



Forbes High School HSC Assessment Handbook and Schedules

FOR THE 2020-2021 HSC

Forbes High School delivers 'education for a better quality of life', through innovation, enabling young people to lead extraordinary lives.

Principal: Ms K Maksymczuk
(relieving)

Phone: (02) 6852 2666

Website: <https://forbes-h.schools.nsw.gov.au/>

Email: forbes-h.school@det.nsw.edu.au

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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 Forbes High School.

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 examination.

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.
- NESA outlines that no student is to gain an unfair advantage over other students.
- The N-determination process will be applied to students who do not meet course requirements or do not submit assessment tasks.

SCHOOL ASSESSMENT

School Assessment is intended to measure the student's total achievement in a course. This internal school assessment counts for 50% of a student's overall mark in each course and is reported on the Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance of a wider range of syllabus outcomes than can be assessed by the external examination. Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books

- Practical tasks and major works
- Fieldwork and projects

Advantages of school-based assessment include:

- it enables assessment of specific skills which are best demonstrated over time (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.

SATISFACTORY COMPLETION OF A COURSE

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.

If you are in danger of not meeting the above course completion, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. If you have not met the above criteria for satisfactory completion of a course, the school will inform NESA and will inform you in writing. You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. The Principal will advise you of this right and explain the appeal process.

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.

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 teacher by the set time on the due date. All presentations (e.g. Science presentation or oral presentation in English) must be completed, as best as possible, on one nominated day. Assessment tasks must be submitted prior to students going on school business.

QUALITY ASSESSMENT TASKS

- Are integral to the teaching and learning process
- Focus upon syllabus outcome
- 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

SCHOOL AND TEACHER RESPONSIBILITIES

- Ensure staff, students and parents are informed annually on this policy.
- Ensure assessment tasks are coordinated to avoid excessive demands on students.
- Ensure assessment tasks are planned so that they do not interfere with student preparation for formal examinations.
- Provide written notice with at least two weeks' notice of:
 - outcomes, assessment components and weightings;
 - the nature and administration of each assessment task, including assessment marking criteria;
 - the mark value of each task.
- Apply for a change to an assessment task through the assessment committee.
- Ensure assessment tasks do not consume excessive time. Guidelines for the completion of tasks will be given for all written tasks.
- Ensure all students have signed and dated the assessment task notification student receipt.
- Ensure all students submit tasks following school process.
- Mark submitted tasks consistent with standards set by NESA and for returning marked work within a two-

week timeframe.

- Provide feedback after each task of what the student did well and what the student can do to improve.
- Verify assessment work that is completed outside the school.
- Send N-determination warning letters to students in danger of not satisfactorily completing a course.
- Record and maintain all assessment task results in a secure location.
- Provide the student ranking within the course at the end of each task in Year 12.

STUDENT RESPONSIBILITIES

- Checking with the relevant Head Teacher if any areas of the course assessment schedule need clarification.
- Handing in all assessment tasks on time.
- Making a serious attempt at all assessment tasks.
- Submitting only their own, original work.
- Complete a Special Consideration form in the event of illness, misadventure, extension or appeal.
- Carefully check their marked work when it is returned by the class teacher.
- In examinations or in-class tasks:
 - obeying the instructions of the supervising teacher;
 - maintaining silence for the period of the examination or task;
 - allowing other students to work undisturbed;
 - taking to your desk only the equipment that is specifically permitted.

TIMING OF ASSESSMENT TASKS

The timing of assessment tasks will be negotiated by the assessment committee prior to publication of the assessment calendar.

Two weeks' notice (minimum) must be given for an assessment task to be due. Dates, once set, will not be changed unless circumstances are exceptional. If date changes are necessitated, two weeks' notice will be given in writing. Any and all changes to assessment schedules must be negotiated with the assessment coordinator through the assessment committee and assessment schedules must be issued.

