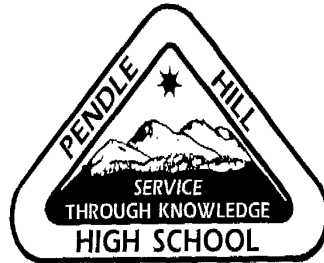


Pendle Hill High School



HSC

Assessment

Handbook

Year 12, 2018

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COURSE REQUIREMENTS

Credentials

The **Higher School Certificate** is awarded to students who have fulfilled all eligibility requirements. The **Higher School Certificate Record of Achievement** is awarded, upon leaving school, to students who have satisfactorily completed any Preliminary or HSC Course.

NESA booklet Higher School Certificate Rules and Procedures is issued to all students in Year 12.

Patterns of Study

To qualify for the Higher School Certificate students must study a Preliminary course pattern comprising at least 12 units and an HSC pattern of study comprising **at least ten units**. Both patterns must include:

- **at least six units** from NESA Developed courses;
- **at least two units** of a NESA Developed course in English;
- **at least three courses of two units Task Weighting or greater (either NESA Developed or NESA Endorsed courses);**
- **at least four subjects;**

To satisfy pattern of study requirements for the Higher School Certificate, a student may count a maximum of six Preliminary units and six HSC units from courses in Science.

Students must also complete the HSC: All My Own Work Program.

Satisfactory Completion of a Course

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 by the NESA or endorsed by the NESA; 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.

Satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course. In cases of non-completion of course requirements (both Preliminary and HSC), an N determination (non-award) may be made.

For courses where internal assessment marks are submitted to the NESA, students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be attempted.

In the case of competency based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether attempts by the student to complete the course are genuine.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

VET Courses Mandatory Work Placement

The courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. **If you fail to undertake the mandatory work placement component of a VET course, it may be determined that you have not made a genuine attempt to complete course requirements.**

The "N" Determination

Students who have not complied with the above requirements will not be regarded as having satisfactorily completed a course. The Principal will award that student the "N" determination. Such unsatisfactorily completed courses will not appear on the student's Record of Achievement and may mean that the student is no longer eligible to receive a Higher School Certificate.

If an "N" determination results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking another course(s) within a five-year accumulation period. Students who have received an "N" determination have a right of appeal.

Course Documents

The details of all examinable topics, and experiences necessary for completing each NESA Developed course, are contained in the following documents:

- (a) NESA Assessments;
- (b) Prescribed texts;
- (c) Official Notices in the NESA Bulletin.

Copies of these documents are accessible to teachers, students and parents and are available on NESA' website at <http://www.NESAofstudies.nsw.edu.au>.

ASSESSMENT REQUIREMENTS

The information contained in this section of the Assessment Handbook is based upon the latest information available. Accordingly, the school reserves the right to make changes as they become necessary. Any alterations will be made known in writing to the relevant students as early as possible.

What are Assessments?

Assessment marks are determined by the classroom teacher based upon NESA of Studies requirements. NESA has **prescribed** the components and weightings that must

be used in each subject. Schools have been required to develop measuring devices, known as **tasks** to be used to assess the identified components.

Purpose of School Assessment

The School Assessment is intended to provide an indication of the student's attainment which is based on:

- (a) a wide range of Assessment outcomes;
- (b) measures and observations obtained throughout the course rather than at a single examination.

Assessment allows due weight to be given to indications of a student's achievement which, although evident to the classroom teacher, may not be adequately assessed by a single examination.

The final Assessment submitted by the school to NESA is a measure of the students' achievement **relative** to each other by the end of the HSC course in Year 12. Students should be aware that **it is their position in the school's order of merit**, not the actual mark earned, **that decides their final mark** in a particular subject.

Formal and Informal Tasks

Students are required to apply themselves with diligence and sustained effort to the set tasks and other experiences provided in the course by the school. In each course some of the tasks will be counted towards the Assessment and some will not. Those that are counted towards the Assessment program are called **formal** tasks whilst those that are not are called **informal** tasks. Students will be given appropriate notice as to which tasks are part of the formal Assessment program. **Tasks that are not formally assessed must be satisfactorily completed, while formal tasks must be satisfactorily attempted** to provide an indication of the level of the student's attainment of course outcomes.

