



CONTENTS

HSC Course Assessment Policy

1. Purpose of School Assessment	2
2. Scheduling of Tasks	2
3. Notification of Tasks	2
4. Submission of Tasks	3
5. Task Return	3
6. Satisfactory Completion of HSC Course	3
7. Misconduct and Malpractice	4
8. Unsatisfactory Completion of Set Tasks	5
9. Illness and Misadventure	5
10. Reviews and Appeals	6
11. Transferring Students	6
12. Acceleration and Accumulation	7
13. Further Advice	7

Frequently Asked Questions	8
-----------------------------------	---

Glossary of Key Words	13
------------------------------	----

2022/2023 HSC Assessment Schedule	14
--	----

2022/2023 Personal HSC Assessment Schedule	15
---	----

Forms

Assessment Receipt	16
Notification of change in Assessment due date	17
Illness or Misadventure Application	18
Appeal Application	19

Schedules – Assessment Overview	20
--	----

ATAR

Ancient History	21
Biology	22
Business Studies	23
English Standard	24
English Studies	25
Mathematics Standard 2	26
Mathematics Standard 1	27
Numeracy	28
PDHPE Personal Development/Health/Physical Education	29
Visual Arts	32

Non ATAR

Sport Lifestyle and Recreation	31
Work Studies	33
PVDI	30

VOCATIONAL EDUCATION AND TRAINING (VET)

HSC Assessment Advice for VET courses	34
Hospitality	36

HSC COURSE ASSESSMENT POLICY

“Students studying Year 11 and HSC courses must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.” (NSW Education Standards Authority)

The NSW Education Standards Authority (NESA) is responsible for all aspects of the organisation and administration of Year 11 and HSC certification and accreditation.

1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of student’s learning. It is integral to teaching and learning. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

At Cobar High, assessment can be used for a number of purposes, including to:

- Assist student learning
- Provide information on student learning and progression in relation to the syllabus outcomes
- Provide evidence of satisfactory completion of a course

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student’s achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations
- Multiple measures and observations made throughout the course rather than a single assessment event

2. Scheduling of Tasks

The HSC assessment procedures will commence no earlier than the beginning of Term 4, Year 12 2022 and conclude no later than Week 6, Term 3 2023.

Every attempt is made to ensure that no student has more than two assessment tasks due in any week. Where the assessment tasks involve students in substantial outside preparation, no more than two tasks will be set for completion on any **one** day.

No assessment task can be scheduled in the week before the Trial Higher School Certificate Examination.

Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks, or of any other changes to assessment procedures or policy.

3. Notification of Tasks

Students will be informed **in writing** (in class and via DoE email) of the set dates and details of each assessment at least **two weeks** prior to the task due date. This notification will include:

- the nature of the task (including a rubric)
- the outcomes being assessed
- the weighting of the task

- the due date of the task
- the marking criteria of the task

When a student returns to school from any absence, it is **the student's responsibility** to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach their classroom teacher to ensure that correct information is received and to discuss any necessary re-arrangements to the scheduling of each task. Senior students should be able to access classwork through their Microsoft Teams classes.

4. Submission of Tasks

Where possible, tasks should be submitted to the class teacher, with students signing the Task Register.

If the class teacher is not available the appropriate Head Teacher or the Front Office may accept the task. Students must request a CHS Assessment Receipt, if not handed directly to the class teacher (which must be signed and dated by the person receiving the assessment task).

Tasks set outside class time must be submitted by **3:45pm** by hand or **5:00pm** electronically on the date due.

Electronic submission of tasks where appropriate will be accepted. Tasks must be electronically received by the time set above. If you submit a task electronically, **you must request a delivery and read receipt**. You must keep this email as proof of submission. You must email your task to your class teacher and the school. The school email address is cobar-h.school@det.nsw.edu.au and you will need to ensure that you have your teachers DoE email address.

5. Task Return

Marked tasks will be returned to each student within two school weeks of the due date. Each marked task must include a ranking based on the total number of students studying that course, as well as an accumulative rank based on all assessments. Students will receive meaningful feedback (written and oral) on each task.

6. Satisfactory Completion of HSC Course

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

- followed** the course developed or endorsed by NESAs; and
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved** some or all of the course outcomes; and
- complete** all assessment tasks.

Furthermore, the student must fulfil the **course completion criteria**.

Adequacy of attendance will be determined by the Principal, who must give students early warning of the consequence of inadequate attendance. The Principal may determine that, as a result of inadequate attendance, the course completion criteria have not been met.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- a) apply an “N” (Non-completion) determination and advise the NSW Education Standards Authority accordingly. Courses which are not satisfactorily completed will not be printed on Records of Achievement or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- b) advise the candidate of the submission and the right of appeal.