SPECIAL CONSIDERATION

Requests for Extension

Requests for an extension of time to submit or complete an assessment task should be made in writing (Special Consideration, Appendix 1) and supported by a doctor's certificate for illness or other supporting evidence as applicable. Such requests will be considered by the assessment committee.

Requests for extension must be made prior to the due date of the task.

Illness and Misadventure

Where a student's performance in an assessment task is affected by illness/misadventure preventing presentation of part or all of the task, the student should complete a Special Consideration (Appendix 1). In general, a valid misadventure is a situation that is unpredictable and out of control of the student.

An appeal for consideration of misadventure should be submitted to the assessment committee as soon as possible upon returning to school. If the appeal is upheld by the assessment 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.

Appeal

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. Students must submit an Appeal when tasks are submitted after the due date regardless of the reason. Requests for reviews should be submitted to the assessment committee on a Special Consideration (Appendix 1) form available from the school.

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.

SUBMISSION OF WORK

All assessment tasks, excluding in-class tests/presentations, should normally be submitted to the teacher on the due date and time set by the teacher. Students will have their work receipted. Work submitted electronically must be time stamped through the online program used for submission.

Students should note that technology and/or computer equipment failure or incorrect entering of details (eg: email address) will not be valid grounds for misadventure involving the late submission of assessment tasks.

LATE SUBMISSION OF WORK

Where a task is submitted late, the task will be marked as normal, but a zero mark will then be applied. Work will be counted as late, and penalties applied, if it is received after the set time or the due date without a valid reason acceptable to the assessment committee. There is provision for students to appeal (Special consideration Appendix 1) against a zero penalty within two school days of the date of return of the task.

ABSENTEES FROM ASSESSMENT TASKS

Where a student is to be absent from an in-class assessment task for a known reason, the student must complete a Special Consideration (Appendix 1) prior to the due date. A known reason may be being absent from school for school business such as excursions, sporting fixtures, work placement.

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.

If a student is absent due to unforeseen and extraordinary circumstances, they must inform the school on the day of the task (ring the school). The student must complete a Special Consideration (Appendix 1) upon return to school with any supporting evidence for their claim. It is the student's responsibility to see the Head Teacher as soon as practicable on the morning of their return to school following the missed task to arrange to complete the task. The assessment committee will consider the application for special consideration to determine if a zero mark or other penalty will be given.

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 the reason given for not submitting a task, the task will be awarded a zero mark and noted as a non-attempt and an N- determination letter will be issued.

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.

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 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.

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.

Malpractice may be defined as: plagiarism, submitting work to which another person such as a parent, coach or subject expert has contributed substantially, paying someone to write or prepare material, breaching school examination rules, for example.

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 and an N-determination letter will be issued.

Schools with HSC candidates are required to formally lodge with NESA a register of all instances where students have been found to have engaged in malpractice.

N-DETERMINATION PROCESS

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

- followed the course developed or endorsed by NESA;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

If it appears that a student is at risk of not meeting the internal assessment requirements of a course, a written warning letter must be given to the student and their parents notifying of a potential for an N-determination in the course.

The letter will:

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an N-determination, and
- request from the student and his/her parent a written acknowledgement of the warning.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

An N-determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the student's Record of Achievement.

HOMWORK AND ASSIGNMENTS

Homework and assignments are set during the course to consolidate learning and to practice 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 unsatisfactory progress and non-completion of course requirements.

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.

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 within the school. 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 1).

TECHNOLOGY IN EXAMINATIONS

Unapproved electronic communication devices, including but not limited to mobile phones and smart watches, must not be taken into examination rooms, including any in-class tests or assessment tasks. Students found to be using their devices, or in possession of a device that disrupts the examination room will be penalised for all or part mark.

DISABILITY PROVISIONS

Forbes High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects examination performance and requires disability provisions e.g. a physical injury, the Deputy Principal may elect to grant disability provisions for an individual task. These provisions will be issued using NESA's general guidelines, however, there is no guarantee that NESA will approve the same provisions.

