

Preliminary Assessment Procedures

2025



DAPTO
High School

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Introduction

The material provided in this booklet is for Year 11 students and parents/carers of Dapto High School. The policies and procedures which support the successful completion of Year 11, including school-based and NSW Education Standards Authority (NESA) requirements, are outlined in this booklet and it is an important point of reference throughout Year 11.

This booklet outlines the school's expectations of students in Stage 6 and provides 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 for a grade to be awarded to a student. The specific timing of some assessment tasks detailed within the various course entries may need to be modified and appropriate advance notice of any variations in class. 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. Students and parents should be aware that student achievement in assessment tasks during the year directly contributes to final assessment marks submitted to the NSW Education Standards Authority (NESA) for every student.

It is important that students, parents, and teachers read and understand this booklet, and follow the procedures within it. It ensures a consistent approach to practice and process at Dato High School.

Studying for the NSW Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a solid foundation for students wishing to pursue tertiary qualifications, vocational training, or employment.

Eligibility Requirements for the HSC

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

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and

- undertake and make a serious attempt at the requisite HSC exams.

Curriculum requirements of the Preliminary & HSC

To be eligible for the award of the [HSC credential](#), students must satisfactorily complete:

- a Preliminary HSC pattern of study comprising at least 12 units, and
- a HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in [English](#)
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of preliminary [Science](#) courses, and 7 units of HSC Science courses.

- For students entered in [Mathematics Extension 2](#), both [Mathematics Extension 1](#) and Mathematics Extension 2 are counted as 2 unit courses.
- Students must meet all other [course eligibility](#) requirements, and HSC eligibility requirements to be granted the [HSC credential](#).
- Students may [accumulate HSC courses](#) towards the award of the HSC credential within a consecutive five-year period.

How the HSC works

Students are encouraged to visit <https://studentsonline.nesa.nsw.edu.au/> for a step- by-step guide on how the HSC works - from getting started, completing assessments, sitting exams and understanding HSC results. Here students will also find handy study tips and tools and answers to frequently asked questions about the HSC.

Assessment and the Preliminary and HSC Courses

Most subjects in Stage 6 are divided into two courses: the Preliminary Course which spans Terms 1, 2 and 3 in Year 11 and the Higher School Certificate Course which includes Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. School based assessment is a requirement of both courses.

Assessment for Stage 6 courses is based on each student's attainment of syllabus outcomes. Student outcomes are assessed through several assessment tasks set throughout each course.

The outcomes of each course will be assessed more than once during the course. An outcome can be the focus of more than one task. It is expected that students will know and understand the outcomes that are to be assessed in each task. To assist students in understanding how well they have achieved these outcomes teachers will provide feedback based on marking schemes which are linked to each outcome being assessed.

Why have assessment tasks?

Assessment tasks will:

- Help students to learn, expand knowledge and provide challenges
- Demonstrate how much students have learnt and where they need to improve
- Prove that students have satisfactorily completed a course
- Contribute to the final HSC mark

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

How can students best manage 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 the family room or kitchen to note due dates. This helps others in the household to assist in remembering deadlines
- Start tasks early so that help can be sought if required
- Break tasks into a series of smaller steps and set deadlines for completing each step
- Record the sources of information as they are found and used 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 work late
- Keep all earlier drafts and copies of resources
- Keep a copy of any work submitted for marking

School-Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on Mandatory Weightings and Components as set out in the syllabuses for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must follow the principles set out in HSC: All My Own Work and make a genuine and serious attempt in all tasks. Formal Assessment Tasks MUST be completed and submitted by the published due dates. A **penalty will be applied** for ALL LATE Assessment Tasks (***Refer to Submission of Assessment Tasks***). Students will have access to an Illness/Misadventure

Appeal process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on Formal Assessment Tasks, the school will submit to NESAs an overall school-based assessment mark for each student in each Board Developed Course (except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a rank (a student's position in relation to other students) in a course. This is a mark out of 100 for 2 Unit courses and a mark out of 50 for 1 Unit (and Extension 1) courses. The mark is moderated by NESAs based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Numeracy students will be awarded a grade based on their school assessment according to the Achievement Level Descriptions for each subject.

School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESAs.

School-Based Assessment: Vocational Education and Training

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they 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.

The student may be deemed 'Competent' if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry standard. 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 Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the Australian Qualifications Framework qualification (AQF). A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO. Work placement is a mandatory HSC component in some courses and must be completed during the course.

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- An N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses.

The examination is optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency-based assessment requirements for the AQF VET qualification. The satisfactory completion of the course will still appear on the HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an Illness/Misadventure Appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the Trial HSC examination.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for Illness/Misadventure Appeals, examination disability provision applications apply to VET courses.

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 HSC 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.

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

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, particularly those with an intellectual disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate.

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in several ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course

completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

School attendance

Whilst NESA 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.

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

N Determination- warnings of non-completion of course requirements.

Non-completion determinations will be made by the Principal, after correct process has been adhered to and sufficient evidence collated. The N determination process involves documentation reflecting a lack of academic progress. The process involves the following documentation and steps;

- Warning letter identifying a student at risk of non-completion of course requirements, advising parents of the problem(s) as soon as possible

- The warning letter must be issued with time for the issue to be corrected, specific detail of action required by the student and an alert of the possible consequences on HSC eligibility in the course
- A warning letter advising parents of non-completion of assessment tasks needs a written acknowledgement of the warning to be returned to school
- A follow-up warning letter to be administered if the issue has not been corrected
- Dapto High School will retain copies of warning notice(s) and relevant documentation
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course
- The Principal will issue a non-completion determination and advise NESA
- A student is to be given a non-completion N Determination if they fail to complete tasks which contribute in excess of 50% of the final assessment marks in that course
- Dapto High School must advise of the student's right to a school review and subsequent appeal to the NSW Education Standards Authority by supplying a form supplied by NESA.

Assessment General Procedures

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 will 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 where applicable.

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
- students will be notified at least 2 weeks 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 the Head Teacher to notify the course teacher and students in writing 2 weeks 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 adjusted
- a new task and due date will be issued.

Submission of an Assessment Task:

Students who do not attend or submit a task on the date specified will see a percentage reduction in marks, as seen below, culminating in a zero mark after the task is more than 4 days late. If the student has grounds to appeal, they may collect an Illness/Misadventure Appeal form from the EAU office.

