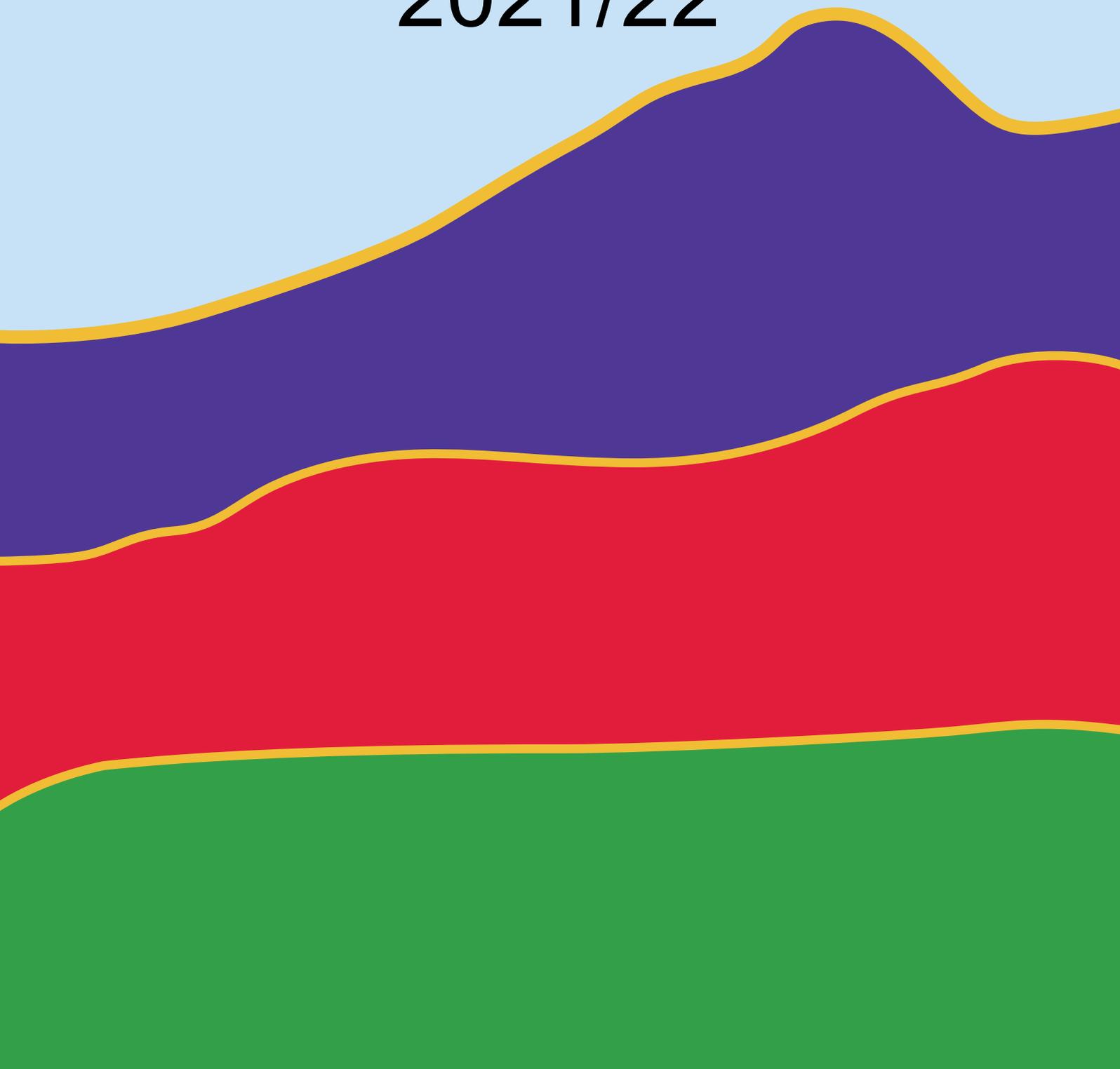




STRIVE TO DO WELL

HSC Assessment Policy

2021/22





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1 INTRODUCTION

Each school which presents candidates for the Higher School Certificate (HSC) Examination in NSW is required to provide an Assessment Mark for each examinable course. These marks are then moderated by NSW Education Standards Authority (NESA) to bring assessment marks from different schools to a common scale.

The purpose of this policy statement is to set out the guiding principles under which HSC Assessment will proceed at Canowindra High School.

2 RATIONALE

The provision of a separate assessment mark from the examination mark in the HSC has a two-fold purpose. It is intended to provide a measure of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination;
- measures and observations obtained throughout the course rather than at a single examination.

Such an assessment allows due weight to be given to measures of student achievement which, although evident to a class teacher, may not be adequately assessed by a single external examination.

3 GENERAL INFORMATION

To be eligible for the award of the HSC, students are required to:

- maintain a satisfactory record of attendance, conduct and progress at school as evidence of satisfactory course completion;
- undertake and satisfactorily complete courses which comprise the pattern of study required by NESA;
- complete the requirements of each course, including any necessary homework, oral, practical or project work (as set out in each course syllabus and school program);
- make a genuine attempt to complete assessment tasks which contribute in excess of 50% of the available marks in that course;
- sit and make a genuine attempt in any examination set as part of the course and sit for the "external" Higher School Certificate Examination at the end of the course; and
- complete 10 units of HSC course work for the award of a Higher School Certificate.

On completion of a Higher School Certificate course, a student will be awarded an "external" examination mark and a separate "school-based" assessment mark for each subject. A "school-based" assessment mark is calculated by the school and measures a student's performance in assessment tasks in relation to the course outcomes specified for that course.



The purpose of a “school-based” assessment mark is to measure and report student achievement based on a wider range of syllabus outcomes than can be measured by the external examination and on measures obtained throughout the course rather than at a single examination at the end of the course.

Advantages of “school-based” assessment include:

- it enables assessment of specific skills which are best demonstrated over time (eg practical skills);
- it caters for elements such as fieldwork where assessment can be completed in the field;
- it may increase the accuracy of the final assessment of student achievement by using multiple measures over time;
- students who achieve consistently but do not perform as well under examination pressure are not disadvantaged;
- additional information is provided to students, employers, and other educational institutions in the community.