Forbes High School will endeavour to provide students with access to disability provisions to reduce disadvantage to affected students. The implementation of disability provisions is however restricted by available school resources and remains the decision of the school.

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.

Special provisions for Students with Disabilities

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

Transfers

Students who transfer to Forbes 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 Forbes 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.

Transferring between courses

Students who transfer between courses in English and Mathematics will have their ranking in the new course determined through consultation with the class teacher, Head Teacher and Assessment Committee.

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.

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 NESAs. If NESAs approval is given, the student must add substantially to the major work or project in the repeat year.

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. 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.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

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.

ASSESSMENT COMMITTEE

The Assessment Committee consists of:

- Principal or Deputy Principal;
- Assessment Coordinator;
- Year Adviser.

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.

The Assessment Committee 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.

HSC ASSESSMENT CALENDAR 2020 – 2021

Week	Term 4, 2020	Term 1, 2021	Term 2, 2021	Term 3, 2021	Week
1				Community and Family Studies (3)	1
2				Agriculture (3) Exploring Early Childhood (3) Numeracy (4)	2
3					3
4		Agriculture (1)	Modern History (3)	<i>Industrial technology – Major Work due</i>	4
5		Community and Family Studies (1) Investigating Science (2)	Community and Family Studies (2) English Studies (3)	Formal Examination Period	5
6		Sport, Lifestyle and Recreation (2) Visual Arts (2)	Mathematics Standard 2 (3) Mathematics Standard 1 (3)	Visual Arts (4) <i>Design and Technology – Major work due</i>	6
7	Exploring Early Childhood (1) Sport, Lifestyle and Recreation (1)	English Studies (2)	Ancient History (3) Business Studies (3) Investigating Science (3) Legal Studies (3) Work Studies (3)	<i>Visual Arts – Body of work due</i>	7
8	Ancient History (1) Business Studies (1) English Advanced (1) English Standard (1) Investigating Science (1) Modern History (1)	Ancient History (2) English Advanced (2) English Standard (2) Exploring Early Childhood (2) Modern History (2)	Agriculture (2) Industrial Technology (3) Sport, Lifestyle and Recreation (3)	Work Studies (4)	8
9	English Studies (1) Legal Studies (1) Mathematics Standard 2 (1) Mathematics Standard 1 (1) Numeracy (1) Work Studies (1)	Business Studies (2) Industrial Technology (2)	Numeracy (3)		9
10	Industrial Technology (1) Visual Arts (1)	Legal Studies (2) Mathematics Standard 2 (2) Mathematics Standard 1 (2) Numeracy (2) Work Studies (2)	English Advanced (3) English Standard (3)		10
11					11

AGRICULTURE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Investigation and Research Plant Production	Farm Product Study	Technology in Agriculture	Trial HSC Examination	
Timing	Term 1, Week 4	Term 2, Week 8	Term 3, Week 2	Formal examination period	
Outcomes Assessed	H4.1, H5.1	H3.1, H3.2, H3.3	H3.3, H4.1, H5.1	H1.1, H2.1, H2.2	
Component					Weighting %
Knowledge and understanding of course content		15	10	15	40
Knowledge, understanding of skills required to manage agricultural production systems	15		10	15	40
Skills in effective research, experimentation and communication	10	10			20
Total %	25	25	20	30	100

ANCIENT HISTORY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Analysis Cities of Vesuvius: Pompeii and Herculaneum	Expert Lesson Ancient Societies	Historical Analysis Historical Periods	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Formal examination period	
Outcomes Assessed	AH12-2, AH12-5, AH12-6, AH12-10	AH12-3, AH12-5, AH12-7, AH12-9	AH12-1, AH12-2, AH12-4, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	20	40
Historical Skills in the analysis & evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research	5	10	5		20
Communicatio n of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

