

*Pendle Hill High School*



**Pendle Hill High School**  
Responsibilities Respect Rights Learning

# **HSC Assessment Handbook**

## **Year 12, 2019**

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## A MESSAGE FROM THE PRINCIPAL

This booklet contains important information which will assist you in fulfilling all the requirements for the Higher School Certificate (HSC).

It contains:

- General Information about the Higher School Certificate
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of NESA (the NSW Education Standards Authority) requirements for the HSC and Pendle Hill High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks. Remember that your school assessment will contribute 50% to your final HSC result.

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment. If in doubt, ask.

Commitment, organisation and planning are the keys to a successful year for you. It is most important that you develop your own assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately. Our school really wants every one of you to succeed and reach your potential. We will work with you to solve problems. If we do not know there is a problem, we cannot help.

These people will be able to help you:

- Head Teacher or your classroom teacher for subject specific issues.
- Year Adviser
- School Counsellor
- Deputy Principals
- Principal

You must also read and keep your copy of the NESA booklet "HSC Rules and Procedures".

One of the most important things you can do for yourself is to ensure that you have balance in your life during this year. The HSC is an important part of your life but it is not your whole life. Make sure that you include in your planning some relaxation time, some exercise and some time with friends. Adequate and a regular sleeping pattern is also an important element of HSC success. This will help you reduce stress and be more focussed when you are working. Explain your study plan to your parents and family and enlist their support during this time.

Remember that all of you are very capable and that if you make a commitment and do your best, you will achieve your goals.

I wish each of you a successful and fulfilling HSC year.

Mrs Judy Sims  
Principal

## HSC INFORMATION AND 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.

**The 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 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.

**Attendance at school and in all classes is part of satisfactorily completing any course. A minimum of 85% attendance is expected if you are to satisfactorily complete course work requirements.**

### **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, you will be issued with a non completion of course determination.**

### **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 NESAs Developed course, are contained in the following documents:

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

**Copies of these documents are accessible to teachers, students and parents and are available on NESAs' website at <http://www.NESAs.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 requirements. NESA has **prescribed** the components and weightings that must be used in each subject. Schools are 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 mark 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. Teachers will award marks only for each student's actual performance on each task as shown by the quality of the work submitted, not for their potential performance.

## 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.

## Handing in your Assessment Task

You must hand in your task with a completed Pendle Hill High School Assessment Task Cover Sheet. You must be at school and present in all classes on the day a task is to be handed in, unless you are absent through illness and have a medical certificate.

**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.**

## Late Submission of Work

Penalties apply in cases of late submission of work. Work must be handed in on the due date and submission time notified or a penalty applies. All work submitted after the due date and time will score a mark of zero.

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.

### **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.

**You will need to complete the Pendle Hill High School Years 11 and 12 Assessment Appeal Form and hand it in at Reception. You must attach all required documentation to your appeal form.**

A medical certificate is always required in the case of illness. The certificate must include

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of all consultations / meetings relating to this illness
- description of how your condition / symptoms could affect your assessment task performance
- if you are absent on the day of an assessment task or on the day an assessment task is to be submitted, the doctor **MUST** certify that you are medically unfit to sit for the assessment task or to attend school.

It is the student's responsibility to lodge a written application **within 48 hours** 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.

### **Extensions of Time**

Extensions of time will be granted to students only in **exceptional circumstances** and only where satisfactory documentary evidence can be provided. **You will need to submit a completed Pendle Hill High School Years 11 and 12 Assessment Appeal Form** well before the task due date. Requests for extension of time because of holidays, routine medical or dental appointments, driving tests, part time work and sport commitments are likely to be unsuccessful.

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

1. 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.
2. You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. You must answer all required questions. If you only answer the multiple choice questions it is not considered to be a serious attempt and you may have the course cancelled.

4. 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, except an approved calculator
  - c. borrow any equipment during an exam;
  - d. speak to any person other than a supervisor during an examination;
  - e. behave in any way likely to disturb the work of any other student or upset the conduct of the examination;
  - f. attend an examination while under the influence of alcohol or illegal drugs;
  - g. take into the examination room any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable;
  - h. smoke in the examination room;
  - i. eat in the examination room except as approved by NESAs;
  - j. take any writing booklets or exam papers, whether used or not, from the examination room.
5. No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during the examinations.
6. 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.
7. 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.
8. 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.