A penalty of 20% of the mark achieved will be calculated for each day a task is overdue, i.e. Day 1 - 20%, Day 2 - 40%, Day 3 - 60%, Day 4 - 80%, Day 5 - 100% (Please note: Each day of the weekend **will** be included in the calculation of 'days late for submission').

E.g.: If I receive 18/20 for a task that I handed in 1 day late I will only to be eligible to receive 14/20 (loss of 3.6 marks – 20%)

2 days late – 14.4/20 (loss of 7.2 marks – 40%)

3 days late – 10.8/20 (loss of 10.8 marks – 60%)

4 days late – 3.6/20 (loss of 14.4 marks – 80%)

5 days late – 0/20 (loss of all marks – 100%)

- Submission times are to be adhered to as per notification expectations.
- 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.
- In the event a student is sick or unable to attend timetabled lessons on the due date a submission of the task can be made electronically or through other means, the task should be submitted before the commencement of the school day (8.30am). Failure to submit by 8.30am will be viewed as late submission, as the student may gain an unfair advantage by working on the task from home whilst other students are in timetabled lessons. This would then require an Illness/Misadventure Appeal to explain reasons for the late submission.
- 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. No extra time will be provided for students that arrive late for any assessment task.
- 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 they are unable to be at school
- Complete an Illness/Misadventure Appeal form available in this booklet or from the EAU
- Appropriate documentation (medical certificate) 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
- Submit the completed Illness/Misadventure Appeal form and medical certificate/other documentation to the Educational Administrative Unit (EAU) on the first day of return.

Acceptable reasons for the late submission or absence from an assessment task include illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance. Appeals may be in respect to:

- Illness – that is illness or physical injuries suffered by the student which affects the student's performance in the task(s) (eg. Influenza, an asthma attack, personal injury) which can be supported by a Doctor's Certificate.
- Misadventure – that is, any other event beyond the student's control which affects the student's performance in the task(s) eg death of a friend or family member, accident just prior to the submission or completion date of the task.

Note: Submitting a task late due to illness or misadventure which occurs immediately before or on the due date, where ample time has been allocated for a student to work on the task, will result in an appeal being declined.

The student must obtain appropriate documentation such as a medical certificate, a subpoena from court or a death certificate. This must be submitted to the EAU. The Assessment Review Panel will determine an appropriate time to re-sit or re-submit the assessment task.

- If a student misses an in-class task and has a valid reason they will sit a **substitute** task which assesses the same outcomes. Students must sit the substitute task on the time allocated by the Assessment Review Panel

The Assessment Review Panel will consider Illness/Misadventure Appeals and recommend one of the following:

- the task is to be submitted and accepted with no penalty.
- an alternative task is to be administered by the course teacher on a specified date.
- an estimated mark based on an like task be authorised by the Principal at the end of the course.
- a zero mark be recorded for this task.
- in exceptional circumstances, if a student is unable to sit for an in-class task due to long term illness or other circumstances and the Illness/Misadventure Appeal is upheld, the Principal may approve an estimate based on completed comparable assessment tasks which contain comparable outcomes as the missed task.
- If a student does not complete a task by the due date or attend a scheduled

assessment task, and has their Illness/Misadventure Appeal application declined, a zero mark will be recorded for the assessment task.

- Computer or printer breakdown is considered an unsatisfactory reason for failure to submit a task on time. Students have at least two weeks' notice of a task and therefore must plan 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 receive an N Determination for the course.
- 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 required actions to correct this outcome. Parents need to return the Warning acknowledgement letter as soon as possible.

In all cases the school requires independent evidence that clearly identifies the disadvantage experienced during the time the student was attempting the task or should have been attempting the task.

Extensions

Students applying for an extension for submitted tasks must do so three days prior to the assessment submission date. To apply for an extension students must complete and submit an Illness/Misadventure Appeal form, with documented evidence to support their application. Extensions will only be granted where illness or misadventure have impacted throughout most of the allotted time to work on the assessment task. The amount of work done on an assessment, at the time of appeal, will be taken into consideration and will determine the final outcome of the appeal being upheld or not.

Rank and Rank Order

Throughout each course teachers will provide students with their marks and rank order for each task. Students will also be provided with a cumulative rank order based on all tasks submitted thus far.

Appeals for Final Grade for English Studies, Mathematics Standard 1 and Numeracy

In NSW student achievement is reported against a set of achievement standards. These standards are based on what students are expected to learn at each stage (in the [NSW syllabus](#)) and measured against how well they meet those expectations.

Students who are concerned with an end of course grade that they have achieved in the courses English Studies, Mathematics Standard 1 and Numeracy have the right to appeal. An appeal must be lodged as soon as the student has received the result using the appropriate appeal form and must be submitted to the Deputy Principal for review.

Students may be asked to provide a copy of their assessment task and so therefore, must keep a copy of all completed assessment tasks. Grades will be made available to students only after they have been finalized and submitted to NESAs.

A summary of student rights and responsibilities in assessment

Students have the following rights:

- To be informed of the assessment policies of the 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 students to review their work
- To appeal the mark for an individual task at the time it is returned
- To request a review of the calculation of the final assessment mark if the student believes the final assessment rank is incorrect

Students have the following responsibilities:

- To become familiar with and follow the assessment requirements set by the school and the regulations in the Rules and Procedures for Higher School Certificate Candidates booklet
- To complete all set tasks on time or complete applicable appeal form/s
- Not to engage in behaviour which could be considered malpractice
- To ensure that all assessment work is their own or acknowledge the contribution of others
- To follow up any concerns with tasks at the time they are marked and returned

Honesty in the Stage 6 assessment: What constitutes malpractice?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage in the assessment process. This practice does not align to our school values of "Respect", "Integrity" or "Excellence". Academic malpractice is when a student has copied written work or takes ownership (submit) of a piece of work that someone else originated - in full or part of the other's work.

All work submitted in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work or must be acknowledged/referenced appropriately. Malpractice, including plagiarism and the use of Artificial Intelligence (AI), could lead to zero marks for the parts of the tasks where malpractice has occurred. This action can jeopardise requirements in completing the HSC.

Types of malpractice in submitted works and practical components, exams, and HSC minimum standard tests

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff.

Breach of assessment conditions

All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

What happens if malpractice is suspected?

