



PORT HACKING HIGH SCHOOL

**HIGHER SCHOOL
CERTIFICATE
ASSESSMENT
POLICY
2022-2023**

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OVERVIEW

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising **at least 12 units** and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses;
- At least two units of a Board Developed course in English;
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects
- No more than six units of science based courses

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Year 11 and HSC courses.

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:

- a) **followed** the course developed or endorsed by NESA (NSW Educational Standards Authority); 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

ATTENDANCE

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals, who must give students early warning of the consequences of such absences. Warning letters must relate students' absence to the non-completion of course requirements.

NON-COMPLETION WARNING LETTERS

Non-Completion Warning letters (also known as N-Warning letters) will be sent home if a student has not met one of the following requirements in a subject:

- Not followed the course developed or endorsed by NESA.
- Not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school such as classwork and assessment tasks.
- Not addressed some or all of the course outcomes.
- Non-attendance at or non-serious attempt at an assessment task without a valid illness or misadventure claim.

An N-warning may also be issued if a student has engaged in malpractice or a non-serious attempt in assessment tasks or exams.

N-Warnings can be redeemed by a student. The N-Warning letters outline the task to be completed and a new due date. If a student submits a serious attempt at the task, then the N-Warning is redeemed. While the student will receive zero for the task, which will affect their final mark, the N-Warning is cleared from their record.

NON-COMPLETION DETERMINATIONS

If a student has two or more outstanding N-Warnings in a subject/s, by the time the school is required to submit HSC marks to NESAs, the principal may submit a Non-Completion Determination (also known as N-Determinations). If the N-Determination is upheld, then the student may NOT have met the requirements for a Higher School Certificate. If a student is not entitled to the HSC they will receive a Transcript of Study from NESAs for the subjects they successfully completed.

If it appears that a student is at risk of being given a N-Determination in any course, the Principal (or Principal delegate) must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected.

Students who do not make a genuine attempt to complete the course work outlined in the N-warnings, cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-Determination.

Where a student receives an N-Determination in a course, that course will not appear on the student's HSC. In some cases, the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year (see Note below).

If the N-Determination or NESAs withholds course results of a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking other course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice for more than one course in any single year, then all courses attempted in that year may be withheld by NESAs. Students may, however, meet the requirements of the award of the Higher School Certificate within the five-year accumulation period.

The award of the Higher School Certificate may not be withheld for reasons related to school management of codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment. Similarly, 'N' determinations may not be made on such grounds. The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An N-Determination or NESAs decision to withhold a course will have the following consequences:

- in a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, that course and the related Extension course will not contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

For further details, visit NESAs's website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

or contact the school on 9524 8816.

DISABILITY PROVISIONS

Disability provisions (also known as Special Provisions) are practical arrangements designed to help students with a disability, who couldn't otherwise make a fair attempt, to demonstrate their learning in an assessment task or exam.

Disability provisions address students' formal assessment needs related to learning, medical, vision, and hearing disabilities. These provisions also cover specific diagnosed anxiety disorders or concentration disorders.

For example, students with a:

- learning disability may use reader or writer
- medical disability may access toilet breaks or use adapted furniture
- vision disability may use braille or large-print papers
- hearing disability may use an oral or sign interpreter
- diagnosed anxiety disorder may use rest breaks.

What is not covered

Disability provisions do not apply to:

- Conditions that may or may not occur during an exam (episodic), eg migraines. An occurrence of this type of condition would be covered by an illness/misadventure application, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.
- Loss of preparation time or difficulty undertaking a course, eg a musical instrument being broken some months prior to the HSC.
- Difficulty with reading due to English being an additional language/dialect for a student.

When providing students with adjustments for school-based assessments, Port Hacking High School will take into account NESA's key messages and principles for exam modifications to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC.

Please Note: There is no guarantee NESA will grant the same provisions as those given by the school.

Provisions are not granted solely on the basis of a diagnosis

Disability impacts students in different ways and to different degrees. Applying a one-size-fits-all approach does not recognise the individual needs of each student. Students with the same disability may need and receive different provisions. It is therefore possible that students with the same disability can have different approved provisions. Provisions are determined on the basis of functional evidence.

Approved provisions must not confer an advantage

The HSC is recognised for being a level playing field, where students sit for an assessments and exams at approximately the same time and under the same conditions. A student with an approved unjustified provision, such as extra time to work, would receive a significant advantage over students without that provision. The school must balance the interests of all students, including those without provisions.

The HSC remains a handwritten exam

Access to a computer can facilitate faster word production and easier editing compared to handwriting. For this reason, use of a computer is rarely approved for exam condition assessment tasks. For access to a computer to be granted, it must be evident that no other provisions can address the specific needs of the disability for an individual student.

Applying for Special Provisions

The student should contact the Head Teacher Learning Support if they would like to apply for disability provisions. They should apply as soon as possible. The Head Teacher Learning Support will advise the student as to the evidence they require to make an application for Special Provisions, which may include medical or psychological reports, work samples, organised outside testing, etc. If a student doesn't have enough evidence, their disability provisions may not be approved.

Emergency arrangements can be made if a student has an illness or mishap just before an exam or assessment task that affects their ability to read or respond in the task. Any affected student should contact their Deputy Principal immediately if this happens.

