



Stage 6

Assessment Booklet 2024

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Introduction

The following material is provided for the information of students at Dapto High School, parents/caregivers regarding assessment tasks, school requirements and NSW Education Standards Authority (NESA) requirements for satisfactory course completion. Students and parents should be aware that student achievement in assessment tasks during the year directly contributes to final RoSA assessment marks submitted to the NSW Education Standards Authority (NESA) for every student.

The Stage 6 course delivered by Dapto High School in 2024-2024 is described within this booklet and all information is accurate at the time of publishing. The specific timing of some assessment tasks detailed within the various course entries may need to be modified but students will receive appropriate advance notice of any variations in class.

Stage 5 marks the first of the years in which students can earn a leaving credential. This is the Record of School Achievement (RoSA). Employers and the community in general expect all school leavers to present a Record of School Achievement from secondary school. It is therefore important for you to consider your attitude to school work and your effort and organisation in year 10 and beyond as this record of achievement will be on "the public record" and stay with you for all time.

The aim of this booklet is to outline the school's expectations of you in Stage 6 and to provide important information about the various ways in which assessment takes place. Each course has a schedule of assessment tasks which must be completed throughout the year in order for a grade to be awarded to a student. These are similar in all schools and are based on the students working towards achieving the learning outcomes published in the NSW Board of Studies syllabi. Stage 6 has a much greater level of formal assessment than in the junior years because students' achievements are being reported in terms of all students across the state and the same standards are to be applied in every NSW school.

Take the time to read the information in this booklet carefully, keep it in a safe place and think carefully about the expectations of you, now you are in Stage 6.

Studying for the NSW Higher School Certificate

The Higher School Certificate (HSC) is the culmination of your school career and the highest educational award you can achieve at secondary school in New South Wales.

Achieving your HSC

Studying for the HSC begins with the Preliminary year, usually Year 11.

The HSC will involve satisfactorily completing course work plus completing school-based assessment tasks throughout the HSC year and also sitting the HSC exams with the rest of the state. The results of your school-based assessments and HSC exams will contribute equally to your final HSC mark.

To be eligible for your HSC, you need to:

- Be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE NSW institute.
- Have been granted a ROSA or equivalent that NESA considers satisfactory
- Demonstrate a minimum standard of literacy and numeracy. For further information go to

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard> Satisfactorily complete courses in a Year 7 and Year 12 pattern of study required by NESA

- Study the right number and type of Preliminary and HSC courses and satisfactorily complete the requirements of those courses, including any practical or project work, or work placement
- Complete assessment tasks set by your school for each course
- Sit for the required HSC exams with the rest of the state.

CURRICULUM REQUIREMENTS OF THE HSC

A student must satisfactorily complete:

- A preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units Both study patterns must include at least:
 - 6 units of Board Developed Courses
 - 2 units of a Board Developed Course in English
 - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
 - 4 subjects

Some courses have certain rules and prerequisites, for example: -

- You can only enrol in an extension course if you are enrolled in the corresponding 2-unit course -
- You can only enrol in an optional VET examination if you have enrolled in the corresponding 240-hour course
- You can not do more than one non-extension course from a subject eg. Mathematics Standard and Mathematics Advanced

Additional rules apply if you want an ATAR. These rules are determined by UAC and are published at <https://www.uac.edu.au/future-applicants/atar>.

HSC PATHWAYS

Most students follow a two year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. The NSW Education Standards Authority also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care. The Pathways provisions listed below allow flexibility in obtaining the Higher School Certificate and provide equitable access for all.

Accumulation

A student may accumulate the HSC over a period of up to five years. The five year period commences in the first year they complete an HSC course. Preliminary courses may, but need not, be accumulated within this period. The student will receive a cumulative Record of Achievement for Preliminary and HSC courses completed each year. By the end of the period of accumulation, they must have met all Preliminary and HSC patterns of study requirements. In subjects that include extension courses, a student may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Repeating courses

A student may repeat one or more HSC courses, but they must do so within the five year accumulation period. In the calculation of the Australian Tertiary Admission Rank (ATAR), the most recent mark in a course will be used.

Starting your HSC studies

Once you have chosen your HSC courses, you will begin studying your Preliminary year of the HSC (usually Year 11). At the end of the Preliminary course you will be deemed satisfactory if you have met the NSW Educational Standards Authority (NESA) outcomes of:

- Follow the course as designed & developed by NESA.
- Work with diligence and sustained effort to meet the requirements of the course.
- Achieve some or all of the course outcomes.

This applies to all course work (classwork and homework) plus satisfactory completion of assessment tasks. Students who fail to complete classwork and homework to a satisfactory standard will be deemed unsatisfactory and warning letters will be sent to parents/caregivers advising them of this.

As part of HSC study, you will start to complete assessment tasks and to help you with this is the HSC: All My Own Work program. This program helps you understand your rights and responsibilities in the HSC and ethical scholarship issues such as plagiarism and copyright. It prepares you for senior study, where you will do more independent learning and your teachers will expect more from your research. Your school will organise a time for you to complete it by the end of Term 1.

Study for your HSC year will begin in Term 4 for most students, meaning you officially start Year 12 around October. You will be required to read the Rules and Procedures for the Higher School Certificate before starting your HSC year. Your school will give you a copy, and it is also on the Board's website.

How the HSC works

Visit Students Online NSW (<https://studentsonline.nesa.nsw.edu.au>) for a step-by-step guide to how the HSC works - from getting started, completing assessments, sitting exams and Understanding your HSC results. You will also find handy study tips and tools and answers to frequently asked questions about the HSC.

Advice to Students - HSC Assessments and Submitted Works

HSC assessment tasks and projects are likely to be among the most challenging learning you will undertake during your time at school.

It covers all assessment tasks, exams, projects, practical works, independent research projects and performances.

Why have assessment tasks in the HSC?

HSC assessment tasks will:

- Help you learn, expand your knowledge and encourage you to challenge yourself.
- Show how much you have learnt and where you need to improve.
- Prove you have satisfactorily completed a course.
- Contribute to your final HSC mark.

Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external HSC exams.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What is cheating in HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done.

Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

A summary of student rights and responsibilities in HSC assessment

You have the following rights:

- To be informed of the assessment policies of your school and the NSW Education Standards Authority.
- To receive clear guidelines relating to the requirements of each assessment task.
- To be told in advance of the due date for each assessment task.
- To receive feedback that assists you to review your work.
- To query the mark for an individual task at the time it is returned to you.
- To request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

- To become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet.
- To complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline.
- Not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- To ensure that all assessment work is your own or acknowledge the contribution of others.
- To follow up any concerns you have with tasks at the time they are marked and returned.