If malpractice is suspected:

- Course teacher must inform the Head Teacher of the course as soon as identified by entering a data record under suspected malpractice on Sentral and refer it to the Assessment Review Panel. The course teacher will attach relevant evidence to support the suspected malpractice, which will be the suspected task being reviewed to this Sentral record.
- The Head Teacher will call the student's parents/carers to inform them of the suspected malpractice. Contact with the student and the family are to be recorded on Sentral.
- The Head Teacher will notify the student about the suspected malpractice as soon as it is identified. This involves speaking to the student and presenting them with a letter of suspected malpractice generated from Sentral. The Head Teacher will emphasise to

the student they have 3 working days to present evidence or information to against the suspected malpractice.

If malpractice is not proven:

- The Head Teacher will inform the student and their parents/carers that malpractice has not been proven. This is to be recorded on Sentral and entry completed

If malpractice is proven:

- An N warning letter will be generated by the course teacher to officially inform the student that they have engaged in malpractice and what the student needs to do to redeem the N warning. This may include doing all or specific sections of the assessment again, in order for the course teacher to give accurate feedback on the student's performance.

The Assessment Review Panel will decide on the consequences of malpractice. This may include one of the following:

- Reduced marks for all OR part of the assessment task.
- Zero marks for all OR part of the assessment task.
- Withdrawal from the course.
- The Deputy Principal of the Year group will inform the student and their parents/carers of the consequences.
- The Assessment Review Panel will place the student on the NESAs malpractice register.

The student may wish to appeal the Assessment Review Panel outcomes/decision, and the following actions will need to take place:

- Student to obtain the appeal form from EAU.
- Completed form must provide details and evidence to support their appeal.
- Appeal form will be submitted to the Principal for review.
- The Principal will make the final determination and communicate the decision to the student and parents/carers.

NESA register of malpractice

Students who are involved in malpractice must be entered into the NESAs register of malpractice in HSC Assessment Tasks.

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

- 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. Version history on google docs or Microsoft teams

- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Appealing a Result in an Assessment Task

Academic departments use common marking criteria and guidelines, corporate marking or marking panels to ensure that tasks are marked consistently and fairly.

Students may appeal the result awarded only at the time when the task is returned to them. The appeal must be based on the student's performance against the marking criteria. The procedure is as follows:

- the student immediately informs the teacher,
- the teacher consults with the marker or marking team
- the teacher consults with the Faculty Head Teacher, who makes an adjustment, if necessary, based on the specific marking criteria associated with the assessment task
- Students who are not satisfied with the adjustment made by the head teacher can lodge an appeal to the Assessment Review panel where they will review the task and determine if the result of the task needs further adjustment.

The Principal will make a final ruling if the student is not satisfied with the appeal of the Assessment Review panel. The student will be notified of the result.

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 Illness/Misadventure Appeal form from EAU and hand it in to the relevant Deputy Principal or EAU (a copy is included in the Assessment handbook).

If an Illness/Misadventure Appeal is rejected by the Assessment Review Panel, students can appeal the decision by completing Illness/Misadventure Appeal form and submit to the Principal.

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.

If a student has an upheld Illness/Misadventure Appeal, the school must provide the student a substitute assessment. In exceptional circumstances where a student cannot complete a substitute task, schools may provide an estimate based on comparable assessment tasks.

In dealing with appeals, NESAs will consider only whether the process was adequate for determining these matters, and whether the conduct of the review was proper in all respects.

Appealing against 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.

What does NESA 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.

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 Assessment Review Panel prior to the 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.

Assessment Schedules

Premiary School Certificate Course 2025

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| Biology..... | 22 |
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| English – Extension 2..... | 29 |
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| Geography..... | 35 |
| Investigating Science..... | 36 |
| Industrial Technology : Timber..... | 37 |
| Legal Studies..... | 38 |
| Marine Studies..... | 39 |
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| Mathematics – Extension 1..... | 41 |
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ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Ancient History

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|---|---|-------------|
| | Source analysis | Historical Investigation | Final Examination | |
| | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 9-10 | |
| | Outcomes assessed AH11-6, AH11-9, AH11-5, AH11-10 | Outcomes assessed 11-2, 11-3, AH11-4, 11-7, 11-8, 11-9 | Outcomes assessed 11-1, 11-3, 11-5, 11-6 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | 10 | 20 |
| Historical inquiry and research | 10 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Biology

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|---|--|---|-------------|
| | Depth Study Investigation | Communication | End of Course Examination | |
| | Enzymes | Evolution | All Modules | |
| | Term 1, Week 8/9 | Term 3, Week 1/2 | Term 3, Week 10 | |
| | Outcomes assessed BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO11-8 | Outcomes assessed BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 | Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8,9,10,11 | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Business Studies

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---------------------------------|-------------------------------------|----------------------------------|-------------|
| | Topic Test | Business Plan (report) | Yearly Examination | |
| | Term 1, Week 7 | Term 2 Week 8 | Term 3, Week 9-10 | |
| | Outcomes assessed P1, P2, P6 | Outcomes assessed P3, P4, P7, P9 | Outcomes assessed P5, P8, P10 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus-based Skills | 5 | | 15 | 20 |
| Inquiry and research | | 20 | | 20 |
| Communication of business information, ideas and issues in appropriate forms. | 10 | 5 | 5 | 20 |
| Total | 25 | 35 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Chemistry

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|---|--|--|------------|
| | Practical task | Depth Study | Yearly Examination | |
| | Module 2 Introduction to quantitative Chemistry | Module 3 Reactive Chemistry | | |
| | Term 2, Week 2 | Term 3, Week 2 | Term 3, Week 10 | |
| | Outcomes assessed: CH11-2 CH11-3 CH11-4 CH11-5 CH11-8 | Outcomes Assessed: CH11-2 CH11-3 CH11-4 CH11-7 CH11-10 | Outcomes assessed: CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11 | |
| Skills in Working Scientifically | 25 | 15 | 20 | 60 |
| Knowledge and Understanding | 5 | 15 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Community and Family Studies

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|------------------------------------|--|-------------|
| | Case Study Analysis Task | Leadership Report | Yearly Examination | |
| | Resource Management | Individuals and Groups | | |
| | Term 1, Week 7 | Term 2, Week 8 | Term 3, Week 10 | |
| | Outcomes assessed P1.1, P1.2, P4.2, P5.1, P6.1 | Outcomes assessed P2.3, P4.2 | Outcomes assessed P1.1, P1.2, P2.1 – P2.4, P3.1. P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, 7.1 – 7.4 | |
| Skills in in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60 |
| Knowledge and Understanding of course content | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Earth and Environmental