7. **Misconduct and Malpractice**

The following malpractices or misconduct are not acceptable;

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- any other actions whereby the student adversely affects the opportunities for other students to perform to their potential

The student must comply with the teacher's instructions in relation to the assessment task. Whenever malpractice during an assessment task by a student is suspected, the incident will be referred to a panel to decide appropriate action. This may result in the student receiving a zero “0” mark for that task.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

8. Unsatisfactory Completion of Set Tasks

NESA expects all students to undertake all assessment tasks set.

The minimum requirement for all courses is that the student undertakes tasks that contribute in excess of 50% of available marks and course completion criteria.

a) **Late submission of tasks**

The deadline for the submission of tasks set outside class time is **3.45pm** by hand or **5.00pm** electronically on the due date. Work submitted late will receive a zero "0".

b) **Non submission of tasks**

Failure to submit an assessment task will result in zero "0" being awarded.

c) **Non serious/inadequate attempt**

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting a basic/elementary level of achievement of course outcomes can be awarded a zero "0" mark.

Students who make a non-serious/inadequate attempt will be required to resubmit the task to a standard that meets course outcomes as required by NESA. However, the zero "0" mark stands.

If a student has been given a zero "0" mark because of failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

When a zero "0" mark has been awarded, the parent will be notified in writing with a NESA Warning Letter and a new due date will be given for the task. If the task is then completed:

- a mark of zero "0" remains for assessment purposes
- the award of "Non-completion" is revoked

If it appears that a student is at risk of not meeting the assessment requirements in a course, the Principal or delegate will ensure that the student and the parent or guardian are informed, in writing, of the problem.

9. Illness or Misadventure

A student absent, due to illness or misadventure, from a task or the day a task is due must provide a valid explanation to cover the absence. Students **must complete an Illness or Misadventure Application Form** (available from class teacher, assessment booklet staffrooms, school website or Front Office) **within two school days of the due date**. Failure to do this may result in a zero "0" mark being awarded.

If illness is offered as a reason it will be necessary where possible to provide a Doctor's Certificate, unless there are extenuating circumstances.

A student absent from school on the day a task is due must:

- make every attempt to hand the task in before the due date; or

- make arrangements for some other person to deliver the task to the school by the due date.

A student who completes a task but feels extenuating circumstances exist can apply for consideration of the circumstances at the time of the task. Students must complete an Illness or Misadventure Application Form (available from class teacher, assessment booklet staffrooms, school website or Front Office).

If an illness or misadventure application is successful an extension of time may be granted on the same task or a substitute task may be arranged at a later time. If this is not feasible, an estimate based on previous assessment tasks or other appropriate evidence may be given. The Principal or delegate must approve the use of an estimate.

10. Reviews and Appeals

Results of individual assessment tasks can only be queried **at the time the task is returned** to the students.

Any student who wishes to appeal against the condition, administration or marking of a task should discuss the concern with the Class Teacher or Head Teacher and then complete an Appeal Form (available from your class teacher, assessment booklet, staffrooms or Front Office) which will be referred to a panel. Students will be informed in writing of the results of their appeal.

Students can request a review of their final assessment ranking within any course, if they consider that the school's order of merit for a particular course is not consistent with their expectations on the basis of their performance in the assessment tasks. These appeals need to be submitted by the date specified in *The Higher School Certificate Events Timetable*.

NESA has stated that the review will not consider the way the marks were awarded. In its assessment review the school must determine whether:

- the weightings specified by the assessment policies of each course conform with NESA's requirements
- the procedures used by the school for determining the final assessment mark conform with its stated policy
- there are no computational errors in the determination of the assessment mark

11. Transferring Students

The previous school is to provide assessment marks for HSC courses for students who transfer after 30th June in the year of the HSC examination. The marks will be developed from assessment information collected during the students' period at the school. For the purpose of moderation, these students will be treated as members of the previous school.

If a student transfers before 30th June the Head Teacher may either:

- a) ask the student to complete the missed tasks or substitute tasks **OR**
- b) use an estimate before the final mark is prepared, based on results in other assessment tasks. Estimates should only be used after discussing individual cases with the Principal or delegate.

12. Acceleration and Accumulation

Students may undertake a HSC course in advance of their usual cohort or in less than the NESA's stated indicative times. Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Students who are accumulating must complete the relevant assessment tasks for each course. 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 from NESA.

13. Further Advice

Further advice about HSC Assessment can be given by your class teacher, Head Teachers, Deputy Principal, Careers Adviser and the NSW Education Standards Authority Liaison Officer Julie Pyne (02 63348048).