## Non Attempt of Tasks and/or Non Serious Attempt of Tasks

Students must make a serious attempt at all set tasks, not just those identified as formal assessment tasks. When a student does not attempt a task, a mark of zero will be awarded for that task.

A mark of zero will also be awarded where a student is deemed to have made a non serious attempt at a task.

A non serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

## 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 NESAs 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 and is included in this handbook. 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 NESAs 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 themselves 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.

# Schedule of Formal Assessment Tasks (HSC Year)

**Please 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.
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 the cover sheet and keep the Assessment Task Receipt, signed by your teacher when you hand in your completed task.**

3. You will need to complete the Pendle Hill High School Years 11 and 12 Assessment Student Appeal Form in the case of illness, accident, misadventure or when seeking an extension of time or when appealing against your grade or course rank. This form is available at Reception and on the school website [www.pendlehill-h.schools.nsw.gov.au/](http://www.pendlehill-h.schools.nsw.gov.au/) and must be completed and returned to Reception.

# Pendle Hill High School

## Assessment Task Cover Sheet

<b>Faculty/Subject:</b>		<b>Assessment Task No:</b>	
<b>Year:</b>		<b>Assessment weighting:</b>	
<b>Date Given:</b>		<b>Due date and time:</b>	
<b>Student name:</b>		<b>Teacher:</b>	

### Submission Instructions

- The task must be completed by the due date. Hard copies 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 **3:15pm** on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
- Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

### Absence/Late Submission

#### Late submission:

- For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.
- For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

#### Absence:

- **Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.
- **Year 7 -10** - 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 or other documentation to the front office and your class teacher.
- Failure to provide adequate documentation will result in late submission penalties being applied.

### Student Confirmation - please tick

- 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 - where appropriate.
- I have kept a copy of my assignment.

**Student Signature:** \_\_\_\_\_

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### Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Task No: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date submitted: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_



# Pendle Hill High School

## Years 11 & 12 Assessment Appeal Form

Submit this form and your supporting documentation to the front office. You must retain a copy of what you submit. It is the student's responsibility to ensure that the assessment appeal form is submitted within 48 hours of returning to school after being away or 2 weeks prior to leave being taken. A separate form must be completed for each assessment task.

### Section below completed by student

Category (please tick one)

- Application for extension (prior to assessment due date)
- Appeal due to illness, accident or misadventure
- Appeal in relation to the final assessment and/or course rank

Student's Name: \_\_\_\_\_ Year: 11 or 12

Course: \_\_\_\_\_ Task Number: \_\_\_\_\_

Nature of Assessment Task: \_\_\_\_\_

Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Class Teacher Name: \_\_\_\_\_

Reason for Appeal: state details to support your case (or attach statement)

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Please tick the supporting documentation submitted:

Medical Certificate: Yes  No

Assessment draft: Yes  No

Travel documentation for extension Yes  No

Other documentation:

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\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
Signature of student      Date      Signature of Parent      Date

## Front office use only

Office staff who received this form: \_\_\_\_\_

Date document received \_\_\_ / \_\_\_ / \_\_\_\_\_

Date you copied these documents and filed the original in the student's folder \_\_\_ / \_\_\_ / \_\_\_\_\_

Head Teacher you handed the copy to: \_\_\_\_\_

Date you handed the copy to the HT: \_\_\_ / \_\_\_ / \_\_\_\_\_

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## Executive use only

	Head Teacher Recommendation:	√	Executive decision and reason:	√
1.	Approved extension		Approved extension	
2.	Complete a substitute task		Complete a substitute task	
3.	Estimate to be given		Estimate to be given	
4.	No marks to be awarded		No marks to be awarded	
5.	Sit or submit the task without penalty		Sit or submit the task without penalty	
6.	Task to be submitted with penalty		Task to be submitted with penalty	

Assessment New Due Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Signature of Head Teacher                      Date                      Signature of Principal                      Date

Copies of this form are available from Year Adviser, Head Teachers, the Reception Office, the school website and your Cohort Google Classroom page.