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|---|---|--|------------|
| | Practical task | Depth Study | Yearly Examination | |
| | Module 1 Earth's Resources | Module 4 Human Impacts | | |
| | Term 1, Week 7 | Term 2, Week 3 | Term 3, Week 10 | |
| | Outcomes assessed: EES11-3 EES11-4 EES11-5 EES11-8 | Outcomes Assessed: EES11-1 EES11-5 EES11-6 EES11-7 EES11-11 | Outcomes assessed: EES11-1 to EES11-7 and EES11-8 to EES11-11 | |
| Skills in Working Scientifically | 25 | 15 | 20 | 60 |
| Knowledge and Understanding | 5 | 15 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

English Extension 1

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|--|--|---|--|------------|
| | Comparative Critical Response | Imaginative Response | Multimodal presentation: Independent Related Project | |
| | Term 1, Week 10(C) | Term 2, Week 9(S) | Term 3, Week 10 (S) | |
| | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-5 | Outcomes assessed EE11-2, EE11-3, EE11-6 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | |
| Knowledge and Understanding of texts and why they are valued | 15 | 15 | 20 | 50 |
| Skills in complex analysis composition and investigation | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

English Advanced

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|--|---|---|--|------------|
| | Creative Piece with Reflection | Digital essay | Examination | |
| | Term 1, Week 10(S) | Term 2, Week 8(S) | Term 3, Prelim exam period | |
| | Outcomes assessed EN 11-1, EN11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-9 | Outcomes assessed EN 11-1, EN 11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-8, EN 11-9 | Outcomes assessed EN 11-1, EN 11-3, EN 11-7, EN 11-9 | |
| 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% | 33. | 33.3 | 33.3 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

English Standard

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|--|---|--|--|------------|
| | Imaginative Writing + Reflection Statement | Digital essay | Examination | |
| | Term 1, Week 10(S) | Term 2, Week 8(S) | Term 3, Prelim exam period | |
| | Outcomes assessed EN 11-1, EN11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-9 | Outcomes assessed EN 11-1, EN 11-2, EN 11-3, EN 11-4, EN 11-5, EN 11-6, EN 11-7, EN 11-9 | Outcomes assessed EN 11-1, EN 11-3, EN 11-7, EN 11-9 | |
| 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 % | 33.3 | 33.3 | 33.3 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

English Studies

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|---|--|---|--|------------|
| | Multimodal Task | Collaborative Task | Writing Task | |
| | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 8 | |
| | Outcomes assessed ES 11-1, ES11-2, ES 11-3, ES 11-4, ES 11-5, ES 11-6, ES 11-10 | Outcomes assessed ES 11-1, ES 11-2, ES 11-3, ES 11-4, ES 11-5, ES 11-6, ES 11-7, ES 11-9 | Outcomes assessed ES 11-1, ES 11-2, ES 11-4, ES 11-5, EN 11-6, EN 11-8, EN 11-9 | |
| Knowledge and understanding of course content | 20 | 15 | 15 | 50 |
| Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively | 20 | 15 | 15 | 50 |
| TOTAL % | 40 | 30 | 30 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Food Technology

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|--|---|--|--|------------|
| | Food Availability & Selection: Research & Practical Project | Food Quality: Research project | Yearly Exam | |
| | Term 1, Week 8-9 | Term 2, Week 8-9 | Term 3, Week 9-10 | |
| | Outcomes assessed P1.2, P3.1, P3.2, P4.1, P4.3, P5.1 | Outcomes assessed P2.1, P2.2, P3.2, P4.4 | Outcomes assessed P1.1, P1.2, P2.1, P2.2, P3.1 | |
| Knowledge and Understanding Of Course Content | | 10 | 30 | 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 | 20 | 10 | | 30 |
| TOTAL % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Human Movement Science

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Research Analysis Task First Aid (Option 1) Outdoor Recreation (Option 4) | Case Study Analysis Task Better Health for Individuals (Core 1) | Yearly Examination | |
| | Term 1, Week 11 | Term 2, Week | Term 3, Week 10 | |
| | Outcomes assessed P6, P12, P14, P15, P16 | Outcomes assessed P2, P3, P4, P6, P15, P16 | Outcomes assessed P1, P2, P3, P4 P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17 | |
| Skills in in critical thinking, research, analysis and communicating | 25 | 15 | 20 | 60 |
| Knowledge and Understanding of course content | 5 | 15 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Investigating Science

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|---------------------------|---|---|---|-------------|
| | MODULE 1: Observing Practical Investigation | MODULE 3: Scientific Models Depth Study | Yearly Exam | |
| | Term 1, Week 6 | Term 3, Week 1 | Term 3, Week 10 | |
| | Outcomes assessed INS 11-1 INS 11-3 INS 11-4 INS11-8 | Outcomes assessed INS 11-1 INS 11-2 INS 11-6 INS 11-7 INS 11-10 | Outcomes assessed INS 11-8 INS11-9 INS11-10 INS11-11 | |
| Working Scientifically | 20 | 20 | 20 | 60% |
| Knowledge & Understanding | 10 | 10 | 20 | 40% |
| TOTAL % | 30 | 30 | 40 | 100% |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Legal Studies

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|--|-------------|
| | Media file and in-class written response The Legal System | Research Report The Individual and the Law | Preliminary Final Examination | |
| | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 9-10 | |
| | Outcomes assessed P2, P3, P8, P9 | Outcomes assessed P1, P5, P8, P10 | Outcomes assessed P1, P4, P6, P7, P9 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Analysis and evaluation | 5 | 5 | 10 | 20 |
| Inquiry and Research | 10 | 10 | | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Marine Studies

| Component | Task 1 | Task 2 | Task 3 | Weightings |
|------------------------------------|--|--|---|-------------|
| | Optional Module 3 Dangerous Marine Creatures communication task | Core Module 3 Life in the Sea | Optional Module 14 Anatomy and Physiology of Marine Organisms | |
| | Term 1, Week 8 (C) | Term 2, Week 5 (S) | Term 3, Week 4 (C) | |
| | Outcomes assessed 1.1 1.3 2.1 2.3 3.1 | Outcomes assessed 1.1 2.1 2.2 3.2 3.3 5.4 | Outcomes assessed 1.1 1.2 1.4 2.1 2.2 2.3 4.2 5.1 5.3 | |
| Practical | 0 | 20 | 5 | 40 |
| Knowledge and Understanding | 30 | 20 | 25 | 60 |
| TOTAL % | 30 | 40 | 30 | 100% |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Advanced Mathematics