What are HSC performance bands?

For each course, performance bands indicate levels of achievement demonstrated by students. The performance band description gives meaning to a Higher School Certificate mark by summarising the knowledge and skills typically demonstrated by students whose mark placed them in that performance band. There is no statement corresponding to Band 1, which is considered to be below the minimum standard expected.

HSC marks for non-Extension courses are divided into 6 bands:

Band 6 = 90 - 100 marks

Band 5 = 80 - 89 marks

Band 4 = 70 - 79 marks

Band 3 = 60 - 69 marks

Band 2 = 50 - 59 marks

Band 1 = 0 - 49 marks

For a 2-Unit course, Band 6 indicates the highest level of performance. The minimum standard expected for a course is 50. Band 1 indicates that a student has not met enough of the course outcomes for a description to be made, as performance is considered to be below the minimum standard expected. There is no predetermined distribution of students to particular bands.

About the RoSA

The Record of School Achievement (RoSA) is a credential that shows your school achievement from Year 9 up to the HSC.

The RoSA is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school):

- Is a cumulative credential - that is, it grows as your achievements are added;
- Means fair grades for everyone - RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency; and
- Recognises Life Skills outcomes and content.

If you intend to leave school before the HSC, you also have the option of taking literacy and numeracy tests and you can use your results as evidence of your skills.

The best source of information is Students Online, a website developed by NESA exclusively for senior students in NSW to provide information about their study.

Visit Students Online for more about eligibility for the Record of School Achievement and also the optional literacy and numeracy tests.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- Complied with all requirements imposed by the Minister or NESA; and
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

- A Profile of Student Achievement is printed and issued by NESAs at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).
- Teachers are required to indicate outcomes achieved by students in Years 10, 11 and 12 for each course based on Life Skills outcomes and content through Schools Online.
- When entering information, teachers can select from two options:
- Achieved - for outcomes achieved independently or with adjustments required for demonstration on the same basis as their peers.
- Achieved with support - for outcomes achieved with additional support, such as visual or verbal prompts.

School attendance

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress will be considered.

Whilst the NSW Education Standards Authority does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be considered seriously. Students must have a pattern of attendance which reflects a genuine effort in all courses and reflects at least 85%.

In forming an opinion, the following will be considered by the principal:

- The nature and duration of the absence.
- The standing of the student within the course at the time of the absence.
- The student's prior pattern of attendance, application and achievement.
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted (by the Principal) to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

Failure to complete one or more of the above may result in an N-warning.

RoSA Assessment and Grading Process

School-based assessment occurs in all subjects. This provides the basis for the award of RoSA grades for all courses other than General Experience Courses which are reported on the RoSA but were completed in Years 7 and 8. The grades are based on:

- Student's achievement of course outcomes.
- Student's performance on assessment tasks set by the school.
- Student's performances measured against course performance descriptors (see Common Grade Scale for an overview of the grading system - Mathematics have an alternate Grading system).

For General Experience Courses (Visual Arts, Music, Mandatory Technology) one of two ratings will be awarded and reported on as part of the Year 10 Record of School Achievement. These ratings are:

- Completed - indicating satisfactory completion of the course.
- Not completed - indicating that a course has not been satisfactorily completed.

Assessment schedules have been published for each course. They provide details of specific tasks, their approximate timing, and their weighting (how much each task is worth) and have been structured to place greater emphasis to activities later in the year. The timing of these tasks may vary a little because of unforeseen circumstances or school calendar changes but adequate notice will be provided by class teachers when this happens. Students will receive ample 'notice for all tasks and clear and meaningful feedback about their performance at each assessment task.

Overview of Common Grade Scale

The Common Grade Scale describes performance at each of five grade levels.

Grade General Descriptor

Grade	Descriptor
A	The student has an extensive knowledge and Understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and Understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and Understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and Understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and Understanding in few areas of the content and has achieved a very limited competence in some of the processes and skills.

Where an A to E grade appears opposite a course, the student has satisfactorily completed the course.

Grade	Descriptor
N	Where an 'N' appears in place of an A to E grade it indicates that the student has failed to meet course requirements.

Assessment at Dapto High School

What is assessment?

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

- Assist in skill and knowledge development.
- Identify areas for extension or remediation for the teacher and student.
- Provide opportunities for students to consolidate conceptual understanding.
- Provide evidence of sustained and diligent effort.

Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

What will assessment tasks look like?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Field work
- Oral presentations
- Practical performance
- Formal examinations

How often will assessment tasks occur?

Assessment tasks will occur regularly throughout each Stage 6 course.

Stage 6 Assessment Procedures

Aim:

To ensure that Dapto High School meets all NSW Education Standards Authority (NESA) requirements

Every student will be made fully aware of the NESA, and school requirements for RoSA, Preliminary and Higher School Certificate Assessment.

Procedures:

It is important that students studying an HSC course **must make a genuine attempt at assessment tasks**, which contribute in excess of 50% of the available marks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying an HSC course **must make a genuine attempt at the requisite examination**. Note that in the case of extension courses, students who fail to meet the assessment requirements of the common part of the course will not receive a result in the course at all. HSC courses which are not satisfactorily completed, will not appear on the student's Record of School Achievement or Result Notice.

Before the assessment:

- All students will have access to a published document outlining all assessments, due dates and outcomes assessed in the year.
- In any one subject a student will not complete any more than:
- 3 tasks in Year 11
- 4 in Year 12 including one HSC examination as per the HSC assessment guidelines <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>
- Students will be notified with ample time prior to the assessment or examination due date and are to sign the Assessment Register in the HSC monitoring package stating they have received the task.
- Any change in date to an assessment task requires staff to notify both staff and students with ample time prior to the new due date of assessment.

In exceptionally rare circumstances, assessment tasks may be deemed invalid. In these cases students will be informed in writing by the Head Teacher and where appropriate one of the following will occur;

- part of the task will be marked
- task weighting may be reduced
- a new task and due date will be issued

Submission of an Assessment Task:

- Every student is expected to submit all assessment tasks by the due date. An assessment task not submitted on time will be given a ZERO mark along with an N-Warning Notification.
- Unless otherwise notified in the assessment notification, assessment tasks must be submitted at the beginning of the first timetabled lesson, in the relevant subject, on the date the assessment task is due.
- Students must submit the task themselves and remain in class for the entire lesson unless they have applied for and been granted special arrangements through the Deputy Principal.
- When an assessment task is being completed during class time, students must attend all their timetabled lessons from the start of the school day on the day of the assessment task.
- All internal assessment tasks must be completed on the day in the designated period.

