5% | 12.5% | 25% |
| 4 | Final Examination | Term 3 Week 6 | 12-1, 12-3, 12-4, 12-5 | 12.5% | 12.5% | 25% |
| | | | Total | 50% | 50% | 100% |

ENGLISH STUDIES (CEC)

| Task | Description | Timing | Outcomes ES | Components | | Weight |
|------|---------------------------------------|------------------|-------------------------------------|---|--|-------------|
| | | | | Knowledge and understanding of course content | Skills in comprehending texts and communicating ideas and using language | |
| 1 | Human Experience | Term 4 Week 9 | 12-1, 12-4, 12-7, 12-8, 12-9 | 12.5% | 12.5% | 25% |
| 2 | Playing the Game | Term 1 Week 7 | 12-2, 12-5, 12-9 | 10% | 10% | 20% |
| 3 | Multimodal Presentation | Term 2 Week 7 | 12-2, 12-3, 12-6 | 12.5% | 12.5% | 25% |
| 4 | Writing Task: Portfolio of Class work | Term 3 Week 5 | 12-1, 12-3, 12-4, 12-6, 12-7, 12-10 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

INDUSTRIAL TECHNOLOGY (MULTIMEDIA OR TIMBER PRODUCTS AND FURNITURE)

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|--------------------|-------------------------|--|---|--|-------------|
| | | | | Knowledge and understanding of course content | Knowledge and skills in the design and production of a major project | |
| 1 | Industry Study | Term 4 Week 8 | H1.2, H2.1, H3.2, H4.1, H6.1, H6.2, H7.1 | 10% | 20% | 30% |
| 2 | Project Management | Term 2 Week 9 | H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2 | 10% | 30% | 40% |
| 3 | Final Examination | Term 3 Weeks 2 and 3 | H1.1, H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2 | 20% | 10% | 30% |
| | | | Total | 40% | 60% | 100% |

MARINE STUDIES (CEC)

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|-------------------------------|------------------|--|------------|-------------|-------------|
| | | | | Core | Modules | |
| 1 | Assignment | Term 4 Week 8 | 1.1, 1.2, 1.3, 1.5, 2.2, 3.1, 4.1, 5.2, 5.4 | | 20% | 20% |
| 2 | Practical Task: Guide Book | Term 1 Week 9 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.4, 4.1, 4.2, 5.2, 5.3, 5.4 | | 25% | 25% |
| 3 | In-class Test | Term 2 Week 9 | 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.4, 4.1, 4.2, 5.3 | | 25% | 25% |
| 4 | Marine HSC Booklet | Term 3 Week 8 | 1.1 1.4, 1.5, 2.3, 3.2, 3.3, 5.2, 5.3 | | 30% | 30% |
| | | | Total | | 100% | 100% |

MATHEMATICS EXTENSION 2

| Task | Description | Timing | Outcomes MEX | Components | | Weight |
|------|---|----------------------------|---|------------------------------------|--------------------------------|-------------|
| | | | | Concepts, Skills and Techniques | Reasoning and Communication | |
| 1 | In-class Test: Complex Numbers and Graphs | Term 4 Week 9 | 12-1, 12-2, 12-3, 12-4, 12-6, 12-9 | 10% | 10% | 20% |
| 2 | In-class Test: Polynomials, Implicit Differentiation, Practical Fractions and Conics | Term 1 Week 10 | 12-1, 12-2, 12-3, 12-4, 12-6, 12-9 | 10% | 10% | 20% |
| 3 | Past HSC Examination Task | Term 2 Week 6 | 12-1, 12-2, 12-6, 12-7, 12-8 12-9 | 15% | 15% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8 12-9 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

MATHEMATICS EXTENSION 1

| Task | Description | Timing | Outcomes ME | Components | | Weight |
|------|---|-------------------------|--|--|--|-------------|
| | | | | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | |
| 1 | In-class Test: Binomial Theory, Further Applications of the Derivative and Mathematical Induction | Term 4 Week 10 | 12-1, 12-2, 12-3, 12-7 | 10% | 10% | 20% |
| 2 | In-class Test: Logarithmic, Exponential, Inverse and Trigonometric Functions | Term 1 Week 11 | 12-1, 12-3, 12-4, 12-7 | 10% | 10% | 20% |
| 3 | Past HSC Examination Task | Term 2 Week 7 | 12-1, 12-3, 12-4, 12-6, 12-7 | 15% | 15% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

