

2022

# Stage 6 Preliminary Assessment Handbook



	Term 1	Term 2	Term 3	Term 4
Week 1				HSC WORK
Week 2		Standard Marths Visual Arts		HSC WORK
Week 3		XXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXX		HSC WORK
Week 4		XXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXX	Business Studies	HSC WORK
Week 5	Industrial Technology Metal	XXXXXXXXXXXXXXXXXX <b>EXAMS</b> XXXXXXXXXXXXXXXXXX	Drama	HSC WORK
Week 6	Agriculture	Drama PDHPE		HSC WORK
Week 7	English Studies Maths Advanced	Visual Arts Chemistry	Visual Arts  XXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXX	HSC WORK
Week 8	Biology Business Studies	Ancient History Biology Industrial Technology Metal	XXXXXXXXXXXXXXXXXX <b>BLOCKOUT PERIOD</b> XXXXXXXXXXXXXXXXXX	HSC WORK
Week 9	Ancient History Legal Studies PDHPE	English Standard English Advanced English Studies Legal Studies Agriculture	XXXXXXXXXXXXXXXXXX <b>END OF PRELIMINARY EXAMS</b> XXXXXXXXXXXXXXXXXX	HSC WORK
Week 10	English Standard English Advanced Chemistry Drama	Standard Maths Maths Advanced	XXXXXXXXXXXXXXXXXX <b>END OF PRELIMINARY EXAMS</b> XXXXXXXXXXXXXXXXXX	HSC WORK

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The following information details Murrumburrah High School's policies and procedures pertaining to the NESAs requirements for Preliminary/HSC student assessment, assessment tasks, rights of appeal and issues relating to grievance procedures.

## 1. Eligibility requirements.

To be eligible for the award of the Higher School Certificate, you must have:

- Successfully completed Year 10 or other qualifications the NESA considers satisfactory.
- Attended a government school, an accredited non-government school, a school outside NSW recognized by the NESA, or a TAFE college
- Satisfactorily completed courses that comprise the pattern of study required by the NESA for the award of the Higher School Certificate
- Sat for and made a serious attempt at the required HSC examinations.

### Pattern of study

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

- At least 6 units of Board Developed Courses
- At least 2 units of a Board Developed Course in English
- At least three courses of 2 unit value or greater (either Board Developed or Board Endorsed Courses)
- At least four subjects.

### Completion of HSC: All My Own Work program

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Preliminary or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

## 2. HSC Pathways.

You may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period is counted from the first year you satisfactorily complete an HSC course. It will apply regardless of whether you defer your studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period. This five-year period is a 'rolling period' and students wishing to go beyond the five years will have the earliest year's course(s) deleted. Students who are accumulating courses for the Higher School Certificate receive a Record of Achievement for each calendar year of study. These cumulative transcripts record all Preliminary and HSC courses satisfactorily completed in the previous five years, including repeat attempts.

On completion of the accumulation, all requirements must have been met for both the Preliminary and the HSC patterns of study.

### Repeating courses

You may repeat one or more HSC courses, but you must do so within the five-year accumulation period. A course may not be counted more than once towards your HSC. The Universities Admissions Centre (UAC) will use the most recent result for a course in the calculation of your Australian Tertiary Admission Rank (ATAR) (see also HSC results).

### Transferring schools

If you transfer from one school to another after entering for the HSC, you must ensure that your new school has informed the Board. You will receive a new Confirmation of Entry, which you must sign and return to your principal.

### Study with an outside tutor

Your principal may give approval for you to study a course with an outside tutor provided that certain NESA conditions are met. In particular, outside tutors must follow the NESA's syllabus and provide assessment marks in accordance with syllabus guidelines. These assessments will only be used in the case of an upheld illness/misadventure appeal (see illness/misadventure appeals).

### **3. 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 through the course of their studies.

As such student must:

- Ensure they retain a copy of the guidelines to the Satisfactory Completion of the HSC Course.
- Present work according to the schedule of date 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.

#### **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.

#### **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.

#### **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.

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

### **4. Preliminary 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.

To prepare students for the HSC year of study Murrumburrah High School mirrors the HSC assessment procedures in the Year 11 Preliminary HSC course of study.

#### **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 wider range of syllabus objectives than is measured by the external examination;
- Measures and observations obtained throughout the course rather than at a single examination.