Late or non-submission of an Assessment Task

- If a student is late for school on the day an assessment task is due, they must report to the office with a note, signed by their parent/carer, explaining the reason for lateness. The student will be issued with a late note and should proceed directly to class.
- In relation to any problem that may arise regarding the assessment task, the validity of the reason for lateness will be determined by the Deputy Principal.
- If a student cannot attend school on the day of an assessment task because of a valid reason they must do the following:
 - Call the school and give the reason you will not be at school.
 - Complete *Assessment Appeal Deputy Principal Form A*
 - Appropriate documentation explaining the absence must be supplied. In case of illness the best form of documentation is a **medical certificate issued on the day of the task**.
 - Show the completed *Assessment Appeal Deputy Principal Form A* and medical certificate/ other documentation to the relevant Deputy Principal on the first day of return.

Acceptable reasons for the late submission or absence from an assessment task include illness, accident, or misadventure. The students must obtain appropriate documentation such as a medical certificate, a subpoena from court or a death certificate. This must be submitted to the Deputy of the Year Group. Technical difficulties and family holidays are non-justifiable reasons for not submitting assessment tasks. The Deputy Principal will determine an appropriate time to re-sit or re-submit the assessment task.

- Computer or printer breakdown will generally be considered an unsatisfactory excuse for failure to submit a task on time. Students will be

given ample notice of a task and therefore must plan ahead and avoid the possibility of computer breakdowns or malfunction on the due date of the task.

- Even though the student fails to submit a task by the due date, the task must still be submitted. Failure to complete the task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
- When a student fails to submit an assessment task by the due date, the student and their parents will be advised in writing. An official warning letter will be sent home informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.

Consequences For Breaching School Assessment Rules

- When an assessment task is submitted after the due date and time and no extension has been granted, the task will be awarded zero and noted as either a genuine or non genuine attempt, which may or may not satisfactorily complete course requirements.
- If a student submits a task on time but still scores zero, the attempt may be deemed by the teacher to be a non-serious attempt. If this occurs, it means that as far as 'satisfactory completion' of the course is concerned, the student is deemed not to have submitted the task at all. An N warning letter will be issued for this task.
- Students cannot attend school and use school facilities to complete assessment tasks if they are not marked as present on the roll. If a student is not registered as present on the roll, he/she will be considered to be absent or truanting.
- Students cannot absent themselves from timetabled classes to prepare for or complete assessment tasks. This type of action will firstly be treated as fractional truancy and dealt with accordingly, and secondly it will also be regarded as providing the student with an unfair advantage. A zero mark for the task will be recorded and an N warning letter will be issued for the task.
- Year 11 students need to successfully satisfy all assessment requirements for Preliminary Courses, (total of 12 units of study) to be eligible for a Year 11 RoSA. Students who are presented with 2 or more official warning letters in any one subject, will be deemed as "causing concern" and will be required to attend a senior review meeting.
- Year 12 students that fail to complete tasks with weightings totalling more than 50% of the total assessment mark in a particular subject, without a valid reason, will be issued with an 'N' Determination in that subject in the HSC. This will deem a student ineligible to receive a HSC.
- When a student fails to complete an assessment task due to a valid reason the student can complete an alternate task. If this is not possible the student will maintain their rank.
- If a student is concerned with the result following the marking of a task, then they have the right to appeal. An appeal must be lodged as soon as

possible after the return of the task using the appropriate appeal form and submitted to the Deputy Principal of the subject for review.

Assessment Processes at Dapto High School

Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by New South Wales Education Standards Authority
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbiter on any matters that arise regarding the final assessments.

N Determinations

Such determinations will be made by the Principal on advice from the Deputy Principal and relevant Head Teacher.

All staff are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress. As a minimum there needs to be:

- Causing Concern letters identifying and advising parents of early problems
- Irregularity letters advising parents of non-completion of assessment tasks
- Teacher or Head Teacher may contact parent by phone or seek parent/teacher interview even prior to official interviews identified in N Award steps
- Student academic report reflect non-achievement of course outcomes
- N Award Warning Letter 1 (Head Teacher - parent interview)
- N Award Warning Letter 2 (Head Teacher, Deputy Principal and parent)
- N Award Final Interview (Principal, student, parent)

Reviews and Appeals

Schools and students may appeal against decisions concerning aspects of the award of the Record of School Achievement. These are summarised as follows:

a) Individual Assessment Tasks

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal.

b) Assessment Ranking

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

School reviews are limited to ensuring that:

In conducting an "Individual assessment task" review it is necessary for the school to ascertain whether:

- a) The weightings specified by the school in its assessment program conforms with the requirements detailed in the syllabus.
- b) The procedures used by the school for determining the assessment mark conform with its stated assessment program - in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
- c) There are any computational or other clerical errors in the determination of the assessment mark.

Appeal process for an Individual Assessment Task

Before beginning the formal appeal process students seek advice from the faculty Head Teacher.

To begin the formal appeal process, students complete the *Assessment Appeal Deputy Principal Form A* and hand it in to the relevant Deputy Principal (a copy is included in the Assessment handbook).

If your illness/misadventure is rejected by the Deputy Principal, you can appeal the decision by completing *Assessment Appeal Principal Form B* (a copy is included in the Assessment handbook).

If a student is not satisfied with the outcome of a review (communicated in writing to the student by the Assessment Review Appeal Panel), the student may appeal to NSW Education Standards Authority.

In dealing with appeals, NESA will consider only whether the process was

adequate for determining these matters, and whether the conduct of the review was proper in all respects.

What does the NSW Education Standards Authority do with an appeal regarding assessment rankings?

Since the appeal is directed to the assessment process, the authority will not itself revise assessment marks or the order of merit.

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The result of that review may affect the student's assessment and/or those of other students at the school, and will be reflected in the moderated assessment marks for all candidates so affected.

NESA will not consider further appeals from other candidates whose assessments or ranking may be affected by reviews or appeals.

The reason is that although initiated by individual candidates, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

FOR FURTHER ADVICE CONTACT THE DEPUTY PRINCIPAL OR THE PRINCIPAL.

Other Appeals Available to Students

'N' determination in one or more courses

Students can appeal against 'N' determinations in particular courses. In the first instance, students make their appeal directly to the school Principal. If the appeal is not upheld at the school level the student can appeal to the New South Wales Education Standards Authority whose decision is final.