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## Assessment Appeal Notification to student

Student's Name: \_\_\_\_\_ Year: 11 or 12

Course: \_\_\_\_\_ Task Number: \_\_\_\_\_

Nature of Assessment Task:

\_\_\_\_\_

Executive appeal outcome: approved / declined

Assessment New Due Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Date student was notified of outcome: \_\_\_ / \_\_\_ / \_\_\_\_\_ Student signature: \_\_\_\_\_

## Year 12 2019 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 2018					Legal Studies PDHPE		Maths Std Maths Adv	English Standard Business Studies Modern History CAFS SDD	Visual Arts Ancient History Biology	SLR	
TERM 1 2019		Hospitality Work Placement	Hospitality & Construction Work Placement	SLR	CAFS	Mathematics Standard Mathematics Advanced PDHPE	Legal Studies	English Standard Business Studies Modern History	Ancient History Biology	Visual Arts Biology SDD	
TERM 2 2019	Informal Task: Half Yearly Exams				Mathematics Standard Mathematics Advanced CAFS	Visual Arts Ancient History Legal Studies SLR	Modern History	Business Studies PDHPE	Biology	English Standard SDD	
TERM 3 2019				TRIAL HSC EXAMS	TRIAL HSC EXAMS						

<b>CREATIVE ARTS</b> (Faculty)
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<i>Visual Arts</i> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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### Year 12 Visual Arts School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

<b>Component</b>	<b>Weighting %</b>
Artmaking	50
Art criticism and art history	50
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

### Information about the formal written examination in Visual Arts

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

If a school includes the development of the externally assessed Body of Work in conjunction with the written paper, the combined weighting of the tasks must not exceed 30%.

### Information about school-based assessment of the Body of Work in Visual Arts

Students are required to keep a Visual Arts Process Diary (VAPD) as a personal record of their ideas and intentions in artmaking. The VAPD should provide a record of research, investigations into

subject matter, development of technical skills and process, reflection and directions for further development and refinement. For additional information please refer to pgs 28–29 *Visual Arts Stage 6 Syllabus* and pg 11 *Assessment and Reporting in Visual Arts Stage 6*.

The VAPD must be taken into account in school-based assessment tasks for the Body of Work. Schools will use the VAPD as evidence of student progress and authorship of the Body of Work as it develops over time.

Schools may choose to informally monitor the practice of artmaking using the VAPD as the basis for feedback.

Teachers should regularly comment on student progress and sign and date the VAPD. The VAPD is not part of the external examination mark.

Schools are reminded that when assessing the development of the body of work, appropriate school-based marking guidelines should be developed. Use of external HSC marking guidelines is not appropriate.

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.

## Pendle Hill Assessment Schedule Visual Arts – Year 12

### *Implementation for Year 12 from Term 4, 2018*

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Development of the Body of Work</b>  VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice	<b>Written Research Task: Art's Practice</b>  Investigation of the relationship(s) between artmaking, art critic and art historian practices, including initial summaries and annotated research into each practice	<b>Development of the Body of Work</b>  Submission of artworks under development, VAPD including a written account of art marking practice through the artwork / audience relationship	<b>Trial HSC Examination</b>  Art Criticism and Art History Written Examination:  Resolving the Body of Work: submission of artworks under development. VAPD written analysis of intention and artmaking practice through the conceptual framework.	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 6	Term 3, Week 4	
<b>Outcomes assessed</b>	H1, H3, H4	H7, H8	H1, H2, H3, H4, H6, H8	H7, H8, H9, H10 H1, H2, H4, H5, H6	
<b>Component</b>					<b>Weighting %</b>
Artmaking	15	0	25	10	<b>50</b>
Art Criticism and Art History	15	15	10	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>100</b>

<b>ENGLISH</b> (Faculty)		
<i>English</i> (Subject)	<b>2</b> (Unit Value)	<i>Standard</i> (Course title, if applicable)

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on *Module C – The Craft of Writing* with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

#### **Information about the formal written examination in English Standard**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

#### **Information about Module C – The Craft of Writing in English Standard**

Assessment of this module must provide students with the opportunity to:

- demonstrate their knowledge, understanding and skills in creative writing for a range of

- purposes, audiences and contexts
- write in forms other than an analytical or critical response to literature.