MATHEMATICS ADVANCED

| Task | Description | Timing | Outcomes MA | Components | | Weight |
|------|---|-------------------------|---|--|--|-------------|
| | | | | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | |
| 1 | In-class Test: Geometric Applications of the Derivative and Integration | Term 4 Week 9 | 12-1, 12-2, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9 | 10% | 10% | 20% |
| 2 | In-class Test: Exponential, Logarithmic and Trigonometric Functions | Term 1 Week 10 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8 12-9 | 10% | 10% | 20% |
| 3 | Past HSC Examination Task | Term 2 Week 6 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8 12-9 | 15% | 15% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8 12-9 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

MATHEMATICS STANDARD 2

| Task | Description | Timing | Outcomes MS2 | Components | | Weight |
|------|--|-------------------------|---|--|--|-------------|
| | | | | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | |
| 1 | In-class Test: Rates and Ratios, Non-Right Angled Trigonometry, Investment and Loans | Term 4 Week 10 | 12-3, 12-4, 12-5, 12-9, 12-10 | 10% | 10% | 20% |
| 2 | Investigation Task Network Concepts and Simultaneous Equations | Term 1 Week 11 | 12-1, 12-6, 12-7, 12-8, 12-9, 12-10 | 15% | 15% | 30% |
| 3 | In-class Test: Bivariate Data Analysis, Annuities, Non-Linear Relationships | Term 2 Week 7 | 12-1, 12-2, 12-5, 12-7, 12-9, 12-10 | 10% | 10% | 20% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8 12-9, 12-10, 12-11 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

MATHEMATICS STANDARD 1

| Task | Description | Timing | Outcomes MS1 | Components | | Weight |
|------|---|-------------------------|---|--|--|-------------|
| | | | | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | |
| 1 | In-class Test: Rates, Investment, Right Angle Triangles | Term 4 Week 10 | 12-1, 12-2, 12-3, 12-5, 12-7, 12-11 | 10% | 10% | 20% |
| 2 | Investigation Task Networks and Paths, Scale Drawings | Term 1 Week 11 | 12-1, 12-2, 12-3, 12-5, 12-6, 12-7, 12-8, 12-11 | 15% | 15% | 30% |
| 3 | In-class Test: Types of Relationships, Statistical Analysis | Term 2 Week 7 | 12-1, 12-2, 12-4, 12-5, 12-9, 12-11 | 10% | 10% | 20% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8 12-9, 12-10, 12-11 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

MODERN HISTORY

| Task | Description | Timing | Outcomes MH | Components | | | | Weight |
|------|---|-------------------------|--|------------|---------------------|---------------------------------|------------|-------------|
| | | | | Knowledge | Analysis of Sources | Historical Inquiry and Research | Comm | |
| 1 | Core Study: Power and Authority in the Modern World 1919–1946 | Term 4 Week 7 | 12-1, 12-2, 12-3, 12-4, 12-7 | 5% | 10% | | 10% | 25% |
| 2 | National Study Russia and the soviet Union 1917 - 1941 | Term 1 Week 8 | 12-2, 12-5, 12-6, 12-8, 12-9 | 5% | | 10% | 5% | 20% |
| 3 | Peace and Conflict study: The Cold War 1945-1991 | Term 2 Week 8 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7 | 10% | | 10% | 5% | 25% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | 12-1, 12-2, 12-3, 12-5, 12-6, 12-9 | 20% | 10% | | | 30% |
| | | | Total | 40% | 20% | 20% | 20% | 100% |

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|--|-------------------------|--|-----------------------------|---|-------------|
| | | | | Knowledge and Understanding | Skills in Critical Thinking, Research, Analysis and Communication | |
| 1 | Core 1 | Term 4 Week 8 | H1, H2, H3, H4, H5, H14, H15, H16, H17 | 10% | 10% | 20% |
| 2 | Core 2 | Term 1 Week 9 | H7, H8, H9, H10, H11, H16, H17 | 10% | 10% | 20% |
| 3 | Options: Improving Performance and Sports Medicine | Term 2 Week 9 | H7, H8, H9, H10, H16, H17 | 10% | 20% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17 | 10% | 20% | 30% |
| | | | Total | 40% | 60% | 100% |