Flow Chart of the Appeals Process for Individual Assessment Task

Student wishing to appeal the assessment procedure for an individual assessment task.

Written application is made to the Deputy Principal who, in consultation with the Head Teacher, decides.

Appeal rejected: written application to the Principal.

Appeal rejected: written application to the NSW Education Standards Authority (NESA)

Illness Misadventure Appeal

The *Assessment Appeal Deputy Form A* is to be used by students who because of illness, accident, exceptional circumstance or misadventure immediately prior to, or during the course of an assessment:

- Fail to complete an assessment task;
- Fail to attend an assessment
- Feel they have been unable to do justice to themselves in the assessment.

When to appeal

If illness, accident or misadventure prevents your attendance at an assessment your subject teacher must be informed immediately.

- If illness, accident or misadventure which might adversely affect your performance in the assessment occurs before the assessment you should advise the subject teacher immediately you enter the assessment room.
- If illness occurs during the course of the assessment, you must immediately notify the teacher.

How to appeal

Submit full details on the appeal forms, supported by medical and/or other appropriate evidence to your subject Head Teacher.

Submitting a Doctors' Certificate ONLY will not form an Illness/Misadventure Appeal. The Dapto High School Appeal Form with the Independent Evidence Form must be submitted for the Appeal to be assessed.

N-Determination Procedures

Rationale: See DoE Policy

Aim:

To ensure that all students are treated fairly in achieving external credentials from NESA

- To ensure that students and parents are advised in writing that their child is in danger of not meeting course requirements and are given adequate time to correct the issues.
- To request written acknowledgement that the parent has received the warning

Process:

Step 1:

The Classroom teacher is concerned about the student's ability to complete mandatory course work, satisfactorily achieve course outcomes and/or assessment tasks. They raise these concerns with the student and parent/carer, with a documented interview where possible.

This could be based on any student whose attendance is a cause for concern. Generally, this will include students whose attendance is less than 85% of possible lessons. (Although the NESA does not set minimum requirements of attendance for the satisfactory completion of a course this may indicate that the student is not participating in mandatory course work).

The classroom teacher should inform the Head Teacher of those students who are not satisfactorily completing course outcomes and/or assessment tasks.

Step 2:

The discussion between the Teacher and Head Teacher should focus upon whether or not the student is satisfactorily meeting the requirements to achieve course outcomes. This determination should consider:

Course Completion Criteria:

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

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

Where attendance is impacting on a student's ability to complete mandatory course work and achieve course outcome a formal "N Determination" warning letter should be issued. The letter must include specific details of the course work that needs to be completed.

Assessment:

In addition to any other set tasks and experiences in any RoSA / Preliminary / HSC course, students must satisfactorily complete assessment tasks that contribute in excess of 50 percent of available marks.

Where a student fails to submit an assessment task on the due date a zero mark is awarded, and a formal "N Determination" warning letter must be issued. The letter must include specific details of the assessment work that needs to be completed and followed up with a phone call from the classroom teacher. The classroom teacher will prepare 3 copies of the warning letter. The teacher concerned will file one copy of the letter in the student's record, one is to be placed in the teacher's monitoring folder and arrange for one copy to be sent home. Only the approved NESA letters are to be used. Faculties may at any time send out their own Faculty letters in relation to behaviour or attitude, but these will not be used in an "N Determination" process.

Step 3a: Work / Task submitted

Teacher, in consultation with the Head Teacher Faculty, determines whether the student has become satisfactory in relation to the task or classwork.

If satisfactory, teacher resolves warning letter on SENTRAL database If unsatisfactory - proceed to step 3b

Step 3b: Work / Task not submitted Parent / carer interview or phone call arranged with student and Teacher / Head Teacher Faculty. Interview/ phone call documented on SENTRAL: 2nd "N Determination" warning letter sent

Step 4: Work / Task remain outstanding

Teacher to discuss with Parent / carer and/or student regarding risk of receiving an N Determination in course.

Step 5:

School-wide monitoring of "N Determination" warnings will occur at the mid and end point of each term by each faculty. If a student receives more than one "N Determination" in a subject, then the Head Teacher will arrange an interview with the student and parent/carers.

Step 6:

The Deputy Principal of the year group will carry out academic reviews with students and parents/carers who have received "N Determination" warning letters in more than one subject. This review will involve an individual interview with each student, resulting in a plan designed for increased assistance. The review will also explore the attendance history of students and its impact on their learning, along with the exploration of alternative pathways for students at-risk.

Step 7:

The relevant Deputy Principal will facilitate the coordination of all documentation for an N Determination" to proceed. This nomination will not proceed without the minimum documentation being in order. The final decision about an N determination will follow NESA requirements and involve consultation between the student, parents/carers and Principal.

COURSE ASSESSMENT ASSESSMENT TASK APPEAL form

☐ Reason for Appeal (please tick)

- ☐ absent from task
- ☐ late submission
- ☐ illness or misadventure on the day of the task
- ☐ application for extension of time / exceptional circumstance

Name: _____ Roll Class: _____
(Family Name) (Given Name)

Course Name: _____ Class: _____ Course (circle one): HSC / PRELIM / ROSA ☐

Teacher's Name: _____

Assessment Task: _____

(Due) Date of Task: _____ Date of return to the School (if absent): _____

Date Task was Submitted: _____

Reason(s) supporting application: _____

I have attached a Medical Certificate from Dr: _____

I have attached a supporting letter from my parent/caregiver: Yes / No (please circle)

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Determination:	Zero mark to be awarded	<input type="checkbox"/>
	Task to be accepted with no penalty	<input type="checkbox"/>
	Missed task to be completed on (date)	<input type="checkbox"/>
	Alternative task to be completed on / by (date)	<input type="checkbox"/>
	Estimate to be awarded	<input type="checkbox"/>
	Extension of time granted. Due on/by: (date)	<input type="checkbox"/>

Determination Endorsed: _____ Date: _____
(Faculty Head Teacher)

_____ Date: _____
(Parent Acknowledgement)

Right of Appeal to Deputy Principal

A student has the right to appeal the decision made. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 2 school days of the HT decision).

Deputy Principal Decision ☐ Appeal Supported ☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student/Teacher informed ☐ Head Teacher informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

Right of Appeal to Principal

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 2 school days of the DP decision).

Principal Decision ☐ Appeal Supported ☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student informed ☐ Head Teacher informed ☐ Deputy Principal informed

Signed: _____ (Principal) Date: _____ (Principal)

Assessment Schedules

Dates for scheduled tasks are subject to change. Teachers will advise you of changes, with ample time, prior to the amended due date.