SCHOOL ASSESSMENT POLICY

Each subject has prepared an Assessment Schedule which outlines the components and weightings of the assessment and the types of tasks to be included. These schedules are collated in the school's *High School Certificate Assessment Policy* booklet and is provided as a hard copy to each student as well as being posted on the school's website. Students will be given an individual Assessment Notification for each task typically THREE weeks prior to the due date of the task.

The Principal reserves the right to use up to TWO decimal places in marks to separate students on the same ranking.

HSC Assessment Weeks & Trial HSC Exams

There will be three Assessment Weeks and a Trial HSC exam period over the four terms of the HSC course. All Year 12 students will participate in all formal assessments for all subject areas with minimal exceptions. The final Trial HSC exam period for Year 12 will take place over approximately a two-week period.

During each Assessment Week students are not required to attend normal lessons. They will be emailed a timetable, generally one week prior to the start of the assessment period or Trial HSC, which indicates the day and time they will be required to sit a test, submit a task, complete a practical activity and/or deliver oral tasks. They only need to attend school during these time periods.

Some subjects may have practical tasks that need to be completed and that will take longer than a period. These subjects will be given a day and time period for these tasks to be completed in. The time schedules for these particular tasks will be organised by the subject area doing that specific task and the students need to ensure they know what time has been designated to them.

Students will be required to know their NESAs Student Number and use this number, instead of their names, when submitting or sitting exam style tasks during Assessment Weeks. This will get them in good practice for what is required of them during the HSC examinations and provide anonymity during the marking process. Students are not allowed to submit assessment tasks at any other time other than the designated period in the Assessment Week Schedule, unless a valid Illness or Misadventure Application has been approved.

ABSENCE FROM A TASK

It is essential that students ensure that they are present for and complete all assessment tasks.

If a student is going to be absent on the day of an assessment task, the student or their guardian MUST inform the school of their absence as soon as possible and no later than the start time of the assessment task or exam.

The responsibility for notifying the school to request a substitute task and submission date lies with the student.

The relevant Deputy Principal will then notify students, who have missed an assessment task or failed to submit a task, of an alternate date and time via Canvas Inbox. **Students should expect to submit or sit a task the day after the end of their illness/misadventure as noted on their Illness or Misadventure claim.**

If a student misses a task, they must still submit or sit the task at a later date to avoid or redeem a n-warning, even if they are awarded a zero for failing to submit a valid and approved Illness or Misadventure application.

Completing an assessment task to avoid a N-Warning and potentially a N-Determination for a course is a separate process to applying for an Illness or Misadventure claim, which determines if a zero mark applies.

ILLNESS OR MISADVENTURE APPLICATIONS

If a student has a valid reason (illness or misadventure) for being absent from a task or for failing to submit a task, then they must provide their relevant Deputy Principal with a completed Port Hacking High School Illness or Misadventure Claim form and Student Declaration **within 3 school days** after returning to school immediately after an illness or misadventure.

Where there is no valid reason for non-completion of an assessment task or an Illness or Misadventure Application form is not received within 3 school days after the student returning to school immediately after an illness or misadventure, a zero mark will be recorded for that task.

NB Students who do not attempt or make a serious attempt at more than 50% of assessment tasks within a course will receive a Non-completion Determination for the final assessment submitted to NESA.

Limitations of Illness or Misadventure Applications

Port Hacking High School's Illness and Misadventure application processes are aligned to NESA's policy and this extends to the limitations of Illness or Misadventure applications.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time except under exceptional circumstances (please see below and read carefully the information under the heading "Illness or Misadventure Claim Due to Disruption Prior to an Assessment Task"); for example as a result of an earlier or pre-existing illness or misadventure
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the task or exam
- the same grounds for which you received disability provisions
- alleged deficiencies in teaching; for example extended teacher absences
- loss of study time or facilities prior to the task or exam
- misreading the assessment/exam timetable. If you miss an exam or submission of a task or arrive late to an exam because you misread the timetable, contact the school immediately.
- misreading exam instructions
- other commitments, such as participation in non-school events; for example family holiday, work, in entertainment or sporting events, unless an *Exemption From School* claim has been approved by the principal for elite sporting or entertainment industry commitments.

Please note 1: Participation in a school authorised event **MUST** have the prior approval of the relevant Deputy Principal. It is the responsibility of the student to advise their Deputy Principal as soon as possible if they will be unable to attend or submit an assessment task because of a clash with a school event.

Please note 2: An *Exemption From School* will not be granted for family holidays.

Illness Claims

- The Port Hacking High School Illness Claim form must be completed by an independent medical practitioner either on the day of the task or immediately prior to the task. This form must be specific to the date and time of the assessment task/s or exam/s.
- Back dated Illness Claim forms will not be accepted.
- If a student is sick on days beyond the days covered by the original Illness Claim form, students will be required to complete an additional Illness Claim form.
- The Illness Claim form must cover all subsequent days of illness **NOT** just the day of the task.

Misadventure Claims

- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are NOT a valid excuse for missing an assessment task/exam NOR for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
- Technological malfunctions are not automatically considered a valid excuse. (Please refer to notes on 'Technology Problems')
- The Deputy Principal will judge whether the Misadventure Claim and supporting documents provide a valid reason.

Technology Problems:

Computer and/or printer malfunction is not automatically considered a valid excuse.

