

# PARKES HIGH SCHOOL



## HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY 2022 & 2023

*- Safe - Respectful - Responsible*

# Parkes High School Mission Statement

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

## Parkes High School Higher School Certificate ASSESSMENT GUIDELINES 2022 / 23

### Contents:

School Policy and Procedures .....	3
Term Calendars.....	19
Appeal for Misadventure/Illness Form.....	21

### Assessment Schedules and Guidelines

English Key Learning Area.....	23
Mathematics Key Learning Area .....	28
Science Key Learning Area.....	32
Human Society and Its Environment Key Learning Area .....	35
PD/Health/PE Key Learning Area .....	39
Creative and Performing Arts Key Learning Area .....	42
Technology and Applied Studies Key Learning Area.....	45
Vocational Education and Training .....	47

# **Parkes High School Higher School Certificate Assessment Policy 2022/23**

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## **Introduction**

This booklet details the assessment requirements for Higher School Certificate students at Parkes High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Parkes High School.

## **LIST OF CONTACTS**

Questions relating to this Assessment Information Booklet should be directed to the personnel listed below:

<b>Principal</b>	Mrs S Carter
<b>Deputy Principal</b>	Mrs D Slack-Smith
<b>Deputy Principal</b>	Mrs L Tolley
<b>Year Advisor</b>	Mrs J Welsh
<b>School Counsellor</b>	Mr M Ranger
<b>Careers Advisor</b>	Mr K Duncan/ Mrs J Morrissey
<b>Head Teachers</b>	
<b>English</b>	Ms H Back
<b>Mathematics/Careers</b>	Ms L Walker
<b>Science</b>	Mr A Pigram
<b>HSIE</b>	Mr P Luck
<b>PDHPE</b>	Mr J Spicer
<b>Technological &amp; Applied Studies</b>	Mrs S Hinks
<b>Creative &amp; Performing Arts</b>	Mrs R Mills
<b>Special Education</b>	Mrs C Quigg

**Students are required to sign to acknowledge that they have received a copy of this booklet.**

# Parke High School Higher School Certificate Assessment Policy 2022/23

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

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

Assessment tasks are conducted throughout Year 12 and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

## Part 1: General Information

### Eligibility Requirements for the 2023 Higher School Certificate

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 NESA considers satisfactory
- have attended a government school, an accredited non-government school, a school outside NSW recognized by NESA or a TAFE college
- have completed HSC: All My Own Work
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations

### Pattern of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Preliminary Courses and at least 10 units of HSC courses.

Both the Preliminary and HSC patterns of study MUST include at least:

- six units of Board Developed courses;
- two units of a Board Developed course in English\*;
- three courses of two units value or greater (either Board Developed or Board Endorsed courses); and
- four subjects

\* Satisfactory completion of *English Studies* will fulfil English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and seven HSC units from courses in Science.

Students are required to confirm their pattern of study and sign a **Confirmation of Entry** form.

## **NESA Course Requirements**

To be eligible for the award of the Higher School Certificate, the student must have satisfactorily completed each course. Students will be considered to have satisfactorily completed a course leading up to the Higher School Certificate examination if 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 by the school;
- achieved some or all of the course outcomes; and

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as – assignments, class participation and practical work. Students must complete HSC assessment tasks that contribute in excess of 50% of available marks in courses where internal assessment marks are submitted, for the Principal to deem them as satisfactorily completing the course.

Students can best meet all course requirements if they:

- attend all timetabled lessons and minimise absences from class for any reason;
- complete all activities set during class time;
- complete homework set by the teacher;
- regularly revise all work and implement a regular study timetable;
- complete past Higher School Certificate papers; and
- complete all assessment tasks to maximise their Higher School Certificate result.

## **Internal Assessment Marks**

At the end of the Higher School Certificate course, the school will submit a school based assessment mark to NESA for each student for each Board Developed course (with the exception of Life Skills and Vocational Education and Training (VET) courses). The mark will be calculated in accordance with NESA's requirements for that course, as specified in the syllabus and assessment and reporting documents. The assessment marks submitted are devised from assessment tasks set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the assessment and reporting documents for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks. Students' rankings within a course will be determined by their overall result in a course (decimal places will be used if students are on an equal full mark).

School-based assessment throughout the Higher School Certificate course contributes 50% of a student's Higher School Certificate mark, and is reported on the Higher School Certificate Record of Achievement. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on the Record of Achievement. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the Higher School Certificate examination. The rank order of students as submitted by the school is not changed. The moderation process has no effect on examination marks.

The school is required to submit internal assessment marks for students undertaking an HSC Board Endorsed Course. These marks are reported on the Record of Achievement but are not moderated by NESA.

## **Vocational Education and Training (VET) Courses**

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from Industry Training Packages. A student's performance is judged as being either competent or not yet competent against a prescribed standard. Students may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. At Parkes High School this will be included in the Trial Higher School Certificate Examination period.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of an illness/misadventure appeal.

Note that a Trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

## **Life Skills**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

## **HSC External Examinations and Submitted works**

The examination mark in a course will be based upon performance in the external Higher School Certificate examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination.

The following courses require you to undertake practical examinations or to submit works as part of the Higher School Certificate examination requirements:

- Dance
- Design and Technology
- Drama
- English Extension 2
- History Extension
- Industrial Technology
- Languages
- Music (all courses)
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course. Students will be notified of dates for completion of projects and practical tasks when these are finalized by NESAs.

Students who repeat a course where a submitted work or project is required, may not

resubmit a work or project entered and marked in a previous year, without the special permission of NESA.

### **Disability Provisions – For Students with Medical and Learning Requirements**

Disability provisions are available for students with a range of medical and learning conditions, for example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses. Disability provisions in the HSC Examinations are applied for by the school. Learning and Support Teachers can provide further information.