ASSESSMENT SCHEDULES

HSC Course 2024
Assessment Schedule

ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis Task Ancient Societies: Spartan Society to the Battle of Leuctra 371BC	Research Task Core: Cities of Vesuvius: Pompeii and Herculaneum	Essay Historical Period: Greek world from 50-440BC	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed AH12-2, AH12-4, AH12-6, AH12-8, AH12-9	Outcomes assessed AH12-1, AH12-2, AH12-3, AH12-9	Outcomes assessed AH12-5, AH12-7, AH12-8, AH12-9	Outcomes assessed AH12-3, AH12-4, AH12-6, AH 12-7	
Knowledge and Understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	10		20
Total %	20	25	25	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

BIOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Data Analysis and Scientific Processing	Module Quiz	Depth Study Presentation	End of Course Examination	
	Heredity	Genetic Change	Infectious & Non-infectious Disease	All Modules	
	Term 4, Week 7-8	Term 1, Week 7-8	Term 2, Weeks 7-8	Term 3, Trials Week	
	Outcomes assessed BIO12-4, BIO12-6, BIO12-12, BIO12-8, BIO12-5	Outcomes assessed BIO12-6, BIO12-7, BIO12-13	Outcomes assessed BIO12-1, BIO12-3 BIO12-4, BIO12-5 BIO12-7, BIO12, 13, 14	Outcomes assessed BIO12-1, BIO12-2 BIO12-4, BIO12-5 BIO12-6, BIO12-7 BIO12-8, 9, 10, 11	
Skills in Working Scientifically	20	5	15	10	50
Knowledge and Understanding	5	10	15	20	50
Total %	25	15	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Operations	Financial Source Analysis Finance	Marketing Plan and Presentation Marketing	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5-6	
	Outcomes assessed H1, H4, H9	Outcomes assessed H2, H8, H10	Outcomes assessed H7, H8, H9	Outcomes assessed H3, H5, H6	
Knowledge and Understanding of course content	5	10	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

CHEMISTRY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Module Quiz Module 5 Equilibrium and Acid Reactions	Practical task Module 6 Acid Base Reactions	Depth Study (15 hours) Module 7 Organic Chemistry	Trial Examination	
	Term 4, Week 8 /9	Term 1, Week 7/8	Term 2, Week 9/10	Term 3, Week 5/6	
	Outcomes assessed CH12-1 to CH12-7 and CH12-12 and CH12-13	Outcomes assessed CH12- 3, CH12- 5 CH12 – 6, CH12 -13	Outcomes assessed CH12 – 2, CH12 – 4 CH12 – 7, CH12 – 14	Outcomes assessed CH12-1 to CH12-7 and CH1212toCH1215	
Skills in Working Scientifically	10	20	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	15	25	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

COMMUNITY AND FAMILY STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study Analysis Task Parenting and Caring	Research Methodology IRP Research Methodology	Research Task Groups in Context	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed H1.1, H2.1, H2.3, H3.2, H3.4, H4.1, H4.2, H5.2, H6.1, 7.1, 7.2, 7.4.	Outcomes assessed H4.1, H4.2, 7.1, 7.3	Outcomes assessed H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.1, 7.1, 7.2, 7.3, 7.4	Outcomes assessed 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.	
Skills in critical thinking, research methodology, analysing and communicating	20	15	10	15	60
Knowledge and Understanding of course content	5	5	15	15	40
Total %	25	20	25	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

DESIGN AND TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Development and Management Report	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 5/6	
	Outcomes assessed H2.1, H4.1, H4.2	Outcomes assessed H2.2, H3.1, H3.2, H6.2	Outcomes assessed H4.3, H5.1, H5.2, H6.1	Outcomes assessed H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and Understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

ENGLISH – ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material Common module: Texts and Human Experiences	Critical response Module A: Textual Conversations	Imaginative text with written reflection Module C: Craft of Writing	Trial HSC Examination <ul style="list-style-type: none"> • Common module • Module A • Module B • Module C 	
	Term 4, Week 8	Term 1, Week 9	Term 3, Week 2	Term 3, Week 5/6	
	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12- 5, EA12-6, EA12-8	
Knowledge and Understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

ENGLISH – EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection – Multimodal Class submission	Critical response with related text - Reading & Writing Class submission	Trial HSC Exam Examination conditions	
	Term 4, Week 9	Term 2, Week 6	Term 3, Weeks 5/6	
	Outcomes assessed: EE12-1, EE12-3, EE12-5	Outcomes assessed: EE12-1, EE12-2, EE12-3, EE12-4	Outcomes assessed: EE12-2, EE12-4, EE12-5	
Knowledge and Understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

ENGLISH – EXTENSION 2

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce Presented in class to a panel of markers	Literature review Submission	Critique of creative process Submission	
	Term 4, Week 9	Term 1, Week 9	Term 3, Week 2	
	Outcomes assessed: EEX12-1, EEX12-4, EEX12-5	Outcomes assessed: EEX12-1, EEX12-2, EEX12-4	Outcomes assessed: EEX12-2, EEX12-3	
Knowledge and Understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

ENGLISH – STANDARD

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material	Critical response	Imaginative text with written reflection	Trial HSC Examination	
	Texts and Human Experiences	Language, Culture and Identity: Alli Cobby Eckermann	Craft of Writing	<ul style="list-style-type: none"> • Common module • Module A • Module B • Module C 	
	Term 4, Week 8	Term 1, Week 8	Term 3, Week 2	Term 3, Week 5/6	
	Outcomes assessed: EN12-1, EN12-2 EN12-3, EN12-5, EN12-6, EN12-7	Outcomes assessed: EN12-3, EN12-5, EN12-7, EN12-8	Outcomes assessed: EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	Outcomes assessed: EN12-3, EN12-4, EN12- 5, EN12-6, EN12-8	
Knowledge and Understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	25	25	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

ENGLISH STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal presentation with related material Mandatory Module: Texts and Human Experience	Research task Elective module We are Australian- English in citizenship, community and cultural identity	Portfolio of classwork. Elective Module Playing the Game – English in Sport	Writing. Elective Module Part of a Family – English and Family life. Examination conditions (Trials)	
	Term 4, Week 8	Term 1, Week 7	Term 3 Week 2	Term 3, Week 5	
	Outcomes assessed: ES12-1, ES12-2, ES12-3 ES12-6, ES12-7	Outcomes assessed: ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	Outcomes assessed: ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	Outcomes assessed: ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Knowledge and Understanding of course content	15	15	15	5	50
Skills in: • comprehending texts • communicating ideas using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	25	25	25	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