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|-------------|
| | Term 1 week 10 | Term 2 week 9 | Term 3 week 10 | |
| | In class Test Algebraic Techniques Equations & Inequalities | In class Test Introduction to Calculus | Preliminary Final Exam Algebraic Techniques Equations & Inequalities Functions Trigonometry Introduction to Calculus Trigonometric Functions Exponential & Logarithmic Functions Probability Discrete Probability Distributions | |
| | Outcomes assessed MA11-1 | Outcomes assessed MA11-2, MA11-5, MA11-8, MA11-9 | Outcomes assessed All outcomes from MA11-1 to MA11-9 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Standard Mathematics

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|-------------|
| | Term 1 week 9 | Term 2 week 8 | Term 3 week 10 | |
| | In class Test | Assignment Task | Preliminary Final Exam | |
| | MS-A1 Formulae and Equations MS-F1 Money Matters | Measurement | All Topics | |
| | Outcomes assessed MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | Outcomes assessed MS11-3, MS11-4, MS11-9, MS11-10 | Outcomes assessed All outcomes from MS11-1 to MS11-10 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Numeracy Course Mathematics

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Term 1 week 8 | Term 2 week 8 | Term 3 week 8 | |
| | Assignment Task 1 | Assignment Task 2 | Assignment Task 3 | |
| | Financial Mathematics 1 | Measurement | Purchasing a Car | |
| Outcomes assessed | Outcomes assessed | Outcomes assessed | | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2 | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2 | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2 | |
| Understanding, Fluency and Communicating | 15 | 20 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Extension 1 Mathematics

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|--|-------------|
| | Term 1 week 7 | Term 2 week 8 | Term 3 week 10 | |
| | In class Test Permutations & Combinations | Assignment Task Further Functions Polynomials and Inverse Functions | Preliminary Final Exam Permutations & Combinations Equations & Inequalities Polynomials & Inverse Functions Further Functions Introduction to Calculus Exponential Growth & Decay Trigonometric Functions | |
| | Outcomes assessed ME11-5 | Outcomes assessed ME11-1, ME11-2, ME11- 6, ME11-7 | Outcomes assessed ME11-1 through to ME11-7 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Modern History

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--------------------------------------|--|--|-------------|
| | In-class Extended response | Historical Investigation | Yearly Examination | |
| | Term 1, Week 6 | Term 2, Week 10 | Term 3, Week 10 | |
| | Outcomes assessed MH11-6, MH 11-9 | Outcomes assessed MH 11-1, MH 11-3, MH 11-8 | Outcomes assessed MH 11-4, MH 11-5, MH 11-6 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 | | 10 | 30 |
| Historical inquiry and research | | 20 | | 20 |
| Communication of historical understanding in appropriate forms | | | 10 | 10 |
| Total % | 30 | 30 | 40 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Music 1

| Components | Task 1 | Task 2 | Task 3 | Weighting % | |
|--------------------|--|--|--|-------------|--|
| | <p>Topic 1: Australian Music</p> <p>Viva Voce, and student devised Aural Analysis</p> <p>Presentation and written summary of viva voce, with student devised aural question, and response based on an excerpt discussed in Viva Voce.</p> | <p>Topic 2: Technology and its influence on music</p> <p>Composition, Portfolio and Aural Analysis</p> <p>Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic.</p> | <p>Topic 3: Music for Small Ensembles</p> <p>Performance and Viva Voce.</p> <p>Ensemble performance and in-class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic.</p> | | |
| | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 8 | | |
| | <p>Outcomes assessed P2, P4, P5, P6, P8</p> | <p>Outcomes assessed P3, P4, P6, P7, P8</p> | <p>Outcomes assessed P1, P2, P5, P6, P8</p> | | |
| Performance | | | 25 | 25 | |
| Composition | | 25 | | 25 | |
| Musicology | 15 | | 10 | 25 | |
| Aural | 10 | 15 | | 25 | |
| Total % | 25 | 40 | 35 | 100 | |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Physics

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|---|---|---|-------------|
| | Research and In-Class Test | Depth Study Practical Investigation and Report | Yearly Examination | |
| | Kinematics | Dynamics | | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9 - 10 | |
| | Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8 | Outcomes assessed PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9 | Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11 | |
| Skills in Working Scientifically | 20 | 30 | 10 | 60 |
| Knowledge and Understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 40 | 30 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Society and Culture

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|-------------------------------|----------------------------------|---------------------------------|-------------|
| | The Social and Cultural World | Personal and Social Identity | Final Examination | |
| | In-class extended response | Mini-Personal Interest Project | | |
| | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 9-10 | |
| | Outcomes assessed P1, P3 | Outcomes assessed P5, P8, P10 | Outcomes assessed P2, P4, P9 | |
| Knowledge and understanding of course content | 20 | | 30 | 50 |
| Application and evaluation of social and cultural research methods | | 30 | | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 25 | 40 | 35 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Sport Lifestyle and Recreation

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-----------------------------|------------------------------------|---|-------------------------------------|-------------|
| | Scenario Task | Team Sport Competition Presentation | Media Article Analysis | |
| | First Aid & Sports Injuries | Sports Administration | Social Perspectives Issues in Sport | |
| | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 7 | |
| | Outcomes assessed 1.3, 3.6, 4.5 | Outcomes assessed 1.1, 1.3, 1.6, 4.2 | Outcomes assessed 3.7, 4.5 | |
| Skills | 20 | 20 | 10 | 50 |
| Knowledge and Understanding | 15 | 15 | 20 | 50 |
| Total % | 35 | 35 | 30 | 100 |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Visual Arts

| Components | Task 1 | Task 2 | Task 3 | Weightings % |
|--------------------------------------|--|---|--|--------------|
| | Portfolio Of Experimental Works Artworks | Artmaking Practice | Yearly Examination | |
| | Submission of exploratory artworks | Students to curate an exhibition of a series of resolved works evidencing 2 or more expressive forms. | Art Criticism and Art History written examination. | |
| | Accompanying VAPD and interview to include evidence of material, conceptual practice and critical judgement. | VAPD to include evidence of material & conceptual representation. Evaluation to include critique of artmaking process and resolved artwork. | | |
| | Critical and historical research of selected artist | Critical and historical research of selected artist and resulting essay | | |
| | Term 2, Week 2 | Term 3, Week 10 | Term 3, Week 10 | |
| | Outcomes assessed P1,P2,P3,P4,P5 | Outcomes assessed P4, P5, P6, P7, P8, P9 | Outcomes assessed P8, P9, P10 | |
| Artmaking | 20 | 30 | | 50% |
| Critical and Historical Study | 10 | 10 | 30 | 50% |
| Total % | 30 | 40 | 30 | 100% |