Absence from Tasks

Students who are absent when a particular Assessment task is scheduled will be required to supply a medical certificate to the Head Teacher of that subject immediately upon their return to school. The Head Teacher will note the contents of the certificate and return it to the student who will submit it to Reception for filing. On the day of return to school for an examination **or** at the resumption of classes for other types of tasks it is the **responsibility of the student** to see the Head Teacher of the missed task to arrange a catch-up exam or an alternative task. Should the student fail to follow this procedure a zero may be awarded for the missed task.

Failure to present a medical certificate or to have been granted leave by the Principal will result in a zero mark being awarded. It should be noted that a letter from a parent will not be sufficient to satisfy this requirement.

Illness or Misadventure

A student may appeal to the school for special consideration if performance was affected by illness or misadventure immediately before or during an examination or other task.

It is the student's responsibility to lodge a written application **within five school days** of the task being held. Only in exceptional cases will late requests be considered.

The illness/misadventure process does **not** cover:

- loss of preparation time.
- alleged inadequacy of teaching.
- loss of study time or facilities, prior to any Assessment task.
- misreading of an examination timetable or Assessment schedule.
- failure to complete the correct paper at an examination.
- long-term illness such as glandular fever, asthma and epilepsy - unless there is evidence of a "flare-up" during an Assessment task.

Late Submission of Work

Penalties apply in cases of late submission of work. Work must be handed in on the due date or a penalty applies. **A penalty of 40% for the first day, and 20% for each calendar day thereafter, applies to work submitted late.** This penalty includes weekends and public holidays.

To avoid penalty, assignments consisting of more than one part should be submitted in their entirety on or before the due date. Separate parts submitted after the due date will attract penalty in such a way that the **whole of the work** shall be deemed to have been submitted at the later time.

Extensions of Time

Extensions of time will be granted to students only in **exceptional circumstances** and only where satisfactory documentary evidence can be provided. **Applications for extension will be considered only by the subject Head Teacher and only prior to the due date.**

No allowance will be made for failure of a student's computer hardware (including printers, diskettes, hard disk drives, CD Roms, plotters, etc.) and software. Students are advised to keep back-ups of all work completed on computer equipment. Such back-ups should include diskettes and hardcopy.

Procedures relating to malpractice and cheating

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own. Malpractice, including plagiarism, could lead to you receiving zero marks and may jeopardise your HSC results. Any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Malpractice or cheating is dishonest behaviour that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source

- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Should malpractice, plagiarism or cheating be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own eg by providing diaries, journals or notes, working plans or sketches and progressive drafts to show the development of ideas; answering questions about the assessment task, examination or submitted work to demonstrate their knowledge, understanding and skills.

Conduct during the examinations

- (i) **You must follow the day-to-day rules of the school or institute where you sit for your examinations. Failure to observe these rules may result in zero for the examination or no result for the course or non-award of a Higher School Certificate.**
- (ii) The presiding officer and examination supervisors are in charge of students
 - (a) when assembling before an examination;
 - (b) during the examination; and
 - (c) after the examination until all students have left
- (iii) You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
- (iv) You must not:
 - (a) take a mobile phone or programmable watch or device into the examination room;
 - (b) take any electronic device into the examination room, unless approved by the NESA of Studies. This includes digital media players and electronic tablets;
 - (c) speak to any person other than a supervisor during an examination;
 - (d) behave in any way likely to disturb the work of any other student or upset the conduct of the examination;
 - (e) attend an examination while under the influence of alcohol or illegal drugs;
 - (f) take into the examination room any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable;
 - (g) smoke in the examination room;
 - (h) eat in the examination room except as approved by NESA;

- (i) take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- (v) No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during the examinations.
- (iv) If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to NESAs. The penalty may be cancellation of papers for the course concerned, or of all papers, and as a consequence you may be ineligible for a Higher School Certificate.
- (vii) If you do not make a serious attempt at an examination, you may not receive a mark in that course and may not be eligible for the award of the Higher School Certificate.

Supervisors of Marking will bring to the NESAs's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

- (viii) Actions which breach the examination rules and may be illegal will be reported to the police.