FREQUENTLY ASKED QUESTIONS

1. What makes up the HSC Course Assessment?

The school "Assessment Mark" is the final mark received as a result of assessment tasks carried out during the HSC Course. In each course, the assessment mark is used to rank or give an order of merit reflecting the student's place relative to other students in that course.

2. What is meant by satisfactory completion of the HSC Course?

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

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

3. What are included as COURSE REQUIREMENTS?

Course requirements have two major parts:

- a) **Course Work:** This includes classwork, class tests, essays, set tasks in class, assignments and homework.
- b) **HSC Assessment Tasks:** These are clearly identified tasks that must be completed in each course. These tasks are identified in the HSC Assessment Schedule.

N.B. Completion of assessment tasks alone does not automatically mean the course outcomes have been met.

4. What if I choose to ignore aspects of course work and/or assessment tasks?

Students are expected to attempt **all** work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an "N" (Non-completion) determination. Failure to complete, submit or to be present for an assessment task without a valid reason could result in the award of an "N" (Non-completion) determination in any course.

Students and parents/guardians will be informed in writing if the student is at risk of being given an "N" (Non-completion) determination in any course.

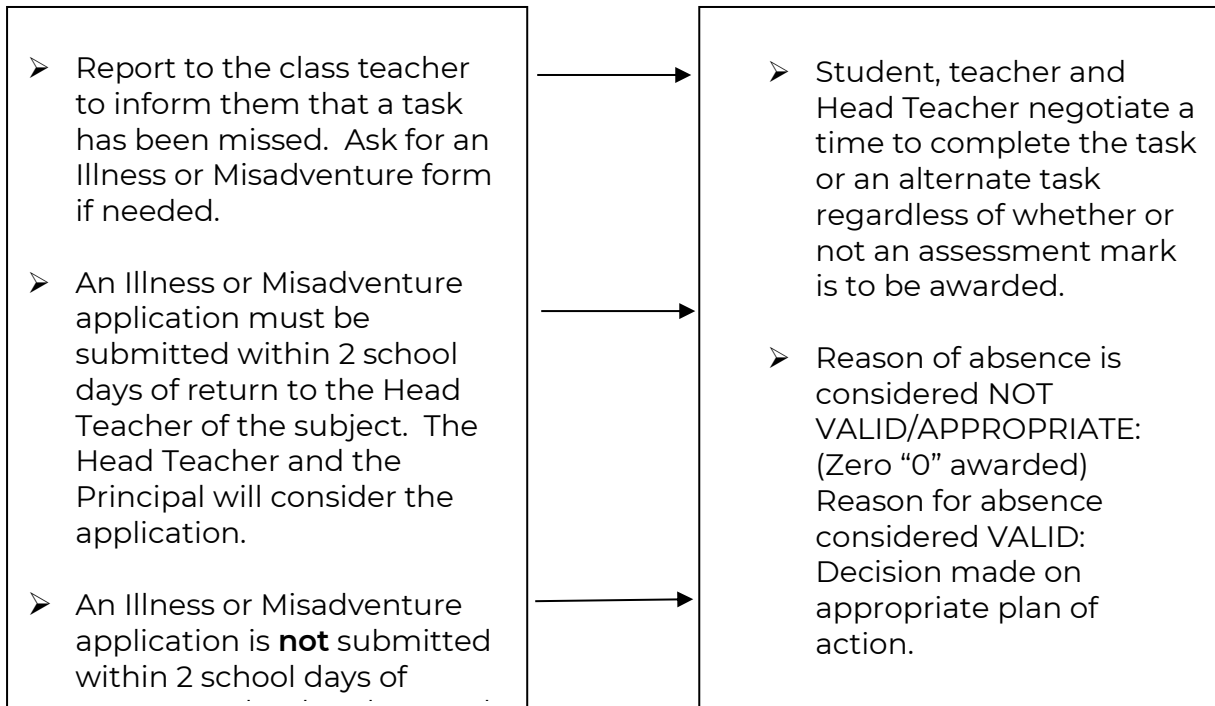
N.B. A response from the student's parent/guardian is encouraged. However, a failure to respond does not negate the fact that the notification has occurred.

5. What are my attendance requirements?

Principals may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences, fractional truanancies and poor punctuality seriously. Students will be warned if absences are placing them at risk of an "N" (Non-completion) determination. Following a second warning an "N" (Non-completion) may be awarded.

Where an assessment task is to be completed at school, students are expected to attend lessons that are scheduled for them on the preceding school day and on the day of the task. Being absent to prepare assessment tasks by the set dates shows poor time management and is regarded as seriously as truancy.