Problems with computers crashing and printers not working may be a reason to apply for misadventure. However, it will not be automatic that a student has a misadventure appeal granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered for a misadventure appeal. This evidence may be in the form of a:

- draft printout of the task
- handwritten draft version of the task
- USB handed to the teacher containing an electronic version of the task

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DET portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request
- will be awarded a zero mark if they are unable to show evidence of the task in draft form
- must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems
- must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

Illness or Misadventure Claim Due to Disruption Prior to an Assessment Task

Port Hacking High School's Assessment Policy aligns with NESA procedures. As stated prior, this includes:

You cannot submit an application on the basis of:

- *difficulties in preparation or loss of preparation time; for example as a result of an earlier or pre-existing illness*
- *long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the exam*

Assessment Weeks: If a student's preparation for the Assessment Weeks tasks is disrupted for MORE than five consecutive days immediately prior to the submission or sitting of a task, they MUST submit either an Illness or Misadventure application for consideration.

The Port Hacking High School Illness or Misadventure application must be completed and submitted **within 3 school days** after returning to school immediately after an illness or misadventure.

Trial HSC: No exceptions. The Trial HSC is the culmination of a full year's work and students should be preparing for the Trial HSC Exams throughout the HSC year.

Valid Illness or Misadventure Claims

The relevant Deputy Principal will make a considered judgement as to the validity of the claim and, if approved, the appropriate outcome.

Where the Deputy Principal decides that a valid reason has been supplied, one of the following outcomes will apply:

- a) an extension of time, or
- b) awarding of a mark based on completion of a substitute task, or
- c) where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

Invalid Illness or Misadventure Claim

If the Illness or Misadventure Claim form is:

- incomplete or
- submitted more than three days after a student has returned to school or
- the student has not returned to school or is not available for a rescheduled task immediately after their illness or misadventure or
- the Deputy Principal does not accept the reason outlined in the claim for non-completion of an assessment task,

a zero mark will be recorded for that task.

NB Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESAs.

Absence Before an Assessment Week or the Trial HSC

If a student is absent two or more days in the week prior to an Assessment Week or the Trial HSC he or she must contact the school to explain their absence, and then provide their Deputy Principal with an Illness or Misadventure application **within 3 school days** after returning to school.

Appealing an Illness or Misadventure Application Deputy Principal's Determination

All initial Illness or Misadventure Applications are to be submitted to the student's relevant Deputy Principal and it is this Deputy Principal who assesses the validity of the application and, if approved, the outcome of the application.

In the event that a student wishes to appeal the Deputy Principal's decision (either the approval or the outcome) students can appeal to the Principal for a review of the Deputy Principal's decision.

This appeal **MUST** be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

Appealing an Illness or Misadventure Application Principal's Determination

Students may appeal the Principal's Illness or Misadventure appeal determination directly to NESAs.

"ALL MY OWN WORK": MAINTAINING HONESTY AND INTEGRITY

Honesty is key for all students and staff:

All HSC candidates, their teachers and others who guide them must comply with NESAs's Honesty in Assessment Standard to maintain the integrity of the HSC. Students should also read course syllabuses and related NESAs policies, such as those on malpractice and completion of a course on the NESAs website.

Students must be entirely honest when completing assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work the student has produced. All plagiarised material will not be taken into consideration.

Always acknowledge your sources:

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

Malpractice

Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will typically receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes. Where malpractice has occurred the Deputy Principal will record this on NESAs malpractice register.

Plagiarism

Plagiarism is “when you pretend that you have written or created a piece of work that someone else originated.” (All My Own Work, NESAs). Where plagiarism has occurred, only the student’s original work will be marked. If an entire task is plagiarised the student will receive no marks for the task.

The school reserves the right to use a number of strategies to uncover instances of plagiarism, this includes software programs such as Turnitin. Turnitin is a text matching software program which uses an algorithm to find strings of words within a student’s assessment, that may be identical to resources already known to the software program. Turnitin promotes students to complete their best, original work.

Students may be instructed, via their assessment notification, to submit their assessment via Canvas, using the Turnitin software.

Non-serious attempts in assessment tasks and examinations

Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams or not making a genuine effort) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes and avoid an n-warning; however, a zero will be recorded as the mark for the task.

Rules of Conduct

- a) Where a task takes the form of a test or examination, the supervisor's instructions must be followed at all times.

Candidates must:

- NOT speak to any person other than the supervisor during the examination.
- NOT behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
- NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students’ bags. Mobile phones are not to be in students’ pockets.
- NOT wear a watch of any kind.
- Only use NESAs approved calculators.
- Place all acceptable stationary in a clear, see-through bag. NO pencil cases.
- Only use see-through water bottles.

Nor to take any books, notes, paper or equipment, other than that specifically permitted by the supervisor, into the room where the assessment task or exam is taking place.

- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student’s own work.

PROCEDURES CONCERNING TASKS THAT PRODUCE INVALID OR UNRELIABLE RESULTS

In exceptionally rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same or a very similar mark). Sometimes a task might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal will ascertain the best method to address these issues. This may include one of the options below or a combination of two or more of these options:

- only part of the task used to calculate the internal assessment mark;
- the weighting of the task may be reduced and additional weighting added to a future task;
- the weighting of the affected task may be distributed across previous tasks;
- the original assessment task will be replaced by an additional task which assesses the same syllabus outcomes. Sufficient written notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Students will be notified in writing, if any assessment task is deemed to be invalid or unreliable and the course of action to be taken to rectify this issue.