Student Absence When Assessment Information Is Given Out

It is the responsibility of every student to enquire or ascertain whether Assessment tasks were given out during the period of absence. Absence on the date of issue of a task will not be sufficient reason for a student to apply for an extension or for any other consideration to be given when tasks are being marked. This Handbook gives a Schedule of Tasks and their anticipated dates. Such notification should be taken to be advisory. Faculties will provide written notification of the exact date of each assessment task. In general, teachers will give a minimum of 10 school days notification of an Assessment task.

Prolonged Absences

Where a student suffers from prolonged illness, absence or misadventure, and it is inappropriate that the original task be undertaken, the Principal may require the submission of a substitute task. Alternatively, the Principal may authorise the use of an estimate.

Use of a Zero, Estimate or Substitute Task

Where a **zero** mark has been awarded it is an indication that the task was not attempted by a student or that a non-serious attempt resulted in the award. An **estimate or substitute task** would only be awarded where a student had an approved absence and had satisfied all other Assessment requirements. In exceptional circumstances where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate material.

Effects of Unsatisfactory Completion of Tasks

Students who have not completed tasks worth more than 50% of the total Assessment mark will be ineligible for the award of the H.S.C. in that subject as the Principal will be required to certify to NESA that the course has not been satisfactorily studied. This will mean that the subject may not appear on the student's Record of Achievement and that the student may no longer be eligible to receive a Higher School Certificate.

Schedule of Assessment Tasks and Notice of Date of Individual Tasks

A **Schedule of Assessment Tasks** will be issued to all students prior to the start of the HSC Assessment program. The timing of these tasks is approximate although all efforts will be made to carry out designated tasks as closely as possible to the week/term indicated. Changes to task dates will be notified to students by the faculty, in writing. Students will be given 10 school days written notification of the exact date of an assessment task.

Additional tasks may be set, if required. This may be necessary when a particular task fails to discriminate sufficiently between candidates. The sequence of tasks, task description and the weighting of tasks may be subject to some variation. However, any variation will still comply with NESA requirements for individual courses and students will be notified in writing .

Feedback Given to Students on Performance

Grades, marks or special comments may be used as alternative forms of feedback based on individual performance.

Cumulative progress may be gauged from school reporting procedures in several stages: at the Half Yearly and Yearly Reports issued to parents during the Preliminary Year **or** from the Half Yearly and Yearly Reports issued to parents during the HSC Year. The Trial H.S.C. will generally report the student's *final* Assessment rank.

Review of Student Grade Awarded for a Particular Task

Results of Assessment tasks (i.e., grades) can only be queried at the time the tasks are returned. It is the student's responsibility to ensure that any clerical errors (e.g. the addition of marks) or allegations of unmarked questions are brought to the attention of the class teacher **at the time** the task is returned. Once the student has removed a marked script from the classroom no variation to marks resulting from clerical errors will be considered.

Students are warned that they should not mark or deface examination scripts or other Assessment tasks in any way as this may count against them in the event of a dispute.

Assessment Commencement and Conclusion

The Assessment of the Preliminary Year will commence in Term 1 of Year 11 and conclude with the Yearly Examination in Year 11.

The assessment of the HSC Year will not commence before Term 4 in Year 11. In general, the Assessment program will conclude with the Trial Higher School Certificate Examination undertaken in Year 12.

School Review of Assessments

The school has established internal procedures for dealing with any problems arising from its Assessment program. Where a student considers that his/her particular case has been considered unfairly the right to review by the Assessment Review Committee exists.

The grounds for a review undertaken by the school are limited to ensuring that:

- (a) the weightings used by the school in its assessment program conform to the NESAs requirements as detailed in the Assessment;
- (b) the procedures used by the school for determining the final assessment marks conform with its stated assessment program;
- (c) there have been no computational or clerical errors in the determination of the assessment mark.

There is no avenue for the review of marks awarded for individual Assessment tasks. Reviews are limited to the Assessment process.

The school's Assessment Review Committee will consist of:

- The Head Teacher of the course involved in the review.
- An Independent Head Teacher.
- Another member of the school's executive nominated by the Principal.

Should the need arise, the Assessment Review Committee may be convened at any time during the Assessment process.