6. What happens if I fail to complete, submit or be present for an assessment task?



Other points:

- In the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- Work submitted late will receive a zero "0". **No percentage reductions are permitted at all.**
- No consideration can be given when students **choose not** to complete, submit or be present for an assessment task/s by the due date/time.
- No consideration can be given when students fail to submit an Illness or Misadventure application within two school days of returning to school.
- The task will still have to be completed to satisfy NESAs requirements.

7. What does misadventure mean?

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure.

The following circumstances are examples of situations where consideration CANNOT be given:

- routine medical appointments
- driving tests, social visits, too tired
- illness without a doctor's/medical certificate or other appropriate supporting documentation
- misunderstand times or instructions
- family holiday

8. What procedures must I follow if I fail to complete, submit, or be present for assessment tasks?

- a. On the day of return to school, the student should report to the class teacher and the Head Teacher of the subject to inform them that the task/s have been missed. Negotiations will then be made regarding the completion of the task.
- b. Within two (2) school days of returning to school, the student must submit an Illness or Misadventure application to the Head Teacher of the subject. This application is to be signed by the student's parent/guardian and accompanied by a medical certificate or appropriate documentation.
- c. The student will complete the set task or an alternate task as soon as can be arranged, preferably on the first day of return to school.

9. What happens when I know before a task that I will be absent?

Notice of FORESEEABLE ABSENCES must be brought to the attention of the class teacher and the subject Head Teacher so that negotiations can be made to set alternate dates/tasks.

Students are permitted to submit tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the student's responsibility to plan around foreseeable absences.

10. When and how will I be given notice of Assessment Tasks?

At the commencement of the Higher School Certificate course, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s, the outcomes to be assessed by each task and the nature of the task/s, along with the assessment weightings and components.

Students will be given at least two (2) weeks notification in writing before each assessment task is due or to be completed. This notification will occur in class.

Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed in writing of any change. Where possible, two (2) weeks' notice will be given. The teacher concerned will negotiate any change in the due dates prior to written notice. A change of date form must be completed by the teacher and the class.

11. What happens if I am absent from class on the day final assessment task details are given? (N.B. These will be in writing)

You are always responsible for finding out work missed in your subjects. This includes assessment task written notifications, notes issued in class etc. It is not the responsibility of the teacher to "chase" the student for the notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The Head Teacher will make the final decision in these circumstances.

12. What do I do when handing in a task done outside class time?

The student must present the task to the class teacher; subject Head Teacher, nominated teacher or Front Office by 3.45pm by hand or 5pm electronically on the due date. Do not assume the due time is negotiable; it is **"absolute"**.

The Assessment Cover sheet must be completed (except for date & time submitted and teacher signature) and handed in with the task. The teacher or Front Office staff

will complete the date submitted, time submitted and sign the form. The Receipt section will be returned to the student.

This receipt may be called upon as evidence that work has been submitted.

13. What are my responsibilities regarding submission of tasks other than written ones?

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked before submission.

14. What is a non-valid attempt?

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting even a basic/elementary level of achievement of the course outcomes or shows a non-genuine attempt, can be regarded as a **non-valid attempt** and registered as a zero “0” mark.

Students who make a **non-valid attempt** will be required to re-do/complete the task to a standard that meets the course outcomes as required by the NSW Education Standards Authority. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark.

The Head Teacher may be involved in making a decision in the case of the non-valid attempt.

15. Can I query results of individual assessment tasks?

Yes, students can query aspects related to the task. However, any disputes over an individual task must be resolved within two (2) school days of the return of the task. Direct these queries to the class teacher.

16. What is meant by “Unfair Advantage/Malpractice” in examinations?

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

Examinations include school examinations and class tests/assignments.

- *Students may not borrow any equipment from any person during an examination.*
- *No student may communicate or attempt to communicate with any other person, except the supervising teacher, during an examination.*
- *The penalty for communication is loss of marks for an examination.*
- *If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. DO NOT leave your seat.*
- *Action will be taken against any student who disrupts or attempts to disrupt any part of the examination in any way.*

The above rules apply from the time the student enters the examination room until all papers are handed in and the student has been formally dismissed.

17. What is meant by Unfair Advantage/Malpractice in assessment tasks?

If a student has been found to have gained an unfair advantage by:

- a. plagiarism
- b. gaining help from other student/others

- c. submitting work of others as their own, or
- d. for any of the reasons contained in the exam information in Question 18 a zero "0" mark will be awarded

18. Can I complete class or assessment tasks at home?

Some assessment tasks in different courses require that all the work on the task be completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task undertaken.