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

Alternately it may be a long term project in e.g. Music or Design & Technology, etc 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:**

- are integral to the teaching and learning process;
- focus upon syllabus outcomes;
- are appropriate for the outcome being assessed;
- are valid, reliable, equitable and measurable;
- allow each student to demonstrate his or her level of achievement;
- are worded to clearly explain to students what they are required to do;
- communicate to students the marking criteria (or marking scheme); and
- have marking schemes which use the language of syllabus outcomes.

## **5. Assessment Tasks**

- 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 extension process if they require extra time to complete a set task.
- 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.
- If a student fails to undertake or hand in an assessment task, receiving a zero mark, they will still be required to undertake and complete the task to satisfy, and meet the outcomes of that subject. The teacher and head teacher of that subject will set a new date for completion of the task
- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg 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.
- 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.

## **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 who will then consult with the principal. Any applications for review must be undertaken within seven school days of the task being returned to the student.

## 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.
- 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.

## Rights and Responsibilities of Students and Parents

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

- 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.)
- 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.
- Students must present their own work in tasks and make a genuine and honest attempt.
- Students should present assessment tasks on the due date OR follow the procedures for Requests for an Extension prior to the due date.
- 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.
- 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.
- 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.

## Absentees from Assessment Tasks

Where a student is absent from an in-class assessment task and the Head teacher and/or Principal considers the student to have a valid reason (eg illness- medical certificate required or approved leave) then a mark may be awarded 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.

## Record of School Achievement (RoSA)

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

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

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via [Schools online or Students Online](#) and printed or emailed.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

More information for students is available in the [students](#) section.

If you are a parent or an employer, you will find specific information at [parents and employers](#).

## 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:

- Staff, students and parents are briefed annually on this policy
- Students are given at least 2 weeks advance notice in writing of Assessment tasks and their relative weighting.
- Assessment tasks will not consume excessive time.
- Assessment Tasks are coordinated through a grid to avoid excessive demands on students.
- Assessment Tasks are planned so that they do not interfere with student preparation.
- The Assessment Coordinator or nominated colleague will coordinate tasks, reporting and enquiries.
- Documentation of review and grievance procedures are maintained on file at the school.
- Notifications of reduced marks, zero awards, 'N' Determination Warning letters, and alternative
- arrangements for missed tasks are lodged with the office for mailing

## Conclusion

It is the responsibility of every teacher delivering the Preliminary 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 11 2022**  
*For implementation for Year 11 from Term 1, 2022*



Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Imaginative text with reflection</b> Reading to Write	<b>Interactive ICT presentation (multimodal presentation)</b> Contemporary Possibilities	<b>End of Preliminary Exams</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
<b>Outcomes assessed</b>	EN11-3, EN 11-4 EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content.	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Year 11 course outcomes

A student:

**EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

**EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN11-6** investigates and explains the relationships between texts

**EN11-7** understands and explains the diverse ways texts can represent personal and public worlds

**EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning

**EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



**Murrumburrah High School**  
**Assessment Schedule**  
**English Advanced – Year 11 2022**  
*For implementation for Year 11 from Term 1, 2022*



Task number	Task 1	Task 2	Task 3	
Nature of tasks	<b>Reading to Write</b> Imaginative text with reflection	<b>Narratives that Shape our World</b> Multimodal presentation	<b>Yearly examination</b> Critical response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EA11-3, EA11-5, EA11-4 EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content.	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Year 11 course outcomes

A student:

**EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

**EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA11-6** investigates and evaluates the relationships between texts

**EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning

**EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



**Murrumburrah High School**  
**Assessment Schedule**  
**English Studies – Year 11 2022**  
*For implementation for Year 11 from Term 1, 2022*



Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research task/ Opinion piece</b> Mandatory Module: Achieving through English	<b>Multimodal presentation</b> Elective Module	<b>Portfolio of edited student works</b> All modules	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9	
<b>Outcomes assessed</b>	ES11-1, ES11-4, ES11-5 ES11-6	ES11-1, ES11-3, ES11-4, ES11-5, ES11-8	ES11-2, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11.10,	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Year 11 course outcomes

A student:

**ES11-1** comprehends and responds 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

**ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways

**ES11-4** composes a range of texts with increasing accuracy and clarity in different forms

**ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

**ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES11-7** represents own ideas in critical, interpretive and imaginative texts