All correspondence with the school's Assessment Review Committee **must** be in writing and submitted through the Year Adviser. The Committee will advise the student in writing of the result of its deliberations.

Appeals to the NESAs

Where possible, all reviews will be resolved within the school. Provision has been made, however, for subsequent appeals to the NESAs. There is no appeal against the marks awarded for individual assessment tasks.

The NESAs will only consider whether the school review process was adequate and that the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, the NESAs itself will not revise the assessment marks or rank order. If the appeal is upheld, the NESAs will direct the school to conduct a further review.

There is a **closing date** for appeals to the NESAs and a special application form to be completed should such an appeal be lodged. These appeals should be submitted through the school on the appropriate form.

Extension Courses

These are demanding courses, requiring significantly higher level skills than 2 Unit courses. Entry to any extension course in either the Preliminary or HSC Year is not guaranteed and is generally based on Head Teacher recommendation. Entry to such courses is dependent on the student performing significantly above average.

Schedule of Formal Assessment Tasks (HSC Year)

Note 1: **Dates are a guide only.** They are subject to change. Any variation to dates will be given in writing in accordance with the Pendle Hill High School Assessment Policy.

Note 2: **You will be given a Pendle Hill High School Assessment Task Cover Sheet for each assessment task.** This sheet will include the task description, outcomes to be assessed and marking criteria.

You must sign the Student Confirmation on page 1 and keep the Assessment Task Receipt, signed by your teacher when you hand in your completed task.



Pendle Hill High School

Assessment Task Cover Sheet

Faculty/Subject:		Assessment Task No:	
Year:		Assessment weighting:	
Date Given:		Date Due:	
Student Name:		Teacher:	

SUBMISSION INSTRUCTIONS

- The task must be completed by the due date. Hardcopies must be handed to your regular classroom teacher during school hours and signed for.
- Email submissions must be sent to the following email account:
- Assignments received after 4pm on the due date will incur a late penalty

ABSENCE/LATE SUBMISSION

- **Late submission:** For students in Years 11 and 12, the penalty is 40% for the first calendar day and 20% for each calendar day thereafter. The penalty includes weekend and public holidays. For students in Years 7,8, 9 and 10 the penalty is 20% per day. Any assignment more than one week late will result in an N award warning letter being mailed to parents.
- **Absence:** if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate/documentation to the front office. Failure to provide adequate documentation will result in late submission penalties being applied.

STUDENT CONFIRMATION

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography.
- I have kept a copy of my assignment.

Student Signature: _____

Assessment Task Receipt

Students are to record all details before handing in. Teachers sign as a receipt.

Student Name: _____ **Subject:** _____

Task No: _____ **Due Date:** _____ **Date Submitted:** _____

Student Signature: _____ **Teacher Signature:** _____

Year 12 2018 Schedule of Assessment Tasks

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4 2017				CAFS	Chemistry PDHPE Sen Science	Physics	Biology CAFS Food Tech	Business St Eng Ext 1 Legal Studies	Ancient History CAFS IT Wood SDD	Hospitality SLR Visual Arts SDD	
TERM 1 2018		Ad English St English	Hospitality Wk PI 2	SLR	CAFS Math Ext 1	Ancient History Food Tech Gen Maths Mathematics PDHPE Visual Arts	Ad English St English Food Tech IT Wood	Legal Studies		HALF YEARLY EXAMS	HALF YEARLY EXAMS
TERM 2 2018			Sen Science	Biology	Chemistry CAFS SDD	Food Tech PDHPE SLR	Ancient History Ad English St English Eng Ext 1 Gen Maths Mathematics	Business St Physics	Legal Studies Math Ext 1 Visual Arts		
TERM 3 2018	Ancient History	Ad English St English CAFS Food Tech	PDHPE	TRIAL HSC EXAMS	TRIAL HSC EXAMS	IT Wood Visual Arts				Hospitality	

CREATIVE ARTS

(Faculty)

Visual Arts
(Subject)**2**

(Unit Value)

(Course title, if applicable)

YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of "N" determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The submitted internal assessment mark is to be based on the HSC course only.