Assessment marks are submitted to NESA prior to the external HSC examinations. The actual assessment mark that the school forwards to NESA remains confidential. NESA moderates the assessment marks based on the school's performance in the HSC examination in each course. This moderation process allows valid comparison of assessment marks between schools. The moderation process does not change the school's judgement of rank order (assessment position) or relative differences between students in each course at our school.

4 *DEFINITION OF AN ASSESSMENT TASK*

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternatively it may be a long term project for example Music or Design & Technology etc, where marks are awarded at a number of specific stages of the project.

All tasks (including written components of pre-prepared in-class tasks), **must be handed in to the office by 9.00am on the due date**. All presentations (e.g. Science presentation or oral presentation in English) must be completed on one nominated day where possible.

4.1 *Quality Assessment Tasks*

- Are integral to the teaching and learning process
- Focus upon syllabus outcomes
- Are appropriate for the outcome/s being assessed
- Are valid, reliable, equitable and measurable
- Allow each student to demonstrate his or her level of achievement



- Are worded to clearly explain to students what they are required to do
- Communicate to students the assessment criteria/marking scheme
- Use the language of syllabus outcomes

5 *NSW EDUCATION STANDARDS AUTHORITY (NESA)*

NESA expects students to undertake all set HSC assessment tasks.

NESA requires all students to follow an assessment schedule and have an assessment mark submitted for each course entered.

The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 per cent of available marks set for each course.

Students who do not comply with NESA assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.

The 'N' determination process will be applied to students who do not meet course requirements or do not submit assessment tasks.

6 *COMPLETION OF HSC ASSESSMENT TASKS*

Assessments will commence in Term 4 of Year 11 and continue through until mid-term 3 of Year 12. (Refer to individual HSC assessment schedules for each course.)

7 *ASSESSMENT RECORDS*

Assessment markbooks will be completed online by the class teacher using the assessment schedule for that subject. The teacher is responsible for marking each assessment task and keeping a record of assessments

One copy of the task marks and final assessment marks will be retained by the class teacher and another will be maintained by Head Teachers. Schools are accountable for the accuracy of recorded marks.



8 COMMUNICATION

Each teacher will provide students with written notification of each specific assessment task, including "Assessment Task Cover Sheet" (Appendix A) at least two weeks before the due date. This will include:

- the outcomes to be assessed;
- due date and assessment weighting;
- the nature and content of the task;
- assessment criteria/marketing guidelines to be used; and
- the procedures students should follow when submitting the task.

All students must sign and date the "Assessment Notification Student Receipt" (Appendix B) to acknowledge they have been given the "Assessment Task Cover Sheet" (Appendix A).

Teachers must ensure all students have signed and dated this form, with copies to be kept with the teachers.

Students will sign and date when their cover sheet is returned to them and will also receive meaningful feedback within two weeks of the date the task was submitted.

9 FLEXIBILITY AND FAIRNESS

This school will develop methods of assessment which are fair to all students and sufficiently flexible to cater for the needs of atypical students. ***The final assessment mark cannot be modified to take into account possible effects of illness or misadventure. Consideration of the effect of illness or misadventure can only be given at the time individual assessment tasks are completed.*** Student appeals for illness or misadventure should be submitted within two days of returning to school for consideration by the assessment committee (Appendix D). The assessment committee will provide feedback to the student, class teacher and Head Teacher.

10 RELIABILITY

Assessment tasks will be designed so as to discriminate between students as far as possible consistent with coverage, validity, accuracy, accountability and fairness, as described above. Refer to HSC: All My Own Work:

<http://amow.boardofstudies.nsw.edu.au>

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11 REPORTING TO STUDENTS AND PARENTS

Students will be given at least two weeks warning of the timing of all assessment tasks and of the relative value of each task. These details will be set out using the Assessment Task Cover Sheet (Appendix A). They will be informed of their mark and cumulative assessment rank as it is completed. Students will be informed of their cumulative ranking on completed assessment tasks for each subject at the end of the course. For this purpose, a cumulative assessment ranking will also be included with the Semester 1 and Semester 2 Student Reports. It is important for students to realise that:

- Cumulative rankings may be influenced by student transfers into or from the course group;
- Ranking is more important than the final mark value. The mark value is moderated on a state wide basis following HSC examinations;

Teachers are required to keep the final assessment marks confidential and will not report this mark to students or parents.

12 APPEAL PROCEDURES

If a student or parent is concerned about an assessment mark or rank received, this concern should initially be discussed with the class teacher or Head Teacher. If this does not resolve the concern, then the matter should be referred to the assessment committee ***within two school days of the assessment being returned to the student***. Requests for reviews should be submitted to the assessment committee on a Special Consideration form available from the school (Appendix D).

NESA will make available a print out of assessment rank order for each course completed by a student. It is the student's responsibility to collect this from the school following their final HSC examination and to check it against expectation. If the rank order (or position in group) assigned by the school in the order-of-merit differs significantly from a student's expectations, the student may seek a review in that course.

The review of a student's rank will involve an administrative check only and will not question a teachers' professional judgement in any way. The purpose of the review is to establish that:

- the weightings, used by the school, were those specified by NESA;
- the marks awarded were consistent with the school's Assessment Policy; and
- a computational or clerical error has not occurred.

A student who is dissatisfied with the school's review procedures may appeal to NESA. Under no circumstances will an appeal be undertaken after the release of the Higher School Certificate Results.

The student will be notified of the result of the review in writing. The school will also provide NESA a schedule of students whose assessments have been reviewed and the outcomes of these reviews.

13 TREATMENT OF ATYPICAL STUDENTS

In some situations, no specific guidelines have been issued by NESA for treatment of students who do not fit the usual assessment pattern established by the school. In these cases, the school will adopt the following procedures:

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13.1 Special provisions for Students with Disabilities

Wherever possible, normal assessment tasks should be completed. Special provisions consistent with policy used by NESA will be applied.

13.2 Transfers

Students who transfer to Canowindra High School before the period of formal assessment commences will be assessed with all other candidates. Those who arrive after this date but before the final date of HSC entry will receive a final assessment based on those tasks which are completed since arrival at Canowindra High School. Any assessment information received from the student's former school may be used for assessment purposes but there is no obligation to do so.