EXPLORING EARLY CHILDHOOD

Component	Task 1	Task 2	Task 3	Weighting %
	Pregnancy and Childbirth Core A Research and design a pamphlet on a contemporary issue. Practical project: baby cube and Bib Set.	Pregnancy and Childbirth Core B In-class test Practical project: Electronic baby Program	Pregnancy and Childbirth Core C Research and report of factors that affect child behaviour. Practical project: Reward Chart	
	Term 4, Week 8	Term 2, Week 6	Term 3, Week 7	
	Outcomes assessed 2.1, 5.1, 6.1	Outcomes assessed 1.1, 1.3, 4.2	Outcomes assessed 2.3, 3.1, 4.2	
Knowledge and Understanding Of Content	5	5	20	30
Knowledge and Skills in Designing, Researching, Analysing and Evaluating	15	15	10	30
Skills in communication and interaction	10	10	10	40
TOTAL %	30	30	40	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

EARTH AND ENVIRONMENTAL SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Practical task	Knowledge and understanding Task	Depth Study	Yearly Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5	
	Outcomes assessed: EES12-3 EES12-4 EES12-5 EES12-12	Outcomes Assessed: EES12-5 EES12-6 EES12-13	Outcomes assessed: EES12-1 EES12-5 EES12-6 EES12-7 EES12-14	Outcomes assessed: EES12-1 to EES12-7 and EES12-12 to EES12-15	
Skills in Working Scientifically	20	10	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	25	15	30	30	100

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

FOOD TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	The Australian Food Industry Research task	Food Manufacture Research and practical task	Food Product Development Research and practical task	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed H1.2, H1.4, H3.1	Outcomes assessed H1.1, H4.2	Outcomes assessed H1.3, H4.1	Outcomes assessed H2.1, H3.2, H5.1	
Knowledge and Understanding Of Course Content		5	25	10	40
Knowledge and Skills in Designing, Researching, Analysing and Evaluating	10	10		10	30
Skills in Experimenting with and Preparing Food by Applying Theoretical Concepts	10	10		10	30
TOTAL %	20	25	25	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

GEOGRAPHY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report Ecosystems at Risk	Skills Test	Fieldwork and Extended response	Trial HSC Exam	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 4	Term 3, Week 5/6	
	Outcomes assessed:	Outcomes assessed:	Outcomes assessed:	Outcomes assessed:	
	H2, H5, H6	H8, H9, H10, H11	H10, H11, H12, H13	H1 - H13	
Knowledge and Understanding of course content	5	10	10	15	40
Geographical tools and skills		10		10	20
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms	5		10	5	20
Total %	20	20	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

History Extension

Component	Task 1	Task 2	Task 3	Weighting %
	History Project – Historical Process	History Project - Essay	Trial HSC Exam	
	Term 1, Week 3	Term 2, Week 10	Term 3, Week 5/6	
	Outcomes assessed: HE12-1, HE12-2, HE12-4	Outcomes assessed: HE12-1, HE12-2, HE12-3, HE12-4	Outcomes assessed: HE12-1, HE12-3, HE12-4	
Knowledge and Understanding of significant historical ideas and processes	10	10	20	40
Skills in designing, undertaking, and communicating inquiry and analysis	20	30	10	60
Total %	30	40	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

INVESTIGATING SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	MODULE 8 Science and Society Research Task	MODULE 7 Fact and Fallacy Depth Study	MODULE 5&6 Topic Test	Trial HSC Examination	
	Term 4, Week 6	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed 12.5,12.6,12.7,12.15	Outcomes assessed 12.4,12.5,12.6,12.7,12.14	Outcomes assessed 12.1,12.2,12.3,12.12,12.13	Outcomes assessed 12.12,12.15,12.13,12.14	
Knowledge and Understanding	10	25	10	15	60
Skills in Working Scientifically	15	5	5	15	40
Total %	25	30	15	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

INDUSTRIAL TECHNOLOGY: TIMBER

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Designing and Planning Presentation	Product Analysis	Project Development and Management Report	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5/6	
	H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and Understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report Crime	Extended Response Consumer Law	In-class test Family Law	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5-6	
	Outcomes assessed H2, H5, H6, H8	Outcomes assessed H1, H4, H7, H9	Outcomes assessed H1, H5, H7, H9	Outcomes assessed H2, H3, H10	
Knowledge and Understanding of course content	10	5	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and Research	10	5	5		20
Communication of legal information, issues and ideas in appropriate forms		5	5	10	20
Total %	25	20	25	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

MARINE STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Optional module 24 Personal Interest Project	Core Module 3 Life in the sea	Optional module 14 Anatomy and Physiology of Marine Organisms	
	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4	
	Outcomes assessed: 1.1 2.2 2.3 5.1 5.3	Outcomes assessed: 1.1 2.1 2.2 3.2 3.3 5.4	Outcomes assessed: 1.1 1.2 2.1 2.3 3.3 5.3	
Practical component	15	30	5	50
Knowledge and Understanding	15	10	25	50
Total, %	30	40	30	100

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

MATHEMATICS - ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Task 1	Task 2	Task 3	Task 4	
	Term 4 week 7	Term 1 week 7	Term 2 week 8	Term 3 weeks 5&6	
	In class Test Sequences & Series Trigonometric Functions	Assignment task Further Differentiation Geometrical Applications of Differentiation Transformations	In class Test Integration Correlation & Regression Financial Applications of Sequences	Trial HSC Examination All Topics to be assessed.	
	Outcomes assessed MA12-2, MA12-4, MA12-9, MA12-10	Outcomes assessed MA12-1, MA12-3, MA12-6, MA12-9, MA12-10	Outcomes assessed MA12-2, MA12 – 3, MA 12-4, MA12- 7, MA12-9, MA12-10	Outcomes assessed MA12-1 through to MA12-10	
Understanding, Fluency and Communicating	15	5	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	25	15	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

MATHEMATICS – EXTENSION 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 week 9	Term 1 week 6	Term 2 week 6	Term 3 week 5/6	
	Assignment Vectors Application of Vectors	In class Test Trigonometric functions Further Differentiation	In class Test Further integration Binomial distribution Mathematical induction	Trial HSC Examination All Topics to be assessed.	
	Outcomes assessed ME12-2, ME12-6, ME12-7	Outcomes assessed ME12-3, ME12-6, ME12-7	Outcomes assessed ME12-1, ME12-4, ME12-6, ME12-7	Outcomes assessed ME12-1 through to ME12-7	
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	15	25	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