APPEALS REGARDING ADMINISTRATION OF AN ASSESSMENT TASK

Assessment appeals regarding the administration or procedures of an assessment task must be addressed to the relevant Deputy Principal in writing within THREE school days of the event occurring. Any appeal is to be based on a breach of the school's assessment policy.

The Deputy Principal's determination in any matters can be appealed in writing to the Principal. This appeal **MUST** be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

Students may appeal the Principal's appeal determination directly to NESAs.



PORT HACKING HIGH SCHOOL Illness or Misadventure Claim Student Declaration

This form must be completed by the student who is applying for an Illness or Misadventure claim.

I, request that the Deputy Principal at Port Hacking High School consider my application for Illness or Misadventure.

I have carefully read the Port Hacking High School Assessment Policy detailing Illness and Misadventure applications.

I consider that my ability to:

submit or attend or an assessment task or exam performance was impossible

OR

that my performance in an assessment task or exam could be or was negatively affected

due to illness or an unforeseen misadventure which occurred immediately before or during the Assessment Week or Trial HSC Exam period.

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

I give permission for a member of Port Hacking High School's senior executive to obtain further details from any person who has provided evidence in the Illness or Misadventure Claim form if applicable and considered necessary by Port Hacking High School.

Instructions: A completed *Student Declaration* AND an *Illness Claim Form* OR *Misadventure Claim Form* must be submitted to the relevant Deputy Principal **within THREE school days after immediately** following an illness or misadventure. (These forms may also be submitted before the task is due.)

Subject/s affected	Assessment Task affected	Due date of task	Class Teacher
Is this an Illness or Misadventure Claim?			

<p>Illness Claim: Please describe how your illness and symptoms will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p> <p>Misadventure Claim: Please describe the nature of your unforeseen misadventure AND how this misadventure will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p>	
<p>Have you attached the Illness or Misadventure Claim form?</p>	

Student's signature		Parent's signature	
Student name		Parent name	
Date		Date	

DEPUTY PRINCIPAL

Day and Date claim received by Deputy Principal	Mon Tues Wed Thu Fri/...../.....
Deputy Principal Determination	Approved / NOT Approved
Outcome:	
Date determination and outcome communicated to student	
Method of communicating to student	
Deputy Principal Signature:	
Student signature of receipt of outcome, if verbally given.	Date:



Year 12 HSC Illness Claim Form – Independent Evidence

This form is used by Port Hacking High School to confirm and evaluate the impact on the student's functioning in OR their ability to attend an assessment task or exam.

Students should attend all assessment tasks or exam. Students who are unwell must seek independent medical advice either immediately before or immediately after an exam.

IMPORTANT: A back dated claim will not be accepted.

- An appropriately qualified health professional must complete this form. They must not be related to the student or have a relationship that could be seen as a conflict of interest.
- Only one health professional should complete this form. If multiple health professionals need to contribute information, each one should complete a separate form.
- Port Hacking High School will not accept this form if anyone other than the signatory has written on it.
- Digital signatures will not be accepted unless medically the student was only able to attend a telehealth appointment.
- Providing false or fraudulent information, including editing or adding to the health professional's comments, is a breach of the school's code of conduct and may be deemed malpractice. A penalty affecting student's HSC results may be imposed.

Health professionals:

- Any amendments to this form must be initialed and dated.
- Answer all questions based on your own professional opinion.
- The student has given permission for a member of the Port Hacking High School senior executive to obtain further information relating to the application from anyone completing this form.
- A medical certificate that merely states student was unfit for work/study is unacceptable.

Please note that any fee for providing this report is the responsibility of the student.

Patient's name	
Diagnosis of medical condition	
Date(s) and times of all consultations/meetings related to this illness	
Please describe how the student's condition and symptoms will or has affected their exam or assessment task performance OR their ability to attend an assessment task or exam.	

Any other comments or information which may assist in the assessment of the student's application.

Details of doctor or health professional who completed this form

PLEASE NOTE: Do not sign this form if anyone other than you has written on it.

Name:

Profession:

Qualifications/specialty:

AHPRA Registration Number:

Place of work/organisation:

Telephone:

Signature:

Date:



Year 12 HSC Misadventure Claim Form (Including School Sanctioned Events)

This form is used by Port Hacking High School to confirm and evaluate the impact on the student's functioning in OR their ability to attend an assessment task or exam.

Students should attend all assessment tasks or exam. Students who experience unforeseen misadventure are advised to gather independent evidence either before or immediately after an exam.

Independent Evidence can be provided by submitting:

1. **Official documentation** eg. Death notice or death certificate, insurance report that provides all relevant information, a police report, hospital admission papers for a relative.
2. **Independent witness statement**

Independent witness statement of misadventure should be completed by a relevant person such as a police officer, fire brigade, roadside assistance etc.

- They should not be related to the student or have a relationship that could be seen as a conflict of interest.
- Only one person should complete this form. If multiple people need to contribute information, each one should complete a separate form.
- Port Hacking High School will not accept this form if anyone other than the signatory has written on it.
- Providing false or fraudulent information, including editing or adding to the witness's comments, is a breach of the school's code of conduct and may be deemed malpractice. A penalty affecting student's HSC results may be imposed.
- The student has given permission for a member of the Port Hacking High School senior executive to obtain further information relating to the application from anyone completing this form.