13.3 Absentees from Assessment Tasks

Where a student is absent from an in-class assessment task, the student **must complete a "Special Consideration" prior to the due date** (Appendix D). If the assessment committee considers the student to have a valid reason (eg illness - medical certificate required or approved leave) then a mark may be awarded based on the existing or a substitute task. In exceptional circumstances (e.g. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate), the assessment committee may authorise an estimate based on other appropriate evidence. This will be done by the class teacher in consultation with the Head Teacher and the assessment coordinator. In all other cases where a candidate fails to do an assessment task, a 'Zero' mark will be recorded for that task but the task should still be completed by the student to meet "satisfactory course completion" requirements.

13.4 Accelerants

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by other students completing the usual HSC program. There may need to be flexibility however in the order and timing of assessment tasks. Programs of work may need to be specifically tailored to the accelerant's needs.

13.5 Accumulants

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESA. If NESA approval is given, the student must add substantially to the major work or project in the repeat year.



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14 FORMAL SUBMISSION OF WORK

14.1 Submission of Work

All assessment tasks excluding in-class tests/presentations should normally be submitted to the front office in a **sealed envelope/sleeve with the completed Assessment Task Cover Sheet in clear view by 9am on the due date**. Assessment tasks cannot be submitted electronically via email, Google Classroom or other means. Assignments will be date stamped, and students will receive a receipt for their work. In the case of assessment tasks involving large items of work (e.g. Design & Technology) the receiving teacher will provide a receipt.

14.2 Late Submission of Work

Where a task is submitted late, the task will be marked as normal, but a mark of zero will then be applied. However the assessment task must still be submitted. Work will be counted as being late and penalties applied if it is received after 9am on the due date without a valid reason acceptable to the assessment committee. There is provision for a student appeal against 'zero' penalty within two school days of the date of return of task (see Appendix D).

14.3 Student Responsibilities

Students should carefully check their marked work when it is returned by the class teacher. Following this the teacher and student will sign the cover sheet to verify the integrity of the mark. The student must not sign the cover sheet unless they are fully satisfied the marks are correct.

14.4 Teacher Responsibilities

The teacher is responsible for marking submitted assessment tasks consistent with standards set by NESA and for returning the marked work to students within a two week time frame. The teacher is also responsible for providing students with constructive feedback on achievement of the syllabus outcomes being assessed in that task.

The teacher is responsible for organising an additional copy of the cover sheet and returning the original to the student. This will ensure that the student and class teacher will have a record of the marks.

14.5 Unsatisfactory Completion of Assessment Tasks

In order to have studied a NESA course satisfactorily, NESA expects each candidate to complete all assessment tasks set in the Assessment Schedule for each course entered.

It should be noted that in cases where a task is not completed and where the assessment committee is not prepared to accept

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the reason given for not submitting a task, the task will be awarded a 'zero' mark and noted as a non-attempt.

Where a student is awarded zero marks due to failure to complete assessment tasks totalling more than 50% of the final course assessment mark, the Principal will certify that the course has not been satisfactorily completed. The N determination process is adhered to and neither assessment nor examination marks will be reported on the HSC Record of Achievement for those courses in which assessment requirements have not been met.

14.6 Non-Serious Attempts and Non-Attempts

HSC students who do not make a serious attempt in an examination or assessment task may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate.

Non-serious attempts include frivolous or objectionable material,

Non-attempts include those where only multiple-choice questions or minimal components of the task are attempted.

Any student identified as making a non-serious attempt or a non-attempt will be awarded marks reflective of the original attempt, an N- determination letter will be issued and the student will be required to resubmit the task.

14.7 Requests for an Extension

Requests for an extension of time to submit or complete an assessment task should be made in writing and supported by a doctor's certificate (if applicable) (Appendix D). Such requests will be considered by the assessment committee and where applicable in consultation with the class teacher.

Requests for an extension of time to submit or complete an assessment task (Appendix D) for reasons other than medical should be made in writing and signed by parents/carers, where applicable. Such a request will be considered by the assessment committee in consultation with the class teacher.

Requests for extension of time **must** be made prior to the task.

14.8 Dishonesty, Malpractice and Breach of Examination and Assessment Rules

It is expected that all work submitted by a student as part of an assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school's and NESA examination and assessment rules.

Where it is alleged that a student has been dishonest and has breached the rule a report will be written by the supervising teacher for review by the assessment committee. The student will also be invited to submit a written report (voluntary) and may be called to meet with the assessment committee to discuss the allegation of malpractice.

In cases where a student has been proven to have been dishonest, a penalty will be imposed by the assessment committee ranging from a percentage reduction in marks to a zero mark and a recording of non-completion of that assessment task.



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14.9 *Illness/Misadventure*

Where a student's performance in an assessment task is affected by a valid illness/misadventure preventing presentation of part or all of the task, the student should complete Special Consideration (Appendix D). In general a valid misadventure is a situation that is unpredictable and out of the control of the student.

An appeal for consideration of misadventure should be submitted to the assessment committee within two days of returning to school. If the appeal is upheld by the committee the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

Students should note that loss of work through computer or electronic malfunction does not constitute a valid misadventure. Students who submit work electronically are required to submit a hard copy as well. Students should use standard back-up procedures.

14.10 *Use of Assignments in More than One Course*

It is not possible to submit the same assignment for more than one course. Common material and resources may be used to develop assignments for more than one course. Since the course outcomes are different in each subject, the assignments set in different courses are expected to be substantially different. Breach of this rule will be deemed as malpractice (see 14.7 above).

14.11 *Mobile Phones in Examinations/In-Class Tasks*

Mobile phones or other electronic communication devices must not be taken into examination rooms, including any in-class tests or assessment tasks unless directed by the teacher to do so. Students found to be using their devices without teacher permission will be penalised for all or part marks. A student in possession of a device that disrupts the examination room will be dealt with in accordance with the Canowindra High School Use of Mobile Phones Policy.