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is important to apply for provisions if you have a medical or learning requirement. More than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application articulates which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

### **Australian Tertiary Admission Rank (ATAR)**

A candidate's ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC Courses, subject to the following restrictions:

- At least two units of English must be included;
- At least three Board Developed Courses of two unit value or greater must be included;
- Courses from at least four subject areas must be included;
- At most, two units of Category B courses may be included in the calculation of the ATAR (This includes English Studies and Mathematics Standard 1).

### **N Determination**

Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.

An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their progress. An N Determination warning letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then an N Award may be given for the course by the Principal. This means that the student will receive no result in that course. For students to

be deemed unsatisfactory, they will be given a minimum of two official N Award Warning Letters.

Students undertaking a Stage 6 Life Skills course can be issued with N Awards.

Until a student receives results in 12 Preliminary units and 10 Higher School Certificate units, he/she will not be eligible for the award of the Higher School Certificate.

The issuing of a second N Determination Warning Letter in any course at Parkes High School will result in the student being placed in the Reconnect Program to address outstanding class work and/or assessment tasks.

### **Unsatisfactory Participation in Learning**

If a student of Post Compulsory Age has a documented pattern of unsatisfactory participation in learning at Parkes High School the Principal may consider expulsion under Section 8.4.1 of the Department of Education and Training Suspension and Expulsion of School Student Procedures: *“this will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.”*

### **Higher School Certificate Examination Illness/Misadventure appeals**

If a student believes that his/her performance in the Higher School Certificate examination was diminished because of circumstances beyond control, an illness/misadventure appeal may be lodged.

An appeal may be made for a variation to Higher School Certificate results if the student was prevented from attending an examination, or performance was affected by illness or misadventure immediately before or during an examination.

Appeal forms are available from the presiding officer or the Principal. Further details of appeal procedures are on the form and on the Illness/Misadventure Information Guide for Students sheet. It is your right and responsibility to lodge an appeal. See the NESAs website for further details.



## Part 2: Parkes High School Assessment Policy and Procedures

This formal assessment program has been prepared in accordance with each NESA syllabus and course specific assessment and reporting materials which specify the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

### Fairness

The underlying belief in each of these school requirements is fairness to all candidates within the group. Our policy aligns with NESA's guidelines for HSC Assessment.

### Student Organisation

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

### Assessment Program

The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The mark value of each task in relation to the total number of assessment marks for the course; and
- An indication of when each assessment task will take place.

**It is expected that all students will complete all assessment tasks.**

### Assessment Schedules

- Students will be issued with assessment schedules for all courses;
- Students will be given written notification of each assessment task;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing.

The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. 3-4 tasks of various types will be set for each 2 unit course and 3 tasks for each 1 unit course. Assessment free blocks of time have been included immediately prior to the Trial examination period. This is to ensure that the workload for all students is manageable across the HSC year and to provide every possible opportunity for students to achieve the best results possible

## Adjustments for students with special education needs

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and 12. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

## Formal Assessment Notification

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
  - Task number
  - Task weighting
  - Due date
  - Outcomes assessed
  - Description of the nature of the task
  - Marking criteria
  - Where appropriate, detailed marking guidelines provided at the time of the written notification
  - Feedback to be provided

The task number, weighting, timing and outcomes must reflect the assessment schedule for a course. The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

## Notice of Due Dates

Students will be given a minimum of two weeks' notice in writing for each HSC Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teacher and stored in the HSC Monitoring Folder.

Students will be given as much notice as possible. **It is the responsibility of students**

**who are absent from class to obtain copies of assessment tasks.** Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

### **How to Submit Assessment Tasks**

All tasks not done in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. A Submission of Task Register must be signed by the teacher and student. **Do not leave the task on a teacher's desk.**

Examinations and tests will be collected by the teacher supervising the examination or test.

### **Penalty for Late Work**

Students are expected to submit assessment tasks by the due date.

In fairness to students who hand in assessment tasks on time, **students who fail to complete or submit an HSC task prior to 3.20pm on or before the due date will automatically receive a mark of ZERO.**

### **What to do if you know you will be absent when an assessment task is due**

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know that they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete an **Illness and Misadventure form.**

### **Attendance on the Day a Task is Due**

**Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.**

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

If proof of illness or leave is not approved, then the student's assessment mark for that task will be awarded a **zero** mark.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

### **Illness/Misadventure**

Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);

**Misadventure** – refers to any other event beyond the student’s control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student is unable to complete a task on or by the due date they may apply for consideration under the illness/misadventure provisions. **It is the student’s responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness or unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor’s certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after approval from the Principal).

### **Valid Reason**

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation, (copy of doctor’s certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days. **It is the student’s responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.** The Principal may grant an extension to the due date but will consider the impact of the absence on the student’s chance to complete the task. An extension will not automatically be given.

It is the student’s responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

### **Technology and Assessment Tasks**

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
  - Check the compatibility of your home software with the school's technology
  - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
  - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

### **Procedures for the administration of tasks where more than one class is undertaking a subject**

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

- Students receive the same information to ensure consistency and fairness;
- The task should be completed on the same day/period to protect the integrity of the task;
- Tasks must be marked consistently. It is strongly suggested that all tasks are marked collaboratively or by one teacher.

### **Invalidity of Assessment Tasks**

Where invalid or unreliable results have been produced by an assessment task the Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration of the task.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- Negotiation with all students affected;
- Implement an alternate task supplied for the whole or part of the original task;
- Mark adjustment to discount the invalid part of the test; or
- Other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved.

### **Marking of Assessment Tasks**

Students will receive information on the quality of each task submitted and their individual progress in terms of HSC assessment.

- There will be written comments on the school reports issued at the end of Semester 1 and Semester 2.

- Individual students can enquire about their performance in assessment tasks.

Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account the possible effects of domestic situations or illness.

### **Documenting and Storing Student Marks**

Marks for individual assessment tasks, and records of competency, will be recorded by the teacher responsible for marking the task. The marks will be stored electronically in Sentral Markbooks and a printed copy will be added to HSC Monitoring Folders (after the completion of each task). All marks need to be available so that the computations determining the final assessment mark can be checked in the case of a school review of assessments.

### **Malpractice**

All students must comply with the NESA program *All My Own Work*. In 2022, students will not be deemed to have met the requirements for the Higher School Certificate unless they have satisfactorily completed this program.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Higher School Certificate. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

In the case of suspected malpractice students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given and it will impact on their overall final assessment mark and rank. Proven malpractice must be registered on the NESA Register of Malpractice in HSC

Assessment Tasks and detailed in the relevant HSC Monitoring Folder.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for all or part of the assessment task;
- an N Warning letter issued; or
- the student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

### **Non-Completion of a Task**

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a **zero** mark will be recorded for that task. A student must complete and submit a task even if it is to receive a zero mark.

### **Zero Marks Awarded**

A student will be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason;
- has been involved in extensive malpractice; or
- if, in the teacher's judgement, the work is worth zero.

Parents will be advised in writing.

### **Notification to Parents**

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

### **Appeals**

Students have the right to appeal if they feel that the process used does not comply with the set rules (see relevant form which is contained in this booklet). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.

### **Enquiries**

Students should direct any enquiries about HSC assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

### **School Reports**

School reports will be issued at the end of Term 1 and after the Trial Higher School Certificate Examination and will indicate the student's cumulative assessment ranking.

### **Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course**

#### **Students who transfer from another school in NSW**

For students who transfer into the school after 30<sup>th</sup> June in the year of the Higher School

Certificate examination, the previous school is to provide assessment marks to NESAs.

In the case of VET curriculum framework courses, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

Students who transfer to Parkes High School before the period of formal assessment commences will be assessed with all other candidates.

Students who enrol at Parkes High School after the HSC assessment program has commenced, and before the 30<sup>th</sup> June, will have an assessment mark determined at the completion of the course based on the performance of the student in all formal assessment tasks completed in common with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible, then a student's final mark and rank order may be achieved by:

- providing the student with an alternative task that measures the same outcomes;
- providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Students will also need to meet the course completion requirements and:

- provide evidence of work already completed in the course;
- complete missed work, while concurrently completing required work to ensure all outcomes and course content have been covered.

### **Students who transfer from interstate or overseas**

A student who enters the NSW system from interstate or overseas and wishes to enter for HSC courses in that year must demonstrate to the principal's satisfaction that they:

- have the equivalent of a Record of School Achievement;
- have achieved the outcomes of the requisite Preliminary courses;
- are able to enter in sufficient time:
  - for the student to meet all the requirements of the HSC courses; and
  - for the school to provide assessment marks

### **Procedures to monitor the provisional entry of students into HSC courses**

The Principal may allow a student who has received an 'N' determination in a Preliminary course, to proceed to an HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. The Principal will be required to confirm at the time of HSC entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC course is valid. The school will document all details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC courses.

### **Procedures for dealing with the assessment of accelerants and accumulants**

Accelerants should complete all assessment tasks, or their equivalent, as students completing requirements in the normal time frame. However, there may need to be some flexibility in the order and timing of assessment tasks.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted.



## Examination and Assessment Task Rules and Procedures

In many subjects Trial HSC Examinations form part of the assessment program.

**No other assessment tasks will be due in the two weeks prior to the Trial HSC examination period.**

Students must follow the day-to-day rules of the school including no talking during exams or assessment tasks, no communication with other students once they enter the Hall or room, remaining in their allocated seat and not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

Students must not:

- take a mobile phone into the examination room or assessment task;
- take any electronic device into the examination room or assessment task unless approved by NESAs;
- speak to any person other than a supervisor during an examination or assessment task;
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- attend an examination or assessment task under the influence of alcohol or illegal drugs;
- take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or assessment task;
- smoke in the examination room or assessment task;
- eat in the examination room or assessment task except as approved by the presiding officer;
- take any examination booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

Students will be given a copy of the Examination Rules and Procedures with the timetable for the examination.

## **Procedures for reviewing the policy**

The policy is reviewed annually to ensure:

- the continued implementation of procedures which satisfy the requirements for the award of the HSC; and
- it meets NESA requirements including the prescribed areas of study, electives and texts and current assessment requirements, components and weightings.

The review includes:

- Assessment Policy
- Preliminary and HSC Monitoring Folders
- Assessment Schedules

PARKES HIGH SCHOOL CALENDAR		TERM 4	2022
<b>A – Week 1</b>	<b>10 October</b>		
<b>B - Week 2</b>	<b>17</b>		
<b>A - Week 3</b>	<b>24</b>		
<b>B - Week 4</b>	<b>31</b>		
<b>A - Week 5</b>	<b>7 November</b>		
<b>B - Week 6</b>	<b>14</b>	Line 2- Numeracy Line 4: Exploring Early Childhood, Photography and Video Design.	
<b>A - Week 7</b>	<b>21</b>	Line 1: Biology	
<b>B - Week 8</b>	<b>28</b>	Sport Lifestyle & Recreation. Mathematics Extension 1 Line 5: Industrial Technology Timber, Industrial Technology Metals, Business Studies, Physics, Line 1: Ancient History, Music	
<b>A - Week 9</b>	<b>5 December</b>	Line 6 - English Studies, English Standard, English Advanced Line 3: Community & Family Studies, Chemistry, Visual Arts Work Studies	
<b>B – Week 10</b>	<b>12</b>	Line 2- Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced, Line 4: Legal Studies, PDHPE, Agriculture	
<b>A – Week 11</b>	<b>19</b>		