Please note that any fee for providing this report is the responsibility of the student.

INSTRUCTIONS: Please provide details of the official documentation **and/or** the independent witness statement.

OFFICIAL DOCUMENTATION

Student's name	
Date of misadventure (or school sanctioned event)?	
Describe details of the misadventure (or school sanctioned event)?	
Describe the official documentation you are supplying to support your claim to an unforeseen misadventure.	

Please describe **how** this misadventure will or has **affected your exam or assessment task performance OR your ability to attend** an assessment task or exam.

For school sanctioned events, please outline the event and have this section signed by the organising or approving staff member.

--

INDEPENDENT WITNESS STATEMENT

Student's name	
Date of misadventure?	
Are you known to the student?	YES / NO
If YES, what is the nature of the relationship?	
Were you a witness to the event?	YES / NO
If NO, how did you obtain the evidence you are providing?	

Independent evidence of misadventure should be completed by a relevant person such as a police officer, fire brigade, roadside assistance.

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Details of person who completed this witness statement

PLEASE NOTE: Do not sign this form if anyone other than you has written on it.

Name:

Profession:

Place of work/organisation:

Telephone:

Signature:

Date:

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:

- at least two units of English must be included;
- at least three Board Developed courses of two units value or greater must be included;
- no more than 6 units of science based courses;
- courses from at least four subjects must be included.

[Note: Students wishing to have an ATAR calculated must indicate this on their HSC entry form. Students who do not meet the above requirements will not be eligible for an ATAR.]

- at most, two units of category B courses may be included in the calculation of the ATAR.
- for more detailed information on the ATAR, refer to current Universities Admissions Centre (UAC) publications.

RoSA

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) are entitled to receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Year 11 courses and grades. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC. These students will not receive a RoSA.

HSC MINIMUM STANDARD OF LITERACY AND NUMERACY

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life. HSC students will need to meet the HSC minimum standard in three areas – reading, writing and numeracy. The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

To check that students have the basics right, they need to sit short online tests of reading, writing and maths for everyday life. Students get four chances a year to pass each of the tests from Year 10 until a few years after the HSC. Port Hacking High School will complete these tests once a term. If you pass the online tests of basic reading, writing and numeracy skills students will show they have met the HSC minimum standard.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

CREATIVE & PERFORMING ARTS

DRAMA

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Studies in Drama and Theatre: Topic 6- Black Comedy	Aus Drama: Contemporary Australian Practice	Individual Project (performance/ submission) and Group Performance & Logbook	Written: Australian Drama and Theatre (Core Study and Studies in Drama and Theatre: Black Comedy Individual Project & GP
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		Black Comedy Performance / Essay	Aus Drama Performance / Essay	IP/GP and Logbooks	Trial HSC Written Exam 1 ½ hrs Individual Project & GP Presentation
		H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3 *	H1.3, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3 *
Making	40%	5%	5%	20%	10%
Performing	30%	5%	5%	10%	10%
Critically Studying	30%	10%	10%		10%
Total	100%	20%	20%	30%	30%

*The teacher will select the appropriate outcomes based on the Individual Project option selected by each student.

MUSIC 1

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Viva Voce and Analysis Submission on Instrumental Techniques of Elective 1	Composition and Analysis, Elective 2	Core Performance and Elective 3 and Aural Analysis of Elective 3 and Core Performance	Core Performance, Electives 1, 2 and 3, Aural Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5
		Topic 1 An Instrument and it's Repertoire	Topic 2 Music of the 20 th and 21 st Century	Topic 3 Student choice from options below Technology and Its Influence on Music/ Music for Radio, Film, Television & Multimedia/ Australian Music	Trial HSC Examination
H2 H5 H6 H7 *	H3 H4 H5 H7 H8 *	H1 H4 H5 H6 H7 H8 H9 *	H1 H4 H5 H6 H7 H8 H9 *		
Core Performance	10%			5%	5%
Core Composition	10%		10%		
Core Musicology	10%	10%			
Aural	25%			15%	10%
Electives	45%	10%	10%	10%	15% (5% each)
Total	100%	20%	20%	30%	30%

* Additional outcomes dependent on student choice of Electives

VISUAL ARTS

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		BOW and Seminar	Case Study 1-3	BOW and Critical Analysis of Artmaking	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		Development of the BOW	Essay	Critical analysis of Artmaking and Development of the BOW	Written Exam and Resolving the BOW artworks undergoing refinement
		H1, H2, H3, H4	H7, H8, H9, H10	H2, H3, H4, H5, H8	H6, H7, H8, H9, H10
Artmaking	50%	20%		15%	15%
Art Criticism and Art History	50%		20%	5%	25%
Total	100%	20%	20%	20%	40%

ENGLISH

ENGLISH STANDARD

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module: Multimodal with related text	Module C: Craft of Writing Composition with Reflection	Module A: Extended Response	All Modules: Trial Exam Paper 1: 10% Paper 2: Module A – 7% Module B – 8% Module C – 5%
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		EN12-2, EN12-5, EN12-6	EN12-1, EN12-3, EN12-4, EN12-9	EN12-1, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-4, EN12-6, EN12-7, EN12-8, EN12-9
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	10%	15%	15%
Total	100%	25%	20%	25%	30%