MATHEMATICS – EXTENSION 2

Components	Task 1	Task 1	Task 3	Task 4	Weighting %
	Term 4 week 7	Term 1 week 6	Term 2 week 6	Term 3 week 5/6	
	In class Test Complex Numbers	In class Test 3D - Vectors	Assignment Integration	Trial HSC Examination All Topics to be assessed.	
	Topic 1 Complex numbers	Topic 3 3D - Vectors	Topic 6 Integration		
	Outcomes assessed ME12-1, 4, 7, 8	Outcomes assessed ME12-3, 7, 8	Outcomes assessed ME12-1, 5, 7, 8	Outcomes assessed All	
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	25	20	30	100

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

MATHEMATICS – STANDARD 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 week 9	Term 1 week 9	Term 2 week 7	Term 3 weeks 5-6	
	In class Test Investment & Loans Non-Right Angled Trigonometry Working with Time, Probability S2: Relative Frequency and Probability M2: Working with time F4.1: Investments F4.2: Depreciation and loans M6: Non-right-angled Trigonometry	In class Test Bivariate Data Analysis Ratio and Rates Normal Distribution S4: Bivariate Data Analysis M7: Ratio and Rates S5: The Normal Distribution	Assignment Task Networks N2: Network concepts N3: Critical Path Analysis	Trial HSC Examination Algebra Measurement Financial Mathematics Statistical Analysis Networks	
	Outcomes assessed MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10, MS11-3, MS11-8	Outcomes assessed MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10, MS2-128	Outcomes assessed MS2-12-1 through to MS2-12-10	
Understanding, Fluency and Communicating	15	15	5	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	30	15	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

MATHEMATICS – NUMERACY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4 week 8	Term 1 week 8	Term 2 week 8	Term 3 weeks 4	
	Assignment Task	Assignment Task	Assignment Task	Assignment Task	
	Financial Mathematics	Health & Energy	Travel Gambling & Probability	Cost of Living	
	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.6, N6-3.1, N6-3.2	Outcomes assessed N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2	
Understanding, Fluency and Communicating	15	10	15	10	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	25	25	25	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis Portfolio Power and Authority in the Modern World 1919–1946	Historical Inquiry National Study: USA	In Class Extended Response Peace and Conflict: Conflict in the Pacific	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4	
	Outcomes assessed MH12-4, MH12-6	Outcomes assessed MH12-2, MH12-5, MH12-8	Outcomes assessed MH12-3, MH12-7,	Outcomes assessed MH12-1 MH12-2, MH12-9	
Knowledge and Understanding of course content	5	5	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		15	5		20
Communication of historical understanding in appropriate forms	5	10		5	20
Total %	20	30	20	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

MUSIC

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition Portfolio PLUS Aural analysis Performance of composition or arrangement PLUS Aural analysis of composition	Performance PLUS Musicology Viva Voce Solo or ensemble Performance PLUS In-class Viva Voce based on performance repertoire	Elective 1 option for Topic 1 PLUS Elective 2 option for Topic 2 Elective options include: Performance and/or Composition portfolio and/or Viva Voce with summary sheet to accompany	TRIAL HSC EXAM Aural Skills Exam PLUS Elective 3 option for Topic 3 Aural Skills examination – all aural concepts to be examined PLUS Elective option for Topic 3 <i>(see Elective options in Task 3)</i>	
	Term 4, Week 9	Term 1, Week 6	Term 2, Week 6	Term 3, Week 4 & 6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6, H9	H1-8* , H10, H11	H1-8* , H10, H11	
Core Performance		10			10
Core Composition	10				10
Core Musicology		10			10
Core Aural	10			15	25
Elective			30	15	45
Total %	20	20	30	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

PDHPE (Personal Development Health and Physical Education)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	RESEARCH and ANALYSIS TASK Core 1 – Health Priorities in Australia	PODCAST & REPORT Core 2 – Factors Affecting Performance	ICT TASK Option: Improving Performance	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes Assessed: H1, H4, H5, H14, H15, H16	Outcomes Assessed: H7, H8, H10, H16, H17	Outcomes Assessed: H14, H15, H16	Outcomes Assessed: H1, H2, H3, H4, H5, H6 (HoYP), H7, H9, H10, H11, H13 (SM), H14, H15, H16	
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Knowledge and Understanding of course content	10	10	5	15	40
Total %	25	25	20	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024
Assessment Schedule

SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task	In-class response	Trial HSC Examination	
	Social Conformity and non-conformity	Popular Culture		
	Term 4, Week 9	Term 1, Week 10	Term 3, Week 5/6	
	Outcomes assessed:	Outcomes assessed:	Outcomes assessed:	
	H3, H10	H1, H5, H9	H4, H6, H10	
Knowledge and Understanding of course content	15	15	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10	10		20
Total %	35	35	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

SPORTS, LIFESTYLE AND RECREATION

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-Media Presentation	Skills/Drills Coaching Presentation	Program Design	Formative Practical Assessment	
	Resistance Training	Coaching	Fitness	Games and Sports Applications	
	Term 4, Week 8	Term 1, Week 5-10	Term 2, Week 10	Term 1-3, Ongoing	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.3, 3.1, 4.1, 4.2, 4.4, 4.5	
Skills	5	20	5	20	50
Knowledge and Understanding	15	10	15	10	50
Total %	20	30	20	30	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

VISUAL ARTS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Written/ Oral/ Visual Research Task Interview assessing: BOW = conceptual development, media exploration and documentation in VAPD + Linked Independent case study - Art Practice.	Extended Written Response Essay Development of Body of Work Submission of artwork(s) in progress +VAPD with experiments, descriptions and annotated evaluations of material and conceptual practice	Resolved Body of Work Exhibition of resolved BOW at Showcase	Trial HSC: Art Criticism and Art History Written Examination	
	Term 1, Week 4	Term 2 , Week 6	Term 3, Week 2	Term 3, Weeks 5/6	
	Outcomes assessed: H1,2,3,4,7	Outcomes assessed: H1,2,3,4,7,8,9	Outcomes assessed: H 1-6	Outcomes assessed: H 7,8,9,10	
Critical & Historical	15	15		20	50
Art Making	15	15	20		50
Total %	30	30	20	20	100%