**ES11-8** identifies and describes relationships between texts

**ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

**ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



**Murrumburrah High School**  
**Assessment Schedule**  
**Mathematics Standard – Year 11 2022**  
*For implementation for Year 11 from Term 1, 2022*



Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Task Financial Maths	Project Measurement	End of Preliminary exams	
Timing	Term 2, Week 2	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-5, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8,	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems

**MS11-2** represents information in symbolic, graphical and tabular form

**MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units

**MS11-4** performs calculations in relation to two-dimensional figures

**MS11-5** models relevant financial situations using appropriate tools

**MS11-6** makes predictions about everyday situations based on simple mathematical models

**MS11-7** develops and carries out simple statistical processes to answer questions posed

**MS11-8** solves probability problems involving multistage events

**MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts

**MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations



**Murrumburrah High School**  
**Assessment Schedule**  
**Mathematics Advanced – Year 11 2022**  
*For implementation for Year 11 from Term 1, 2022*



Task number	Task 1	Task 2	Task 3	
Nature of tasks	In class assessment Open book test	Extended Task Assignment – problem solving task	End of Preliminary exams	
Timing	Term 1, Week 7	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	MA11-1, MA11-2, MA11- 3	MA11-1, MA11-5, MA11-6, MA11-8 MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5,6 & 7	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

**MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems

**MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

**MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

**MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

**MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

**MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

**MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

**MA11-9** provides reasoning to support conclusions which are appropriate to the context



**Murrumburrah High School**  
**Assessment Schedule**  
**Legal Studies – Year 11 2022**



*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<b>Skills test</b> The Legal System	<b>Research report</b> The individual and the law	<b>End of Preliminary exams</b>	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P3,P4	P5, P6, P7, P8	P1, P2, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of Legal Studies information, issues and ideas in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Year 11 course outcomes

A student:

- P1.** identifies and applies legal concepts and terminology
- P2.** describes the key features of Australian and international law
- P3.** describes the operation of domestic and international legal systems
- P4.** discusses the effectiveness of the legal system in addressing issues
- P5.** describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6.** explains the nature of the interrelationship between the legal system and society
- P7.** evaluates the effectiveness of the law in achieving justice
- P8.** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9.** communicates legal information using well-structured responses
- P10.** accounts for differing perspectives and interpretations of legal information and issues



**Murrumburrah High School**  
**Assessment Schedule**  
**Ancient History – Year 11 2022**  
*For implementation for Year 11 from Term 1, 2022*



Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Source analysis</b> Investigating Ancient History	<b>Research and presentation</b> Historical investigation	<b>End of Preliminary exams</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes assessed</b>	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis & evaluation of sources & interpretations	5	5	20	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical information, issues and ideas in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**AH11-1** describes the nature of continuity and change in the ancient world

**AH11-2** proposes ideas about the varying causes and effects of events and developments

**AH11-3** analyses the role of historical features, individuals and groups in shaping the past

**AH11-4** accounts for the different perspectives of individuals and groups

**AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world

**AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH11-7** discusses and evaluates differing interpretations and representations of the past

**AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

**Murrumburrah High School**

**Assessment Schedule**  
**Business Studies – Year 11 2022**  
*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Case Study Nature of Business	Small Business Plan Business Planning	End of Preliminary exams	
Timing	Term 1, Week 8	Term 3, Week 4	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**Year 11 course outcomes**

A student:

- P1.** discusses the nature of business, its role in society and types of business structure
- P2.** explains the internal and external influences on businesses
- P3.** describes the factors contributing to the success or failure of small to medium enterprises
- P4.** assesses the processes and interdependence of key business functions
- P5.** examines the application of management theories and strategies
- P6.** analyses the responsibilities of business to internal and external stakeholders
- P7.** plans and conducts investigations into contemporary business issues
- P8.** evaluates information for actual and hypothetical business situations
- P9.** communicates business information and issues in appropriate formats
- P10.** applies mathematical concepts appropriately in business situations





**Murrumburrah High School**  
**Assessment Schedule**  
**Chemistry – Year 11 2022**



*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Report	Depth Study	End of Preliminary exam	
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-4, CH11/12-5, CH11/12-6, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 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

**CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter

**CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

**CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

**CH11-11** analyses the energy considerations in the driving force for chemical reactions



**Murrumburrah High School**  
**Assessment Schedule**  
**Biology – Year 11 2022**



*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Report	Depth Study	End of Preliminary exam	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	BIO11/12-1, BIO11/12-4, BIO11/12-2, BIO11/12-5, BIO11/12-3	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-2, BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11/12-5, BIO11-8, BIO11-9	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**BIO11/12-5** analyses and evaluates primary and secondary data and information

**BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**BIO11-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

**BIO11-9** explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

**BIO11-10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

**BIO11-11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosys



**Murrumburrah High School**  
**Assessment Schedule**  
**Drama Year 11 2022**



*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Presentation</b> <b>Individual Project:</b> <b>Performance / Design</b> Monologue performance OR submission of design AND log book	<b>Half Yearly Exam</b> Theatrical Traditions and Performance styles	<b>Group Performance:</b> Improvisation, Play building and Acting Presentation of group performance, AND log book	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 6	Term 3, Week 5	
<b>Outcomes assessed</b>	P1.1, P1.2, P1.3 P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2	P3.1, P3.2, P3.3, P3.4	P1.3, P1.4, P1.5, P1.6,, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2	
<b>Components</b>				<b>Weighting %</b>
Making	20		20	<b>40</b>
Performing	20		10	<b>30</b>
Critically Studying		30	10	<b>40</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**P1.1** develops acting skills in order to adopt and sustain a variety of characters and roles

**P1.2** explores ideas and situations, expressing them imaginatively in dramatic form

**P1.3** demonstrates performance skills appropriate to a variety of styles and media

**P1.4** understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

**P1.5** understands, demonstrates and records the process of developing and refining ideas and scripts through to performance

**P1.6** demonstrates directorial and acting skills to communicate meaning through dramatic action

**P2.1** understands the dynamics of actor-audience relationship

**P2.2** understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

**P2.3** demonstrates directorial and acting skills to communicate meaning through dramatic action

**P2.4** performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

**P3.1** critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

**P3.2** understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

**P3.3** analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements



# Murrumburrah High School

## Assessment Schedule

### Visual Arts – Year 11 2022



For implementation for Year 11 from Term 1, 2022

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Exploring Representation</b> Submitted artwork(s) exploring historical and contemporary representations of the body with VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in the representation of the content/topic over time.	<b>Portfolio of Experimental Works</b> Submission of 5–10 exploratory artworks with accompanying VAPD including evidence of material and conceptual experimentation and explanation of related artist's practice through the Frames.	<b>Submitted Artwork with Oral Presentation</b> Submission of completed artwork(s) with oral presentation on the representation of the artist / audience relationship demonstrated in student's artmaking practice.	
<b>Timing</b>	Term 2, Week 2	Term 2, Week 7	Term 3, Week 7	
<b>Outcomes assessed</b>	P8, P9, P7	P1, P3, P4, P5, P6	P1, P2, P4, P5, P6	
<b>Components</b>				<b>Weighting %</b>
Art Making		20	30	<b>50</b>
Art criticism and art history	30	10	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**P1:** explores the conventions of practice in artmaking

**P2:** explores the roles and relationships between the concepts of artist, artwork, world and audience

**P3:** identifies the frames as the basis of understanding expressive representation through the making of art

**P4:** investigates subject matter and forms as representations in artmaking

**P5:** investigates ways of developing coherence and layers of meaning in the making of art

**P6:** explores a range of material techniques in ways that support artistic intentions

**P7:** explores the conventions of practice in art criticism and art history

**P8:** explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

**P9:** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

**P10:** explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



**Murrumburrah High School**  
**Assessment Schedule**  
**PD/H/PE – Year 11 2022**



*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Presentation</b> Influences on the health of individuals	<b>Practical Workshop</b> Anatomy training and movement efficiency	<b>End of Preliminary exams</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1, P2,P3, P4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1 – P12	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Year 11 course outcomes

A student:

**P1** identifies and examines why individuals give different meanings to health

**P2** explains how a range of health behaviours affect an individual's health

**P3** describes how an individual's health is determined by a range of factors

**P4** evaluates aspects of health over which individuals can exert some control

**P5** describes factors that contribute to effective health promotion

**P6** proposes actions that can improve and maintain an individual's health

**P7** explains how body systems influence the way the body moves

**P8** describes the components of physical fitness and explains how they are monitored

**P9** describes biomechanical factors that influence the efficiency of the body in motion

**P10** plans for participation in physical activity to satisfy a range of individual needs

**P11** assesses and monitors physical fitness levels and physical activity patterns

**P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

**P13** develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

**P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

**P15** forms opinions about health-promoting actions based on a critical examination of relevant information

**P16** utilises a range of sources to draw conclusions about health and physical activity concepts.

**P17** analyses factors influencing movement and patterns of participation.



**Murrumburrah High School**  
**Assessment Schedule**  
**Agriculture – Year 11 2022**



*For implementation for Year 11 from Term 1, 2022*

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Report on Farm Case Study	Report on Animal/Plant Industry	End of Preliminary exams	
Timing	Term 1, Week 6	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	P1.1, 1.2, 2.1, 2.2, 2.3	P2.1, 2.2, 3.1, 5.1	P1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 4.1, 5.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	10	10		20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Year 11 course outcomes

A student:

**P1.1** describes the complex, dynamic and interactive nature of agricultural production systems

**P1.2** describes the factors that influence agricultural systems

**P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems

**P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems

**P2.3** describes the farm as a basic unit of production.

**P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

**P4.1** applies the principles and procedures of experimental design and agricultural research

**P5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.



## Murrumburrah High School Assessment Schedule

### Industrial Technology- Metal & Engineering – Year 11 2022

For implementation for Year 11 from Term 1, 2022



Task number	Task 1	Task 2	Task 3	
Nature of tasks	Industry Case Study	Project 1 and folio	Project 2 and folio	
Timing	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 9	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P2.1, P4.1, P5.1, P5.2, P2.2, P3.3, P6.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

#### Year 11 course outcomes

A student:

**P1.1** describes the organisation and management of an individual business within the focus area industry

**P1.2** identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

**P2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques

**P2.2** works effectively in team situations

**P3.1** sketches, produces and interprets drawings in the production of projects

**P3.2** applies research and problem-solving skills

**P3.3** demonstrates appropriate design principles in the production of projects

**P4.1** demonstrates a range of practical skills in the production of projects

**P4.2** demonstrates competency in using relevant equipment, machinery and processes

**P4.3** identifies and explains the properties and characteristics of materials/components through the production of projects

**P5.1** uses communication and information processing skills

**P5.2** uses appropriate documentation techniques related to the management of projects

**P6.1** identifies the characteristics of quality manufactured products

**P6.2** identifies and explains the principles of quality and quality control

**P7.1** identifies the impact of one related industry on the social and physical environment

**P7.2** identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

## Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

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

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Educational Standards Authority on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

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

**Credit Transfer** will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

**Work placement** is a mandatory HSC component and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary

### HSC Examination

- ONLY available in some VET courses. (Refer to the specific course assessment summary for more detailed information).
- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.





## Certificate II in Hospitality – SIT20316

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 HSC requirements.

### 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. They 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 – 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 (holistic Unit)
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 3 additional units above the qualification to meet NSW HSC Board of Studies requirements.

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.**

### Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Hospitality (SIT20316)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Hospitality (SIT20316)**.

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

**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 yet competent’ in individual units of competency.

**N Determinations:** Where a student has not met NSW BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF 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 Statement of Attainment.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs: \$90**

Discuss payment options with your trainer

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

**Delivery Arrangements:** **As per time table**

**Exclusions** Nil however students may not undertake the same unit of competency in more than one VET course

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

For more information on possible outcomes please visit the NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>