Component	Weighting
Artmaking	50
Art criticism and art history	50
Total	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. BOSTES considers that 3 to 5 assessment tasks are sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	10	Process Diary/Body of Work	1	20
2	2018 1	6	Process Diary/Case Study1	1,2,3	15
3	1	10/11	Half Yearly Examination	2,3	10
4	2	9	Case Study 2	2,3	15
5	3	6	Process Diary/Body of Work	1	30
6	3	4/5	Trial Examination	2,3	10
				Total Value	100

ENGLISH (Faculty)

<i>English</i> (Subject)	2 (Unit Value)	<i>Standard</i> (Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

Component	Weighting
Area of Study	40
Module A	20
Module B	20
Module C	20
Total	100

Modes to be assessed across the components	Weighting
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
	100

No more than 30% weighting may be allocated to tests and examinations.

Five to six tasks are considered sufficient to assess the components of the course.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2018 1	2	Area of Study – Discovery Non Fiction: “Go Back to Where You Came From” Series 1 Directed by Ivan O’Mahoney - <i>Portfolio</i> - <i>Research</i>	1	20
2	1	7	Module B: Close Study of Text Novel: “Curious Incident of the Dog in the Night” Haddon, Mark - <i>Speaking</i>	3	15
		10/11	Half Yearly – Paper 1 - <i>Reading</i> - <i>Writing</i>		15
3	2	7	Module C: Texts and Society Exploring Transitions – Poetry: “The Simple Gift” Stephen Herrick - <i>Listening</i>	4	15
4	3	2	Module A: Experience Through Language Distinctively Visual – Drama: Misto, John “Shoe-Horn Sonata” - <i>Viewing</i> - <i>Representing</i>	2	15
5	3	4/5	Trial Exam Paper 1 Area of Study Paper 2 Modules - <i>Reading</i> - <i>Writing</i>	1,2,3,4	20
			Total Value		100

ENGLISH (Faculty)

<i>English</i> (Subject)	2 (Unit Value)	<i>Advanced</i> (Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Area of Study	40
Module A	20
Module B	20
Module C	20
Total	100

Modes to be assessed across the components	Weighting
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
Total	100

No more than 30% weighting may be allocated to tests and examinations.

Five to six tasks are considered sufficient to assess the components of the course.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2018 1	2	Area of Study – Discovery Non Fiction: “Go Back to Where You Came From” Series 1 Directed by Ivan O’Mahoney - Portfolio - Research	1	20
2	1	7	Module A: Comparative Study of Tests and Context Elective 2: Intertextual Perspectives Film: “Metropolis” directed by Fritz Lang Prose Fiction: “1984” by George Orwell - Listening - Reading - Writing	3	15
		10/11	Half Yearly Paper 1	4	15
3	2	7	Module B: Critical Study of Texts Drama: Shakespeare “Hamlet” - Speaking	2	15
4	3	2	Module C: Representation of Text Elective 2: Representing People and Politics Poetry: Poems by W H Auden Viewing - Representing	1,2,3,4	15
				Total Value	100

ENGLISH (Faculty)

English (Subject)	1 (Unit Value)	Extension 1 (Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC English Extension 1 course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	25
Skills in: • complex analysis • sustained composition • independent investigation	25
Total	50

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	8	Module B: Texts & Ways of Thinking Elective 1: “After the Bomb” Le Carré, John “The Spy Who Came in From the Cold” - <i>Speaking</i>	1,2	10
2	1	10/11	Half Yearly – Essay - Creative Writing Drama: “Waiting for Godot” Beckett, Samuel - <i>Reading</i> - <i>Writing</i>	1,2	15
3	2	7	Film: Clooney, George “Good Night and Good Luck” - <i>Viewing</i> - <i>Representing</i>	1,2	10
4	3	4/5	Trial HSC Exam - <i>Reading</i> - <i>Writing</i>	1,2	15
Total Value					50

HSIE (Faculty)		
<i>Ancient History</i> (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
Total	100