ASSESSMENT SCHEDULES

Preliminary Certificate Course 2025

Assessment Schedule

Visual Design

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|---|---|--|-------------------|
| | <u>Principles & Elements</u> | <u>Product Design</u> | <u>Jewellery Design</u> | |
| | Individually complete a series of tasks by responding to design briefs. | Individually produce a wearable product | Individually design and produce a range of Jewellery pieces. | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 10 | |
| | DM4, DM5, CH1, CH3 | DM2, DM3, CH4 | CH1, CH6, CH2 | |
| Critical & Historical | 10 | 10 | 10 | 30 |
| Art Making | 25 | 25 | 20 | 70 |
| <u>Total %</u> | <u>35</u> | <u>35</u> | <u>30</u> | <u>100</u> |

Work Studies

| Components | Task 1 | Task 2 | Task 3 | Weightings % |
|------------------|-----------------|--------------------|-------------------|--------------|
| | Career Planning | Job Seeking skills | Digital Portfolio | |
| | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 5 | |
| | P1 – 7 | P 1 – 7 | P1 – 7 | |
| Skills | 20 | 20 | 30 | 70 |
| Knowledge | 10 | 10 | 10 | 30 |
| Total % | 30% | 30% | 40% | 100 |

Vocational Education and Training (VET) Courses

The List of Courses

The following Category B Courses are offered at Dapto High School.

1. Certificate II in Agriculture
2. Certificate II in Hospitality
3. Certificate II in Kitchen Operations
4. Certificate III in Live Production and Services
5. Certificate I in Engineering
6. Certificate II Furniture making Pathways

Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a mandatory HSC requirement of each course within this framework. 2 Unit VET Courses comprise 70 hour work placement. (35 hours Year 11, 35 hours Year 12 Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies.
 - develop appropriate attitudes towards work
 - learn a range of behaviours appropriate to the industry.
 - practise skills acquired off the job in a classroom or workshop.
 - develop additional skills and knowledge, including the key competencies.
- Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

Students Discontinuing a VET Course at the End of year 11

For a VET course to be deemed as complete at the end of Year 11 students must complete 35 hours of work placement.

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

The Purposes of VET Assessment

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning outcomes for each module, for the purpose of achieving Australian Qualifications Framework (AQF) Qualifications, Statements of Attainment and NESA requirements.

HSC Assessment Advice for VET Courses

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 AHC20116 Certificate II in Agriculture

| | |
|--|--|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | To Be Confirmed Term 3: Week: 6, 7 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 and 6 |

| Assessment Plan | | | Evidence Collection | | | HSC |
|-----------------|---------------------------|---|---|---|---|---------------------------------|
| Cluster | Competency codes | | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews | NESA Status Mandatory/Stream |
| Cluster 1 | AHCWHS201 | Participate in WHS processes | X | X | X | Mandatory |
| Cluster 2 | AHCWRK204 | Work effectively in the industry | X | | X | Mandatory |
| Cluster 2 | AHCWRK209 | Participate in environmentally sustainable work | X | X | X | Mandatory |
| Cluster 2 | AHCWRK205 | Participate in workplace communications | X | X | X | |
| Cluster 3 | AHCWRK201 | Observe and report on weather | X | X | X | Mandatory |
| Cluster 4 | AHCPMG201 | Treat weeds | X | X | X | |
| Cluster 4 | AHCCHM201 | Apply chemicals under supervision | X | X | X | Mandatory |

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5 (includes Livestock stream)

| 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 | Questioning – written or oral related to knowledge e.g. quizzes, interviews | NESA Status Mandatory/Stream |
| Cluster 5 | AHCLSK202 | Care for health and welfare of livestock | X | X | X | Stream |
| Cluster 5 | AHCLSK205 | Handle livestock using basic techniques | X | X | X | |
| Cluster 5 | AHCLSK206 | Identify and mark livestock | X | | X | |
| Cluster 5 | AHCLSK204 | Carry out regular livestock observations | X | | X | |

Cluster 7 Tractors and machinery

| Assessment Plan | | | Evidence Collection | | |
|-----------------|---------------------------|---------------------------------|---|---|---|
| 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 | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 7 | AHCMOM202 | Operate tractors | X | X | X |
| Cluster 7 | AHCMOM304 | Operate machinery and equipment | X | X | X |

Cluster 8 Feed and Water Livestock

| | | | | | |
|-----------|---------------------------|----------------------------|---|---|---|
| Cluster 8 | AHCLSK211 | Provide feed for livestock | X | X | X |
| Cluster 8 | AHCLSK209 | Monitor water supplies | X | X | X |

Cluster 9 Fencing

| | | | | | |
|-----------|---------------------------|---|---|---|---|
| Cluster 9 | AHCINF202 | Install, maintain, and repair farm fencing | X | X | X |
| Cluster 9 | AHCINF201 | Carry out basic electric fencing operations | X | X | X |

Cluster 12 Clean machinery

| | | | | | |
|------------|----------------------------|---|---|---|---|
| Cluster 12 | AHC BIO201 | Inspect and clean machinery for plant, animal and soil material | X | X | X |
|------------|----------------------------|---|---|---|---|

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 UoC has been achieved.

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

| | | | |
|--|-------------------|--|--|
| SCHOOL | Dapto High School | | |
| Requirements for HSC purposes | | | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | | | To Be Confirmed Term: 2, Week: 2, 3, or 4 |
| 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 and 6 |

| Assessment Plan | | | Evidence Collection | | | HSC |
|---------------------------------|--------------------------|--|---|---|---|-------------------------|
| 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, presentation, reports | 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 |
| | CPCCCM2013 | Undertake basic installation of wall tiles | | | | |
| Cluster 5 – Option 3 Joinery | CPCCJN2001 | Assemble components | X | X | X | |
| | CPCCJN3004 | Manufacture and assemble joinery components | | | | |
| 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.