## Certificate II in Construction Pathways CPC20211

Course: <b>Construction (240 indicative hours)</b>		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 work placement to meet HSC requirements.		
<p><b>Course Description</b></p> <p>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. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.</p>		
<p><b>Core Units of Competency</b></p> <p>CPCCCM1012A Work effectively &amp; sustainably in the construction industry</p> <p>CPCCCM1013A Plan and organise work</p> <p>CPCCCM1014A Conduct workplace communication</p> <p>CPCCCM1015A Carry out measurements and calculations</p> <p>CPCCCM2001A Read and interpret plans and specifications</p> <p>CPCCOHS2001A Apply OHS requirements, policies &amp; procedures in the construction industry</p>		<p><b>Elective Units of Competency</b></p> <p>Elective units may include:</p> <p>CPCCCA2002B Use carpentry tools and equipment</p> <p>CPCCCA2011A Handle carpentry materials</p> <p>CPCCCM2004A Handle construction materials</p> <p>CPCCCM2006B Apply basic levelling procedures</p> <p>CPCCJN2001A Assemble components</p> <p>CPCCJN2002B Prepare for off-site manufacturing process</p> <p>CPCCCO2013A Carry out concreting to simple forms</p>
<p>This course contains three additional units above the qualification to meet NSW HSC NESA requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials</p> <p><b>Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.</b></p>		
<p><b>Qualifications</b></p> <p>Students who are assessed as competent in the above units of competency will be eligible for a <b>Certificate II in Construction Pathways CPC20211</b>. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards <b>Certificate II in Construction Pathways CPC20211</b>.</p> <p>Foundation Skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <a href="http://training.gov.au/">http://training.gov.au/</a></p>		
<p><b>Competency- Based Assessment:</b> 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 yet competent' in individual units of competency.</p> <p><b>N Determinations:</b> 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 then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p> <p><b>External Assessment (optional HSC examination):</b> 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 Statement of Attainment.</p> <p><b>Appeals:</b> Students may lodge an appeal about assessment decisions through their VET trainer.</p>		
<b>Resources costs:</b>	<b>Refund Arrangements:</b> on a pro – rata basis / Discuss payment options with your trainer.	
<b>Delivery Arrangements:</b> As per timetable		
<b>Exclusions :</b> Nil		
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>		



## Certificate II in Agriculture AHC20110

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 work placement to meet HSC requirements.

### 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.

### Units of Competencies

**Qualification Core** - 40hours

AHCOHS201A Participate in OHS processes  
AHCWRK209A Participate in environmentally sustainable work practices

**Qualification Electives** – 115 Hours

AHCMOM202A Operate tractors  
AHCMOM304A Operate machinery and equipment  
AHCCHM201A Apply chemicals under supervision  
AHCWRK201A Observe and report on weather  
AHCPCMG201A Treat weeds  
AHCWRK204A Work effectively in the industry  
AHCWRK205A Participate in workplace communications

**Plus at least One of the next two groups must be selected**

**Livestock Cluster** - 65 hours

AHCLSK202A Care for health and welfare of livestock  
AHCLSK205A Handle livestock using basic techniques  
AHCLSK204A Carry out regular livestock observation  
AHCLSK206A Identify and mark livestock

**Or Caring for Plants Cluster** – 55 hours

AHCPCMG202A Treat plant pests, diseases and disorders  
AHCNSY202A Tend nursery plants  
AHCPCM201A Recognise plants

**Plus four units from the following electives**

**Fencing Cluster** – 30 hours

AHCINF202A Install, maintain and repair fencing  
AHCINF201A Carry out basic electric fencing operations

**Feeding & Watering Stock Cluster**

**Extensive livestock operations** – 25 hours

AHCLSK211A Provide feed for livestock  
AHCLSK209A Monitor water supplies

**Growing Plants Cluster** – 45 hours

AHCNSY201A Pot up plants  
AHCNSY201A Determine basic properties of soil &/or growing media  
AHCNSY203A Undertake propagation activities

**OR**

AHCLSK316A Prepare livestock for competition 15

**Or any one of the following via Credit Transfer**

HLTFA301C Apply first aid 20

HLTFA201A Provide basic emergency life support 15

AHCMOM212A Operate quad bikes 15

AHCMOM201A Operate two wheel motor bikes 15

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Agriculture AHC20110**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Agriculture AHC20110**.

There are eight **Employability Skills**: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://training.gov.au/>

**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 yet 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 then not count towards the HSC although units of competency achieved will still count towards an 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 Statement of Attainment.

**Appeals**: Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs**:

nil

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

**Delivery Arrangements**: As per timetable

**Exclusions**: Nil

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

## Appendix A

# Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



## 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:	
<i>(If you are appealing for an examination period, please list all examinations on which your appeal is based)</i>	
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.