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	9	Research Source Core study – Pompeii Herculaneum & Vesuvius - Source Analysis 10 - Report 10	1	20
2	2018 1	6	In Class Essay Historical Period (The Fall of the Republic 78-31 BC) - Class Essay 10 - Annotated Bibliography (Research) 5	4	15
3	1	10/11	Half Yearly Examination	1, 4	20
4	2	7	Research Task and Oral Presentation Personality (Julius Caesar) - Oral 5 - Research 5	3	10
5	3	1	Research Task – Ancient Society (Spartan Society to the Battle of Leuctra 371 BC) - Logbook (Research) 5 - Extended Response 10	2	15
	3	4/5	Trial Exam Part 3	1,2,3,4	20
				Total Value	100

HSIE (Faculty)

Business Studies (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weightin
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20
Total	100

No more than 50% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	8	Business Test/Essay	1,2,3,4	10
2	2018 1	10/11	Half Yearly Examination	1,2,3,4	25
3	2	8	Business Research Assignment	1,2,3,4	25
4	3	4/5	Trial HSC Examination	1,2,3,4	40
			Total Value		100

HSIE
(Faculty)

Legal Studies (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	60
Inquiry and research	20
Communication of Legal Studies information, issues and ideas in appropriate forms	20
Total	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Outcomes	Task Weighting
1	2017 4	8	Research and in class essay	1,2,3	20
2	2018 1	8	Half Yearly Exam	1,3	30
3	2	9	Focus Study 1 In class extended Response	1,2,3	20
4	3	4/5	Trial HSC	1,3	30
				Total Value	100

MATHEMATICS (Faculty)

Mathematics (Subject)	2 (Unit Value)	General 2 (Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
Total		100

Measuring attainment of the assessment components will involve assessing a student’s ability in relation to aspects of the HSC Mathematics General 2 course such as:

Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

Reasoning and communication

- interpreting information from practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution, or aspects of a solution, using

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2018 1	6	Task 1	1,2	10
2	1	10/11	Task 2 (Half Yearly Examination)	1,2	30
3	2	7	Task 3	1,2	20
4	3	4/5	Task 4 (Trial HSC Examination)	1,2	40
				Total Value	100

MATHEMATICS

(Faculty)

Mathematics <i>(Subject)</i>	2 <i>(Unit Value)</i>	2 Unit <i>(Course title, if applicable)</i>
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The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
Total		100

Measuring attainment of the assessment components will involve assessing a student’s ability in relation to aspects of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses such as:

Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

Reasoning and communication

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2018 1	6	Task 1	1,2	10
2	1	10/11	Task 2 (Half Yearly Examination)	1,2	30
3	2	7	Task 3	1,2	20
4	3	4/5	Task 4 (Trial HSC Examination)	1,2	40
Total Value					100

Notes on assessment of Mathematics, Mathematics Extension 1 and Mathematics Extension 2

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. Up to 20% of the internal assessment mark submitted to the NESAs for the Mathematics course may be based on the Preliminary course. The Board considers that 3 to 5 tasks are sufficient to assess the components of each course.

MATHEMATICS (Faculty)

Mathematics (Subject)	1 (Unit Value)	Extension 1 (Course title, if applicable)
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The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

For Mathematics Extension 1, the internal assessment mark submitted to the Board may be based on the whole course (ie both Preliminary and HSC courses).

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
Total		100

Measuring attainment of the assessment components will involve assessing a student’s ability in relation to aspects of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses such as:

Concepts, skills and techniques

- recalling mathematical terminology and concepts • identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

Reasoning and communication

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2018 1	5	Task 1	1,2	5
2	1	10/11	Task 2 (Half Yearly Examination)	1,2	15
3	2	9	Task 3	1,2	10
4	3	4/5	Task 4 (Trial HSC Examination)	1,2	20
				Total Value	50

Notes on assessment of Mathematics, Mathematics Extension 1 and Mathematics Extension 2

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. Up to 20% of the internal assessment mark submitted to the NESA for the Mathematics course may be based on the Preliminary course. The Board considers that 3 to 5 tasks are sufficient to assess the components of each course.

PD/H/PE (Faculty)

Community & Family Studies (Subject)	2 (Unit Value)	(Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • resource management • positive relationships • range of societal factors • nature of groups, families and communities 	40
Skills in: <ul style="list-style-type: none"> • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing 	25
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35
	100

No more than 40% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	4	IRP Plan	1	5
2	4	7	IRP Diary	1	5
3	4	9	IRP Project	1	15
4	2018 1	10/11	Half Yearly Exam	1&2	30
5	1	5	Core: Groups	2	5
6	2	5	Core: Parenting	3	5
7	3	2	Option: Individuals	4	5
8	3	4/5	Trial HSC Exam	1 – 3	30
				Total Value	100

Note: The IRP Diary will need to be submitted for marking Term 4 2017 Week 2 and 7. A mark will be awarded for each of these submissions and will form part of the Total Value of the task.