BUSINESS STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended Response Operations	Financial Analysis Finance	Marketing Plan Analysis Marketing	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Formal examination period	
Outcomes Assessed	H2, H4, H5, H7, H9	H4, H6, H7, H8, H9, H10	H3, H4, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills		10	5	5	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total %	15	25	30	30	100

COMMUNITY AND FAMILY STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Independent Research Task Research Methodology	Presentation and written Report Groups in Context	Investigation and Report Groups in Context	Trial HSC Examination	
Timing	Term 1, Week 5	Term 2, Week 5	Term 3, Week 1	Formal examination period	
Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1, H2.1, H 2.3, H2.2, H3.2, H4.2, H5.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Component					Weighting %
Knowledge and understanding of course content		10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	25	15	10	10	60
Total %	25	25	20	30	100

ENGLISH ADVANCED ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Short Answer Task (including question on related text) Texts and Human Experiences	Comparative essay Textual Conversations	Creative Multimodal Presentation Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Formal examination period	
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	
Component	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

ENGLISH STANDARD ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Short Answer Task (including question on related text) Texts and Human Experiences	Extended Response Language, Identity and Culture	Multimodal Presentation Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Formal examination period	
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	
Component					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

ENGLISH STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal digital annotation & presentation or podcast Texts and Human Experiences	Research Essay We are Australian	Portfolio of class work All modules	Trial HSC Examination All modules	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Formal examination period	
Outcomes Assessed	ES12-2, ES12-5, ES12-8, ES12-9	ES12-7, ES12-8, ES12-9	ES12-1, ES12-3, ES12-4, ES12-6, ES12-10	ES12-2, ES12-3, ES12-4, ES12-6	
Component					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

EXPLORING EARLY CHILDHOOD ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Independent Research Task	Presentation	Contemporary Issue Research Project	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 8	Term 3, Week 2	Formal Examination Period	
Outcomes assessed	2.3, 6.2	2.1, 4.1	2.2, 4.3	1.5, 4.2	
Components					Weighting %
Knowledge and Understanding	15	10	10	15	50
Skills	10	15	10	15	50
Total %	25	25	20	30	100

INVESTIGATING SCIENCE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	First Hand Investigation Scientific Investigations	Secondary Sources Research Technologies	Depth Study First Hand Investigation Fact or Fallacy	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 7	Formal examination period	
Outcomes Assessed	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-7, INS12-12	INS11/12-2, INS11/12-4, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS11/12-5, INS11/12-6, INS 12-12, INS 12-13, INS 12-14, INS 12-15	
Component					Weighting %
Knowledge and understanding of course content	5	15	5	15	40
Working Scientifically Skills	15	5	25	15	60
Total %	20	20	30	30	100

INDUSTRIAL TECHNOLOGY ASSESSMENT SCHEDULE

(Metal and Multimedia)



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Designing and Planning Presentation	Product Analysis	Project Development and Management Report	Trial HSC Examination All topics	
Timing	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Formal examination period	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3, H6.1, H7.1, 7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Component					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 project.	15	15	20	10	60
Total %	20	20	30	30	100

Note – Final date only is given, all work must be completed in stages and progressive dates must be met throughout the term

LEGAL STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Human Rights	Case Study Crime	Essay Family	Trial HSC Examination All topics	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Formal examination period	
Outcomes Assessed	H1, H2, H3, H4, H7, H8, H9 & H10	H1, H4, H6, H7, H8, H9 & 10	H1, H4, H5, H6, H7, H8 & H9	H1, H2, H3, H4, H5, H6, H7, H8, H9 & H10	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Analysis & Evaluation		5	5	10	20
Inquiry & Research	10	5	5		20
Communication of legal information, issues and ideas in appropriate forms			10	10	20
Total %	20	20	30	30	100

MATHEMATICS STANDARD 2 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Technology Investigation Types of Relationships A4	Networks Assignment Networks Concepts N2	Statistical Investigation Non-Right-Angled Trigonometry M6	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 6	Formal examination period	
Outcomes Assessed	MS2-12-1, MS2-12-6, MS212-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-8	
Component					Weighting %
Understanding Fluency and Communicating	5	10	15	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total %	20	25	25	30	100