PARKES HIGH SCHOOL CALENDAR		TERM 1	2023
<b>A – Week 1</b>	<b>27 January</b>		
<b>B - Week 2</b>	<b>30</b>		
<b>A - Week 3</b>	<b>6 February</b>	English Extension 1	
<b>B - Week 4</b>	<b>13</b>	Visual Arts	
<b>A – Week 5</b>	<b>20</b>	English Extension 2	
<b>B - Week 6</b>	<b>27</b>	<b>VET WORK PLACEMENT</b>	
<b>A - Week 7</b>	<b>6 March</b>	Line 6 - English Studies, English Standard, English Advanced Line 2- Numeracy, Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced,	
<b>B - Week 8</b>	<b>13</b>	Line 3: Chemistry Line 5: Industrial Technology Timber, Industrial Technology Metals, Mathematics Extension 1	
<b>A - Week 9</b>	<b>20</b>	Line 1: Biology, Ancient History, Sport Lifestyle & Recreation, Music Line 4: Legal Studies, Exploring Early Childhood, PDHPE, Agriculture, Work Studies	

**B - Week 10      27**

Line 3: Community & Family Studies

Line 5: Business Studies, Physics,

**A – Week 11      3   April**

Mathematics Extension 2

PARKES HIGH SCHOOL CALENDAR		TERM 2	2023
<b>A - Week 1</b>	<b>24</b>	<b>April</b>	
<b>B - Week 2</b>	<b>1</b>	<b>May</b>	Photography and Video Design.
<b>A- Week 3</b>	<b>8</b>		English Extension 2
<b>B - Week 4</b>	<b>15</b>		
<b>A - Week 5</b>	<b>22</b>		
<b>B - Week 6</b>	<b>29</b>		Line 6- English Studies, English Standard, English Advanced Line 1: Biology,
<b>A - Week 7</b>	<b>5</b>	<b>June</b>	Line 2- Mathematics Advanced, Mathematics Extension 2
<b>B - Week 8</b>	<b>12</b>		Line 3: Community & Family Studies, Chemistry Line 4: Legal Studies, Exploring Early Childhood, PDHPE, Agriculture
<b>A - Week 9</b>	<b>19</b>		Line 2- Numeracy, Mathematics Standard 1, Mathematics Standard 2, Line 5: Business Studies, Physics, Work Studies
<b>B - Week 10</b>	<b>26</b>		Line 1: Music, Ancient History, Sport Lifestyle & Recreation. Mathematics Extension 1

PARKES HIGH SCHOOL CALENDAR		TERM 3	2023
<b>A - Week 1</b>	<b>17</b>	<b>July</b>	
<b>B - Week 2</b>	<b>24</b>		English Extension 2 Visual Arts Photography and Video Design. Line 2- Industrial Technology- Timber, Industrial Technology- Metal.
<b>A - Week 3</b>	<b>31</b>		ASSESSMENT FREE WEEK
<b>B - Week 4</b>	<b>7</b>	<b>August</b>	ASSESSMENT FREE WEEK
<b>A - Week 5 and 6</b>	<b>14 and 21</b>		TRIAL HSC EXAMINATIONS Line 1: Biology, Music, Ancient History, Sport Lifestyle & Recreation. Line 2: Numeracy, Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced Line 3: VET Construction, Community & Family Studies, Chemistry, Visual Arts Line 4: Legal Studies, Exploring Early Childhood, PDHPE, Agriculture, Photography and Video Design. Line 5: Industrial Technology Timber, Industrial Technology Metals, Business Studies, Physics, VET Hospitality Line 6: English Studies, English Standard, English Advanced English Extension 1, Mathematics Extension 1, Mathematics Extension 2, Work Studies
<b>A - Week 7</b>	<b>28</b>		Work Studies
<b>B - Week 8</b>	<b>4</b>	<b>September</b>	
<b>A - Week 9</b>	<b>11</b>		





## Parkes High School

### Illness/Misadventure Form for School Based Assessment including Examinations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, \_\_\_\_\_ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> RoSA	<input type="checkbox"/> Preliminary	<input type="checkbox"/> Higher School Certificate
Assessment Task:		Teacher:
Scheduled date:		
Outline of Reason/s for misadventure/illness:		
Request and date for proposed completion (if applicable)		
Extension <b>with</b> Penalty	<input type="checkbox"/>	Extension <b>without</b> Penalty <span style="float: right;"><input type="checkbox"/></span>

*Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.*

#### Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No

*Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent/guardian.*

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

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

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation and Decision	
<input type="checkbox"/> Extension granted – <b>new date</b> _____	<input type="checkbox"/> Penalty applied
<input type="checkbox"/> No penalty	
Signatures: _____ <span style="display: block; text-align: center; font-size: small;">Head Teacher</span>	_____ <span style="display: block; text-align: center; font-size: small;">Class Teacher</span>
Principal's Signature: _____	
Head Teacher Informs student of Decision	Date _____
Signatures: _____ <span style="display: block; text-align: center; font-size: small;">Head Teacher</span>	_____ <span style="display: block; text-align: center; font-size: small;">Student</span>
<input type="checkbox"/> Photocopy given to student	



# Parkes High School Assessment Mark/Grade Appeal Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the Campus. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supporting documentation (list the documents that you are attaching to this appeal).