In courses where it is a requirement to complete tasks under teacher supervision it is the right of the teacher to register a zero "0" for the task if this basic requirement has not been met.

The teacher should not be expected to provide extra time out of normal course lesson times to allow students to complete teacher-supervised tasks.

19. What happens regarding assessment and competency based courses?

Students in these courses do not have a formal assessment program involving set assessment tasks. Instead, satisfactory completion requires students to achieve certain competencies with the course being studied.

It should be noted however, that where a student has not successfully completed any modules, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

20. How will my progress in the HSC course be reported?

Students will receive two reports. A mid-course report during Term 2 and a final course report which will be issued in Term 3 after the Trial Higher School Certificate Examination.

N.B. Where students are not making a genuine attempt towards satisfactorily completing a course, notification will be given in writing to parents/guardians.

21. What information will be contained in reports?

The two course reports will contain information about the level of achievement, focus outcomes as well as personal profiles, examination marks and assessment rank.



A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
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 (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognize 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 relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognize 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 of
Predict	Suggest what may happen based on 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

2022/2023 HSC ASSESSMENT SCHEDULE

Week	Term 4 - 2022	Term 1 - 2023	Term 2 - 2023	Term 3 - 2023
1	A 10 - 14 October	Eastern Schools Only: Return Friday 27 Jan	A 24 - 28 April	A 17 - 21 July
2	B 17 - 21 October	Western Schools Return Friday 3 February	B 1 - 5 May SLR	B 24 - 28 July SLR
3	A 24 - 28 October	A 6 - 10 February	A 8 - 12 May Business Studies	A 31 July - 4 August
4	B 31 Oct - 4 Nov	B 13 - 17 February	B 15 - 19 May English Studies	B 7 - 11 August TRIAL HSC EXAMS Ancient History Business Studies English Stand/Studies Maths Stand PDHPE Visual Arts Work Studies Bio PVDI
5	A 7- 11 November	A 20 - 24 February	A 22 - 26 May Work Studies	A 14 - 18 August
6	B 14 - 18 November	B 27 Feb - 3 March English Studies Business Studies	B 29 May - 2 June	B 21 - 25 August
7	A 21 - 25 November Visual Arts	A 6 - 10 March Biology	A 5 - 9 June Biology English Studies	A 28 Aug - 1 Sept
8	B 28 Nov - 2 Dec Ancient History PVDI	B 13 - 17 March Visual Arts	B 12 - 16 June Visual Arts Ancient History	B 4 - 8 September Numeracy
9	A 5 - 9 December Biology & SLR English Standard & English Studies	A 20 - 24 March English Standard Maths & Numeracy	A 19 - 23 June English Standard Maths & Numeracy	A 11 - 15 September
10	B 12 - 16 December Maths & Numeracy PDHPE & Work Studies	B 27 -31 March PDHPE PVDI	B 26 - 30 June PDHPE Business Studies	B 18 - 22 September
11	A 19 -23 December	A 3 - 6 April Ancient History		

HSC 2022/2023 PERSONAL ASSESSMENT CALENDAR

Week	Date	Term 4 – 2022
1A	10 - 14 October	
2B	17 - 21 October	
3A	24 - 28 October	
4B	31 Oct – 4 Nov	
5A	7 - 11 November	
6B	14 - 18 November	
7A	21 - 25 November	
8B	28 Nov- 2 Dec	
9A	5 – 9 December	
10B	12 - 16 December	
11A	19 – 23 December	

Week	Date	Term 1 - 2023
1A		Eastern Schools Only Return 27 January
2B		Western School Only Return 3 February
3A	6 - 10 February	
4B	13 - 17 February	
5A	20 - 24 February	
6B	27 Feb - 3 March	
7A	6 - 10 March	
8B	13 - 17 March	
9A	20 - 24 March	
10B	27 - 31 March	
11A	3 – 6 April	

Week	Date	Term 2 - 2023
1A	24 – 28 April	
2B	1 - 5 May	
3A	8 - 12 May	
4B	15 - 19 May	
5A	22 - 26 May	
6B	29 May - 2 June	
7A	5 - 9 June	
8B	12 - 16 June	
9A	19 - 23 June	
10B	26 - 1 June	

Week	Date	Term 3 - 2023
1A	17 - 21 July	
2B	24 - 28 July	
3A	31 July – 4 August	
4B	7 - 11 August	
5A	14 - 18 August	



CHS Assessment Receipt

Respect
Excellence
Safety

Cobar High strives for excellence in a safe and respectful environment

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be attached to the assessment task and handed to the class teacher.