PHYSICS

| Task | Description | Timing | Outcomes PH | Components | | Weight |
|------|-------------------|-------------------------|--|----------------------------------|-----------------------------|-------------|
| | | | | Skills in Working Scientifically | Knowledge and Understanding | |
| 1 | Research Task | Term 4 Week 7 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12 | 7.5% | 7.5% | 15% |
| 2 | Research Task | Term 1 Week 8 | 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13 | 7.5% | 7.5% | 15% |
| 3 | Final Examination | Term 3 Weeks 2 and 3 | 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15 | 15% | 15% | 30% |
| 4 | Depth Study | Term 3 Week 7 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15 | 30% | 10% | 40% |
| | | | Total | 60% | 40% | 100% |

SOFTWARE DESIGN AND DEVELOPMENT (SDD)

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|-------------------------|-------------------------|--|---|--|-------------|
| | | | | Knowledge and Understanding of Course Content | Knowledge and Skills in the Design and Development of Software Solutions | |
| 1 | Option Topic | Term 4 Week 8 | H2.2, H3.1, H6.1, H6.2 | 7% | 8% | 15% |
| 2 | Standard Algorithms | Term 1 Week 9 | H1.1, H1.2, H4.1, H6.1 | 13% | 12% | 25% |
| 3 | Software Design Project | Term 2 Week 9 | H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.3, H6.1, H 6.3, H6.4 | 15% | 15% | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | H1.1, H1.2, H1.3, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H5.4, H6.1, H6.2, H6.3, H6.4 | 15% | 15% | 30% |
| | | | Total | 50% | 50% | 100% |

SPORT, LIFESTYLE AND RECREATION (SLR, CEC)

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|---|--|---|-----------------------------|------------|-------------|
| | | | | Knowledge and understanding | Skills | |
| 1 | Individual games and sports application | Ongoing assessment of practical activities | 1.1, 1.3, 2.1, 2.2, 3.1, 3.4, 4.4 | 10% | 10% | 20% |
| 2 | Social perspectives of games and sport | Term 4 Week 7 | 1.5, 2.3, 3.5, 4.3 | 10% | 10% | 20% |
| 3 | Outdoor Education | Term 1 Week 8 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | 10% | 10% | 20% |
| 4 | Final Examination | Term 3 Week 4 | 1.2, 1.4, 1.5, 2.1, 2.2, 2.5, 3.2, 3.6, 3.7, 4.1, 4.3 | 20% | 20% | 40% |
| | | | Total | 50% | 50% | 100% |

VISUAL ARTS

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|--|-------------------------|------------------------|------------|-------------------------------|-------------|
| | | | | Art Making | Art criticism and art history | |
| 1 | Body of work, VAPD progress assessment | Term 1 Week 8 | H1, H2, H3, H4, H5 | 20% | | 20% |
| 2 | Essay based on two case studies | Term 2 Week 4 | H7, H8, H9, H10 | | 20% | 20% |
| 3 | Final body of work and VAPD | Term 2 Week 10 | H1, H2, H3, H4, H5, H6 | 30% | | 30% |
| 4 | Final Examination | Term 3 Weeks 2 and 3 | H7, H8, H9, H10 | | 30% | 30% |
| | | | Total | 50% | 50% | 100% |

WORK STUDIES (CEC)

| Task | Description | Timing | Outcomes | Components | | Weight |
|------|------------------------------|------------------|--|-----------------------------|------------|-------------|
| | | | | Knowledge and Understanding | Skills | |
| 1 | Investigation and Enterprise | Term 4 Week 7 | 12-1, 12-2, 12-3, 12-5, 12-7, 12-8, 12-9 | 10% | 10% | 20% |
| 2 | Personal Budget | Term 1 Week 8 | 12-4, 12-5, 12-7, 12-8 | 5% | 20% | 25% |
| 3 | Work Placement Diary | Term 2 Week 8 | 12-1, 12-2, 12-4, 12-6, 12-8 | 5% | 25% | 30% |
| 4 | Core Examination | Term 3 Week 8 | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-9 | 10% | 15% | 25% |
| | | | Total | 30% | 70% | 100% |