15 *TIMING OF ASSESSMENT TASKS*

The timing of assessment tasks for the various courses will be as follows:

Assessment for Year 12 will generally finish early in Term 3 to allow time for preparation prior to dispatch of Trial HSC Examinations in Term 3. The exception to this may be subjects with externally examined performance/design criteria e.g. Drama, Music, Visual Arts, Industrial Technology and Design & Technology. Any tasks set in Term 3 are negotiated with the assessment committee.

Two school weeks' notice must be given for an assessment task to be due (Appendix A). Dates, once set, will not be changed unless circumstances are exceptional. If date changes are necessitated, two (2) weeks' notice will be given. Any and all changes must be negotiated with the assessment coordinator through the assessment committee and new cover sheets and assessment schedules must be issued (Appendix C).

16 *RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS*

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This school recognises the right of students and parents to have:

- Access to both general assessment information and to specific information regarding progress in a course of study, including progressive and final rank order (or position in course). Note: the final raw assessment mark submitted to NESA cannot be revealed to students or parents.
- Knowledge of procedures for N Determination Warnings, Appeals and Assessment Review.

Students and parents are invited to contact the Deputy Principal if they have a concern regarding assessment. The various Parent/Teacher meetings for senior students may also provide an opportunity to seek such information.

16.1 General Student Responsibilities

Students are expected to attend the school's HSC Assessment Information meeting, to keep a copy of the HSC Assessment Policy Booklet and to be familiar with HSC Assessment Policy and Procedures. Lack of familiarity with the Assessment Policy will not be accepted as grounds for appeal in cases of penalty due to breach of policy.

If a student knows in advance that he/she will be absent from school for any reason it is their responsibility to find out from teachers any tasks due to be set during the period of absence. (This includes absence from class due to participation in sporting visits, excursions, work placement or other school programs.)

If a student is unexpectedly absent, it is their responsibility, on the first day back at school to check with their teachers to determine if any assessments, including tasks were set during their absence.

Students must present their own work in each task and make a genuine and honest attempt.

Students should present assessment tasks by 9am on or before the due date OR follow the procedures for Special Consideration (Appendix D) **prior** to the due date.

Students should complete all preparatory, draft or practice tasks. Failure to do so could adversely affect performance in examinations and in assessment tasks. This, in turn, may affect final assessment rank order.

Students should comply with the teacher's instructions during an assessment task. Students who do not comply or who are dishonest in any way may receive either a zero mark or non-attempt for the assessment task.

Students should not absent themselves from normal school lessons on or before an assessment task due date in order to complete the task. Unexplained absence may lead to a penalty for malpractice/breach of examination and assessment rules.

A student under school suspension or on school organised work placement has the responsibility to arrange for the collection of cover sheets for assessment tasks set during that period. All tasks must still be submitted on time. Suitable arrangements should be made with the class teacher for the completion of in-class tasks which are scheduled during their suspension or work placement. Suspensions or work placements should not be regarded by students as a reason for seeking the deferment of assessment tasks.

16.2 Homework and Assignments

Homework and assignments are set during the course to consolidate learning and to practise skills. Although these tasks may not be formal assessment tasks they are an important part of effective learning. Failure to complete set tasks may constitute



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unsatisfactory progress and non-completion of course requirements.

16.3 Attendance

Students whose attendance is called into question will be required to prove to the Principal's satisfaction that they are meeting the course criteria. Attendance is constantly monitored on the school's computer system. Students are responsible for catching up on missed work and completing assessments. Students are also able to apply for an extension supported by a doctor's certificate. (Appendix D).

17 SCHOOL AND TEACHER RESPONSIBILITIES

The welfare and equitable achievement of students has been the prime concern in establishing an assessment policy for school. The school and its staff will undertake to ensure that:

- Staff, students and parents are informed annually on this policy (at the commencement of HSC courses);
- Students are given at least 2 week's notice in writing of assessment tasks and their relative weighting. A teacher may apply for a change to an assessment task by completing Appendix C. The Assessment Committee will consult and recommend fair changes. New Assessment Task Cover Sheets will be issued when changes to tasks or date due become necessary;
- Assessment tasks will not consume excessive time. Students should follow teacher guidelines;
- Assessment tasks are coordinated through a grid to avoid excessive demands on students;
- Assessment tasks are planned so that they do not interfere with student preparation for formal examinations;
- The Assessment Coordinator will coordinate assessment task schedules;
- Documentation of appeals are maintained on file at the school, with the Assessment Committee and in each students file;
- N Determination Warning letters are lodged with the office for processing and are mailed through the office delegate to generate a record in the postage book.

18 ASSESSMENT COMMITTEE

The Assessment Committee consists of:

- The Year Adviser

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- Principal or Deputy Principal
- Assessment Coordinator

The Assessment Committee's responsibility is to ensure that the above policy is implemented as fairly and consistently as possible. From time to time exceptional circumstances may arise which are not wholly covered by the preceding documentation. In these cases, careful consideration will be given by the Principal and Assessment Committee to all the relevant material and a decision will be reached that is equitable and fair to all concerned and is consistent with the spirit of the NESA Higher School Certificate Assessment Guidelines.

They are also responsible for:

- ensuring the HSC Assessment Policy Booklet is current;
- assessment tasks are spread across the year for all courses;
- reviewing all requests (extensions, appeals, modifications of tasks) and providing feedback to the student, class teacher and Head Teacher;
- keeping documentary evidence on all extensions, appeals, modifications of tasks and N-Determination Warning letters.