✂.....

Student Copy

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be handed to the student as proof of submission.



**COBAR HIGH SCHOOL
NOTIFICATION OF CHANGE IN ASSESSMENT DUE DATE**

A copy of this must be given to each student in the course.
A copy of this must be kept in the course register.

Subject/Course:	
Task Number:	
Task Description:	
Original Due Date:	
Amended Due Date:	
Reason:	
Date discussed in class:	
Head Teacher Approval:	

All students in the course must sign this.

The student acknowledges by signing this that they have

- Been given written notification of a change of due date of the assessment task
- Accept the amended due date of the assessment task

Student Name	Signature	Date



**COBAR HIGH SCHOOL
ILLNESS OR MISADVENTURE APPLICATION**

Must be submitted within 2 school days of the due date or before due date if applying for an extension

ILLNESS

MISADVENTURE

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:..... Due Time:.....

I wish to apply for special consideration for the following reasons:.....

.....
.....

The following documentary evidence is attached (e.g. doctor's certificate, funeral notice, letter from parent or guardian, etc.).....

.....
.....

The school was contacted by phone Yes No

Date of Contact:.....

Student's Signature:.....

Parent/Guardian's Signature:.....

Date:.....

<input type="checkbox"/> APPROVED	<input type="checkbox"/> NOT APPROVED
--	--

Decision/Reason.....

.....
.....

HEAD TEACHER'S SIGNATURE:..... DATE:.....

A copy of the completed form must be given to the student



Education



COBAR HIGH SCHOOL
APPEAL APPLICATION

Date Received:.....

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:.....

Nature of Application:

- Appeal against refusal of extension of time.
- Appeal against result of application for consideration of illness or misadventure.
- Other (State Reason).....

My reasons explaining and supporting this appeal are.....
.....
.....

Documentary evidence attached which has not been presented before.....
.....
.....

<input type="checkbox"/> APPEAL UPHELD	<input type="checkbox"/> APPEAL DENIED
---	---

Decision/Reason:.....
.....
.....

PRINCIPAL'S SIGNATURE:..... DATE:.....

A copy of the completed form must be given to the student

SCHEDULES (ASSESSMENT OVERVIEW)

This appears as a table presenting all four terms of HSC study. This assessment overview for individual subjects include:

- The components and their weightings for each course as specified in the assessment requirements issued by the NESA.
- The nature of each assessment task (e.g. assignment, essay, and test).
- An indication of when the various assessment tasks will take place.
- The weighting of each task in relation to the total assessment.
- The outcomes to be assessed in each task.

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses is flexible and minor changes may need to be made to the scheduling.



ANCIENT HISTORY HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Ancient Societies Task	Personality Research Task	Source Analysis	Trial HSC Examination
		Term 4, Week 8 2022	Term 1, Week 11 2023	Term 2, Week 8 2023	Term 3, Week 4 2023
Knowledge and understanding of course content	40%	10% AH12-1, AH12-2 AH12-5	5% AH12-1, AH12-3 AH12-4, AH12-5		25% AH12-1, 1AH2-2 AH12-4
Historical skills in the analysis of sources and interpretation	20%	5% AH12-6		10% AH12-6, AH12-7	5% AH12-6, AH12-7
Historical inquiry and research	20%		15% AH12-8	5% AH12-8	
Communication of historical understanding in appropriate forms	20%	5% AH12-9	10% AH12-9	5% AH12-9, AH12-10	
Marks	100%	20%	30%	20%	30%

ANCIENT HISTORY HSC COURSE OUTCOMES

A student:

- 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

BIOLOGY HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Modelling Polypeptide Synthesis	Problem solving: Heredity & genetic change	Depth Study – Non infectious disease	Trial HSC Examination
		Term 4 Week 9 2022	Term 1 Week 7 2023	Term 2 Week 7 2023	Term 3 Week 4 2023
Skills in Working Scientifically	60%	10% BIO12-6 BIO12-7	10% BIO12-5 BIO12-6 BIO12-7	20% BIO12-1 BIO12-3 BIO12-4 BIO12-5 BIO12-7	20% BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7
Knowledge and understanding	40%	5% BIO12-12	10% BIO12-12 BIO12-13	10% BIO12-15	15% BIO12-12 BIO12-13 BIO12-14 BIO12-15