MATHEMATICS STANDARD 1 ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Technology Investigation Types of Relationships (Simultaneous Equations) A3	Networks Assignment Networks and Paths N1	Statistical Investigation Further Statistical Analysis S3, Rates M4	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 6	Formal examination period	
Outcomes Assessed	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1 to MS1-12-8	
Component	Weighting %				
Understanding Fluency and Communicating	5	10	15	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total %	20	25	25	30	100

MODERN HISTORY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Historical Analysis – Research Core Study	Historical Interpretations Research Essay National Study	Essay Peace & Conflict Study	Trial HSC Examination All topics Including Change in the Modern World	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 4	Formal examination period	
Outcomes Assessed	MH12-1, MH21-2, MH12-6, MH12-7, MH12-8	MH12-3, MH21-4, MH12-7, MH12-8, MH12-9	MH12-2, MH21-3, MH12-6, MH12-7, MH12-8	MH12-1, MH21-2, MH12-5, MH12-6, MH12-9	
Component	Weighting %				
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research	10	10			20
Communication of historical understanding in appropriate forms		10	5	5	20
Total %	25	30	15	30	100

NUMERACY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	New Job: New Adventure Investigation Percentages 3.1, Finance 3.3, Time 3.4.2	Design Investigation Space & Design 3.5	Statistics & Probability Investigation Rates 4.1.1, Statistics & Probability 4.2, Exploring with NRMT 4.3	Explorations in Numeracy Investigation Rates & Ratios 4.1, Exploring with NRMT 4.3	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2	
Outcomes Assessed	N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.3, N6-2.2, N6-2.5, N6-3.2	N6-1.2, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-2.1, N6-3.1, N6-3.2	
Component					Weighting %
Knowledge and Understanding	12.5	12.5	12.5	12.5	50
Skills	12.5	12.5	12.5	12.5	50
Total %	25	25	25	25	100

SPORT, LIFESTYLE & RECREATION ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Presentation Sports Coaching	Half yearly Examination In class Modules 1-14	In class assessment Games and Sports Applications	Trial HSC Examination Modules 1-14	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Formal examination period	
Outcomes Assessed	1.1, 1.3, 2.1, 2.2 3.1, 3.2, 4.2, 4.5	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	
Component					Weighting %
Knowledge and Understanding	12.5	12.5	12.5	12.5	50
Skills	12.5	12.5	12.5	12.5	50
Total %	25	25	25	25	100

VISUAL ARTS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Assessment Compulsory Case Study	Making Bow LEADUP VAPD	Trial HSC Examination	Making Progress Assessment, body of work	
Timing	Term 4, Week 10	Term 1, Week 6	Formal examination period	Term 3, Week 6	
Outcomes Assessed	H10	H1, H2, H4	H7, H8, H9	H3, H5, H6	
Component					Weighting %
Art Making		20		30	50
Art Criticism and Art History	20		30		50
Total %	20	20	30	30	100

WORK STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Personal Finance Research	Team Work and Enterprise Skills Project	Workplace Issues Role Play	Interview	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 8	
Outcomes Assessed	H5, H7, H8	H5, H6, H7	H1, H6, H9	H3, H4, H6	
Component					Weighting %
Knowledge and understanding	15	5	5	5	30
Skills	10	20	20	20	70
Total %	25	25	25	25	100

ASSESSMENT ADVICE FOR HSC 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 assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet 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 Board Developed Courses.

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

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A 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.

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

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

(Refer to the specific course assessment summary for more detailed information).