VET – CONSTRUCTION

CPC20211 Certificate II in Construction Pathways (Total of 240 indicative hours over two years)

| School Based Assessment | | |
|-------------------------|-----------------------|--------|
| Task | Timing | Weight |
| Final Examination | Term 3, Weeks 2 and 3 | 100% |

Course Requirements

Students must attempt all compulsory units of competency and a selection of units of competency from the elective pool. Students must also complete a minimum of 35 hours of mandatory work placement in both the Preliminary year and the HSC year. Ongoing assessment events will occur during class time.

| Code | Unit of Competency | Pre-requisite Units | AQF status | NESA status | Indicative Hours |
|--------------|--|---------------------|------------|-------------|------------------|
| CPCCCM1012A | Work effectively and sustainably in the construction industry | | Core | Mandatory | 25 |
| CPCCCM1013A | Plan and organise work | | Core | Mandatory | 10 |
| CPCCCM1014A | Conduct workplace communication | | Core | Mandatory | 10 |
| CPCCCM1015A | Carry out measurements and calculations | | Core | Mandatory | 20 |
| CPCCCM2001A | Read and interpret plans and specifications | | Core | Mandatory | 20 |
| CPCCWHS1001 | Prepare to work safely in the construction industry | | Core | Mandatory | 10 |
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry | | Core | Mandatory | 15 |
| CPCCCM2005B | Use construction tools & equipment | CPCCOHS1001A | Core | Mandatory | 20 |
| CPCCBL2001A | Handle and prepare bricklaying and blocklaying materials | CPCCOHS2001A | Elective | Elective | 20 |
| CPCCBL2002A | Use bricklaying and blocklaying tools & equipment | CPCCOHS2001A | Elective | Elective | 10 |
| CPCCCM2006B | Apply basic levelling procedures | CPCCOHS2001A | Elective | Elective | 15 |
| CPCCLA2011A | Handle carpentry materials | | Elective | Elective | 20 |
| CPCCCA2002B | Use carpentry tools & equipment | CPCCOHS2001A | Elective | Elective | 10 |
| CPCCJN2001A | Assemble components | CPCCOHS2001A | Elective | Elective | 15 |
| CPCCJN2002B | Prepare for off-site manufacturing processes | CPCCOHS2001A | Elective | Elective | 10 |
| CPCCCO2013A | Carry out concreting to simple forms | CPCCOHS2001A | Elective | Elective | 20 |

Competency-Based Assessment

In a competency-based course, assessment is standards-referenced. This means that a participant's performance is judged against prescribed standards contained in each unit of competency, not against the performance of other participants.

HSC Examination

The exam in this subject is a two-hour written paper. It is optional and students who sit this exam can have their mark contributed towards their ATAR.

Work Placement

Work placement is a HSC (NESA) requirement and a mandatory part of this course. It will be arranged by an external provider and students are responsible for communicating with employers and having the required paperwork returned to the delivering teacher at least ONE week before work placement commences.

VET – HOSPITALITY (INCLUDING ACCELERATED)

SIT20316 Certificate II in Hospitality (Total of 240 indicative hours over two years)

| School Based Assessment | | |
|-------------------------|-----------------------|--------|
| Task | Timing | Weight |
| Final Examination | Term 3, Weeks 2 and 3 | 100% |

Course Requirements

Students must attempt all compulsory units of competency and a selection of units of competency from the elective pool. Students must also complete a minimum of 35 hours of mandatory work placement in both the Preliminary year and the HSC year. Ongoing assessment events will occur during class time.