The submitted task may be assessed in a variety of ways such as on more than one short piece of writing and through a range of modes. A portfolio of work is not a requirement for this task.

### **Information about the multimodal presentation in English Standard**

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

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.

## Pendle Hill Assessment Schedule English Standard – Year 12

*Implementation for Year 12 from Term 4, 2018*

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Analytical response using prescribed text and related material  <b>Texts and Human Experience</b>  Go Back to Where You Came From. Ivan Maloney Documentary	Multimodal Presentation  <b>Language, Identity and Culture</b>  Shaw, Bernard Pygmalion, Drama	Imaginative Text  <b>Craft of Writing</b>  Steve Jobs, How to Live before you Die, Speech  Frost, Robert, Stopping by Woods on a Snowy Evening, Poem	<b>Trial HSC Examination</b>  <b>Common Module</b>  <b>Module A</b>  <b>Module B</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5	
<b>Outcomes assessed</b>	EN12-1,EN12-3,EN12-5 EN12-6, EN12-7	EN12-1,EN12-3,EN12-5 EN12-7,EN12-8,EN12-9 EN12-2,EN12-3,EN12-4	EN12-2,EN12-3,EN12-4, EN12-5,EN12-9	EN12-1,EN12-3,EN12-5 EN12-6,EN12-7	
<b>Component</b>					<b>Weighting %</b>
Knowledge and Understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>HSIE</b> (Faculty)
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<b>Ancient History</b> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

**Information about the formal written examination in Ancient History**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

**Information about the Historical Analysis in Ancient History**

The Historical Analysis provides students with the opportunity to focus on an historical question, issue or controversy of interest, and to develop a reasoned argument, supported by evidence. It may occur in or across any of the Year 12 topics selected for study.

The Historical Analysis may be presented in written, oral or multimodal form, and must:

- be completed individually
- be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form
- address relevant syllabus outcomes
- 

relate to a Year 12 topic or topics studied in the *Ancient History Stage*

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.

## Pendle Hill Assessment Schedule Ancient History – Year 12

*Implementation for Year 12 from Term 4, 2018*

Task number	Task 1	Task 2	Task 3	Task 4	
Topic	<b>Core Study Cities of Vesuvius: Pompeii and Herculaneum</b>	<b>Historical Periods The Fall of the Roman Republic 78-31 BC</b>	<b>Personalities Julius Caesar</b>	<b>Ancient Societies All (including Spartan Society to the Battle of Leuctra 371 BC)</b>	
Nature of tasks	Research Report and Source Logbook	Historical Investigation	In-class Essay and Annotated Bibliography	<b>Trial Exam</b>	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3	
Outcomes assessed	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	
Component					Weighting %
Knowledge and understanding of course content	5	5	5	25	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20%</b>
Historical inquiry and research	10	10	0	0	<b>20%</b>
Communication of historical understanding in appropriate forms	5	5	10	0	<b>20%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100</b>

<b>HSIE</b> (Faculty)
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<b>Business Studies</b> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

<b>Component</b>	<b>Weighting %</b>
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
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

**Information about the formal written examination in Business Studies**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

## Pendle Hill Assessment Schedule Business Studies – Year 12

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Business Essay</b> Operations	<b>Business Skills</b> Finance	<b>Business Research Assignment</b> Operations, Finance, Marketing, HRM	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
<b>Outcomes assessed</b>	H1 – H9	H2 – H10	H1 – H10	H1 – H10	
<b>Component</b>					<b>Weighting %</b>
Knowledge / Understanding	5	5	15	15	<b>40</b>
Stimulus Based Skills	5	10	0	5	<b>20</b>
Inquiry / Research	5	0	10	5	<b>20</b>
Communication Business Information	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>HSIE (Faculty)</b>
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<b>Legal Studies</b> <i>(Subject)</i>	<b>2</b> <i>(Unit Value)</i>	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- **a maximum of four assessment tasks**
- **the minimum weighting for an individual task is 10%**
- **the maximum weighting for an individual task is 40%**
- **only one task may be a formal written examination with a maximum weighting of 30%.**

**Information about the formal written examination in Legal Studies**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

**Pendle Hill Assessment Schedule  
Legal Studies – Year 12**

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Topic Quiz – Crime	Research & Class Essay	Elective Topic Essay	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 5	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5	
<b>Outcomes assessed</b>	H1, H2, H4, H5, H6, H8	H2, H6, H7, H8, H9, H10	H1, H4, H5, H7, H8, H9, H10	H1 – H10	
<b>Component</b>					<b>Weighting %</b>
Knowledge & Understanding	5	10	10	15	<b>40</b>
Analysis & Evaluation	5	5	5	5	<b>20</b>
Inquiry & Research	5	5	5	5	<b>20</b>
Communication of Information	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>HSIE</b> (Faculty)
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<i>Modern History</i> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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## Year 12 Modern History School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

### Information about the formal written examination in Modern History

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

## Information about the Historical Analysis in Modern History

The Historical Analysis provides students with the opportunity to focus on an historical question, issue or controversy of interest, and to develop a reasoned argument, supported by evidence. It may occur in or across any of the Year 12 topics selected for study.

The Historical Analysis may be presented in written, oral or multimodal form, and must:

- be completed individually
- be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form
- address relevant syllabus outcomes
- relate to a Year 12 topic or topics studied in the *Modern History Stage 6 Syllabus*.

## Pendle Hill Assessment Schedule Modern History – Year 12

*Implementation for Year 12 from Term 4, 2018*

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	Research and source analysis  <b>Core Study: Power and Authority in the Modern World</b>	Historical analysis Oral Presentation  <b>National Study USA 1919 – 1941</b>	Research and written task  <b>Peace and Conflict Arab-Israeli Conflict 1948 – 1996</b>	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
<b>Outcomes assessed</b>	MH12-3, MH12-4, MH12-6, MH 12-7, MH12-9	MH12-2, MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-7, MH12-8	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	0	10	<b>20</b>
Historical inquiry and research	5	5	10	0	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS

(Faculty)

*Mathematics*  
(Subject)

**2**  
(Unit Value)

*Standard*  
(Course title, if applicable)

(including Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12)

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

### Information about the formal written examination in Mathematics Standard

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

## Pendle Hill Assessment Schedule Mathematics Standard – Year 12

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Topic Test	Investigation	Topic Test	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 4, Week 7	Term 1, Week 6	Term 2 Week 5	Term 3 Week 4/5	
<b>Outcomes assessed</b>	H1, H2, H4, H5, H6, H7, H9	P2 – P8, H1, H2, H4, H5, H6, H7, H8, H9	H1-H9	P2 – P8, H1-H9	
<b>Component</b>					<b>Weighting %</b>
Understanding Fluency and communication	10	12.5	12.5	15	<b>50</b>
Problem Solving Reasoning and Justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS

(Faculty)

*Mathematics*  
(Subject)

**2**  
(Unit Value)

*Advanced*  
(Course title, if applicable)

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	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
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

### Information about the formal written examination in Mathematics

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

## Pendle Hill Assessment Schedule Mathematics Advanced – Year 12

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Topic Test	Investigation	Topic Test	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 4, Week 7	Term 1, Week 6	Term 2 Week 5	Term 3 Week 4/5	
<b>Outcomes assessed</b>	H1, H2, H4, H5, H6, H7, H9	P2 – P8, H1, H2, H4, H5, H6, H7, H8, H9	H1-H9	P2 – P8, H1-H9	
<b>Component</b>					<b>Weighting %</b>
Concepts and Skills	10	12.5	12.5	15	<b>50</b>
Reasoning and Communication	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>PD/H/PE (Faculty)</b>
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<b>Community &amp; Family Studies (Subject)</b>	<b>2 (Unit Value)</b>	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Independent Research Project with a maximum weighting of 20%.

### **Information about the formal written examination in Community and Family Studies**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

## Pendle Hill Assessment Schedule Community and Family Studies – Year 12

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Independent Research Project</b>	<b>Investigation</b> Positive influences on community attitudes towards a group	<b>Presentation</b> Support for parents and carers	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 5	Term 2, Week 5	Term 3, Week 3	
<b>Outcomes assessed</b>	H4.1, H4.2	H2.2, H2.3, H3.3	H3.2, H5.1, H5.2	H1.1 to H6.2	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>PD/H/PE</b> (Faculty)
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<b>PD/H/PE</b> (Subject)	<b>2</b> (Unit Value)	(Course title, if applicable)
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- **a maximum of four assessment tasks**
- **the minimum weighting for an individual task is 10%**
- **the maximum weighting for an individual task is 40%**
- **only one task may be a formal written examination with a maximum weighting of 30%.**

**Information about the formal written examination in PDHPE**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

**Pendle Hill Assessment Schedule**  
**Personal Development, Health and Physical Education – Year 12**

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Investigation Sports Medicine</b>	<b>Essay Task Health Inequities</b>	<b>Analysis Skill Acquisition</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 5	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4	
<b>Outcomes assessed</b>	H13, H16	H1, H2, H3, H4, H5, H14, H15, H16	H9, H16	H1–H5, H7–H11, H14–H17	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	15	15	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>PD/H/PE</b> (Faculty)
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<b>Sport Lifestyle &amp; Recreation</b> (Subject)	2 (Unit Value)	<b>NESA Endorsed</b> (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.**

### 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.

**Pendle Hill Assessment Schedule**  
***Sport Lifestyle & Recreation – Year 12***

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Practical</b>	<b>Research Task and Oral Presentation</b>	<b>Practical</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 10	Term 1, Week 4	Term 2, Week 6	Term 3, Week 4	
<b>Outcomes assessed</b>	2.1-2.5 4.1-4.5 5.1-5.5	1.1-1.6 3.1-3.7	2.1-2.5 4.1-4.5 5.1-5.5	1.1-5.5	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding	10	15	10	15	<b>50</b>
Skills	20	5	20	5	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

<b>SCIENCE</b> (Faculty)
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<i>Biology</i> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20– 40%
- the depth study task must assess:
- the Working Scientifically skills outcomes:
- Questioning and Predicting
- Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

### **Information about the formal written examination in Biology**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

### **Information about the depth study task in Biology**

A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.

While the depth study may be undertaken in a single module of the course or across modules, the formal assessment of a depth study, or aspect of the study, must only occur once. The design of the assessment task must provide opportunities for all students to demonstrate their knowledge, understanding and skills of the outcomes using a common marking criteria and guidelines regardless of their area of investigation.

A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.

The following examples provide two possible approaches for the formal assessment of the depth study.

#### **Example 1: Depth Study – Report**

A report after the completion of a depth study assesses a student's knowledge, understanding and skills at a key point in time. A report may be relevant to an experiment, fieldwork or in-class investigation.

A report may require students to:

- outline the process of formulating a question or hypothesis for investigation
- describe and justify methods used including any modifications made during the investigation
- analyse data and communicate the results of the investigation.

#### **Example 2: Depth Study – Fieldwork Presentation**

Fieldwork involves students undertaking their own research to solve a problem or investigate an issue at a specific location. The collection of site-specific evidence assists students to develop a final presentation.

A presentation may require students to:

- describe the context of the site
- explain the relevance of the site to the investigation's question or hypothesis
- process and analyse field data
- communicate the results and conclusions of the fieldwork.

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.

## Pendle Hill Assessment Schedule Biology – Year 12

*Implementation for Year 12 from Term 4, 2018*

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	<b>Research Task</b>	<b>Practical Test</b>	<b>Depth Study: Presentation</b>	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 9 (Online submission only)	Term 1, Week 9/10	Term 2, Week 9	Term 3, Week 4	
Outcomes assessed	BIO11/12-1, BIO11/12-4 BIO11/12-5, BIO11/12-7 BIO12-15	BIO11/12-2, BIO11/12- 3 BIO11/12-4, BIO11/12-5 BIO12-14	BIO11/12-1, BIO11/12-4 BIO11/12-6, BIO11/12-7 BIO12-12/13	BIO12-1-15	
Component					Weighting %
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research, analysing and communicating	15	20	15	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

TAS (Faculty)
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<i>Food Technology</i> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Knowledge and understanding of course content	40
Knowledge and skills in designing, researching, analysing and evaluating	30
Skills in experimenting with and preparing food by applying theoretical concepts	30
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

**Information about the formal written examination in Food Technology**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

## Pendle Hill Assessment Schedule Food Technology – Year 12

*Implementation for Year 12 from Term 4, 2018*

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Australian Food Industry - Research Task	Food Manufacture Experimentation & Preparation	Food Product Development - Design Project	Trial Exam	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6/7	Term 3 Week 4/5	
Outcomes assessed	H1.2, H3.1, H1.4	H1.1, H4.2	H1.3, H4.1	H1.1, H1.3, H2.1, H5.1	
Component					Weighting %
Knowledge and understanding of course content	0	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	0	15	0	30
Skills in experimenting with and preparing food by applying theoretical concepts	0	20	10	0	30
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>TAS</b> <b>(Faculty)</b>		
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<i>Construction</i> (Subject)	<b>2</b> (Unit Value)	<i>(Course title, if applicable)</i>
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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 gain skills in planning and organizing work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, concreter and painter and decorator. As part of the course, all students must have a WorkCover 'white card' before they can enter a worksite.

**Course HSC Structure:**

This course consists of eight compulsory HSC units of competency and seven HSC elective units.

**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 Board of Studies 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: December 2017	
Delivery Site	<b>Pendle Hill High School</b>		Name/s of VET Teachers: <b>Mr G Hird</b>	<b>Cohort: 2018 - 2019</b>	
Qualification Code	<a href="#">CPC20211</a>		NESA Course: <b>Construction</b> 2u x 2 years NESA Course code: <b>26201</b>		
Qualification Title	<b>Certificate II in Construction Pathways</b>				
This course is from Training Package: <a href="#">CPC08 Construction, Plumbing and Services</a> (Release 9.4)			<b>Qualification Packaging Rules: <a href="#">CPC20211</a></b> 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	<a href="#">CPCCOHS2001A</a>	Apply OHS requirements, policies and procedures in the construction industry		15	Mandatory (Examinable)
	<a href="#">CPCCCM1012A</a>	Work effectively and sustainably in the construction industry		25	Mandatory (Examinable)
	<a href="#">CPCCCM1013A</a>	Plan and organise work		10	Mandatory (Examinable)
	<a href="#">CPCCCM1014A</a>	Conduct workplace communication		10	Mandatory (Examinable)
	<a href="#">CPCCCM1015A</a>	Carry out measurements and calculations		20	Mandatory (Examinable)
	<a href="#">CPCCCM2001A</a>	Read and interpret plans and specifications		20	Mandatory (Examinable)
Electives	<a href="#">CPCCCA2002B</a>	Use carpentry tools and equipment	CPCCOHS2001A	10	Elective
	<a href="#">CPCCCA2011A</a>	Handle carpentry materials		20	Elective
	<a href="#">CPCCCM2006B</a>	Apply basic levelling procedures	CPCCOHS2001A	15	Elective
	<a href="#">CPCCCO2013A</a>	Carry out concreting to simple forms	CPCCOHS2001A	20	Elective
	<a href="#">CPCCJN2001A</a>	Assemble components	CPCCOHS2001A	15	Elective
	<a href="#">CPCCJN2002B</a>	Prepare for offsite manufacturing processes	CPCCOHS2001A	10	Elective
	<a href="#">CPCCCA2003A</a>	Erect and dismantle formwork for footings and slabs on the ground	CPCCOHS2001A	25	Elective
Additional for NESA	<a href="#">CPCCCM2005B</a>	Use construction tools and equipment	CPCCOHS2001A	20	Mandatory (Examinable)
	<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry		10	Mandatory (Examinable)
			Total hours	245	

School Name: Pendle Hill high School

Student Competency Assessment Schedule

COURSE: HSC Construction

2019

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	HSC Trial
		Formwork	Level a simple slab	Assemble for off-site manufacture	
		Week: 6 Term: 5	Week: 8 Term: 6	Week: 5 Term: 7	
Code	Unit of Competency				
CPCCCA2003A	Erect and dismantle formwork for footings	X			HSC Examinable Units of Competency
CPCCCA2011A	Handle carpentry materials	X			
CPCCCM2006B	Apply basic levelling procedures		X		
CPCCCO2013A	Carry out concreting to simple forms		X		
CPCCCM2005B	Use construction tools and equipment		X		
CPCCJN2001A	Assemble components			X	
CPCCJN2002B	Prepare for off-site manufacturing process			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools will 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.

<b>TAS (Faculty)</b>
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<i>Hospitality (Subject)</i>	<b>2 (Unit Value)</b>	<b>Certificate II in Hospitality SIT20213 (Course title, if applicable)</b>
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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 January 2018		
<b>Delivery Site</b>	Pendle Hill High School	<b>Name/s of VET Teachers: Mrs B Kinch</b>		<b>Cohort: 2018-2019</b>		
<b>Qualification Code</b>	<a href="#">SIT20316</a>	<b>NESA: Hospitality</b>				
<b>Qualification Title</b>	Certificate II in Hospitality	2 unit's x 2 years NESA Course code: 26511				
This course is from Training Package: <a href="#">SIT Tourism, Travel and Hospitality</a> , Version 1.1		<b>Qualification Packaging Rules: <a href="#">SIT20316</a></b> 6 Core units and 6 Elective Units (see packaging rules)				
	<b>Code</b>	<b>Unit of Competency</b>	<b>Pre/Co-requisite Units</b>	<b>Indicative Hours</b>	<b>HSC Status</b>	
<b>Core</b>	<a href="#">SITXWHS001</a>	Participate in safe work practices		15	Mandatory	
	<a href="#">BSBWOR203</a>	Work effectively with others		15	Mandatory	
	<a href="#">SITHIND002</a>	Source and use information on the hospitality industry		20	Mandatory	
	<a href="#">SITXCCS003</a>	Interact with customers		15	F&B Stream	
	<a href="#">SITHIND003</a>	Use hospitality skills effectively		20	Elective	
	<a href="#">SITXCOM002</a>	Show social and cultural sensitivity		10	Elective	
<b>Electives</b>	<a href="#">SITXFSA001</a>	Use hygienic practices for food safety	Group A	10	Mandatory	
	<a href="#">SITHFAB005</a>	Prepare and serve espresso coffee	Group B	SITXWHS001	15	F&B Stream
	<a href="#">SITHFAB007</a>	Serve food and beverage	Group B	SITXWHS001	40	F&B Stream
	<a href="#">SITXFSA002</a>	Participate in safe food handling practices	Group B		15	Elective
	<a href="#">SITHFAB004</a>	Prepare and serve non-alcoholic beverages	Group B	SITXWHS001	15	F&B Stream
	<a href="#">SITHCCS003</a>	Prepare and present sandwiches	Group B	SITXWHS001	10	Elective
<b>Additional Units of competency delivered to meet NESA requirements</b>	<a href="#">SITHCCS001</a>	Use food preparation equipment		SITXWHS001	20	Elective
	<a href="#">SITXCOM001</a>	Source and present information			10	Elective
	<a href="#">BSBSUS201</a>	Participate in environmentally sustainable work practices			15	Elective
					<b>Total hours</b>	<b>245</b>

School Name: Pendle Hill High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality – Food and Beverage Stream

2019

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Half Year Exam	Trial HSC Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		Week: 10 Term: 4	Week: 10 Term: 7	Week: 10 Term: 7	Week: 10 Term: 7	Week: Term:	Week: 4/5 Term: 3
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.

**TAS**  
**(Faculty)**

<b>Software Design &amp; Development</b> <i>(Subject)</i>	<b>2</b> <i>(Unit Value)</i>	<i>(Course title, if applicable)</i>
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NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

**The components and weightings for Year 12 are mandatory.**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Knowledge and skills in the design and development of software solutions	50
	100

**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- **a maximum of four assessment tasks**
- **the minimum weighting for an individual task is 10%**
- **the maximum weighting for an individual task is 40%**
- **only one task may be a formal written examination with a maximum weighting of 30%.**

**Information about the formal written examination in Software Design and Development**

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

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.

**Pendle Hill Assessment Schedule**  
**Software Design and Development – Year 12**

*Implementation for Year 12 from Term 4, 2018*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Software Solution Case Study</b>	<b>Topic Test Software Solutions</b>	<b>Project</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 10-11	Term 2, Week 10	Term 3, Weeks 4-5	
<b>Outcomes assessed</b>	H1.1, H2.2, H5.1, H5.2	H1.1, H1.3, H3.1, H4.1 H5.2	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.4	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Knowledge and skills in the design and development of software solutions	5	15	20	10	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>