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

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

Yours sincerely

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

\_\_\_\_\_  
Principal

**Appendix C**

# Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



## 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.*

<b>STUDENT' NAME</b>	<b>STUDENT'S SIGNATURE</b>	<b>DATE</b>

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 NESAs 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 NESAs 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 NESAs (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 NESAs 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 NESAs or a TAFE establishment, and
  - (c) have participated, to NESAs'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 NESAs as having satisfactorily completed those courses of study, and
  - (e) have, to NESAs'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 NESAs.
- (2) The requisite examination or other assessment must include a public examination conducted on a state-wide basis.
- (3) NESAs 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 NESAs, 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 NESAs 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 NESAs
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESAs and approved by the Minister.

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

## Appendix G

# 2022 HSC checklist and reminders

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For senior executives, head teachers, teachers, students and parents/carers.

## Pattern of study checklist

Students who will complete the HSC in 2020 should meet the following pattern of study requirements:

- at least 12 units of Year 11 courses and
- at least 10 units of Year 12 courses.

Check that both patterns include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects
- a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- students meet eligibility requirements for English EAL/D and languages (see page 2)
- students have completed 'HSC: All My Own Work' (or its equivalent) (see page 2)
- there are no exclusions in the course combinations (see page 2)
- students seeking an ATAR meet eligibility requirements (see page 3)
- Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- new school-based assessment and reporting requirements (see page 3)
- students with disability (see page 4).

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online](#)

[Syllabuses A-Z](#) for course descriptions of relevant syllabuses

# HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses.

If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

## Eligibility for English EAL/D and languages

Check that students meet eligibility requirements and have completed the NESA eligibility form, and that all documentation is retained by the school for:

- English EAL/D
- Continuers courses in those languages which also offer [Language] in Context courses and [Language] and Literature courses
- Beginners courses
- [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8002: [Eligibility for Stage 6 Languages courses criteria](#)

## Exclusion of course combinations

Some course combinations are excluded by NESA as stated in the course descriptions, under 'exclusions'. Check for NESA exclusions of course combinations for:

- Board Developed Courses (BDCs)
- Content Endorsed Courses
- TAFE delivered VET HSC Courses
- Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions for HSC courses: Industrial Technology, Languages, Mathematics, Science, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z](#) to access the most up to date information on exclusions included with each course description.

# New school-based assessment and reporting requirements

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for new school-based assessment requirements for BDCs.

In addition, school-based assessment:

<b>Year 11 (commenced Term 1 2018)</b>	<b>Year 12 (commence Term 4 2018)</b>
<input type="checkbox"/> must be capped at <b>3</b> tasks	<input type="checkbox"/> must be capped at <b>4</b> tasks
<input type="checkbox"/> may only include <b>1</b> formal written examination Mathematics courses may include 1 - 2 formal written examinations	<input type="checkbox"/> may only include <b>1</b> formal written examination

## English Studies and Mathematics Standard 1

From 2019, NESAs credentials will use grades to report student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses.

- To award grades, use the new [English Studies Achievement Level Descriptions](#) and [Mathematics Standard 1 Achievement Level Descriptions](#).
- Upload Year 12 work samples in Schools Online (for grade monitoring purposes).
- For the optional HSC examinations, enter students separately and submit an estimated examination mark.

## ATAR eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2020 must complete at least 10 units of BDCs for which there are formal examinations conducted by NESAs, including:

- at least 2 units of English
- at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Note that both English Studies and Mathematics Standard 1 are Category B courses. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

[UAC](#) in particular: [HSC courses that can be used in the ATAR calculation](#)

Syllabus documents for [English Studies](#) and [Mathematics Standard 1](#)

## Students with disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions and be an ongoing process. Adjustments should enable equitable participation in the full range of education activities. The NESAs website provides information about [HSC disability provisions](#), including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC 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 Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.

Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Disability Provisions](#)

## Reminders

- Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- Ensure that NESAs requirements are met:
  - for commencement of Year 11 and Year 12 courses
  - for credit transfer and recognition of prior learning
  - for accumulation, acceleration and repeating
  - for satisfactory completion and non-completion of courses.
- Additional departmental curriculum requirements in the [policy standards](#) (e.g. Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESAs HSC credentialing.
- Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Refer to:

ACE: [Course commencement](#)

ACE 8060: [study with an outside tutor](#)

ACE 8061: [study with an external provider](#)

ACE: [Credit transfer and recognition of prior learning](#)

ACE: [Accumulation, accelerating and repeating](#)

ACE: [Satisfactory completion and non-completion](#)