\_\_\_\_\_

\_\_\_\_\_

*Office Use Only*

### Outcome of Appeal

Declined / Upheld

Reasons:

Declined / Upheld

Reasons:

Name: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## ENGLISH HSC ASSESSMENT GUIDELINES 2022 & 2023

### English Studies

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Analytical Response Common Module: Texts and Human Experiences	Imaginative Response Module C: On the Road	Collection of Classwork All Modules	Trial HSC Examination
		DUE: Week 9 Term 4, 2022	DUE: Week 7 Term 1, 2023	DUE: Week 6 Term 2, 2023	DUE: As per examination schedule
		Outcomes ES12-3, ES12-5, ES12-8	Outcomes ES12-2, ES12-7, ES12-9	Outcomes ES12-1, ES12-6, ES12-10	Outcomes ES12-4, ES12-6, ES12-7
Knowledge and understanding of course content	50%	10%	15%	15%	10%
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	50%	10%	15%	15%	10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

#### HSC Outcomes – English Studies

A Student:

- ES12-1 comprehends and responds analytically and imaginatively 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
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 assesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

## English Standard

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Analytical Response with prescribed and related texts Common Module: Texts and Human Experiences	Multimodal Presentation Module B: Close Study of Literature	Imaginative Response Module C: Craft of Writing	Trial HSC Examination
		DUE: Week 9 Term 4, 2022	DUE: Week 7 Term 1, 2023	DUE: Week 6, Term 2, 2023	DUE: As per examination schedule
		Outcomes EN12-6, EN12-7, EN12-8	Outcomes EN12-1, EN12-2, EN12-5	Outcomes EN12-2, EN12-4, EN12-9	Outcomes EN12-1, EN12-3, EN12-8
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### HSC Outcomes – English Standard

A student:

- EN12-1 independently responds to and composes complex texts for understanding, interpretations, critical analysis, imaginative expression and pleasure
- EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 investigates and explains the relationships between texts
- EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## English Advanced

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Multimodal text with prescribed and related texts (Common Module: Texts and Human Experiences)	Analytical Response (Module A: Textual Conversations)	Imaginative Task (Module C: Craft of Writing)	Trial HSC Examination
		DUE: Week 9 Term 4, 2022	DUE: Week 7, Term 1, 2023	DUE: Week 6, Term 2, 2023	DUE: As per examination schedule
		Outcomes EA12-2, EA12-3, EA12-7	Outcomes EA12-5, EA12-6, EA12-8	Outcomes EA12-1, EA12-2, EA12-9	Outcomes EA12-1, EA12-4, EA12-5
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### HSC Outcomes – English Advanced

A Student:

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## English Extension 1

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
		DUE: Week 3 Term 1, 2023	DUE: Week 8 Term 2, 2023	DUE: As per examination schedule
		Outcomes EE12-2, EE12-3, EE12-5	Outcomes EE12-2, EE12-3, EE12-4	Outcomes EE12-1, EE12-3, EE12-5
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### HSC Outcomes – English Extension 1

A Student:

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 independently investigates, interprets and synthesizes critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## English Extension 2

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Viva Voce and Written Proposal	Literature Review	Critique of the Creative Process
		DUE: Week 5 Term 1, 2023	DUE: Week 3 Term 2, 2023	DUE: Week 2, Term 3, 2023
		Outcomes EEX12-1, EEX12-2, EEX12-4	Outcomes EEX12-2, EEX12-3, EEX12-4	Outcomes EEX12-1, EEX12-3, EEX12-5
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### HSC Outcomes – English Extension 2

A Student:

- EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

# MATHEMATICS HSC ASSESSMENT GUIDELINES 2022 & 2023

## Numeracy

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Investigation	Assignment	Investigation	Investigation
		DUE: Week 6 Term 4, 2022	DUE: Week 7 Term 1, 2023	DUE: Week 7 Term 2, 2023	DUE: Week 6 Term 3, 2023
		Outcomes N6-1.1, N6-1.3, N6-2.2, N6-2.5, N6-3.2	Outcomes N6-1.1, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1	Outcomes N6-1.1, N6-1.3, N6-2.1, N6-2.3, N6-2.5, N6-3.1, N6-3.2	Outcomes N6-1.1, N6-2.1, N6-2.3, N6-2.5, N6-2.6, N6-3.1, N6-3.2
Understanding, Fluency and Communication	50%	12.5%	12.5%	12.5%	12.5%
Problem Solving, Reasoning and Justification	50%	12.5%	12.5%	12.5%	12.5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

### Outcomes - Numeracy

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organize and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Skill Assessment	Skill Assessment	Investigation	Trial HSC Examination
		DUE: Week 10, Term 4, 2022	DUE: Week 7, Term 1, 2023	DUE: Week 9, Term 2, 2023	DUE: As per examination schedule
		Outcomes MS11-3, MS11-4, MS1-12-1, MS1-12-5, MS1-12-10	Outcomes MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-10	Outcomes MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	Outcomes MS1-12-1 to MS1-12-10
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem solving, Reasoning and Justification	50%	10%	15%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

#### HSC Outcomes – Mathematics Standard 1

A student:

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
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognizes appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

## Mathematics Standard 2

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Skill Assessment	Skill Assessment	Investigation	Trial HSC Examination
		DUE: Week 10 Term 4, 2022	DUE: Week 7 Term 1, 2023	DUE: Week 9 Term 2, 2023	DUE: As per examination schedule
		Outcomes MS11-3, MS11-4, MS2-12-3, MS2-12-4, MS2-12-9	Outcomes MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9	Outcomes MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	Outcomes MS2-12-1 to MS2-12-10
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem solving, Reasoning and Justification	50%	10%	15%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

#### HSC Outcomes – Mathematics Standard 2

A student:

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
MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognize appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

## Mathematics Advanced

Syllabus Component		Task 1	Task 2	Task 3	Task 4
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	Syllabus Weighting	Skill Assessment	Investigation	Skill Assessment	Trial HSC Examination
		DUE: Week 10 Term 4, 2022	DUE: Week 7 Term 1, 2023	DUE: Week 7 Term 2, 2023	DUE: As per examination schedule
		Outcomes MA11-6, MA11-7, MA11-8, MA12-1, MA12-3, MA12-6, MA12-9	Outcomes MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	Outcomes MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9	Outcomes MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
Understanding, Fluency and Communication	50%	10%	10%	15%	15%
Problem solving, Reasoning and Justification	50%	10%	10%	15%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

The Year 11 course is assumed knowledge and may be assessed.