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19 HSC ASSESSMENT TIMETABLE 2021/2022

| WK | TERM 4 2021 | TERM 1 2022 | TERM 2 2022 | TERM 3 2022 |
|----|---|---|--|--|
| 1 | | | Biology 1 | |
| 2 | | | | English Ext 2-3 Music (Elective) 4 |
| 3 | | | | |
| 4 | | | English Ext 2-2 Physics 2 | |
| 5 | | | Work Placement | Agriculture 4 Biology 3 Business Studies 4 CAFS 4 English Ext 1-3 English Advanced 4 English Standard 4 English Studies 4 Investigating Science 3 IT Auto & Timber 4 Mathematics Standard 1-4 Mathematics Standard 2-4 Mathematics Adv 4 Modern History 4 Music (Aural) 4 PD/H/PE 4 Physics 3 Visual Arts 3 |
| 6 | IT Auto & Timber 1 | | English Advanced 3 English Standard 3 English Studies 3 | |
| 7 | Investigating Science 1 PD/H/PE 1 | IT Auto & Timber 2 Visual Arts 1 | English Ext 1-2 SLR 3 Visual Arts 2 | Visual Arts 4 TBA |
| 8 | Business Studies 1 English Ext 1-1 Modern History 1 | Agriculture 2 Business Studies 2 CAFS 2 Mathematics Adv 2 Modern History 2 Music 2 | Business Studies 3 CAFS 3 Mathematics Standard1-3 Mathematics Standard2-3 Modern History 3 | |
| 9 | English Advanced 1 English Standard 1 English Studies 1 Mathematics Adv 1 Mathematics Standard 1- 1 Mathematics Standard 2-1 | English Advanced 2 English Standard 2 English Studies 2 Mathematics Standard 2-2 Mathematics Standard 1-2 | Agriculture 3 Mathematics Adv 3 Music 3 PD/H/PE 3 | |
| 10 | Agriculture 1 Music 1 Physics 1 SLR 1 | PD/H/PE 2 SLR 2 | Biology 2 Investigating Science 2 IT Auto & Timber 3 | |
| 11 | CAFS 1 English Ext 2-1 | | | |

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INDIVIDUAL SUBJECT HSC ASSESSMENT SCHEDULES 2021/2022



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HSC Agriculture Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---|---|--|-------------|
| Assessment Title | Practical Report Plant/Animal Production | Case Study Farm Product Study | Research Elective 3 – Farming for the 21 st Century. | Trial HSC Examination | |
| Notification Date | T4 W7 | T1 W5 | T2 W6 | T3 W2 | |
| Due Date | T4 W10 | T1 W8 | T2 W9 | T3 W5-W6 | |
| Outcomes assessed | H1.1, H2.2, H4.1 | H3.1, H3.2, H3.3, H3.4 | H3.4, H4.1, H 5.1 | H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1 | |
| Components | | Weighting % | | | |
| Knowledge and understanding of course content | 10% | 5% | 10% | 15% | 40% |
| Knowledge, understanding and skills required to manage agricultural production systems | 10% | 10% | 5% | 15% | 40% |
| Skills in effective research, experimentation and communication | 10% | 5% | 5% | | 20% |
| Total % | 30% | 20% | 20% | 30% | 100% |



HSC Biology Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------|---|---|---|-------------|
| Assessment Title | Depth Study 1 Presentation – In-class Extended Response | Depth Study 2 Presentation – Investigation & Report | Trial HSC Examination | |
| Notification Date | T1 W5 | T2 W3 | T3 W2 | |
| Due Date | T2 W1 | T2 W10 | T3 W5/6 | |
| Outcomes assessed | BIO12-1 BIO12-2 BIO12-3 BIO12-5 BIO12-7 BIO12-12 &/or BIO12-13 | BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14 | BIO12-2 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15 | |
| Components | Weighting % | | | |
| Working Scientifically | 25% | 30% | 5% | 60% |
| Knowledge & Understanding | 10% | 5% | 25% | 40% |
| Total % | 35% | 35% | 30% | 100% |

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HSC Business Studies Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------|---------------------------------|--|-------------------------------------|---------------------------------------|-------------|
| Assessment Title | Case Study Marketing | Research Task Human Resources | Financial Report Finance | Trial HSC Examination | |
| Notification Date | T4 W5 | T1 W5 | T2 W5 | T3 W3 | |
| Due Date | T4 W8 | T1 W8 | T2 W8 | T3 W5-W6 | |
| Outcomes assessed | H3, H4, H6, H7, H8 | H2, H3, H5, H7 | H2, H3, H6, H8, H9, H10 | H1, H2, H3, H4, H5, H6 H8, H9, H10 | |
| Components | | Weighting % | | | |
| Knowledge and Understanding | 10% | 10% | 10% | 10% | 40% |
| Stimulus-based Skills | 5% | | 10% | 5% | 20% |
| Inquiry and Research | | 15% | 5% | | 20% |
| Communication | 5% | | | 15% | 20% |
| Total % | 20% | 25% | 25% | 30% | 100% |



HSC Community and Family Studies

Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|------------|---|-----------------------------|--|-------------|
| Assessment Title | IRP | Parenting and Caring | Social Impact of Technology | Trial HSC Examination | |
| Notification Date | T4 W2 | T1 W6 | T2 W6 | T3 W3 | |
| Due Date | T4 W11 | T1 W8 | T2 W8 | T3 W5-W6 | |
| Outcomes assessed | 4.1, 4.2 | 1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1 | 3.4, 4.1, 4.2 | 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2 | |
| Components | | Weighting % | | | |
| Knowledge and Understanding | 10% | 10% | 10% | 10% | 40% |
| Skills in critical thinking, research, analysing and communicating | 10% | 15% | 15% | 20% | 60% |
| Total % | 20% | 25% | 25% | 30% | 100% |

HSC ASSESSMENT POLICY

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HSC English Extension 1

Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|--|--|-------------|
| Assessment Title | Imaginative Response Common Module | Critical response Elective | Trial HSC Examination | |
| Notification Date | T4 W6 | T2 W4 | T3 W3 | |
| Due Date | T4 W8 | T2 W7 | T3 W5/6 | |
| Outcomes assessed | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 | |
| Components | Weighting | | | |
| Knowledge and understanding of course content | 15% | 20% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | 20% | 15% | 50% |
| Total | 30% | 40% | 30% | 100% |

HSC ASSESSMENT POLICY

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HSC English Extension 2

Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|------------------|-----------------------------------|------|
| Assessment Title | Viva Voce, addressing the proposal for the Major Work | Literary Review | Critique of the Sustained Process | |
| Notification Date | T4 W9 | T1 W7 | T2 W5 | |
| Due Date | T4 W11 | T2 W4 | T3 W2 | |
| Outcomes assessed | EE12- 1, 2, 3,4,5 | EE12- 1, 2,3,4,5 | EE12- 1, 2,3,4,5 | |
| Components | Weighting | | | |
| Objective 1: Skills in extensive investigation | 15% | 20% | 15% | 50% |
| Objective 2: Skills in sustained composition | 15% | 20% | 15% | 50% |
| Total | 30% | 40% | 30% | 100% |