ENGLISH ADVANCED

		TASK 1	TASK 2	TASK 3	TASK 4
	Weightings	Common Module: Texts and Human Experiences (15%) and Craft of Writing (10%) Multimodal Persuasive Text with related text	Module A: Textual Conversations (20%) Comparative extended response	Module B: Critical Study of Literature (15%) and Craft of Writing (10%) Critical Discussion	All Modules Trial Exam Examination 30% Paper 1: Common Module 15% Paper 2: Module A – 5% Module B – 5% Module C – 5%
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		EA12-1, EA12-2, EA12-5, EA12-7	EA12-1, EA12-5, EA12-6, EA12-8	EA12-1, EA12-4, EA12-5, EA12-9	EA12-1, EA12-2, EA12-4, EA12-6, EA12-7, EA12-9
Knowledge and understanding of course content		50%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
Total	100%	25%	20%	25%	30%

ENGLISH EXTENSION 1 (1 Unit course)

Components	Weightings	TASK 1	TASK 2	TASK 3
		Imaginative composition and reflection	Critical response (with related texts) Hand-in	Trial Exam (Creative/Critical Responses)
		Term 4 Week 9	Term 2 Week 10	Term 3 Weeks 4/5
		EE12-2, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-3, EE12-4
Knowledge and understanding of texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
Total %	100%	30%	40%	30%

ENGLISH EAL/D

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Module A: Texts and Human Experiences Part 1: Multimodal Book Trailer 10% Part 2: Listening 10%	Module B: Language Identity and Culture Analytical Extended Response	Module C: Close Study of Text (10%) and Module D: Focus on Writing (25%) Imaginative Writing	All Modules Trial Exam Paper 1: Mod A – 5% Mod D – 5% Paper 2: Mod B – 5% Mod C – 5% Listening Paper 5%
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		EAL12-1A EAL12-1B EAL12-2, EAL12-5	EAL12-5 EAL12-6 EAL12-7 EAL12-8	EAL12-1A EAL12-3 EAL12-4 EAL12-9	All outcomes assessed
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	20%	10%
Total	100%	20%	20%	35%	25%

ENGLISH STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module: Texts and Human Experiences Short Answer Questions	Module E: Playing the Game Group presentation	Module K: Big Screen Review	All Modules: (Common Module, Module K, Module E) Collection of Class work
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		ES12-1, ES12-5, ES12-8	ES12-3, ES12-7, ES12-9	ES12-2, ES12-6, ES12-8	ES12-3 ES12-4, ES12-10
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Total	100%	25%	25%	20%	30%

TAS - HOME ECONOMICS

COMMUNITY AND FAMILY STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Independent Research Project Research Project IRP	Individuals and Work In class written task	Groups in Context Research task	Trial Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H4.1, H4.2	H5.2, H2.2	H2.2, H3.3, H4.1	H1.1, H2.1, H3.1, H3.2, H4.1, H4.2, H5.2
Knowledge and understanding of course content	40%		10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	15%	15%	10%
Total	100%	20%	25%	25%	30%

FOOD TECHNOLOGY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Australian Food Industry Research report	Food Manufacture Research and class essay	Food Product Development Design product and practical task	Trial Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	H1.1, H2.1, H3.1, H3.2, H4.1, H4.2
Knowledge and understanding of course content	40%	10%	10%		20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%		10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%		10%	20%	
Total	100%	20%	20%	30%	30%

TEXTILES AND DESIGN

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Design Major Textiles Project Proposal	Australian Textile, Clothing and Footwear Industry Extended response	Properties and Performance of Textiles Major Project Process Diary	Trial Exam
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H1.1, H1.2, H2.1	H5.2, H6.1	H2.3, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1
Knowledge and understanding of course content	50%		15%	5%	30%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	25%		25%	
Total	100%	25%	15%	30%	30%

HOSPITALITY (VET COURSE)

The Hospitality course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.



Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 40% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

HUMAN SOCIETY & ITS ENVIRONMENT

ANCIENT HISTORY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Source Based Task Core Study: Pompeii and Herculaneum	Historical Analysis Ancient Societies	Research Plan and Unseen Questions Historical Period	Trial HSC: All topics
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		AH 12.6, 12.8, 12.10	AH12.3, 12.7, 12.9	AH12.1, 12.2, 12.4, 12.5	All
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	5%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

BUSINESS STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Research Essay: Operations	Unseen Business Report: Operations/Marketing	Topic Test: Finance	Trial HSC: All topics
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H2, H3, H5, H7, H8, H9	H2, H3, H6, H8, H9	H1, H4, H5, H6, H10	H1, H4, H5, H6, H9, H10
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%		5%	10%	5%
Inquiry and research	20%	15%			5%
Communication of business information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

ECONOMICS

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Research Report: The Global Economy	Topic Test: The Global Economy and Australia's place in the Global Economy	In-class Essay Economic Issues	Trial HSC: All topics
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H2, H3, H4, H7, H8, H9	H1, H2, H4, H6, H9, H11	H1, H4, H7, H8, H10,	H1, H4, H5, H6, H10, H11
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%		10%		10%
Inquiry and research	20%	10%		10%	
Communication of economic information ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

GEOGRAPHY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Research Task: Ecosystems at Risk	Topic Test: Urban Places	Essay: Urban Places	Trial HSC: All topics
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H2, H5, H6, H9, H10, H12, H13	H1, H6, H7, H8, H10, H11	H8, H9, H10, H11, H12, H13	All
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Geographical tools and skills	20%		10%		10%
Geographical inquiry and research including fieldwork	20%	10%		10%	
Communication of geographical information ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	30%	20%	30%