Preliminary Outcomes - Mathematics Advanced

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.

HSC Outcomes – Mathematics Advanced

A Student:

- MA12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
- MA12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3 Applies calculus techniques to model and solve problems.
- MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.
- MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
- MA12-6 Applies appropriate differentiation methods to solve problems.
- MA12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
- MA12-8 Solves problems using appropriate statistical processes.
- MA12-9 Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
- MA12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

## Mathematics Extension 1

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Investigation	Skills Assessment	Skills Assessment	Trial HSC Examination
		DUE: Week 8 Term 4, 2022	DUE: Week 8 Term 1, 2023	DUE: Week 10 Term 2, 2023	DUE: As per examination schedule
		Outcomes ME11-1, ME11-4, ME12-1, ME12-2, ME12-6, ME12-7	Outcomes ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	Outcomes ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	Outcomes ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7
Understanding, Fluency and Communication	50%	12.5%	10%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

The Year 11 course is assumed knowledge and may be assessed.

Mathematics Extension 1 Year 11 Course 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 Extension 1 Year 12 Course Outcomes

A Student:

- ME12-1 Applies techniques involving proof or calculus to model and solve problems.
- ME12-2 Applies concepts and techniques involving vectors and projectiles to solve problems.
- ME12-3 Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations.
- ME12-4 Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.
- ME12-5 Applies appropriate statistical processes to present, analyse and interpret data.
- ME12-6 Chooses and uses appropriate technology to solve problems in a range of contexts.
- ME12-7 Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

## Mathematics Extension 2

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Investigation	Skills Assessment	Trial HSC Examination
		DUE: Week 11 Term 1, 2023	DUE: Week 7 Term 2, 2023	DUE: As per examination schedule
		Outcomes MEX12-1, MEX12-4, MEX12-7, MEX12-8	Outcomes MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	Outcomes MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
Understanding, Fluency and Communication	50%	15%	20%	15%
Problem Solving, Reasoning and Justification	50%	15%	20%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

#### Mathematics Extension 2 Year 12 Course Outcomes

A Student:

MEX12-1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
MEX12-2	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.
MEX12-3	Uses vectors to model and solve problems in two and three dimensions.
MEX12-4	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.
MEX12-5	Applies techniques of integration to structured and unstructured problems.
MEX12-6	Uses mechanics to model and solve practical problems.
MEX12-7	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.
MEX12-8	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument.

## **SCIENCE HSC ASSESSMENT GUIDELINES 2022 & 2023**

# Biology

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Practical Design, Conduct and Report. Effect of environment on phenotype.	Research report. Genetic Technologies.	Depth Study. Infectious Disease Portfolio.	Trial HSC Biology Examination.
		DUE: Week 7 Term 4, 2022	DUE: Week 9 Term 1, 2023	DUE: Week 6, Term 2, 2023	DUE: As per examination schedule Term 3 2023
		Outcomes BIO12-1, BIO12-2, BIO12-3, BIO12-5, BIO12-6, BIO12-7, BIO12-12	Outcomes BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-13	Outcomes BIO12-3, BIO 12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14	Outcomes BIO12-1 to BIO12-7, BIO12-12 to BIO12-15
Skills in Working Scientifically	60%	15%	10%	25%	10%
Knowledge and Understanding of course content	40%	5%	10%	5%	20%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## HSC Outcomes - Biology

A Student:

BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	analyses and evaluates primary and secondary data and information
BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structure of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods to assist, control, prevent and treat non-infections disease

## Chemistry

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Practical Task. Solubility.	Practical Report	Depth Study	Trial HSC Examination
		DUE: Week 9 Term 4, 2022	DUE: Week 8 Term 1, 2023	DUE: Week 8 Term 2, 2023	DUE: As per examination schedule
		Outcomes CH12-2, CH12-3, CH12-4, CH12-6, CH12-7, CH12-12	Outcomes CH12-4, CH12-5, CH12-7, CH12-13	Outcomes CH12-1, CH12-2, CH12-3, CH12-4, CH12-7, CH12-14	Outcomes CH12-1 to CH12-7 CH12-12 to CH12-15
Skills in Working Scientifically	60%	15%	10%	20%	15%
Knowledge and Understanding of course content	40%	5%	10%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

### HSC Outcomes – Chemistry

#### A Student

- CH12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5 analyses and evaluates primary and secondary data and information
- CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explain the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

# Physics

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Research. Projectile Motion	Practical Task. Electromagnetism	Depth Study	Trial HSC Examination
		DUE: Week 8 Term 4, 2022	DUE: Week 10 Term 1, 2023	DUE: Week 9 Term 2, 2023	DUE: As per examination schedule
		Outcomes PH12-2, PH12-3, PH12-4, PH12-7, PH12-12	Outcomes PH12-2, PH12-3, PH12-5, PH12-6, PH12-13	Outcomes PH12-1, PH12-3, PH12-5, PH12-7, one of PH12-12 to PH12-14	Outcomes PH12-1 to PH12-7, PH12-12 to PH12-15
Skills in Working Scientifically	60%	10%	15%	20%	15%
Knowledge and Understanding of course content	40%	10%	5%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## HSC Outcomes - Physics

### A Student

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## HUMAN SOCIETY AND ITS ENVIRONMENT HSC ASSESSMENT GUIDELINES 2022 & 2023