HSC ASSESSMENT POLICY

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HSC English Advanced Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---------------------------------------|---|------------------------------------|-------------|
| Assessment Title | Multimodal Presentation Common Module | Comparative Essay Module A | Writing Task Module C | Trial Examination | |
| Notification Date | T4 W7 | T1 W7 | T2 W4 | T3 W3 | |
| Due Date | T4 W9 | T1 W9 | T2 W6 | T3 W5-W6 | |
| Outcomes assessed | EA12-1,EA12-2,EA12-3,EA12-5,EA12-6,EA12-7 | EA12-1,EA12-3,EA12-5,EA12-6,EA12-8 | EA12-2,EA12-3,EA12-4,EA12-5,EA12-7,EA12-9 | EA12-3,EA12-4,EA12-5,EA12-6,EA12-8 | |
| Components | | Weighting % | | | |
| Knowledge and understanding of course content | 10% | 15% | 10% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 10% | 15% | 15% | 50% |
| Total % | 20% | 25% | 25% | 30% | 100% |



HSC English Standard Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---|---|------------------------------------|-------------|
| Assessment Title | Multimodal presentation Common Module | Analytical response Module A | Writing task Module C | Trial Examination | |
| Notification Date | T4 W7 | T1 W7 | T2 W4 | T3 W3 | |
| Due Date | T4 W9 | T1 W9 | T2 W6 | T3 W5-W6 | |
| Outcomes assessed | EA12-1,EA12-2,EA12-3,EA12-5,EA12-6,EA12-7 | EA12-1,EA12-3,EA12-5,EA12-6,EA12-8 | EA12-2,EA12-3,EA12-4,EA12-5,EA12-7,EA12-9 | EA12-3,EA12-4,EA12-5,EA12-6,EA12-8 | |
| Components | | Weighting % | | | |
| Knowledge and understanding of course content | 10% | 15% | 10% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 10% | 15% | 15% | 50% |
| Total % | 20% | 25% | 25% | 30% | 100% |

HSC ASSESSMENT POLICY

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HSC English Studies Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--|---|---|-------------|
| Assessment Title | Representation and Explanation Common Module | Research and Presentation | Portfolio of classwork | Trial Examination | |
| Notification Date | T4 W7 | T1 W7 | T2 W4 | T3 W3 | |
| Due Date | T4 W9 | T1 W9 | T2 W6 | T3 W5-W6 | |
| Outcomes assessed | ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9 | ES12-3, ES12-4, ES12-6, ES12-7, ES12-10 | ES12-1, ES12-2, ES12-3, ES12-5, ES12-9 | ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-9 | |
| Components | | Weighting % | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | 10% | 50% |
| Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively | 10% | 10% | 20% | 10% | 50% |
| Total % | 20% | 20% | 40% | 20% | 100% |



HSC Industrial Technology – Automotive & Timber Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|------------------------------------|------------------------------|--|-------------|
| Assessment Title | Project Designing, Planning and Proposal | Industry Study Report | Research Task | Trial HSC Examination | |
| Notification Date | T4 W3 | T1 W4 | T2 W7 | T3 W2 | |
| Due Date | T4 W6 | T1 W7 | T2 W10 | T3 W5-W6 | |
| Outcomes Assessed | H3.1, H3.2, H3.3, H5.1, H5.2 | H1.1, H1.2, H1.3, H6.1, H7.1, H7.2 | H1.2, H3.2, H4.3, H5.1, H5.2 | H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2 | |
| Components | Weighting % | | | | |
| Knowledge and understanding of course content | 5% | 5% | 10% | 20% | 40% |
| Knowledge and skills in the design, management, communication and production of a major design project | 15% | 15% | 20% | 10% | 60% |
| Total % | 20% | 20% | 30% | 30% | 100% |



HSC Investigating Science

Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------|---|--------------------|-------------------------------|-------------|
| Assessment Title | Depth Study Scientific Investigation | Depth Study | Trial HSC Examination | |
| Notification Date | T4 W3 | T2 W6 | T3 W1 | |
| Due Date | T4 W7 | T2 W10 | T3 W5/6 | |
| Outcomes assessed | INS12-1,2,3,7,12 | INS12-1,4,5,6,7,14 | INS12-1,2,3,4,5,6,12,13,14,15 | |
| Components | Weighting% | | | |
| Working Scientifically | 20% | 20% | 20% | 60% |
| Knowledge & Understanding | 10% | 20% | 10% | 40% |
| Total | 30% | 40% | 30% | 100% |



HSC Mathematics Advanced Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--------------------------------|--------------------------------|------------------------------|-------------|
| Assessment Title | Investigation Task | Open Book Half-yearly | Guided Examination | Trial HSC Examination | |
| Notification Date | T4 W7 | T1 W6 | T2 W7 | T3 W3 | |
| Due Date | T4 W9 | T1 W8 | T2 W9 | T3 W5 | |
| Outcomes assessed | MA12-1, MA12-2, MA12-4, MA 12-5, MA12- 9, MA12-10 | All outcomes except MA 12-8 | All outcomes except MA 12-8 | ALL OUTCOMES | |
| Components | | Weighting % | | | |
| Understanding Fluency & Communicating | 10% | 10% | 10% | 20% | 50% |
| Problem Solving, Reasoning & Justification | 10% | 10% | 10% | 20% | 50% |
| Total % | 20% | 20% | 20% | 40% | 100% |



HSC Mathematics (Standard 1) Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|-----------------------|-----------------------------------|------------------------------------|---------------------------------------|--------------------|
| Assessment Title | Open Book Test | Mathematical Investigation | Research Investigation Task | Trial HSC Examination | |
| Notification Date | T4 W7 | T1 W6 | T2 W5 | T3 W3 | |
| Due Date | T4 W9 | T1 W9 | T2 W8 | T3 W5 | |
| Outcomes assessed | MS1 – 12-1, 2, 3 & 5 | MS1 –12- 1, 2, 3, 5, 6, 7, 9, 10 | MS1– 12-1, 2, 5, 6, 7, 9, 10 | MS1– 12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | |
| Components | | | | | Weighting % |
| Understanding, fluency and communication | 10% | 10% | 10% | 20% | 50% |
| Problem solving, Reasoning and Justification | 10% | 10% | 10% | 20% | 50% |
| Total % | 20% | 20% | 20% | 40% | 100% |