BIOLOGY HSC COURSE OUTCOME

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

BUSINESS STUDIES HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Case Study Research Task	Extended Response	In class report	Trial HSC Examination
		Term 1, Week 6 2022	Term 2, Week 3 2023	Term 2, Week 10 2023	Term 3, Week 4 2023
Knowledge and understanding of course content	40%	10% H1, H6	10% H1, H7	5% H4	15% H1, H3, H10
Stimulus-based skills	20%		5% H9	5% H2	10% H2, H5, H6
Inquiry and research	20%	10% H4, H5	5% H4, H3	5% H6	
Communication of business information, ideas and issues in appropriate forms	20%	10% H7, H8, H9		5% H7, H8, H9	5% H8, H9
Marks	100%	30%	20%	20%	30%

BUSINESS STUDIES HSC 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 Discusses 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 businesses
- H6 Evaluates the effectiveness of management in the performance of businesses
- H7 Plans and conducts investigations into contemporary business issues
- H8 Organises 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

ENGLISH STANDARD HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	TASK 3	Task 4
		Presentation (Multi Modal)	Analytical Essay	Writing Portfolio & Reflection Modules B & C	Trial HSC Exam
		Term 4, Week 9 2022	Term 1, Week 9 2023	Term 2, Week 9 2023	Term 3, Week 4 2023
<u>Common Module:</u> <u>Texts and Human Experiences</u> (Common Module) Billy Elliott	20%	25% EN12-2 EN12-4, EN12-6			
<u>Module A:</u> <u>Language Identity and Culture:</u> Study of Contemporary Australian Poets	20%		20% EN12-1, EN12-7 EN12-8		
<u>Module B:</u> <u>Close Study of Literature:</u> Curious Case of the Dog in the Night-time by Mark Hadden <u>Module C:</u> <u>Craft of Writing:</u> "Crouch End" by Stephen King	40%			25% EN12-3, EN12-5 EN12-9	
Trial HSC Examination	20%				30% EN12-1, EN12-4 EN12-5,
Marks	100%	25%	20%	25%	30%

ENGLISH STANDARD HSC 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

ENGLISH STUDIES HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4	Optional Trial
		Multi Modal Presentation	e-Portfolio Task	Writing Portfolio	PowerPoint & Oral Task	Optional Trial HSC Examination
		Term 4, Week 9 2022	Term 1, Week 6 2023	Term 2, Week 4 2023	Term 3, Week 4 2023	Term 3 Week 4 2023
Common Module: <u>Texts and Human Experiences</u> (Common Module) Rainbow's End (drama)	25%	25% ES12-1, ES12-3 ES12-4, ES12-6 ES12-8				ES12-1, ES12-2 ES12-3, ES12-4 ES12-5, ES12-6 ES12-7, ES12-8 ES12-9, ES12-10
Digital Worlds: English and the Web	25%		25% ES12-1, ES12-2 ES12-3, ES12-5 ES12-7			
We are Australians: English in citizenship, community and cultural identity	25%			25% ES12-1, ES12-2 ES12-3, ES12-4 ES12-6, ES12-9 ES12-10		
On the Road: English and the experience of travel	25%				25% ES12-1, ES12-2 ES12-4, ES12-6	
Marks	100%	25%	25%	25%	25%	Unweighted

ENGLISH STUDIES HSC 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

MATHEMATICS STANDARD 2 HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Written topic test + reference sheet	Bivariate Data assignment	Written topic test	Trial HSC Examination
		Term 4, Week 10 2022	Term 1, Week 9 2023	Term 2, Week 9 2023	Term 3, Week 4 2023
Understanding, Fluency and Communication	50%	10% 12-3, 12-4 12-6, 12-10	10% 12-2, 12-7 12-9, 12-10	15% 12-5, 12-8, 12-10	15% ALL
Problem Solving, Reasoning and Justification	50%	10% 12-1, 12-3 12-4, 12-10	15% 12-2, 12-7 12-9, 12-10	10% 12-5, 12-8, 12-10	15% ALL
Marks	100%	20%	25%	25%	30%

MATHEMATICS STANDARD 2 HSC COURSE OUTCOMES

A student:

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	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	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	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	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MATHEMATICS STANDARD 1 HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Assignment	Assignment	Assignment	Assignment
		Term 4, Week 10 2022	Term 1, Week 9 2023	Term 2, Week 9 2023	Term 3, Week 4 2023
Understanding, Fluency and Communication	50%	10% MS1-12-3 12-4, 12-10	10% MS1-12-2 12-7, 12-9, 12-10	15% MS1-12-5 12-8, 12-10	15% MS1-12-1, 12-2 12-3, 12-4, 12-5 12-6, 12-7, 12-8 12-9, 12-10
Problem Solving, Reasoning and Justification	50%	10% MS1-12-3, 12-4 12-10	15% MS1-12-2 12-7, 12-9, 12-10	10% MS1-12-5 12-8, 12-10	15% MS1-12-1, 12-2 12-3, 12-4, 12-5 12-6, 12-7, 12-8 12-9, 12-10
Marks	100%	20%	25%	25%	30%