HSC Assessment Advice CPC20220 Certificate II in Construction Pathways and

Assessment Summary for SIT20316 Certificate II in Hospitality

| | |
|--|--|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | To Be Confirmed Term 2: Week: 6, 7 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: Weeks: 5 and 6 |

| 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 BSBCMM201 | Work effectively with others | | X | | X | Y |
| | | Communicate in the Workplace | | X | | X | - |
| Cluster 2 – Safe and hygienic food preparation | SITXFSA001 SITHCCC001 SITXFSA002 | Part A Use hygienic practices for food safety | X | | | X | Y |
| | | Part B Use food preparation equipment | X | X | | X | - |
| | | Participate in safe food handling practices | X | X | | X | - |
| Cluster 3 – Café Skills | SITHFAB005 SITHFAB004 | Part A Prepare and serve espresso coffee | X | X | X | X | Y |
| | | Part B Prepare and serve non-alcoholic beverages | X | X | X | X | Y |
| Cluster 4 – Safe and Sustainable work practices | SITXWHS001 BSBSUS201 | Participate in safe work practices | X | X | | X | Y |
| | | Participate in environmentally sustainable work practices | X | X | | X | - |
| Cluster 5 – Interacting with diverse customers | SITXCCS003 SITXCOM002 | Interact with customers | X | X | | X | Y |
| | | 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.

Assessment Summary for CUA30420 Certificate III in Live Production and Technical Services

| | |
|--|----------------------|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) – 70 hours in total | To Be Confirmed 2025 |
| 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 and 6 |

| Assessment Plan | | | Evidence Collection | | | HSC |
|---|--------------------------------------|--|---|--|---|-----------------------------|
| Cluster | Unit of Competency (Code and Title) | | 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 White Card | CPCCWHS1001 | Prepare to work safely in the construction industry | X | X | X | - |
| Cluster 2 Safe and Sound | CUAWHS312 CUASOU331 | Apply work health and safety practices Undertake live audio operations | X | X | X | Mandatory Mandatory |
| Cluster 3 Bump in the Light | CUALGT311 CUASTA212 | Operate basic lighting Assist with bump in and bump out of shows | X | X | X | Mandatory - |
| Cluster 4 Working in the Industry | CUAIND311 | Work effectively in the creative arts industry | X | X | X | Mandatory |
| Cluster 5 To Project and Serve | SITXCCS006 CUASOU306 CUAVSS312 | Provide service to customers Operate sound reinforcement systems Operate vision systems | X | X | X | Mandatory - Mandatory |
| Cluster 6 Show Time | CUASTA311 CUASMT311 CUAIND314 | Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry | X | X | X | Mandatory - - |
| Cluster 7 60 Hours Specialisation | CUAPPR314 BSBPEF301 CUFLGT314 | Participate in collaborative creative projects Organise personal work priorities and Install and operate follow spots development | X | X | X | - - - |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CUA30420 Certificate III in Live Production and Technical Services including the 60 hour Specialisation Study. The Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services will only be the possible AQF outcome if at least one UoC has been achieved

Assessment Summary for Manufacturing and Engineering

Introduction: MEM10119 Certificate I in Engineering and

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

| | |
|--|--|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 35 hours in total | To be confirmed: Term 2: Week 3, 4 or 5 |
| There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR | NA |

| Assessment Plan | | | Evidence Collection | | | |
|---|------------------|--|--|---|---|--|
| Cluster | Competency codes | Title of competency | Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks |
| Cluster 1 – Welcome to the Industry | MEM13015 | Work safely and effectively in manufacturing and engineering | | | | |
| | MEM16006 | Organise and communicate information | X | X | X | |
| | MEM11011 | Undertake manual handling | | | | |
| Cluster 2 – Right tool, Rightjob | MEM18001 | Use hand tools | | | | |
| | MEM18002 | Use power tools/hand held operations | X | X | X | |
| Cluster 3 – Engineering in Practice | MEM12025 | Perform computations | | | | |
| | MEM16008 | Interact with computer technology | X | X | X | |
| | MEM07032 | Use workshop machines for basic operations | | | | |
| Cluster 4 – Can we build it | MEMPE006A | Undertake a basic engineering project | | | | |
| | MEMPE001A | Use engineering workshop machines | X | X | X | X |
| Cluster 5 – Sparks and Noise | MEMPE002A | Use Electric welding machines | | | | |
| | MEMPE004A | Use fabrication equipment | X | X | | |
| Cluster 6 – My pathway | MEMPE005A | Develop a career plan for the engineering and manufacturing industry | X | | X | |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

HSC Assessment Advice Manufacturing and Engineering Introduction Public Schools NSW Wagga Wagga RTO 90333
December 2020

V1.3

Appendix of Appeal Forms

| | |
|--|---------|
| Illness Assessment Task Appeal Form | Page 56 |
| Misadventure Assessment Task Appeal Form | Page 58 |
| Malpractice Appeal Form | Page 60 |
| Task/Result Appeal Form | Page 61 |
| Assessment Conditions..... | Page 63 |
| Dapto High Examination Policy..... | Page 64 |

ILLNESS ASSESSMENT TASK APPEAL FORM

Reason for Appeal (please tick)

- Absent from Task**
- Present for Task - Original task completed**
- Request an Extension**

Student Name: Year:

Course Name: Class: Course (circle one): HSC / PRELIM

Teacher's Name:

Assessment Task:

Due Date of Task: Date of Return (if absent):

I have attached a Medical Certificate from Dr:

Student Signature: **Date:**

Parent Signature: **Date:**

Head Teacher Signature: **Date:**

Assessment Review Panel Determination:

- Zero mark to be awarded
- Task to be accepted without penalty
- Substitute task to be completed on (date)
- Student to decide on original mark or the substitute task mark (do not inform student of mark)
- Estimate to be given (only Principal can determine this outcome)
- Extension to be given (only Principal can determine this outcome)

Panel Member Name: **Signed:** **Date:**

Parents Name: **Signed:** **Date:**

Right of Appeal to 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 Assessment Review Panel decision and submit this written appeal to the Principal (within 2 school days of the HT decision).

Principal Decision Appeal Supported Appeal Not Supported

Additional comments/reasons:

.....

.....

.....

.....