HSC Mathematics (Standard 2)

Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|-------------------------|--------------------------------------|------------------------------------|--|--------------------|
| Assessment Title | Open Book Test | Mathematical Investigation | Research Investigation Task | Trial HSC Examination | |
| Notification Date | T4 W7 | T1 W6 | T2 W5 | T3 W3 | |
| Due Date | T4 W9 | T1 W9 | T2 W8 | T3 W5 | |
| Outcomes assessed | MS2 – 12-3, 5, 8, 9, 10 | MS2 –12- 1, 2,3,4, 5, 6, 7, 8, 9, 10 | MS2 – 12-1, 2, 5, 6, 7, 9, 10 | MS2 – 12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | |
| Components | | | | | Weighting % |
| Understanding, fluency and communication | 10% | 10% | 10% | 20% | 50% |
| Problem solving, Reasoning and Justification | 10% | 10% | 10% | 20% | 50% |
| Total % | 20% | 20% | 20% | 40% | 100% |

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Modern History Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|--|---|---|------------------|
| Assessment Title | Source Analysis Power & Authority in the Modern World 1919-1946 | Historical Analysis National Studies | Research Essay Peace and Conflict | Trial HSC Examination All units | |
| Notification Date | T4 W6 | T4 W6 | T4 W6 | T4 W6 | |
| Due Date | T4 W8 | T1 W8 | T2 W8 | T3 W5-6 | |
| Outcomes assessed | MH12-3 MH12-4 MH12-6 MH12-7 MH12-9 | MH12-3 MH12-5 MH12-6 MH12-7 MH12-8 Mh12-9 | MH12-2 MH12-3 MH12-4 MH12-6 MH12-8 MH12-9 | MH12-3 MH12-4 MH12-5 MH12-7 MH12-9 | |
| Components | | | | | Weighting |
| Knowledge and understanding of course content | 10% | 5% | 10% | 15% | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | 5% | 5% | | 10% | 20% |
| Historical inquiry and research | | 10% | 10% | | 20% |
| Communication of historical understanding in appropriate forms | 5% | 5% | 5% | 5% | 20% |
| Total | 20% | 25% | 25% | 30% | 100% |



Music 1 Year 12 2021-22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--------------------------|--|--|--|--|------|
| Assessment Title | Core Composition (with Portfolio) and Aural | Core Musicology and Elective I | Core Performance and Elective II | Trial HSC Examination | |
| Notification Date | T4 W8 | T1 W6 | T2 W7 | T2 W10 | |
| Due Date | T4 W10 | T1W8 | T2 W9 | Elective-T3 W2 Aural-T3 W5 | |
| Outcomes assessed | H2, H3, H4, H5, H7, H8, H10, H11 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 | |
| Components | Weighting | | | | |
| Core Performance | | | 10% | | 10% |
| Core Aural | 10% | | | 15% | 25% |
| Core Composition | 10% | | | | 10% |
| Core Musicology | | 10% | | | 10% |
| Electives | | 15% | 15% | 15% | 45% |
| Total | 20% | 25% | 25% | 30% | 100% |



HSC PDHPE Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------|--|--|--|---|-------------|
| Assessment Title | Health Priority Issues Critical Enquiry | Factors Affecting Performance | Sports Medicine In-class Writing task | Trial HSC Examination | |
| Notification Date | T4 W5 | T1 W8 | T2 W7 | T3 W3 | |
| Due Date | T4 W7 | T1 W10 | T2 W9 | T3 W5-W6 | |
| Outcomes assessed | H1 H2 H3 H4 H5 H14 H15 H16 | H7 H8 H9 H10 H11 H16 H17 | H8 H13 H16 H17 | H1 H2 H3 H4 H5 H7 H8 H9 H10 H11 H13 H14 H15 H16 H17 | |
| Components | | Weighting % | | | |
| Knowledge and Understanding | 10% | 10% | 5% | 15% | 40% |
| Skills Application | 5% | 10% | 10% | 5% | 30% |
| Critical Thinking | 10% | 5% | 5% | 10% | 30% |
| Total % | 25% | 25% | 20% | 30% | 100% |

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HSC Physics Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|---|--|-----------------------|-------------|
| Assessment Title | Skills Task | Depth Study | Trial HSC Examination | |
| Notification Date | T4 W3 | T2 W2 | T3 W1 | |
| Due Date | T4 W10 | T2 W4 | T3 W5 & 6 | |
| Outcomes assessed | CH12-3,4, 5, 6, 7, 12 and/or 13 and/or 14 and/or 15 | CH12-1, 2, 3, 4, 5, 6, 7, 12 and/ or 13 and/or 14and/or 15 and/or 16 | ALL | |
| Components | Weighting | | | |
| Working Scientifically | 25% | 30% | 5% | 60% |
| Knowledge and Understanding | 5% | 10% | 25% | 40% |
| Total | 30% | 40% | 30% | 100% |



HSC SLR Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|---------------------------------------|------------------|----------------------------|-------------|
| Assessment Title | Games and Sports Application 2 | Athletics | Resistance Training | |
| Notification Date | T4 W8 | T1 W8 | T2 W5 | |
| Due Date | T4 W10 | T1 W10 | T2 W7 | |
| Outcomes assessed | 1.1, 1.3, 3.1, 4.4 | 1.1, 3.1, 4.4 | 1.3, 2.4, 3.2, 4.3 | |
| Components | Weighting % | | | |
| Knowledge | 15% | 15% | 20% | 50% |
| Skills | 15% | 15% | 20% | 50% |
| Total % | 30% | 30% | 40% | 100% |



HSC Visual Arts Year 12 2021/22

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-------------------------------|--|----------------------------------|------------------------------|---------------------------------------|-------------|
| Assessment Title | Development of the Body of Work | Extended Written Response | Trial HSC Examination | Resolution of the Body of Work | |
| Notification Date | T1 W5 | T2 W5 | T3 W3 | To Be Advised | |
| Due Date | T1 W7 | T2 W7 | T3 W5-W6 | To Be Advised | |
| Outcomes assessed | H1, H2, H3, H4 | H9, H10 | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6 | |
| Components | | Weighting % | | | |
| ArtMaking | 20% | | | 30% | 50% |
| Art Criticism and Art History | | 20% | 30% | | 50% |
| Total % | 20% | 20% | 30% | 30% | 100% |



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.