### Ancient History

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Source Analysis Core Study: Cities of Vesuvius – Pompeii and Herculaneum	Research Essay: Ancient Society	Historical Analysis: Historical Period	Trial HSC Examination
		DUE: Week 8 Term 4, 2022	DUE: Week 9 Term 1, 2023	DUE: Week 10, Term 2, 2023	DUE: As per examination schedule
		Outcomes AH12-6, AH12-7, AH12-9, AH12-10	Outcomes AH12-4, AH12-5, AH12-8	Outcomes AH12-1, AH12-2, AH12-3, AH12-8	Outcomes AH12-5, AH12-6, AH12-9
Knowledge and understanding of course content	40%	15%	10%	5%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		5%	5%
Historical inquiry and research	20%		10%	5%	5%
Communication of historical understanding in appropriate forms	20%	5%		5%	10%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

#### HSC Outcomes – Ancient History

A student develops the skills to:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

## Business Studies

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Operations Research Project	Marketing Case Study	Financial Analysis Report	Trial HSC Examination
		DUE: Week 8 Term 4, 2022	DUE: Week 10 Term 1, 2023	DUE: Week 9 Term 2, 2023	DUE: As per examination schedule
		Outcomes H3, H4, H6, H7	Outcomes H1, H3, H7, H9	Outcomes H2, H5, H8, H10	Outcomes H1 to H6, H8 to H10
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Stimulus-based skills	20%			10%	10%
Inquiry and research	20%	10%	10%		
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### HSC Outcomes – Business Studies

A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations



## Legal Studies

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Crime Portfolio and Journal	Human Rights Investigation of a Contemporary Issue	Option 1 Evaluation of Legal Responses	Trial HSC Examination
		DUE: Week 10 Term 4, 2022	DUE: Week 9, Term 1, 2023	DUE: Week 8, Term 2, 2023	DUE: As per examination schedule
		Outcomes H1, H4, H5, H6, H7, H8, H10	Outcomes H2, H3, H5, H6	Outcomes H4, H7, H9, H10	Outcomes H1 to H10
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	5%	5%	5%
Communication of legal information, issues and ideas in appropriate formats	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

### HSC Outcomes – Legal Studies

A student:

- H1 Identifies and applies legal concepts and terminology
- H2 Describes and explains key features of and the relationship between Australian and international law
- H3 Analyses the operation of domestic and international legal systems
- H4 Evaluates the effectiveness of the legal system in addressing issues
- H5 Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 Assesses the nature of the interrelationship between the legal system and society
- H7 Evaluates the effectiveness of the law in achieving justice
- H8 Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 Communicates legal information using well-structured and logical arguments
- H10 Analyses differing perspectives and interpretations of legal information and issues.

## Work Studies

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Work placement documentation and reflection	Volunteering in the community portfolio	Work/Life balance diary writing	Communication for the workplace portfolio
		DUE: Week 9 Term 4, 2022	DUE: Week 9 Term 1, 2023	DUE: Week 9 Term 2, 2023	DUE: Week 7 Term 3, 2023
		Outcomes 1-7	Outcomes 1-9	Outcomes 5-9	Outcomes 3-7
Knowledge and Understanding	30%	10%	5%	5%	10%
Skills	70%	15%	20%	20%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

### HSC Outcomes – Work Studies

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

## PDHPE HSC ASSESSMENT GUIDELINES 2022 & 2023

### Community and Family Studies

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Independent Research Project	Parenting and Caring Task	Groups in Context	Trial HSC Examination
		DUE: Week 9 Term 4, 2022	DUE: Week 10 Term 1, 2023	DUE: Week 8 Term 2, 2023	DUE: As per examination schedule
		Outcomes H4.1, H4.2	Outcomes H2.1 H3.2 H5.2 H1.1	Outcomes H5.1 H6.2 H3.3 H3.1	Outcomes H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
Knowledge and understanding of course content	40%		15%	15%	10%
Skills in critical thinking, research methodology, analysing and communication	60%	20%	10%	10%	20%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

#### HSC Outcomes – Community and Family Studies

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

## PDHPE

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Core 1 – Health Priorities in Australia	Core 2 – Factors Affecting Performance	Sports Medicine Task	Trial HSC Examination
		DUE: Week 10, Term 4, 2022	DUE: Week 9, Term 1, 2023	DUE: Week 8 Term 2, 2023	DUE: As per examination schedule
		Outcomes H1, H2, H3, H4, H5	Outcomes H7, H8, H9, H10, H11	Outcomes H7, H8, H13, H16, H17	Outcomes H1 to H11, H13, H17
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	15%	15%	10%	20%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### HSC Outcomes – PDHPE

A student:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (option 2 only)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Sport, Lifestyle and Recreation

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Practical Application and Theoretical Reflection	Practical Application and Theoretical Reflection	Practical Application and Theoretical Reflection
		DUE: Week 8, Term 4, 2022	DUE: Week 9, Term 1, 2023	DUE: Week 10, Term 2, 2023
		Outcomes 1.4, 1.5, 1.6, 2.1,2.2,2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	Outcomes 1.4, 1.5, 1.6, 2.1,2.2,2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	Outcomes 1.4, 1.5, 1.6, 2.1,2.2,2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5
Knowledge and understanding	50%	15%	20%	15%
Skills	50%	15%	20%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### HSC Outcomes – Sport, Lifestyle and Recreation

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
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 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
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 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
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Visual Arts

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Proposal for Body of Work/VAPD/Artwork	Exam Questions Section 1	VAPD & BOW	Trial Examination
		DUE: Week 9 Term 4 2022	DUE: Week 4 Term 1 2023	DUE: Week 2 Term 3 2023	DUE: As per exam schedule
		Outcomes H1, H2, H3, H4	Outcomes H7, H8, H9, H10	Outcomes H1, H2, H3, H4, H5, H6	Outcomes H7, H8, H9, H10
Art criticism and art history	50%		20%		30%
Artmaking	50%	15%		35%	
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>

### HSC Outcomes – Visual Arts

A student:

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in artmaking
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationship among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# Music 1