LEGAL STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Topic test Crime	Research Task Human Rights and World Order	In class seen essay Family	Trial HSC: All topics
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H1, H6, H8, H9, H10	H1, H2, H3, H7, H8 H9	H4, H5, H6, H7, H8	All
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%		10%	5%	5%
Communication of legal understanding in appropriate forms	20%	5%	5%	5%	5%

Total	100%	20%	25%	25%	30%
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MODERN HISTORY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Source Based Task Core Study: Power and Authority in the Modern World	Historical Analysis: Oral Presentation National Study	Timed sustained response: Peace and Conflict	Trial HSC: All topics
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		MH12.5, 12.6, 12.9	MH12.2, 12.3, 12.8, 12.9	MH12.1, 12.4, 12.6, 12.9	All
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Inquiry and research	20%	5%	5%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

SOCIETY & CULTURE

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Applying Research Methods Hand-in Task	Research Scaffold Hand-in and In-class Response Task	In-class response	Trial HSC: All topics included
		Continuity & Change	Social Conformity and Nonconformity	Popular Culture	
Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5		
		H1, H4, H6, H8, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	All
Knowledge and understanding of course content	50%	5%	10%	15%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Module 5- Managing Work Life and Commitments	Module 6 Personal Finance	Module 10- Experiencing Work	Module 2- Preparing Job Applications
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4-5
		Reflection Questions & Research Task	Budget Project	Work Experience Journal	Job Application & Interview
		3, 8, 9	4, 5, 7	All course outcomes	1, 2, 3
Knowledge & Understanding	30%	10%	10%	10%	
Skills	70%	15%	15%	15%	25%
Total	100%	25%	25%	25%	25%

LANGUAGES

FRENCH BEGINNERS

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Reading and responding	Listening and responding	Written response	Trial HSC Examination
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		2.1, 2.2, 2.5, 2.6	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4	2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30%		20%		10%
Reading	30%	10%		10%	10%
Speaking	20%		15%		5%
Writing	20%			15%	5%
Total %	100%	10%	35%	25%	30%

FRENCH CONTINUERS

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Reading and responding	Listening and responding	Written response	Trial HSC Examination
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1	2.1, 2.2, 2.3, 4.1	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3
Listening	30%		20%		10%
Reading	30%	20%			10%
Speaking	20%		15%		5%
Writing	20%			15%	5%
Total %	100%	20%	35%	15%	30%

TAS - INDUSTRIAL ARTS

CONSTRUCTION (VET COURSE)

The Construction course is competency based. The purpose of this assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace including problem solving and the assessment of skills and knowledge. A number of elements of units of competency can be assessed together.



PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

NB: The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
2 U X2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
CPC20220126211B
 or
 CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years 50% Preliminary Exam 35 hrs. Work placement
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1/2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2/3	CPCCCM1001	Undertake basic estimation and costing	CP-C	M	35	Cluster 3 – TITLE TBA	
	CPCCCOM1015	Carry out measurements and calculations	CP-C	M			
Term 2/3	CPPCCOM2001	Read and interpret plans and specifications	C-C	M	35	Cluster 4 - TITLE TBA	
	CPCCPM1013	Plan and organise work	CP-C	M			
12 HSC UOCs							35 hrs. Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5 Option 3	CPCCJN2001	Assemble components	CP	E	40	Cluster 5 - TITLE TBA	
	CPCCJN3004	Manufacture and assemble joinery components	C-E	E			
Terms 5/6/7	CPCCCM2006	Apply basic levelling procedures	CP-E	E	15	Cluster 6 – TITLE TBA	
	CPCCCA2002	Use carpentry tools and equipment	CP-E	E			
	CPCCCM2005	Use construction tools and equipment	C	M	50	Cluster 7 – TITLE TBA	
	CPCCCA2011	Handle carpentry materials	CP-E	E			
	CPCCVE1011	Undertake a basic construction project	C	M			
	CPCCOM1012	Work effectively and sustainably in the Construction Industry	CP-C	M	55	Cluster 8 - TITLE TBA	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	250	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

DESIGN AND TECHNOLOGY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Design Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development & Realisation Report	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H1.1, H4.1, H5.2	H2.1, H2.2, H3.1, H6.2	H1.2, H3.2, H4.1, H5.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.3, H5.2, H6.1, H6.2
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%
Total	100%	20%	20%	30%	30%

ENGINEERING STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Civil Structures Engineering Report	Personal and Public Transport Test	Aeronautical Engineering Report	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H1.2, H2.1, H3.1, H4.2	H1.2, H2.1, H3.1	H1.1, H2.2, H3.2, H4.1	H1.1, H1.2, H3.1 H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2
Knowledge and understanding of course content	60%	15%	15%	15%	15%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	5%	5%	15%	15%
Total	100%	20%	20%	30%	30%

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

Components	Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Design and Planning Presentation	Industry Study	Product Development And Management Report	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H3.1, H3.2, H5.1, H5.2, H6.1	H1.1, H1.3, H7.1, H7.2	H2.1, H4.1, H5.2	H1.2, H3.1, H3.2, H4.1, H4.3, H6.2, H7.1, H7.2
Knowledge and understanding of course content	40%		15%	5%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	15%		35%	10%
Total	100%	15%	15%	40%	30%