| Code | Unit of Competency | Pre-requisite Units | AQF status | NESA status | Indicative Hours |
|------------|---|---------------------|-----------------|-------------|------------------|
| BSBWOR203 | Work effectively with others | | Core | Mandatory | 15 |
| SITHIND002 | Source and use information on the hospitality industry | | Core | Mandatory | 20 |
| SITXFSA001 | Use hygienic practices for food safety | | Elective/Stream | Mandatory | 10 |
| SITXWHS001 | Participate in safe work practices | | Core | Mandatory | 15 |
| SITHIND003 | Use hospitality skills effectively | SITXFSA001 | Core | Elective | 20 |
| SITXCCS003 | Interact with customers | | Core | Stream | 15 |
| SITXCOM002 | Show social and cultural sensitivity | | Core | Elective | 10 |
| SITHFAB004 | Prepare and serve non-alcoholic beverages | SITXFSA001 | Elective | Stream | 15 |
| SITHFAB007 | Serve food and beverages | SITXFSA001 | Elective | Stream | 40 |
| SITHFAB005 | Prepare and serve espresso coffee | SITXFSA001 | Elective | Stream | 15 |
| BSBCMM201 | Communicate in the workplace | | Elective | Elective | 15 |
| SITXCOM001 | Source and present information | | Elective | Elective | 10 |
| BSBSUS201 | Participate in environmentally sustainable work practices | | Elective | Elective | 15 |
| SITXFSA002 | Participate in safe food handling practices | | Elective | Elective | 15 |
| SITHCCC003 | Prepare and present sandwiches | | Elective | Elective | 15 |

Competency-Based Assessment

In a competency-based course, assessment is standards-referenced. This means that a participant's performance is judged against prescribed standards contained in each unit of competency, not against the performance of other participants.

HSC Examination

The exam in this subject is a two-hour written paper. It is optional and students who sit this exam can have their mark contributed towards their ATAR.

Work Placement

Work placement is a HSC (NESA) requirement and a mandatory part of this course. It will be arranged by an external provider and students are responsible for communicating with employers and having the required paperwork returned to the delivering teacher at least ONE week before work placement commences.

VET -SPORTS COACHING (CEC)

SIS20513 Certificate II in Sport Coaching Pathway (Total of 240 indicative hours over two years)

Course Requirements

Students must attempt all compulsory units of competency and a selection of units of competency from the elective pool. Students must also complete a minimum of 35 hours of mandatory work placement in both the Preliminary year and the HSC year. Ongoing assessment events will occur during class time.

| Code | Unit of Competency | Pre-requisite Units | AQF status | NESA status | Indicative Hours |
|-------------|---|---------------------|------------|-------------|------------------|
| BSBWOR202A | Organise and complete daily work activities | | Core | Mandatory | 15 |
| HLTAID003 | Provide first aid | | Core | Mandatory | 20 |
| SISSSCO101 | Develop and update knowledge of coaching practices | | Core | Mandatory | 20 |
| SISSSCO202 | Coach beginner or novice participants to develop fundamental motor skills | SISSSCO101 | Core | Mandatory | 20 |
| SISSSDE201 | Communicate effectively with others in a sport environment | | Core | Mandatory | 15 |
| SISXCAI102A | Assist in preparing and conducting sport and recreation sessions | | Core | Mandatory | 15 |
| SISXIND211 | Develop and update sport, fitness and recreation industry knowledge | | Core | Mandatory | 20 |
| SISXWHS101 | Follow work health and safety policies | | Core | Mandatory | 15 |
| SISSSOF101 | Develop and update officiating knowledge | | Elective | Elective | 10 |
| SISXCAI101A | Provide equipment for activities | | Elective | Elective | 10 |
| SISSSPT201A | Implement sports injury prevention | | Elective | Elective | 15 |
| ICPDMT263 | Access and use the internet | | Elective | Elective | 10 |
| SISSSPT303A | Conduct basic warm-up and cool-down | | Elective | Elective | 15 |
| SISSRGL204A | Teach skills of rugby league for modified games | | Elective | Elective | 25 |
| SISSRGL203A | Participate in conditioning for rugby league | | Elective | Elective | 15 |

Competency-Based Assessment

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against prescribed standards contained in each unit of competency, not against the performance of other participants.

Work Placement

Work placement is a HSC (NESA) requirement and a mandatory part of this course. Students will be required to assist with the running of school sporting events and activities here and at the local primary schools.