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Core Performance & Musicology Task	Electives 1 & 2 and Aural	Elective 3 and Composition	Trial HSC Examination (Aural exam and Performance and Electives)
		DUE: Week 8 Term 4, 2022	DUE: Week 9 Term 1, 2023	DUE: Week 10 Term 2, 2023	DUE: As per examination schedule
		Outcomes H3, H5, H7, H8  Core Musicology H2, H4, H6	Outcomes Core Perf and Perf Electives: H1, H2, H5, H7 Music Electives: H2, H4, H6 Comp Electives: H3, H5, H7, H8	Outcomes Core Perf and Perf Electives: H1, H2, H5, H7 Music Electives: H2, H4, H6 Comp Electives: H3, H5, H7, H8 Aural: H4, H6	Outcomes Core Aural: H4, H6 Core Perf and Perf Electives: H1, H2, H7 Music Electives: H2, H4, H6 Comp Electives: H3, H5, H7, H8
Performance	10%	5%			5%
Composition	10%			10%	
Musicology	10%	10%			
Aural	25%	10%	5%		10%
Electives	45%		20%	10%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## HSC Outcomes – Music 1

A student:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

## Photography, Video and Design

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Body of Work: Rationale	Body of Work: Progress Review	Body of Work Major Project Completed	Exit Exam
		DUE: Term 4, 2022 Week 6	DUE: Term 2, 2023 Week 2	DUE: Term 3, 2023 Week 2	As per examination schedule
		Outcomes M2, M6 CH1, CH2, CH3, CH4, CH5	Outcomes M1, M2, M3, M4, M5,	Outcomes M1, M2, M3, M4, M5,	Outcomes CH1, CH2, CH3, CH4, CH5
Making	70%	10%	30%	30%	
Critical and Historical Interpretations	30%	10%			20%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

### HSC Outcomes Photography, Video and Design

A student :

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production



# TECHNOLOGICAL AND APPLIED STUDIES HSC ASSESSMENT GUIDELINES 2022 & 2023

## Agriculture

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Farm Product Study	Plant and Animal Production	Farming for the 21 <sup>st</sup> Century	Trial HSC Examination
		DUE: Week 10 Term 4, 2022	DUE: Week 9 Term 1, 2023	DUE: Week 8 Term 2, 2023	DUE: As per examination schedule
		Outcomes H3.1, H3.2, H3.3, H3.4	Outcomes H1.1, H2.1, H2.2	Outcomes H3.4, H4.1, H5.1	Outcomes H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1
Knowledge and understanding of course content	40%		15%	15%	10%
Knowledge, understanding and skills required to manage agricultural production systems	40%	20%	5%	5%	10%
Skills in effective research, experimentation and communication	20%		5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

### HSC Outcomes Agriculture

A student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

## Exploring Early Childhood

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Nutrition	Starting School	Children Literature	Trial HSC Examination
		Due Week 6 Term 4,2022	Due Week 9 Term 1, 2023	Due Week 8 Term 2, 2023	Due As per examination schedule
		Outcomes 1.3,1.4,1.5,6.1	Outcomes 2.1,2.2,2.4,6.2	Outcomes 1.3,1.4,4.1,5.1	Outcomes 1.1,2.4,1.4,1.2
Knowledge and Understanding of course content	50%	10 %	15%	10%	15%
Skills in critical thinking, research , analysing and communicating	50%	10 %	15%	20%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

### HSC Outcomes Exploring Early Childhood

A student:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical, socio-emotional, behavioral, cognitive and language development of young children
- 1.3 Examines the nature of different periods in childhood- infant, toddler, preschool and the early school years
- 1.4 Analyses the ways in which family, community, and culture influence growth and development of young children
- 1.5 Examines the implications for growth and development when a child has special needs
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families
- 2.2 Critically examines factors that influence the social world of young children
- 2.3 Explains the importance of diversity as a positive issue for children and their families
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 Examines strategies that promote safe environments
- 3.1 Evaluates strategies that encourage positive behaviour in young children
- 4.1 Demonstrates appropriate communication skills with children and/or adults
- 4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 Demonstrates an understanding of decision making processes
- 6.2 Critically examines all issues including beliefs and values that may influence interactions with others

## Industrial Technology

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Presentation of Major Project Ideas and Development	Industry Study	Production Video: Record of Procedure and Evaluation	Trial HSC Examination
		DUE: Week 8 Term 4, 2022	DUE: Week 8 Term 1, 2023	DUE: Week 2 Term 3, 2022	DUE: As per examination schedule
		Outcomes H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	Outcomes H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2	Outcomes H2.1, H4.1	Outcomes H4.3
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in the design, management, communication and production of a major project	60%	30%		30%	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

### HSC Outcomes – Industrial Technology

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## HSC Assessment Advice for VET Courses

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

You will be deemed “Competent” if performance in all required “assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

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

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

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

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

### **Work placement advice from NESA in response to COVID**

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

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

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

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

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 Term 1 2023
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5/6 Term 3 2023

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203	Work effectively with others		X		X	Y
	BSBCMM201	Communicate in the Workplace		X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Part C Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X	Y
	SITXCOM002	Show social and cultural sensitivity	X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

**\*\*Units highlighted need to be assessed by an assessor that holds three years industry**

**experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

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

## II in Construction

<b>SCHOOL</b>	<b>Parkes High School</b>
<b>Requirements for HSC purposes</b>	<b>Dates</b>
Work Placement (compulsory for the HSC) 70 hours in total	<b>Week 6 Term 1 2023</b>
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Week 5/6 Term 3 2023</b>

Assessment Plan			Evidence Collection			HS C
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 – Option 2 Wall & floor tiling	CPCCWF2002	Use wall and floor tiling tools and equipment	X	X	X	
	CPCCCM2013	Undertake basic installation of wall tiles				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.