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Work placement advice from NESA in response to COVID

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

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

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

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



Assessment Summary for 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 | Term 2, Week 5, 2022 |
| There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR | NA |

| Cluster name, unit of competency code and title. | Observation of practical work | Product assessment | Written assignment, Test, Quiz | Portfolio | HSC examinable |
|--|-------------------------------|--------------------|--------------------------------|-----------|----------------|
| | | | | | |

Cluster 4 – Can we build it

| | | | | | |
|---|---|---|---|--|--|
| MEMPE006A Undertake a basic engineering project | Y | Y | Y | | |
| MEMPE001A Use engineering workshop machines | Y | Y | Y | | |

Cluster 5 – Sparks and noise

| | | | | | |
|---|---|---|---|--|--|
| MEMPE002A Use Electric welding machines | Y | Y | Y | | |
| MEMPE004A Use fabrication equipment | Y | Y | Y | | |

Cluster 6 – My pathway

| | | | | | |
|--|---|---|---|--|--|
| MEMPE005A Develop a career plan for the engineering and manufacturing industry | Y | Y | Y | | |
|--|---|---|---|--|--|

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



Assessment Summary for SIT20416 Certificate II in Kitchen Operations

| | |
|--|---------------------|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 2 Week 5, 2022 |
| 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, 2022 |

| 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 | Portfolio or direct observation – purposeful collection of annotated and | Questioning – written or oral related to knowledge e.g. quizzes, interviews | NESA Status Mandatory |
| Cluster 3 – Safe and Sustainable work practices | SITXWHS001 BSBSUS201 | Participate in safe work practices Participate in environmentally sustainable work practices | X X | X X | | X X | Y |
| Cluster 4 – Preparing quality simple dishes | SITHCCC002 SITXINV002 | Prepare and present simple dishes Maintain the quality of perishable items | X X | X X | | X X | |
| Cluster 5 – Producing menu Items | SITHCCC005 | Prepare dishes using basic methods of cookery | X | X | X | X | Y |
| Cluster 6 – Cleaning the kitchen | SITHKOP001 | Clean kitchen premises and equipment | X | X | | X | Y |
| Cluster 7 – Preparing appetisers and salads | SITHCCC006 | Prepare appetisers and salads | X | X | X | X | |
| Cluster 8 – Sandwich preparation | SITHCCC003 | Prepare and present sandwiches | X | X | | X | |
| Cluster 9 – Keeping up to date with industry | SITHIND002 | Source and use information on the hospitality industry | | | | X | Y |
| Cluster 10 – Use cookery skills effectively | SITHCCC011 | Use cookery skills effectively | X | X | X | X | |

**UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7, and 10. 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 TASS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will be the only possible AQF outcome if at least one UoC has been achieved.



21 APPENDIX FORMS

Appendix A – Assessment Task Cover Sheet

Appendix B – Assessment Notification- Student Receipt

Appendix D – Application for Special Consideration

Appendix F – ‘N’ Determination- Official ‘Warning’ Letter

These forms are all available from the front office or Assessment Coordinator.



COPY of Appendix A – Assessment Task Cover Sheet

| | | | |
|---------------------------|--------------|-------------------|--------------|
| Year: | | Task no: | |
| Teacher: | | Course: | |
| Task title: | | Weighting: | |
| Notification date: | Week: | Due date: | Week: |
| | Day: | | Day: |
| | Date: | | Date: |

All HSC/Preliminary HSC Assessment Tasks, other than in-class tasks, must be handed in at office by 9.00am on the due date. (Zero marks, if submitted late)

| |
|--------------------------|
| Task Description: |
| |

| |
|---------------------------------|
| Outcomes to be assessed: |
| |

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Assessment Criteria:

See paper for specific marking criteria

Special requirements/Other information:

Comments by Teacher:

| | | | |
|------------------------------------|--|---------------------------|--|
| Mark: | | Student signature: | |
| Cumulative assessment rank: | | Teacher signature: | |
| Student Name: | | Date: | |



COPY of Appendix D – Application for Special Consideration

Special consideration (Extension, Illness/Misadventure, Appeal)



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Name: [] Year: [] Date: []

Subject: [] Teacher: []

Assessment Task Number (as per Assessment Policy booklet): []

Assessment Task Title: []

I wish to apply for an (please circle) Extension, consideration for Illness/Misadventure or Appeal a result, based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances.)

[Large empty box for student response]

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

STUDENT SIGNATURE: [] PARENT/GUARDIAN SIGNATURE: []

Recommendation of Teacher/Head Teacher:

[Large empty box for teacher recommendation]

SIGNATURE OF TEACHER/HEAD TEACHER: []

Recommendation of Assessment Committee:

SPECIAL CONSIDERATION: Upheld: [] Denied: []

Subject/course: [] Assessment Task Number: []

Assessment Task Title: []

PRINCIPAL/DP:

YEAR ADVISER:

ASSESSMENT COORDINATOR:

DATE: []

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COPY of Appendix F – 'N' Determination – Official 'Warning' Letter (example only)

Date: _____

Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **(1st/2nd/3rd) official warning** we have issued concerning _____.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met **(a), (b), or (c)** of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the task(s), requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher

Principal

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To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____:

| Task Name(s) / Course Requirement(s) / Course Outcome(s) | Percentage Weighting (if applicable) | Original due date (if applicable) | Action required by student | Revised date to be completed by (if applicable) |
|--|--|---|----------------------------|---|
| | | | | |
| | | | | |

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

Please detach this section and return to the school

Requirements for the satisfactory completion of a Higher School Certificate _____ course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____.
- I am aware that this course may appear on his Higher School Certificate Record of Achievement with 'Not Completed' indicated.
- I am also aware that the 'N' determination may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____

Date: _____

Student's signature: _____

Date: _____



GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

| | |
|--------------------------------------|--|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

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