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

VISUAL DESIGN

Component	Task 1	Task 2	Task 3	Weighting %
	Skateboards Individually design and create a skateboard deck.	Jewellery Experimentation, Design and Production of Jewellery pieces and prototypes.	Graphic Design Design a range of merchandise for MADD night	
	Term 1, Week 3	Term 1, Week 10	Term 2, Week 10	
	DM1, DM3, DM5, CH1, CH2, CH3	DM1, DM4, DM5, DM6, CH2, CH4	DM2, DM4, DM5, CH1, CH2	
Critical & Historical	10	10	10	30
Art Making	20	20	30	70
Total %	30	40	30	Total %

ASSESSMENT SCHEDULES

Higher School Certificate Course 2024

Assessment Schedule

WORK STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Career Planning	Job Seeking Skills	Final Portfolio	End of Course Exam	
	Term 1, Week 8	Term 2, Week 10	Term 3, Week 5	Term 3, Trial	
	Outcomes assessed: H1 -7	Outcomes assessed: H1 -7	Outcomes assessed: H1 -7	Outcomes assessed: H1-9	
Skills	20	20	40		80
Knowledge				20	20
Total %	20	20	30	30	100%

HSC Assessment Advice for VET Courses

VET: Certificate II in Agriculture

Cluster 5	AHC1SK006	Identify and mark livestock	X		X	
Cluster 5	AHC1SK004	Carry out regular livestock observations	X		X	

Cluster 7 Tractors and machinery

Assessment Plan		Evidence Collection	
Cluster	Competency codes	Title of competency	
Cluster 7	AHC2M0202	Operate tractors	X
Cluster 7	AHC2M0304	Operate machinery and equipment	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHC3SK111	Provide feed for livestock	X	X	X
Cluster 8	AHC3SK009	Monitor water supplies	X	X	X

Cluster 9 Fencing

Cluster 9	AHC2NF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHC2NF201	Carry out basic electric fencing operations	X	X	X

Cluster 12	AHC2BC001	Inspect and clean machinery for plant, animal, and soil material	X	X	X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one LoC has been achieved.

HSC Assessment Advice AHC20116 Certificate III in Agriculture

Public Schools NSW Wagga Wagga, RTO 90333

August 2023

Assessment Summary AHC20116 Certificate II in Agriculture- Livestock Option	
Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	To be confirmed: (Term 2: Weeks 6, 8 or 9)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3: Week 5/6

Assessment Plan		Evidence Collection		HSC
Cluster	Competency codes			
Cluster 1	AHC2MHS201	Participate in WHS processes	X	X
Cluster 2	AHC2VRK204	Work effectively in the industry	X	X
Cluster 2	AHC2VRK209	Participate in environmentally sustainable work	X	X
Cluster 2	AHC2VRK205	Participate in workplace communications	X	X
Cluster 3	AHC2VRK201	Observe and report on weather	X	X
Cluster 4	AHC2PMK201	Treat weeds	X	X
Cluster 4	AHC2HM201	Apply chemicals under supervision	X	X

- Trainers must deliver and assess Cluster 1, 2, 3, 4, Cluster 5 (Livestock stream), 7/8 and 9. Select Cluster 11 or 12, to a total of 18 units
- Any TAS changes must be notified and approved by the RTO before the delivery of the qualification. Schools cannot credential beyond the packaging rules of 18 units of competency.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER. Preliminary units MUST be clearly stated in TAS scope and sequence and on the NESA entry page.
- Note: When more than 1 unit is in a 'Cluster', trainers must not assess individual units. Units in a Cluster must be assessed and recorded together in their respective cluster unless clearly assessed as separate units in the assessment package.
- Cluster 11 [AHC3SK16](#) Prepare livestock for competition will not be automatically opened on Schools Online, RTO contact required when selecting this unit of competency. Trainers must hold this unit.
- Trainers must hold all the units of competency to deliver and assess this Livestock Option.

Cluster 5 (includes Livestock stream)


Assessment Plan		Evidence Collection		HSC
Cluster	Competency codes	Title of competency		
Cluster 5	AHC1SK002	Care for health and welfare of livestock	X	X
Cluster 5	AHC1SK005	Handle livestock using basic techniques	X	X

HSC Assessment Advice AHC20116 Certificate III in Agriculture

Public Schools NSW Wagga Wagga, RTO 90333

August 2023

VET: CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards



NSW
GOVERNMENT
Education

Construction
Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)
Cohort 2023 - 2024 26211 2 Units x 2 Years
Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: DAPTO HIGH SCHOOL

Assessment Schedule Yr: 12 - 2024

Assessment Events (Remove Task 5 Options not being delivered – refer to TAS)		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
Unit of Competency		Week TBA Term 4 Date: TBA	Week: TBA Term: 2 Date: TBA	Week: TBA Term: 3 Date: TBA	Week: NA Term: NA Date: NA	Week: 5/6 Term: 3 Date:
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X				
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.

Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Certificate II in Construction

VET: SIT20311 Certificate II in Hospitality

School Name: DAPTO HIGH SCHOOL

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Holistic assessment (ongoing)	Holistic assessment (ongoing)	Holistic assessment (ongoing)	Week NA Term Date:	Week 5 & 6 Term: 3 Date: TBA
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as 'not yet competent' or 'competent'. In some cases, other descriptive words may be used leading up to 'competent'. This means a course mark is not allocated.

VET: Live Production and Technical Services (Entertainment)



Education

Entertainment Industry
Qualification: CUA30420 Certificate III in Live Production and Technical Services
Cohort 2023 - 2024
Training Package CUA Creative Arts and Culture (version 6.0)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: DAPTO HIGH SCHOOL Assessment Schedule Year 12 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 4	Task 5	Task 6	Task 6a	Trial HSC Exam
		Working in the Industry	To Project and Serve	Showtime	Plan a Career	
		Week: TBA Term: TBA	Week: TBA Term: TBA	Week: TBA Term: TBA	Week: TBA Term: TBA	
Assessment Due	Unit of Competency					Week: 5 & 6 Term: 3
CUAIND311	Work effectively in the Creative Arts Industry	X				HSC Examinable Units of Competency
SITXCCS014	Provide service to customers		X			
CUASOU306	Operate sound reinforcement systems		X			
CUAVSS312	Operate vision systems		X			
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment** towards CUA30420 Certificate III in Live Production and Technical Services.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

VET:
Live

Production and Technical Services (Entertainment): Specialisation Units

School Name: DAPTO HIGH SCHOOL

Assessment Schedule Year 12 2024

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services (Release 1)		Task 8
		Specialisation Study
		Week: TBA Term: TBA
Code	Unit of Competency	
CUAPPR314	Participate in collaborative creative projects	X
BSBPEF301	Organise personal work priorities	X
CUALGT314	Install and operate follow spots	X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.