.....

- Student/Teacher informed
- Head Teacher informed
- Assessment Review Panel Informed

Signed: **Date:**

(Principal)

MISADVENTURE ASSESSMENT TASK APPEAL FORM

Reason for Appeal (please tick)

- Absent from task**
- Present for Task**
- Request an Extension**

Misadventure Reason:

.....
.....
.....

Student Name: Year:

Course Name: Class: Course (circle one): HSC / PRELIM

Teacher's Name:

Assessment Task:

Due Date of Task: Date of Return (if absent):

I have attached a relevant documentation from:

Student Signature: **Date:**

Parent Signature: **Date:**

Head Teacher Signature: **Date:**

Assessment Review Panel Determination:

- Task deduction (20% per day, first 5 days including weekends)
- Task to be accepted without penalty
- Substitute task to be completed on (date)
- Estimate to be given (only Principal can determine this outcome)
- Extension to be given (only Principal can determine this outcome)

Panel Member Name: **Signed:** **Date:**

Student Name: **Signed:** **Date:**

Right of Appeal to 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 Assessment Review Panel decision and submit this written appeal to the Principal (within 2 school days of the assessment review panel decision).

Principal Decision Appeal Supported Appeal Not Supported

Additional comments/reasons:

.....

.....

.....

.....

.....

- Student/Teacher informed

- Head Teacher informed

- Assessment Review Panel Informed

Signed: **Date:**

(Principal)

Malpractice Appeal form

Please submit this appeal form (within 2 school days of HT decision) to the Assessment Review Panel (EAU)

Appeal to Principal

Student Name: Course:

Task Name: Date:

Teacher:

Reason/s for Appeal: (Evidence provided to demonstrate student’s own work. Please attach additional evidence to this form as required)

.....
.....
.....
.....
.....

Assessment Review Panel Decision

- No change to HT decision: Reason/s:

.....
.....

- Change to decision: Reason/s and decisions outcome: Malpractice Register updated

.....
.....
.....
.....

HT Informed

Student Informed

Assessment Review Panel Informed

Signed: Date:

(Principal)

Parents Name: Signed:

Date:

TASK/RESULT APPEAL form

Please submit within 2 school days of task being returned to you to Assessment Appeal Panel (EAU)

Student Name: _____ Course: _____

Date: _____ Teacher: _____

Task Name:

Step One – Course Teacher contacted: YES/NO **Date of Contact:** _____

Head teacher Signature: _____ Date: _____

Step Two – Appeal to Assessment Review Panel

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student/Supervisor informed Teacher informed

Review Panel Signature: _____ Date: _____

TASK/RESULT APPEAL form

Step Three - Appeal Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student/Supervisor informed Head Teacher informed Deputy Principal informed

Principal Signature: _____ Date: _____

Assessment Conditions

- All assessments are to be held in class at the indicated time.
- Students are to arrive at school on time and have their name marked during roll call.
- Students are to assemble outside the room where the assessment will take place and wait for further instructions by the teacher.
- Any student that is late will not be given extra time to complete the assessment task, for missed time, once the assessment task has commenced. Their finish time will be the same as for all other students.
- If a student is away, they must follow the procedure outlined in this policy booklet.
- Students must remain in the examination room for the duration of their task and until the teacher dismisses them.
- Any urgent reasons (medical conditions etc) that may require a student to leave the room must be notified to the teacher before the assessment task commences.
- Students must follow the normal school rules while sitting the assessment task and must not:
 - Eat in the room except as approved by the teacher (e.g. cough lollies)
 - Speak to any person other than a teacher during the assessment task and whilst in the room.
 - Behave in any way likely to disturb the work of any other student or upset the conduct of the assessment task.
 - Borrow equipment from other students.
 - Take into the examination room any books, notes, paper or any equipment other than the equipment specified for the examination.
- Students are expected to provide basic equipment: pens (black is recommended), pencils and erasers, a ruler marked in millimetres and centimetres and NESA approved calculators for ALL TASKS.
- Only the basic equipment and any additional equipment indicated by the teacher for a specific task may be taken into the room.
- Any equipment brought into the room must be in a clear plastic pencil case and will be subject to inspection before the assessment task commences.



Dapto High School Examination Policy

Rules and Procedures for Senior Examinations

- All examinations are to be held in the assembly Hall or Fitness Centre, unless otherwise specified.
- Full school uniform must be worn for all examinations.
- Students are to report to the indicated venue 15 minutes before the start of each examination where supervisors will direct them to enter the examination room and seat them.
- All students must sign and date the attendance slip.
- Students must remain in the examination room for the duration of their paper and until supervisors dismiss them.
- Any urgent reasons (medical conditions etc) that may require a student to leave the examination room must be notified to the supervisor before the examination commences. Any such leave must be supervised by examination staff.
- Students must follow the normal school rules while sitting the examinations and in particular must not:
 - Eat in the examination room except as approved by the supervisors (e.g. cough lollies)
 - Speak to any person other than a supervisor during the examination.
 - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
 - Take into the examination room any books, notes, paper or any equipment other than the equipment specified for the examination.

Special notes – Examination equipment

- Mobile phones, smart watches or other electronic communication or playback devices must not be taken into the examination room.
- Students are expected to provide basic equipment: pens (black is recommended), pencils and erasers, a ruler marked in millimetres and centimetres and NESAs approved calculators for ALL EXAMINATIONS.
- Only the basic equipment and any additional equipment indicated by teachers for a specific examination may be taken into the examination room.
- Any equipment brought into the examination will be subject to inspection before the examination commences.
- If a student does not follow these rules or cheats in the examination in anyway, he/she may be removed from the examination room and reported to NESAs. The penalty may be cancellation of papers for the course concerned, and as a consequence the student may be ineligible for the relevant course certificate.

Sickness During the Examination Period

- In the event of a student being unexpectedly and unavoidably absent on the day of an Examination, he/she should arrange for the school to be contacted and notified of the reason for the absence. On return to school the student must complete an Illness/Misadventure Appeal form and attach any supporting evidence, eg. Medical certificate, detailing the reasons for being absent. Where the reason for an absence is substantial then negotiated arrangements will be made for the student complete an alternative task/examination at the earliest opportunity. At the Principal's discretion an estimate may be used.
- The student will be advised of the decision and given 24 hours to consider it.
- For further explanation refer to Dapto High School Preliminary and HSC Assessment Document.