PD/H/PE (Faculty)

PD/H/PE (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weightings
Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical 	30
Skills in critical thinking, research and analysis	30
Total	100

No more than 50% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	5	<i>Investigation Assignment Option 1: Sports Medicine</i>	1,3	10
2	2018 1	6	<i>Research Assignment Core 1: Health Priorities</i>	1,2,3	10
3	<i>Ongoing</i>		<i>Homework Tasks</i>	3	5
4	1	10/11	Half Yearly Examination	1,2,3	20
5	2	6	<i>Performance Assignment Core 2: Juggling</i>	1,2,3	10
6	3	3	<i>Research Assignment Option 2: Sport & Physical Activity in Australian Society</i>	1,3	10
7	3	4/5	Trial HSC Examination		35
				Total Value	100

PD/H/PE

(Faculty)

Sport Leisure & Recreation
(Subject)

2
(Unit Value)

NESA Endorsed
(Course title, if applicable)

YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of "N" determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

Assessment Components, Weightings and Tasks

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained.

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and content, as follows:

Component	Weighting (%)
Knowledge and Understanding	50 %
Skills	50 %

One task may be used to assess several components. It is suggested that two to three tasks are sufficient to assess the HSC course outcomes for a one-unit course and three to five tasks are sufficient to assess the HSC course outcomes for a two-unit course.

The assessment tasks given to students must:

- be consistent with the objectives and outcomes being assessed
- provide for a range of performances and achievements within the group
- be consistent in number with comparable 1 or 2 unit Board-developed courses
- use a range of assessment instruments; each instrument must be appropriate to the outcomes it is designed to measure.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	10	Practical 1	1,2	30
2	2018 1	4	Theory 1/Assignment	1,2	20
3	2	6	Practical 2	1,2	30
4	3	4/5	Yearly Exam	1,2	20
				Total Value	100

Outcomes vary in relation to specific modules studied – based on student choices.

SCIENCE (Faculty)

Biology (Subject)	2 (Unit Value)	(Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> • the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology • cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	30
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30
Total	100

No more than 50% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	7	Practical Test	1,2,3	25
2	2018 1	10/11	Half Yearly Exam	1,3	20
3	2	4	Research Report	1,2,3	25
4	3	4/5	Trial Exam	1,3	30
Total Value					100

SCIENCE (Faculty)

Chemistry (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> • the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry • atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	30
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30
Total	100

No more than 50% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	5	Practical Test	2,3	25
2	2018 1	10/11	Half Yearly Exam	1,3	20
4	2	5	Research Report	1,2,3	25
5	3	4/5	Trial Exam	1,3	30
Total Value					100

SCIENCE (Faculty)

<i>Physics</i> (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of "N" determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> • the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry • atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	30
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30
Total	100

No more than 50% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	6	Practical Test	2,3	25
2	2018 1	10/11	Half Yearly Exam	1,3	20
3	2	8	Research Report	12,3	25
5	3	4/5	Trial Examination	1,3	30
				Total Value	100

TAS (Faculty)

Food Technology (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of food technology	20
Skills in researching, analysing and communicating food issues	30
Skills in experimenting with and preparing food by applying theoretical concepts	30
Skills in designing, implementing and evaluating solutions to food situations	20
Total	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	7	Australian Food Industry - Depth Study	2	20
2	2018 1	6	Food Manufacture - Experiment and Preparation	3	20
3	1	10/11	Half Yearly Examination	1, 2	15
4	2	6/7	Food Product Development - Design Project	3, 4	25
5	3	4/5	Trial HSC	1, 2	20
				Total Value	100

Hospitality (Subject)	2 (Unit Value)	Certificate II in Hospitality SIT20213 (Course title, if applicable)
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Student Competency Assessment Schedule

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop general hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.