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 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 Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

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

- Optional for students completing the 240 hour course and is intended for Australian Tertiary

AdmissionsRank (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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

ASSESSMENT SUMMARY FOR SIT20316 CERTIFICATE II IN HOSPITALITY

SIT20316 - Certificate II in Hospitality

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
Cluster 1 Working Together - new cluster							
BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		
Cluster 2 Safe and hygienic food preparation-new cluster							
Part A Hygienic Food Preparation							
SITXESA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCC001 Use food preparation equipment	Y	Y		Y			
SITXESA002 Participate in safe food handling practices	Y	Y		Y			
Cluster 3 Cafe Skills- new assessment requirement							
SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio
Cluster 4 Safe and Sustainable work practices							
SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			
Cluster 5 Interacting with diverse customers							
SITXCOS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		
Cluster 6 Serving food and beverages – new assessment requirement							
SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
Cluster 7 Keeping up to date with industry							
SITHIND002 Source and use information on the hospitality industry				Y			Y
Cluster 8 Use hospitality skills effectively – new assessment requirement							
SITHIND003 Use hospitality skills effectively	Y			Y		Y	Y Portfolio

ASSESSMENT SUMMARY FOR AHC21216 CERTIFICATE II IN RURAL OPERATIONS

AHC21216 Certificate II in Rural Operations		Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Observation checklist	Third party report	Self-assessment	Other, HSC examinable
Cluster 1 Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	Y			Y	Y		Y	Y
Cluster 2 Working in the Industry									
AHCWRK209	Participate in environmentally sustainable work practices	Y	Y		Y				Y
AHCWRK204	Work effectively in the industry	Y	Y		Y				Y
Cluster 3 Weather									
AHCWRK201	Observe and report on weather	Y	Y		Y				Y
Cluster 4 Chemicals									
AHCCHM201	Apply chemicals under supervision	Y	Y		Y	Y			Y
AHCPIWG201	Treat weeds	Y	Y		Y	Y			
Cluster 5 Healthy Livestock									
AHQLSK202	Care for health and welfare of livestock	Y			Y				Y
AHQLSK205	Handle livestock using basic techniques	Y			Y				
AHQLSK206	Identify and mark livestock	Y			Y				
Cluster 7 Tractors									
AHCMOM202	Operate tractors	Y			Y				
AHCMOM304	Operate machinery and equipment	Y			Y				
Cluster 8 Feed and Water Livestock									
AHQLSK214	Provide feed for livestock	Y			Y				
AQHL SK209	Monitor water supplies	Y			Y				
Cluster 9 Fencing									
AHCINF202	Install, maintain and repair farm fencing	Y	Y		Y			Y	
AHCINF201	Carry out basic electric fencing operations	Y	Y		Y			Y	
Cluster 11 Show Livestock									
AHQLSK316	Prepare livestock for competition	Y	Y		Y				
Cluster 12 Clean Machinery									
AHC BIO201	Inspect and clean machinery for plant, animal and soil	Y			Y				

SPECIAL CONSIDERATION - Extension, Illness, Misadventure, Appeal (APPENDIX 1)



Name: Year: Date:

Subject: Teacher:

Assessment Task Title:

I wish to apply for an: Extension Illness Misadventure School Business Appeal

based on the consideration of the following factors which may affect my performance in this assessment task. Supporting evidence (medical certificate or other) must be provided.

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

Student: Parent/Carer:

Recommendation of Teacher/Head Teacher:

Teacher:

Head Teacher:

.....
ASSESSMENT COMMITTEE

Special consideration Upheld: Denied:

Assessment Committee comment:

Principal/DP:

Assessment Coordinator:

Year Adviser:

Date:

MODIFICATION OF ASSESSMENT TASK (APPENDIX 2)



Course: Year: Teacher:

Assessment Task Title:

Assessment Task Number (as per Assessment Policy Booklet): Weighting:

Requested change from:

Term: Week: Date:

Other:

Reason:

Requested change to:

Term: Week: Date:

Other:

Reason:

Teacher:

Head Teacher:

ASSESSMENT COMMITTEE

Special consideration

Upheld:

Denied:

Assessment Committee comment:

Principal/DP:

Year Adviser:

Assessment Coordinator:

Date:

