

2022

# Stage 6 – HSC Assessment Handbook



	Term 4	Term 1	Term 2	Term 3
Week 1	XXXXXXXXXX		Ancient History Biology Physics	
Week 2	XXXXXXXXXX	Maths Advanced Maths Standard 1 & 2	English Standard English Advanced Maths Advanced	Maths Standard 1 & 2
Week 3	XXXXXXXXXX		Agriculture	XXXXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXXXX
Week 4	XXXXXXXXXX			XXXXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXXXX
Week 5		Maths Extension	Maths Extension	TRIAL HSC EXAMS
Week 6		Business Studies Chemistry English Extension Industrial Technology	Drama Visual Art	
Week 7	Drama Visual Art	English Studies Legal Studies PDHPE	Agriculture English Standard English Advanced Legal Studies PDHPE	XXXXXXXXXX
Week 8	Agriculture English Standard English Studies Legal Studies PDHPE	XXXXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXXXX <b>EXAMS</b>	Ancient History Business Studies Industrial Technology Physics	XXXXXXXXXX
Week 9	Ancient History Chemistry Physics	XXXXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXXXX <b>EXAMS</b>	Biology	XXXXXXXXXX
Week 10	Biology Business Studies Industrial Technology English Advanced	Visual Art	English Extension Maths Advanced	XXXXXXXXXX

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The following information details Murrumburrah High School's policies and procedures pertaining to the NESA requirements, assessment tasks, rights of appeal and issues relating to grievance procedures.

## **GENERAL INFORMATION**

To be eligible for the award of the Higher School Certificate, it is expected that each student will:

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

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

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

### Advantages of "school-based" Assessment include:

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

Assessment Marks are submitted to the NESA just prior to the external HSC examinations.

The actual Assessment Mark that the school forwards to the NESA remains confidential.

The NESA moderates the assessments based on the school's performance in the HSC examination in each course. This moderation process allows valid comparison of Assessment Marks between schools.

The moderation process does not change the school's judgment of rank order (assessment position) or relative differences between students in each course at our school.

The following information details Murrumburrah High School's policies and procedures pertaining to the NESA requirements, assessment tasks, rights of appeal and issues relating to grievance procedures.

## REQUIREMENTS

### 1. NESA Requirements.

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 as specified by the NESA.
- (b.) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- (c.) achieved some or all of the course outcomes. In cases of non-completion of course requirements, an 'N' determination will be submitted to the NESA.
- (d.) undertaken the mandatory work placement (V.E.T. students only).

Students and parents / guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

For V.E.T. students to gain an A.Q.F. qualification or Statement of Attainment, a student must demonstrate competence in **ALL** units of competency as required for the qualification and have had the assessment undertaken by a qualified industry assessor.

The NESA syllabus for each course states the Assessment components and weightings to be used in the school's Assessment Program. The school uses these guidelines to draw up an assessment program for each course which will be published each year in the school's Preliminary and the HSC Assessment Policy Booklet for that year.

The Preliminary and HSC Assessment Booklets **will state**:

- what outcomes will be assessed in each task:
- what aspects of the course will be assessed:
- how they will be assessed, eg what essays, tests, practicals will be used;
- the relative value of the tasks; and
- when they are going to be assessed.

### 2. Attendance and Satisfactory Completion of a Course

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements / criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

All senior students at Murrumburrah High School are expected to follow the school's Code of Conduct and provide positive role models for junior students.

As such students must:

- ensure they retain a copy of the guidelines to the Satisfactory Completion of the HSC Course.
- present work according to the schedule of dates for assessment tasks.
- be aware of penalties for non-completion or late submission of assessment tasks.
- be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class.
- present their own work
- submit their work in the appropriate format.
- not interfere with the efforts of others.
- acknowledge all secondary sources of information used.

### **3. Homework and Assignments**

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

Failure to complete set tasks may constitute unsatisfactory progress and non-completion of course requirements.

### **4. Application**

A student whose classroom application is such that he/she is not meeting course outcomes will be treated in the same way as for attendance problems.

A student who fails to satisfactorily complete 10 units of HSC course work will not be eligible for the award of a Higher School Certificate in that year.

### **5. Students who change schools or who repeat courses.**

No action is necessary for students who transfer to another school before assessments begin for the HSC components of their courses. These students will be assessed by the receiving school.

For students who transfer between schools when assessments commence and the final date for the HSC entry, the receiving school is to compile final assessments based on the assessment work done at the receiving school.

Any information forwarded by the sending school, may also be taken into account in the final assessment.

For students who transfer schools between the final date for HSC entry and the time schools are required to submit assessments, the sending school is to provide the assessment information to the NESA.

For students who repeat a course for the HSC, an assessment will be made on the work done in the repeat year only.

### **6. Pathways students**

Students may complete the HSC over a period of up to five years. These students are referred to as Pathways students. Students must still satisfy the requirements for Preliminary and HSC courses.



## **HSC ASSESSMENT POLICY STATEMENT**

### **INTRODUCTION**

Each school which presents candidates for the HSC Examination in NSW is required to provide an Assessment Mark for each course presented by a candidate. These marks are then moderated by the NESA to bring assessment marks from different schools to a common scale.

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

### **RATIONALE**

The provision of a separate Assessment Mark from Examination Mark in the HSC has a twofold purpose. It is intended to provide a measure of a student's attainment which is based on:

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

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

### **DEFINITION OF AN ASSESSMENT TASK**

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date, or a combination of both.

Alternatively it may be a long term project in (e.g. Drama or Visual Arts), where marks are awarded at a number of specific stages of the project.

All tasks (including written components of prepared in-class tasks), must be handed in by the due date (and time if applicable).

All presentations (e.g. science presentation or oral presentation in English) must be completed on the nominated day.

### **QUALITY ASSESSMENT TASKS:**

- (1) Are integral to the teaching and learning process;
- (2) Focus upon syllabus outcomes;
- (3) Are appropriate for the outcome being assessed;
- (4) Are valid, reliable, equitable and measurable;
- (5) Allow each student to demonstrate his or her level of achievement;
- (6) Are worded to clearly explain to students what they are required to do;
- (7) Communicate to students the marking criteria (or marking scheme);
- (8) Have marking schemes which use the language of syllabus outcomes.

## **PRINCIPLES UNDERLYING ASSESSMENT PROCEDURES**

The NESA expects students to undertake all set HSC Assessment tasks.

The NESA requires all students to follow an Assessment program and have an Assessment Mark submitted for each course entered.

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

Students who do not comply with NESA's Assessment requirements in any course will have neither a moderated Assessment Mark nor an Examination Mark awarded for that course.

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

## **COMPLETION OF HSC ASSESSMENT TASKS**

Assessments will usually commence in Term 4 of Year 11 and continue through until mid Term 3 of Year 12. (Refer to individual HSC Assessment Schedules for each course.)

## **ASSESSMENT RECORDS**

Assessment will be completed by the class teacher using the Assessment Schedule for that subject.

The teacher is responsible for marking each Assessment Task and keeping a record of Assessments.

One copy of the task marks and final Assessment Marks will be retained by the class teacher and another will be maintained by head teachers. Schools are accountable for the accuracy of recorded marks. For this purpose a central register of assessment marks will be kept by the school office and a further electronic copy will be maintained by the Principal or nominee.

## **COMMUNICATION**

Each faculty will provide students with written notification of specific Assessment Tasks. This will include:

1. The outcomes to be assessed;
2. Time of the task;
3. The nature and content of the task;
4. Weighting of the task
5. Marking criteria to be used; and
6. The procedures students should follow when handing in the task.

Students will also receive meaningful feedback on performance throughout the Assessment period.

## **FLEXIBILITY AND FAIRNESS**

This school will develop methods of Assessment which are fair to all students and sufficiently flexible to cater for the needs of students.

**The final Assessment Mark cannot be modified to take into account possible effects of illness or misadventure. Consideration of the effect of illness or misadventure can only be given at the time individual Assessment Tasks are completed.**



Student appeals for illness or misadventure should be submitted at the time of the individual task for consideration by the Assessment Committee.

The Assessment Committee will be made up of the Principal, a Head Teacher and a member of the teaching staff, the latter two should not be part of the faculty in which decisions have to be made.

## **RELIABILITY**

Assessment tasks will be designed so as to discriminate between students as far as possible consistent with coverage, validity, accuracy, accountability and fairness.

## **SPECIFIC ASSESSMENT ISSUES**

### **REPORTING TO STUDENTS AND PARENTS**

Students will be given at least 2 weeks warning of the timing of all Assessment tasks and of the relative value of each task. These details will be set out using the Assessment Task Cover Sheet.

Students will be informed of their mark and cumulative assessment rank as it is completed.

Students will be informed of their cumulative ranking on completed Assessment tasks for each subject at the end of the course. For this purpose, an Assessment ranking will also be included with the normal Half Yearly and Final Reports of student progress.

It is important for students to realise that:

1. Cumulative rankings may be influenced by student transfers into or from the course group;
2. Ranking is more important than final mark value. The mark value is moderated on a statewide basis following external HSC Examinations;
3. Teachers are required to keep the final Assessment Mark confidential and will not report this mark to students or parents.

A letter of warning will be sent to the parents of any student failing to satisfactorily complete a set Assessment Task. A copy of such a warning will be kept on a central file. Similarly, a letter of warning will be sent to the parents of any student who is failing to satisfactorily meet specific subject outcomes.

## REVIEW AND GRIEVANCE PROCEDURES

If a student or parent is concerned about an Assessment Mark received, this concern should initially be discussed with the class teacher. If this does not resolve the concern, then the matter should be referred to the Head Teacher and/or the Review Panel **within seven school days of the assessment being returned to the student.**

The NESA will make available a print out of Assessment Rank Order for each course completed by a student. It is the student's responsibility to collect this from the school following their final HSC examination and to check it against expectation. If the Rank Order (or position in group) assigned by the school in the order-of-merit differs significantly from a student's expectations, the student may seek a review in that course. Requests for reviews should be submitted to the Review Committee on an Appeal Form (see Appendix A).

The review of a student's rank will involve an administrative check only and will not question a teacher's professional judgment in any way.

The purpose of the review is to establish that:

1. the weightings, used by the school, were those specified by the Board;
2. the marks awarded were consistent with the school's Assessment Policy;
3. a computational or a clerical error has not occurred.

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

The review panel at the school will consist of the following:

1. The Principal or nominee
2. A Head Teacher
3. A classroom teacher

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

## **TIMING OF ASSESSMENT TASKS**

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

- No Assessment tasks will be set due for submission in the period two weeks prior to timetabled formal examinations (except prac exam elements where the subject has a formal practical project/performance).
- Two school weeks' notice must be given for an Assessment task to be due.
- Dates, once set will not be changed unless circumstances are exceptional. If date changes are necessitated, two (2) weeks notice will be given. It is preferred that tasks be reset in a week that will ensure that any student will have a reasonable number of tasks in any given week.

The HSC Assessment coordinator or nominee will be responsible for displaying all HSC Assessment advice on a calendar which is accessible to all staff and students. Task dates may sometimes have to be changed due to variations of school routine or other circumstances that make it impossible to complete the tasks in that week. When this occurs the task will be completed in the nearest possible negotiated time after that week.

## **RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS**

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

1. Access to both general Assessment information and to specific information regarding progress in a course of study, including progressive and final Rank Order (or position in course). Note, however that the final raw Assessment Mark submitted to the Board cannot be revealed to students or parents.
2. Knowledge of procedures for 'N' Determination Warnings, Appeals and Assessment Review.

Students and parents are invited to contact the Principal, Subject Teacher, relevant Head Teacher, Year Adviser or Deputy Principal if they have a concern regarding assessment.

The various Parent/Teacher Evenings for senior students may also provide an opportunity to seek such information.

Lack of familiarity with Assessment Policy will not be accepted as grounds for appeal in cases of penalty due to breach of policy.

## **General Student Responsibilities**

1. Students are expected to attend the school's HSC Assessment Information Meeting, to keep a copy of the School's HSC Assessment Policy Booklet and to be familiar with HSC Assessment policy and procedures.
2. If a student knows in advance that he/she will be absent from school for any reason it is their responsibility to find out from teachers any tasks due to be set during the period of absence. (This includes absence from class due to participation in sporting visits, excursions, work placement or other school programs.)
3. If a student is unexpectedly absent, it is their responsibility, on the first day back at school to approach their teachers to determine if any tasks were set during their absence.

4. Students must present their own work in tasks and make a genuine and honest attempt.
5. Students should present Assessment tasks on the due date OR follow the procedures for requests for an Extension prior to the due date.
6. Students should complete all preparatory or practice tasks. Failure to do so could adversely affect performance in examinations and in Assessment tasks. This, in turn, may affect final Assessment Rank Order.
7. Students should comply with the teacher's instructions during an Assessment task. Students who do not comply or who are dishonest in any way may receive either a zero mark or non-attempt for the assessment task.
8. Students should not absent themselves from normal school lessons on or before an Assessment task due date in order to complete the task. Unexplained absence may lead to a penalty for malpractice/breach of Examination and Assessment Rules.
9. A student under school suspension has the responsibility to arrange for the collection of cover sheets for assessment tasks set during that period. All tasks must still be handed in on time. Suitable arrangements should be made with the subject teacher for the completion of in-class tasks which are scheduled during their suspension. Suspensions should not be regarded by students as a reason for seeking the deferment of assessment tasks.

## **SCHOOL AND TEACHER RESPONSIBILITIES**

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

- a) Staff, students and parents are briefed annually on this policy (at the commencement of HSC courses).
- b) Students are given at least 2 weeks advance notice in writing of Assessment tasks and their relative weighting.
- c) Assessment tasks will not consume excessive time.
- d) Assessment tasks are coordinated through a grid to avoid excessive demands on students.
- e) Assessment Tasks are planned so that they do not interfere with student preparation.
- f) The HSC Assessment Coordinator or nominated colleague will coordinate tasks, reporting and enquiries
- g) Documentation of review and grievance procedures are maintained on file at the school.
- h) Notifications of reduced marks, zero awards, 'N' Determination Warning letters, and alternative arrangements for missed tasks are lodged with the office for processing and action by the HSC Assessment Coordinator. All notifications or letters are mailed through the office delegate, to generate a record.

## **Assessment and the Award of a H.S.C.**

The award of a Higher School Certificate is made on the basis of a Student's performance in the HSC Examination and the school's assessment submitted to the BOSTES. The assessment will be based on achievements measured throughout the HSC course. To enter the HSC course, students must have satisfactorily completed the Year 11 Preliminary Course.

The HSC course commences in term 4 of every year. The final mark submitted to NESA represents a measure of the student's achievement relative to other students by the end of the HSC course.

Assessment tasks and external examinations will reflect a standards referenced approach where:

- Student achievement is assessed and reported with reference to specified standards of performance.
- Marks awarded to students reflect the standards they have achieved.
- Comparisons can be made between students based on their achievement of the standards.
- Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means that over time, while standards remain constant, the proportion of students achieving each standard may change from year to year.
- There are no limits on the number of students who can reach the top standard.
- All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standards expected, receive higher marks.
- Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.
- HSC assessment is intended to provide an indication of a student's attainment of a wider range of objectives than measured by the external examination. The assessment allows due weight to be given during a course to student achievement which although evident to the class teacher, may not be adequately assessed in an external examination alone.

Such objectives may be measured through: practical work, research skills, oral skills, and fieldwork to name a few. The school determines the various tasks such as tests, assignment, and projects on which internal assessment is based. It also determines the marks allocated to each task. Each teacher is responsible for developing assessment schedules in accordance with syllabus requirements for individual subjects.

### **Assessment Tasks**

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two week's notice will be given to students.

## COMPLETION OF ASSESSMENT TASKS

1. NESA expects students to undertake all Assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess of 50 of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).
2. If the teacher is not available, then the task must be handed to the Head Teacher, Deputy Principal or Principal. The student must ensure that the teacher signs and dates the task to verify that it has been submitted on or before the due date.
3. **Assessment tasks such as essays, assignments, fieldwork reports, etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark.** Students are encouraged to make use of the appeal process if they require extra time to complete a set task.
4. For "in-School" Assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. If an assessment examination or in-class task is missed, a zero mark will be awarded automatically. Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.
5. If a student is absent from school on the due date of an Assessment task because of a legitimate school activity (e.g. Sporting excursion) the student must submit the task before going on the excursion. The due date is only the last day on which the task could be submitted.
6. A non-serious attempt at an Assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.
7. The school is required to keep a record of all Assessment marks each student gains, and a record of what each mark was for. NESA requires that these marks remain confidential.

Students may obtain their final assessment ranking for individual subjects **only after** the final HSC examination for Murrumburrah High School is completed. They may not receive their total weighted assessment mark. This is NESA Policy. (ACE Manual 8.13.17)

The school may keep documentary evidence of work submitted by students, eg. Test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student.)

If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject area.

## **ABSENCE FROM ASSESSMENT TASKS**

- i. In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate may be required. This notification must be confirmed in writing to the Principal.
- ii. Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a "form for illness or misadventure" at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorize the use of an estimate based on other appropriate evidence.
- iii. Students seeking an appeal must apply in writing no less than 5 school days prior to the task being due using the " Student appeal form". Individual cases will be considered by the Class teacher, Head teacher and the Principal before a final decision is made.
- iv. Students should not assume that their reason for lateness or non-attendance will be acceptable to the school. A decision will be made by the Head Teacher or Supervisor, or in some instances, by the Principal. In any event, work should be submitted anyway (even if it is given zero marks towards assessment). This allows the teacher to mark the work and provide valuable feedback to the student.

## **MISADVENTURE**

1. In cases of prolonged absences the assessment will be determined using completed tasks for that student only.
2. Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organize alternate arrangements.

## **PLAGIARISM AND MALPRACTICE**

Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.

## **TECHNOLOGICAL FAILURE**

Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress, and keep a hard copy of the text.

## **DISABILITY PROVISIONS**

- i. Some students may have special HSC Examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Special Examination Provision Application forms are available at the school. Students wishing to apply for special provisions, should see their year adviser or a member of the executive.
- ii. The deadline for disability provision applications is sometime in late term 1.
- iii. Should some other unexpected event or circumstances that will negatively affect a student performance in the HSC Examinations arise after the deadline, students or their parents should contact the school, as there are special avenues for special provisions.

## REVIEWS

Following the final HSC paper and after students have been given, on request, their final position in the school's order of assessment list for each subject, a student may seek a review of his/her assessment only if his/her position differs significantly from expectations gained from the course assessment tasks. Note that any such review relates only to a student's position in the group, not to any marks or grades awarded throughout the course.

## RIGHTS OF APPEAL

- i. Students have access to an appeals process if they feel dissatisfied with the assessment process. All students have the right to have their appeal dealt with confidentially, fairly, promptly and without fuss. V.E.T. students also have the right to lodge an appeal against the assessment of their competency on the following grounds:
  - the assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
  - students were not informed, in advance, of the conditions and methods of assessment.
  - the process was in some way discriminatory.
  - students were ill at the time of assessment (should be supported with a medical certificate)
- ii. difficulties over assessment should be approached informally at first with a view to resolving them through discussion. Formal appeals need to be based on identified problems with assessment process rather than an unsuccessful result.
- iii. appeals must be lodged with the Principal within five (5) school days of the actual assessment. The appeal may result in :
  - upholding or rejecting the appeal at any stage.
  - interviewing any of the people involved in the assessment process.
  - requesting another assessor to review the case.
  - scheduling another assessment.
- iv. all procedures and outcomes of the process will be fully documented and the students will be provided with copies.
- v. if a student is still unhappy about an outcome of the appeal it can be referred to Wagga Wagga District Office, Department of Education and Training.



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

#### **(a) Special provisions for Students with Disabilities**

Wherever possible, normal assessment tasks should be completed. Special provisions consistent with policy used by the Board of Studies will be applied.

#### **(b) Transfers**

Students who transfer to MHS before the period of formal assessment commences will be assessed with all other candidates.

Those who arrive after this date but before the final date of HSC entry will receive a final assessment based on those tasks which are completed since arrival at MHS. Any assessment information received from the student's former school may be used for assessment purposes but there is no obligation to do so.

Students who transfer after 30 June in the HSC year are usually treated as members of the former school and will have the final assessment provided by that school.

#### **(c) Absentees from Assessment Tasks**

Where a student is absent from an in-class assessment task and the Assessment Committee considers the student to have a valid reason (eg illness- medical certificate required or approved leave) then a mark may be awarded based on the existing or a substitute task. In exceptional circumstances (eg where the completion of substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate), the Review Committee may authorize an estimate based on other appropriate evidence. This will be done by the class teacher in consultation with the Head Teacher supervising that KLA. In all other cases where a candidate fails to do an assessment task, a zero will be recorded for that task but the task should still be completed by the student to meet "satisfactory course completion" requirements.

#### **(d) Accelerants**

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

#### **(e) Accumulates**

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

#### **(f) Changing Courses**

Students studying an HSC course may not change subjects or courses unless the principal is satisfied that they:

- have satisfactorily completed the Preliminary course (or equivalent) of the subject/course they wish to enter;
- will be able to complete all HSC course requirements, including assessment.

**No change in HSC entries may occur after 30 June in the Higher School Certificate examination year, with the exception that the principal may approve withdrawal from a course(s) up until the due date for the submission of assessment marks to NESA.**

Changes between English or Mathematics courses are permitted only if the school can provide a valid assessment for the new course. Such changes are permitted up until the due date for submission of assessments.

Any student wishing to change courses in Year 12 may have to concurrently study the Preliminary course requirements in that subject. Decisions regarding course changes are at the discretion of the Principal.

### **HSC ASSESSMENT COMMITTEE RESPONSIBILITY**

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

### **CONCLUSION**

It is the responsibility of every teacher delivering the HSC to students at Murrumburrah High School to follow this policy strictly in order to ensure fairness and equity for all students.





**Murrumburrah High School**  
**Assessment Schedule**  
**English Standard – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Multimodal presentation with related material</b> Texts and Human Experiences	<b>Analytical response</b> Close Study of Literature	<b>Imaginative text with reflection</b> Craft of Writing	<b>Trial HSC Examination</b> (Include 5% Module C)	
<b>Timing</b>	Term 4, Week 8	Term 2, Week 2	Term 2, Week 7	Term 3, Weeks 5	
<b>Outcomes assessed</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Year 12 course outcomes**

A student:

**EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN12-6** investigates and explains the relationships between texts

**EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds

**EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning

**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



**Murrumburrah High School**  
**Assessment Schedule**  
**English Studies – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Multimodal presentation with related material</b> Mandatory module: Texts and Human Experiences	<b>Research task and Opinion piece</b> Elective module	<b>Reading and Writing In-class task</b> Elective Module	<b>Portfolio of edited student work</b> All modules	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 9	Term 3, Week 2	
<b>Outcomes assessed</b>	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Year 12 course outcomes

A student:

**ES12-1** - comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES12-2** - identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES12-3** - accesses, comprehends and uses information to communicate in a variety of ways

**ES12-4** - composes proficient texts in different forms

**ES12-5** - develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

**ES12-6** - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES12-7** - represents own ideas in critical, interpretive and imaginative texts

**ES12-8** - understands and explains the relationships between texts

**ES12-9** - identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

**ES12-10** - monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner



**Murrumburrah High School**  
**Assessment Schedule**  
**English Advanced – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Multimodal text using prescribed text and related material</b> Texts and Human Experiences	<b>Comparative essay</b> Textual Conversations	<b>Imaginative task with reflection</b> Craft of Writing	<b>Trial HSC Examination</b> (Include 5% Module C)	
<b>Timing</b>	Term 4, Week 10	Term 2, Week 2	Term 2, Week 7	Term 3, Week 5	
<b>Outcomes assessed</b>	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
<b>Components</b>		<b>Weighting %</b>			
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Year 12 course outcomes**

A student:

**EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

**EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA12-6** investigates and evaluates the relationships between texts

**EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

**EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



**Murrumburrah High School**  
**Assessment Schedule**  
**English Extension – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Imaginative response/s and reflection</b> <i>Literary Worlds</i>	<b>Critical response with related text</b> <i>Worlds of Upheaval</i>	<b>Trial HSC Examination</b> All texts	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 10	Term 3, Week 5	
<b>Outcomes assessed</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components	Weighting %			
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Year 12 course outcomes**

A student:

**EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

**EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

**EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes



**Murrumburrah High School**  
**Assessment Schedule**  
**Mathematics Standard 1 – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class test Financial Maths	Assignment Measurement	Assignment Networks and Stats	Trial HSC Examination	
Timing	Term 1, Week 2	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 5	
Outcomes assessed	MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12.10	MS1-2-2 MS1-12.7 MS1-12.8 MS1-12.9 MS1-12.10	All course outcomes	
Components	Weighting %				
Understanding, Fluency & Communication	10	10	15	15	50
Problem Solving, Reasoning & Justification	15	20	15	0	50
Total %	25	30	30	15	100

**Year 12 course outcomes**

A student:

**MS1-12-1-** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

**MS1-12-2-** analyses representations of data in order to make predictions and draw conclusions

**MS1-12-3-** interprets the results of measurements and calculations and makes judgements about their reasonableness

**MS1-12-4-** analyses simple two-dimensional and three-dimensional models to solve practical problems

**MS1-12-5-** makes informed decisions about financial situations likely to be encountered post-school

**MS1-12-6-** represents the relationships between changing quantities in algebraic and graphical forms

**MS1-12-7-** solves problems requiring statistical processes

**MS1-12-8-** applies network techniques to solve network problems

**MS1-12-9-** chooses and uses appropriate technology effectively and recognises appropriate times for such use

**MS1-12-10-** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others



**Murrumburrah High School**  
**Assessment Schedule**  
**Mathematics Standard 2 – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Class Test</b> Financial Maths	<b>Assignment</b> Measurement	<b>Assignment</b> Networks and Stats	<b>Trial HSC Examination</b>	
Timing	Term 1, Week 2	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 5	
Outcomes assessed	MS2-12.2 MS2-12.5 MS2-12.9 MS2-12.10	MS2-12.2 MS2-12.3 MS2-12.4 MS2-12.7 MS2-12.9 MS2-12.10	MS2-12.7 MS2-12.8 MS2-12.9 MS2-12.10	All course outcomes	
Components	Weighting %				
Understanding, Fluency & Communication	10	10	5	25	<b>50</b>
Problem Solving, Reasoning & Justification	15	15	15	5	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Year 12 course outcomes**

A student:

**MS2- 12.1** A student uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar context

**MS2- 12.2** A student analyses representations of data in order to make predictions and draw conclusions

**MS2 – 12.3** A student interprets the results of measurements and calculations and makes judgements about their reasonableness including the degree of accuracy and the conversion of units where appropriate

**MS2-12.4** A student analyses two-dimensional and three-dimensional models to solve practical problems

**MS2-12.5** A student makes informed decisions about financial situations, including annuities and loan repayments

**MS2 12.6** A student represents the relationships between changing quantities in algebraic and graphical forms

**MS2-12.7** A student solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

**MS2-12.8** A student solves problems using networks to model decision-making in practical problems

**MS2-12.9** A student chooses and uses appropriate technology effectively in a range of contexts and applies critical thinking to recognise appropriate times and methods for such use

**MS2-12.10** A student uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others & justifying a response





**Murrumburrah High School**  
**Assessment Schedule**  
**Mathematics – Extension 1 – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	
Nature of task	Open Book Task	Investigation	Trial HSC Examination	
Timing	Term 1, Week 5	Term 2, Week 5	Term 3, Week 5	
Outcomes assessed	ME12-1, ME12-2, ME12-3, ME12-4, ME12-7	ME12-1, ME11-3, ME11-4, ME11-6, ME11-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	
Components	Weighting %			
Understanding, Fluency and Communication	20	10	20	50
Problem Solving, Reasoning & Justification	20	20	10	50
Total %	40	30	30	100

**Year 12 course outcomes**

**A student:**

**ME12-1** - applies techniques involving proof or calculus to model and solve problems

**ME12-2** - applies concepts and techniques involving vectors and projectiles to solve problems

**ME12-3** - applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

**ME12-4** - uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

**ME12-5** - applies appropriate statistical processes to present, analyse and interpret data

**ME12-6** - chooses and uses appropriate technology to solve problems in a range of contexts

**ME12-7** - evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms



**Murrumburrah High School**  
**Assessment Schedule**  
**Mathematics - Advanced – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Task	Assignment	Task	Trial HSC Examination	
Timing	Term 1, Week 2	Term 2, Week 2	Term 2, Week 10	Term 3, Weeks 5	
Outcomes assessed	MA12-1, MA12-3, MA12-6	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-1, MA12-8, MA12-7	All outcomes	
Components	Weighting %				
Understanding, Fluency and Communication	10	25	10	5	50
Problem Solving and Justification	10	5	10	25	50
Total %	20	30	20	30	100

**Year 12 course outcomes**

**A student:**

**MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

**MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

**MA12-3** applies calculus techniques to model and solve problems

**MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

**MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

**MA12-6** applies appropriate differentiation methods to solve problems

**MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems

**MA12-8** solves problems using appropriate statistical processes

**MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

**MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context



**Murrumburrah High School**  
**Assessment Schedule**  
**Biology – Year 12 2022**

*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Report	Depth Study	Practical Report	Trial HSC Examination	
Timing	Term 4, Week 10	Term 2, Week 1	Term 2, Week 9	Term 3, Week 5	
Outcomes assessed	BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	BIO12-1, BIO12-4, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-14	BIO12-1-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Components	Weighting %				
Working Scientifically	15	20	15	10	60
Knowledge & Understanding	5	10	5	20	40
Total %	20	30	20	30	100

**Year 12 course outcomes**

A student:

**BIO12-1** develops and evaluates questions and hypotheses for scientific investigation

**BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**BIO12-5** analyses and evaluates primary and secondary data and information

**BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

**BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



**Murrumburrah High School**  
**Assessment Schedule**  
**Physics – Year 12 2022**

*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Report	Depth Study	Research Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 2, Week 1	Term 2, Week 8	Term 3, Week 5	
Outcomes assessed	PH12-1, PH12-2, PH12-3, PH12-6, PH12-12	PH12-1, PH12-4, PH12-7, PH12-13	PH12-4, PH12-5, PH12-7, PH12-14	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Components	Weighting %				
Working Scientifically	15	15	15	15	60
Knowledge & Understanding	5	15	5	15	40
Total %	20	30	20	30	100

**Year 12 course outcomes**

A student:

**PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**PH11/12-5** analyses and evaluates primary and secondary data and information

**PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

**PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

**PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

**PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



**Murrumburrah High School**  
**Assessment Schedule**  
**Chemistry – Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Report	Depth Study	Research Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 6-8	Term 3, Week 5	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-12 CH12-4	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-7, CH11/12-13 CH12-2	CH12-14, CH11/12-5 CH12-6 CH12-7 CH12-1	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-12, CH11/12-13, CH11/12-14, CH11/12-15	
Components	Weighting %				
Working Scientifically	10	20	15	15	60
Knowledge & Understanding	5	10	10	15	40
Total %	15	30	25	30	100

**Year 12 course outcomes**

A student:

**CH11/12-1:** develops and evaluates questions and hypotheses for scientific investigation

**CH11/12-2:** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH11/12-3:** conducts investigations to collect valid and reliable primary and secondary data and information

**CH11/12-4:** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH11/12-5:** analyses and evaluates primary and secondary data and information

**CH11/12-6:** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH11/12-7:** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CH12-12:** explains the characteristics of equilibrium systems, and the factors that affect these systems

**CH12-13:** describes, explains and quantitatively analyses acids and bases using contemporary models

**CH12-14:** analyses the structure of, and predicts reactions involving, carbon compounds

**CH12-15:** describes and evaluates chemical systems used to design and analyse chemical processes



**Murrumburrah High School**  
**Assessment Schedule**  
**Business Studies - Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Operations report	Marketing plan analysis	Financial statement analysis	Trial HSC	
Timing	Term 4 , Week 10	Term 1, Week 6	Term 2, Week 8	Term 3 , Week 5	
Outcomes assessed	H2, 3, 4, 5, 9	H4, 6, 7, 8, 9	H5, 8, 9, 10	H 1, 2, 3, 4, 5, 6, 7, 8, 9. 10	
Components	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills			10	10	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

**Year 12 course outcomes**

A student:

- H1** Critically analyses the role of business in Australia and globally
- H2** Evaluates management strategies in response to changes in internal and external influences
- H3** Discuss the social and ethical responsibilities of management
- H4** Analyses business functions and processes in large and global businesses
- H5** Explains management strategies and their impact on business
- H6** Evaluates the effectiveness of management in the performance of business
- H7** Plans and conducts investigations into contemporary business issues
- H8** Organizes and evaluates information for actual and hypothetical business situations
- H9** Communicates business information, issues and concepts in appropriate formats
- H10** Applies mathematical concepts appropriately in business situations



**Murrumburrah High School**  
**Assessment Schedule**  
**Legal Studies - Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Case Study Crime	Research Task Human Rights	Essay World Order	Trial HSC	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5	
Outcomes assessed	H1, 2, 3, 4	H2, 3, 7, 8	H5, 8, 9, 10	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Analysis & evaluation			10	10	20
Inquiry & research	10	10			20
Communication of business information, ideas and issues in appropriate forms		10		10	20
Total %	20	30	20	30	100

**Year 12 course outcomes**

A student:

- H1.** Identifies and applies legal concepts and terminology
- H2.** Describes and explains key features of and the relationship between Australian and International law
- H3.** Analyses the operation of domestic and international legal systems
- H4.** Evaluates the effectiveness of the legal system in addressing issues
- H5.** Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6.** Assesses the nature of the interrelationship between the legal system and society
- H7.** Evaluates the effectiveness of the law in achieving justice
- H8.** Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9.** Communicates legal information using well-structured and logical arguments
- H10.** Analyses differing perspectives and interpretations of legal information and issues



**Murrumburrah High School**  
**Assessment Schedule**  
**Ancient History - Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Historical analysis - sources and historiography</b> Core: Cities of Vesuvius	<b>Essay response</b> Historical period	<b>Source analysis</b> Personalities in their Times	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 4, Wk 9	Term 2, Week 1	Term 2, Week 8	Term 3, Week 5	
<b>Outcomes assessed</b>	AH12-1, AH12-6, AH12-7, AH12-8, AH12-10	AH12-5, AH12-6, AH12-7, AH12-9	AH12-3, AH12-4, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Components	Weighting %				
Knowledge & understanding of course content	10	10	5	15	<b>40</b>
Historical skills in the analysis & evaluation of sources & interpretations	5	5	5	5	<b>20</b>
Historical inquiry & research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Year 12 course outcomes**

**AH12-1** - accounts for the nature of continuity and change in the ancient world

**AH12-2** - proposes arguments about the varying causes and effects of events and developments

**AH12-3** - evaluates the role of historical features, individuals and groups in shaping the past

**AH12-4** - analyses the different perspectives of individuals and groups in their historical context

**AH12-5** - assesses the significance of historical features, people, places, events and developments of the ancient world

**AH12-6** - analyses and interprets different types of sources for evidence to support an historical account or argument

**AH12-7** - discusses and evaluates differing interpretations and representations of the past

**AH12-8** - plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH12-9** - communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past





## Murrumburrah High School Assessment Schedule

### Visual Arts - Year 12 2022

*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Essay Art Criticism/Art History</b> Extended written research response analysing artists/ artworks in response to a choice of questions.	<b>Development of the Body of Work</b> Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames	<b>Written Research Task</b> Investigation of the relationship(s) between the conceptual frameworks, the frames and practice.	<b>Trial HSC Examination / BOW</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 7	Term 1, Week 10	Term 2, Week 6	Term 3, Week 5	
<b>Outcomes assessed</b>	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H7, H8, H9, H10, H1 H2, H3, H4, H5, H6	
<b>Component</b>		<b>Weighting %</b>			
Artmaking		30		20	50
Art Criticism and Art History	20		20	10	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

#### Year 12 Course Outcomes

A student

- H1** initiates and organises art-making practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in art-making
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts



**Murrumburrah High School**  
**Assessment Schedule**  
**Drama - Year 12 2022**

*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Performance Essay	Approaches to acting essay (open book exam)	Individual Project – performance & logbook & rationale	Trial Written Exam  Performance (GP) logbooks & rationales	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 6	Term 3, Week 4	
Outcomes assessed	H3.1, 3.2, 3.3	H3.1, 3.2, 3.3	H1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3,	H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3	
Components	Weighting %				
Making	10	10	20		40
Performing	5	5		20	30
Critically studying	5	5	10	10	30
Total %	20	20	30	30	100

**Year 12 course outcomes**

**A student:**

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4** collaborates effectively to produce a group-devised performance
- H1.5** demonstrates directorial skills
- H1.6** records refined group performance work in appropriate form
- H1.7** demonstrates skills in using the elements of production
- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements



**Murrumburrah High School**  
**Assessment Schedule**  
**PDHPE - Year 12 2022**

*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Core 2</b> Skill Acquisition Task	<b>Improving Performance</b> Exam style responses	<b>Core 1</b> Research Task	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5	
<b>Outcomes assessed</b>	H8, H9, H10, H16	H8, H10, H16, H17	H1-H5, H14-H16	All Outcomes from Core 1, 2 & Options	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research and analysis & communication	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Year 12 course outcomes**

A student:

- H1** describes the nature, and justifies the choice, of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for the new public health approach to health promotion
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



**Murrumburrah High School**  
**Assessment Schedule**  
**Agriculture - Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research task	Farm/product study	Experimental Trial	Trial HSC Examination	
Timing	Term 4, Week 8	Term 2, Week 3	Term 2, Week 7	Term 3, Week 5	
Outcomes assessed	H1 – H5	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4	H4.1	H1-5	
Components	Weighting %				
Knowledge and understanding of course content	9	10	10	11	40
Knowledge, understanding and skills required to manage agricultural production systems	9	10	5	16	40
Skills in effective research, experimentation and communication	2	5	10	3	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Year 12 course outcomes**

A student:

- H1.1** explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production.
- H2.1** describes the inputs, processes and interactions of plant production systems
- H2.2** describes the inputs, processes and interactions of animal production systems
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2** critically assesses the marketing of a plant OR animal product
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4** evaluates the management of the processes in agricultural systems
- H4.1** applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1** evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.



**Murrumburrah High School**  
**Assessment Schedule**  
**Industrial Technology Metals - Year 12 2022**  
*For implementation for Year 12 from Term 4, 2021*



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Designing and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 5	
Outcomes assessed	H3.1, H3.2, H3.3, H4.2, H5.1	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Components	Weighting %				
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

### Year 12 course outcomes

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment



Education

Public Schools NSW Wagga Wagga, RTO 90333

## CPC20211 Certificate II in Construction Pathways (Superseded) Replacement qualification will be advised in an updated 2022 course information sheet. Waiting for NESA advice.

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.  
Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Construction** (240 indicative hours) 4 Preliminary and/or HSC units in total  
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)  
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising 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, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

### Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

Options: To gain the qualification and be eligible for the HSC, **Option1 or Option 2 must be completed.**

#### Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

#### Option 2

- CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
- CPCCBL2002A Use bricklaying and blocklaying tools and equipment

This course contains two additional units above the qualification to meet NESA HSC requirements.

**Refer to the TAS for the qualification packaging rules.**

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications** Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an 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.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs: \$85.00** Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** as per school timetable

**Exclusions:** Refer to NESA Stage 6 VET Board Developed course description.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>



## AHC20116 Certificate II in Agriculture

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.  
Foundation skills may be accessed using the LLN Robot to determine the language, literacy, numeracy suitability of a student for this course.

### Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total  
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)  
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.  
Category B status for Australian Tertiary Admission Rank (ATAR).  
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

### Core Units of Competency

AHCWHS201 Participate in WHS processes  
AHCWRK209 Participate in environmentally sustainable work practices  
AHCWRK204 Work effectively in the industry

### Elective Units of Competency

AHCWRK201 Observe and report on weather  
AHCCHM201 Apply chemicals under supervision  
AHCPMG201 Treat weeds  
ACHWRK205 Participate in workplace communications  
Healthy Livestock  
AHCLSK202 Care for health and welfare of livestock  
AHCLSK205 Handle livestock using basic techniques  
AHCLSK206 Identify and mark livestock  
AHCLSK204 Carry out regular livestock observations  
**OR**  
Healthy Plants  
AHCPMG202 Treat plant pests, diseases and disorders  
AHCNSY202 Care for nursery plants  
AHCPCM201 Recognise plants  
AHCMOM202 Operate tractors  
AHCMOM304 Operate machinery and equipment  
AHCPIO201 Inspect and clean machinery for plant, animal and soil  
AHCLSK211 Provide feed for livestock  
AHCLSK209 Monitor water supplies  
AHCINF202 Install, maintain and repair farm fencing  
AHCINF201 Carry out basic electric fencing operations  
AHCNSY201 Pot up plants  
AHCNSY202 Assist with soil or growing media sampling and testing  
AHCNSY203 Undertake propagation activities  
AHCLSK316 Prepare livestock for competition

**Refer to the TAS for the qualification packaging rules.**

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**  
**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an 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.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** (NIL) Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** as per school timetable

**Exclusions:** Refer to NESA Stage 6 VET Board Developed Course syllabus.

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>





Education

Public Schools NSW Wagga Wagga, RTO 90333

## SIT20316 Certificate II in Hospitality

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

### Core Units of Competency

BSBWOR203 Work effectively with others

SITHIND002 Source & use information on the hospitality industry

SITHIND003 Use hospitality skills effectively

SITXCOM002 Show social and cultural sensitivity

SITXCCS003 Interact with customers

SITXWHS001 Participate in safe work practices

### Elective Units of Competency

SITXFSA001 Use hygienic practices for food safety

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB007 Serve food and beverage

SITHCCC001 Use food preparation equipment

SITXFSA002 Participate in safe food handling practices

BSBSUS201 Participate in environmentally sustainable work practices

BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Refer to the TAS for the qualification packaging rules.**

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of

**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 to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an 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.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs: \$90.00** Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** as per timetabled classed

**Exclusions:** Refer to NESA Stage 6 VET Board Developed course description.

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>



# Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



## Appendix A

### Illness / Misadventure Appeal

*Important: Students should attend and complete all examinations or assessment tasks unless it is detrimental to their health. Students who are unwell or experience misadventure related to illness must seek independent medical advice either before or after the examination or assessment task. Medical Certificate must be produced.*

Name:	Student Signature:
Subject / Course:	Preliminary Course / HSC Course
Task Number:	
(If you are appealing for an examination period, please list all examinations on which your appeal is based)	
Head Teacher:	Class Teacher:
Assessment Title:	
Date of Notification:	Due Date:
Details of Appeal or Effect on Performance: (Please refer to HSC Assessments Policy and Procedures)	

Head Teacher Response:	Reason for decision:
- Complete a substitute task	
- Estimate to be given	
- No marks to be awarded	
- Sit or submit the task without penalty	
- Task to be submitted with penalty	
New Due Date:	
Signature of Head Teacher	Date:

Student Acknowledgement Slip (student should complete relevant details below)		
Name:	Roll Class:	Date Appeal Submitted / /
This slip acknowledges the school's receipt of your illness / misadventure Appeal for (please list tasks or exams below)		
Signature of Staff Member to Whom Appeal is Submitted:		

## Appendix B

# Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



STUDENT'S NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Dear [Parent/Guardian]

### **Re: OFFICIAL WARNING - Non-completion of a Preliminary Course**

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the HSC course \_\_\_\_\_.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> official warning** we have issued concerning \_\_\_\_\_.

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

### **Course Completion Criteria**

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course Completion Criteria. Students receive a zero mark for assessments not completed by the due date.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

<i><b>Task Name(s) / Course Requirement(s) / Course Outcome(s)</b></i>	<i><b>Percentage weighting (if applicable)</b></i>	<i><b>Original due date (if applicable)</b></i>	<i><b>Action required by student</b></i>	<i><b>Revised date to be completed by (if applicable)</b></i>

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

Yours sincerely

\_\_\_\_\_  
Head Teacher

\_\_\_\_\_  
Principal

# Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



## Appendix C

### Stage 6 Assessment

#### Modification of Assessment Schedule (Change of Task/Date)

SUBJECT/COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_

#### Original Task (as per booklet)

Date Task \_\_\_\_\_ Assessment task Number \_\_\_\_\_

Description of Assessment Task

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#### Changed Task

Date Task \_\_\_\_\_ Assessment task Number \_\_\_\_\_

Changed Assessment Task

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Reason for change

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\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Head Teacher's Signature

## Appendix C

### 2022 Stage 6 Assessment Modification of Assessment Schedule (Change of Task)

Subject/Course: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

**TASK No:** \_\_\_\_\_

**This task has been changed: -**

**FROM:** \_\_\_\_\_

**TO:** \_\_\_\_\_

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*All students have been consulted and are in agreement. They have had two weeks notice.*

STUDENT' NAME	STUDENT'S SIGNATURE	DATE

Teacher's Signature: ..... Head Teacher's Signature: .....

## Appendix D

### A Glossary of Key Words

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

## Appendix E

### **RIGHTS AND RESPONSIBILITIES DO STUDENTS HAVE UNDER THE ASSESSMENT SYSTEM?**

*THESE RIGHTS AND RESPONSIBILITIES ARE EQUALLY IMPORTANT*

#### RIGHTS

- ❑ Students have the right to know how assessment procedures operate in each course they study. However, the teacher has the right to vary their Assessment Policy where they see the need, provided due notice is given.
- ❑ Students have the right to know, at least two weeks in advance, when each assessment task is to take place, and which tasks count towards assessment. (Some tasks set for homework or done in class may not formally contribute towards HSC assessment).
- ❑ Students have the right to know why they received the Assessment Mark they did, and how they may improve that mark.
- ❑ Students have the right to be given early warning, in writing, that their non-submission of assessment work in a given course may lead to refusal of NESA to award an Assessment and Examination Mark in the H.S.C for that course, in order that students have the chance to redeem themselves. (Usually, two written warnings are sufficient)

#### RESPONSIBILITIES

- ❑ Students have the responsibility to complete all assessment work to the best of their ability.
- ❑ Students have the responsibility to advise their teachers of any illness, accident or misadventure which will adversely affect their assessment work, and to advise this as soon as possible, via the form in Appendix A.
- ❑ Students have the responsibility to do their best to compensate for any illness, accident or misadventure which affects their work.
- ❑ Students have the responsibility to take note of their position in the assessment order of merit throughout their course of study.
- ❑ Students have the responsibility to collect their NESA ranking card from the school after the Higher School Certificate Examination.
- ❑ Students have the responsibility to keep this policy booklet, and any additional policy documents issued to them, in a safe place so that it may be referred to when necessary.

**Requirements of the 'Education Act 1990'**  
**In relation to the NSW Higher School Certificate**

**Higher School Certificate – section 95**

- (1) Higher School Certificates are to be granted by NESA (previously the Board of Studies) to students who:
- (a) have been granted a Record of School Achievement or who have attained such other qualifications as NESA considers satisfactory, and
  - (b) have attended a government school, or a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or a school outside New South Wales recognised by NESA or a TAFE establishment, and
  - (c) have participated, to NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
  - (d) have been accepted by NESA as having satisfactorily completed those courses of study, and
  - (e) have, to NESA's satisfaction, undertaken the requisite examinations or other forms of assessment, and
  - (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.
- (2) The requisite examination or other assessment must include a public examination conducted on a state-wide basis.
- (3) NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of NESA, be justified.

**Curriculum for Higher School Certificate candidates – section 12**

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

These requirements [can be found here](#) and are articulated in Attachment 2.

## Appendix G

DN/17/00085 Attachment 2

### Pattern of study requirements checklist for the 2022 Higher School Certificate

Check	Do students who will complete the Higher School Certificate in 2022 meet the following pattern of study requirements?
<input type="checkbox"/>	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: <a href="#">Assessment Certification Examination (ACE)</a> , <a href="#">ACE 8005</a> ]
<input type="checkbox"/>	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course English Studies) at both Preliminary and HSC level.
<input type="checkbox"/>	At least 4 subjects – at both Preliminary and HSC level.
<input type="checkbox"/>	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
<input type="checkbox"/>	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
<input type="checkbox"/>	A maximum of 6 Preliminary units and 6 HSC units from courses in Science. [Ref: <a href="#">ACE 8006</a> ]
<input type="checkbox"/>	Standard Mathematics can be studied with no other Mathematics Course. [Ref: <a href="#">ACE 8011</a> ]
<input type="checkbox"/>	Met eligibility requirements for the English (ESL) course [Ref: <a href="#">ACE 8007</a> ]
<input type="checkbox"/>	Met eligibility requirements and completed the <a href="#">NESA eligibility</a> form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: <a href="#">ACE 8002</a> ]
<input type="checkbox"/>	All students undertaking Preliminary or HSC courses in 2022 are required to complete the 'HSC: All My Own Work' program (or equivalent) prior to the school's submission of students' 2017 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses.  Exception: Completion of the 'HSC: All My Own Work' program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the 'HSC: All My Own Work' program for students with disability, as necessary.
<input type="checkbox"/>	Board Endorsed Courses have current endorsement
<input type="checkbox"/>	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see <a href="#">ACE 7001</a> , <a href="#">8010</a> , <a href="#">8011</a> , <a href="#">8012</a> <a href="#">8018</a> PLUS also check your school BEC decision letters or check for BEC decisions via 'Schools Online'.] VET course exclusions are available on the NESA website under <a href="#">Vocational Education</a> .

Check	Reminders
<input type="checkbox"/>	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2022 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. <b>NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, English Studies, and the Mathematics Standard 1 course do not satisfy requirements for the ATAR unless the exam is sat. Only one of these subjects can be counted towards the ATAR.</b>
<input type="checkbox"/>	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PDHPE etc.) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
<input type="checkbox"/>	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <a href="#">ACE website: Satisfactory completion, Pathways</a> and <a href="#">Credit transfer and Recognition of Prior Learning</a> for details].
<input type="checkbox"/>	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC <a href="#">disability provisions</a> including the application process is available on the NESA website
<input type="checkbox"/>	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the <a href="#">ACE website: Studying HSC Life Skills courses</a> ].
<input type="checkbox"/>	Schools are responsible for overseeing the delivery of VET courses by external providers.