INFORMATION PROCESSES AND TECHNOLOGY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Project Management Hand-in Project	Information Systems and Databases Hand in Project	Communication Systems Research	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H5.1, H5.2, H6.1, H6.2	H1.1, H2.2, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H4.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.2, H7.1
Knowledge and understanding of course content	60%	10%	10%	20%	20%
Knowledge and skills in the design and development of information systems	40%	10%	15%	5%	10%
Total	100%	20%	25%	25%	30%

MATHEMATICS

MATHEMATICS ADVANCED

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Written in-class test	Assignment/ Investigation Style Task and Written In-class test	Written in-class test	Trial HSC Examination (<i>formal written exam</i>)
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-3, MA12-7, MA12-9, MA12-10	MA12-2, MA12-3, MA12-4, MA12-6, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

MATHEMATICS EXTENSION 1

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Written in-class test	Written in-class test	Assignment/ Investigation Style Task and Written In-class test	Trial HSC Examination (<i>formal written exam</i>)
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7
Understanding, fluency and communicating	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Total	100%	20%	25%	25%	30%

Note:

Mathematics Extension 1 is deemed to be a 1 unit course where it is studied in combination with the Mathematics Advanced course. Students studying Mathematics Extension 1 will complete an assessment for both Mathematics Advanced and Mathematics Extension 1 in each assessment period.

MATHEMATICS EXTENSION 2

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Written in-class test	Assignment / Investigation Style Task and Written In-class	Written in-class test	Trial HSC Examination (<i>formal written exam</i>)
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

Note:

Mathematics Extension 2 is studied in combination with *Mathematics Extension 1*, where each course is deemed to be 2 unit courses. Students studying *Mathematics Extension 2* will complete an assessment for both *Mathematics Extension 1* and *Extension 2* in each assessment period.

In the case of *Extension* courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course. *Mathematics Advanced* is a co-requisite for *Mathematics Extension 1*.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

Hence, *Mathematics Extension 2* students will be required to complete at minimum *Tasks 1, 2 and 3* of the *HSC Mathematics Advanced* course.

NESA publications: ACE 8025, ACE 8026, ACE 8073.

MATHEMATICS STANDARD 2

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Written in-class test	Assignment/ Investigation Style Task and Written In-class test	Written in-class test	Trial HSC Examination (<i>formal written exam</i>)
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

For HSC examining purposes, the Preliminary course is regarded as assumed knowledge that has been covered by all candidates. Hence, Preliminary content may be assessed in each task.

NESA publications: ACE 8063

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Sports Medicine In-class Essays	Factors Affecting Performance Athlete Case Study In-class Questions	Health Priorities Research Task with specific Topic Questions	Trial HSC Examination
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		H8, H13, H17	H7, H8, H10, H11	H1, H2, H4, H5, H14	H1 – 17
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	15%	15%	20%
Total	100%	20%	25%	25%	30%

SPORT, LIFESTYLE & RECREATION STUDIES (Content Endorsed Course)

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Sports Administration Research Task	Individual Games Practical Performance	Healthy Lifestyle In-class Essay	Games and Sports Application 2 Practical Performance
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		1.6, 3.2, 4.5,	2.1, 3.1, 4.1	1.5, 3.5, 4.3	1.1, 1.3, 2.1, 3.1
Knowledge and understanding	50%	15%	10%	10%	15%
Skills	50%	10%	15%	15%	10%
Total	100%	25%	25%	25%	25%

SPORT COACHING (VET COURSE)

The Sport Coaching course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIS30521 Certificate III in Sport Coaching
 Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
LMBR UI Code:
(11 or 12)
SIS30521150418

TERM	Unit Code	Units Of Competency	AQF COR E/	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements	
4 Preliminary UOC's								
Term 1-2	HLTWHS001 SISXIND006	Participate in workplace health and safety	C	C	15	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years	
		Conduct sport, fitness and recreation events	E - E	E	30			
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role	C	C	30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion		
		Continuously improve coaching skills and knowledge	C	C	30			
6 HSC UOCs								
Term 3-4	SISSSOF002 SISXCAI009	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster 3: (Complete 2 of the 3 elective options) a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation c) Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation		Minimum 35 hrs mandatory work placement Examination: N/A
		Instruct strength and conditioning techniques	E-E	E	25			
Term 5-6	SISSSCO003 BSBOPS403	Meet participant coaching needs	C	C	30	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.		
		Apply business risk management processes	C	C	25			
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.		
Stand alone Unit delivered in Term 5-6	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.			

SCIENCE

BIOLOGY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Practical and extended response (Module 5)	Models (Module 6)	Depth Study (Module 7)	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5
		BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12	BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO12-14	BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Skills in working scientifically	60%	20%	20%	10%	10%
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Total	100%	25%	25%	20%	30%

CHEMISTRY

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Research (Module 7)	Depth Study (Module 5)	Titration Practical (Module 6)	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5
		CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Total	100%	20%	30%	20%	30%

PHYSICS

Components	Weightings	TASK 1	TASK 2	TASK 3	TASK 4
		Practical (Module 5)	Research (Module 6)	Depth Study (Module 7)	Trial HSC
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5
		PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-14	PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15
Skills in working scientifically	60%	20%	10%	20%	10%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Total	100%	25%	20%	25%	30%