Course HSC Structure:

To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake **four mandatory and four Food and Beverage stream associated units of competency** (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

Assessment and Course Completion

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work Placement:

Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Training and Assessment Strategy			Approved by: RTO Management	Date of Approval: November 2016	
Delivery Site	Pendle Hill High School		Name/s of VET Teachers: Mrs Beverley Kinch		Cohort: 2017-2018
Qualification Code	SIT20316		Board of Studies Course: Hospitality		
Qualification Title	Certificate II in Hospitality		2 x 2 years BOSTES Course code: 26511		
This course is from Training Package: SIT Tourism, Travel and Hospitality Version 1.1			Qualification Packaging Rules: SIT20316 6 Core units and 6 Elective Units (see packaging rules)		
Qualification status	Code	Unit of Competency	Pre/Co-requisite Units	Indicative Hours	HSC Status
Core	SITXWHS001	Participate in safe work practices	nil	15	Mandatory
	BSBWOR203	Work effectively with others	nil	15	Mandatory
	SITHIND002	Source and use information on the hospitality industry	nil	20	Mandatory
	SITXCCS003	Interact with customers	nil	15	F&B Stream
	SITHIND003	Use hospitality skills effectively	nil	20	Elective
	SITXCOM002	Show social and cultural sensitivity	nil	10	Elective
Electives	SITXFSA001	Use hygienic practices for food safety	Group A nil	10	Mandatory
	SITHFAB005	Prepare and serve espresso coffee	Group B SITXWHS001	15	F&B Stream
	SITHFAB007	Serve food and beverage	Group B SITXWHS001	40	F&B Stream
	SITXFSA002	Participate in safe food handling practices	Group B nil	15	Elective
	SITHFAB004	Prepare and serve non-alcoholic beverages	Group B SITXWHS001	15	F&B Stream
Additional Units of competency delivered to meet BOSTES requirements	SITHCCC003	Prepare and present sandwiches	Group B SITXWHS001	10	Elective
	SITHCCC001	Use food preparation equipment	SITXWHS001	20	Elective
	SITXCOM001	Source and present information	nil	10	Elective
	BSBSUS201	Participate in environmentally sustainable work practices	nil	15	Elective
Total hours				245	

School Name: Student Competency Assessment Schedule
COURSE: HSC Hospitality – Food and Beverage Stream

2018

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Half Year Exam	Trial Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		Week: 10 Term: 4 2017	Week: 10 Term: 4 2017	Week: 10 Term: 3 2018	Week: 10 Term: 3 2018	Week: 10/11 Term: 1 2018	Week: 4 Term:3 2018
Code	Unit of Competency					HSC Examinable Units of Competency	HSC Examinable Units of Competency
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively		X	X			
SITHIND002	Source and use information on the hospitality industry				X		
BSBSUS201	Participate in environmentally sustainable work practices				X		
SITXCOM001	Source and present information				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

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

INDUSTRIAL ARTS (Faculty)

<i>Industrial Technology</i> Wood (Subject)	2 (Unit Value)	<i>(Course title, if applicable)</i>
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60
Total	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	9	MDP Proposal	2	20
2	2018 1	7	Industry Study Report	1	20
3	1	10/11	Half Yearly Examination	1	10
4	3	4	Major Project and Folio	2	40
5	3	4/5	Trial HSC Examination	1	10
Total Value					100

INDUSTRIAL ARTS
(Faculty)

Software Development & Design (Subject)	2 (Unit Value)	(Course title, if applicable)
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YEAR 12 - HSC Year (Formal Tasks)

The schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the Informal Assessment Tasks also form part of the assessment program. Failure to complete Informal Tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the Informal Tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding about the development and impact of software solutions and the software development cycle	20
Design and development of software solutions	35
Project management techniques, including documentation, teamwork and communication	20
Project(s)	25
Total	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Task No.	Term	Week	Task Description	Assessment Components	Task Weighting
1	2017 4	9/10	Research Assignment	1	20%
2	2018 1	10/11	Half Yearly Examination	1, 2	20%
3	2	9	Programming Assignment	2, 3, 4	25%
4	3	4/5	Trial HSC	1, 2, 3, 4, Option 1, Option 2	35%
				Total Value	100%