MATHEMATICS STANDARD 1 HSC 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

NUMERACY HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		In class Assessment	In class Assessment	In class Assessment	In class Assessment
		Term 4, Week 10 2022	Term 1, Week 9 2023	Term 2, Week 9 2023	Term 3, Week 8 2023
Understanding, Fluency and Communication	50%	10% N63.1, 3.2, 3.5	10% N63.3, 3.4	15% N64.1, 4.3	15% N64.2, 4.3
Problem Solving, Reasoning and Justification	50%	10% N63.1, 3.2, 3.5	15% N63.3, 3.4	10% N64.1, 4.3	15% N64.2, 4.3
Marks	100%	20%	25%	25%	30%

NUMERACY HSC COURSE OUTCOMES

A student:

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Assessment	Assessment	Extended Response	Trial HSC Examination
		Term 4, Week 10 2022	Term 1, Week 10 2023	Term 2, Week 10 2023	Term 3, Week 4 2023
Knowledge and understanding of course content	40%	5% H8	10% H1, H2	10% H7, H8, H9	15% H1, H2, H3, H7, H8, H9
Skills in critical thinking, research, analysis and communication	60%	10% H13, H16, H17	15% H4, H5, H14, H15	20% H10, H16, H17	15% H4, H5, H10, H11, H13, H14, H15
Marks	100%	15%	25%	30%	30%

PD/H/PE HSC 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 health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- 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
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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

PHOTOGRAPHY VIDEO AND DIGITAL IMAGING ASSESSMENT SCHEDULE 2022 / 23

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Point and shoot Design in the Landscape	Using Adobe Photoshop to create interesting and postmodern interpretations.	Yearly Examination
		Term 4 Week 8 2022	Term 1 Week 10 2023	Term 3 Week 4 2023
Making	70%	35% M4, M5	35% M1, M3	
Critical and historical studies	30%	5% CH1, CH3	5% CH2, CH5	20% CH1, CH2, CH3, CH4, CH5
Marks	100%	40%	40%	20%

Stage 6 COURSE OUTCOMES
A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

SPORT LIFESTYLE AND RECREATION HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Portfolio Part A	Portfolio Part B	Portfolio Part C	Practical Participation
		Term 4, Week 9 2022	Term 2, Week 2 2023	Term 3, Week 4 2023	Ongoing 2022/2023
Knowledge and Understanding	50%	18% 1.5, 3.5, 4.3	16% 1.1, 2.1, 3.1, 3.2	16% 1.2, 2.1, 2.2, 2.5, 3.2	
Skills, Values and Attributes	50%	2% 2.3	4% 1.3, 4.1, 4.4	4% 1.3, 1.6, 2.3, 2.4, 3.3, 4.2, 4.4, 4.5	40% 1.3, 2.3, 4.1, 5.2, 5.5
Marks	100%	20%	20%	20%	40%

SPORT LIFESTYLE & RECREATION HSC COURSE OUTCOMES

A student:

- 1.2 explains the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts activities
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.2 willingly participates in regular physical activity
- 5.5 strives to achieve quality in personal performance

C

Visual Arts HSC ASSESSMENT Schedule 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Body of Work 1: The Proposal	Essay	Body of Work 2: The Development	Trial HSC Examination
		Term 4, Week 7 2022	Term 1, Week 8 2023	Term 2, Week 8 2023	Term 3, Week 4/5 2023
Artmaking	50%	20% H.1, H.3, H.4		30% H.2, H.5, H.6	
Art criticism and art history	50%		30% H.8; H.9, H.10		20% H.7; H.8, H.9, H.10
Marks	100%	20%	30%	30%	20%

A Student:

H.1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H.2 applies their understanding of the relationships among the artist, artwork, world, and audience through the making of a body of work

H.3 demonstrates an understanding of the frames when working independently in the making of art

H.4 selects and develops subject matter and forms in particular ways as representations in artmaking

H.5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H.6 demonstrates technical accomplishment, refinement, and sensitivity appropriate to the artistic intentions within a body of work

H.7 applies their understanding of practice in art criticism and art history

H.8 applies their understanding of the relationships among the artist, artwork, world, and audience

H.9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H.10 constructs a body of significant art histories, critical narratives, and other documentary accounts of representation in the visual arts

WORK STUDIES HSC ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Portfolio Part A	Portfolio Part B	Trail HSC Examination
		Term 4, Week 10 2022	Term 2, Week 4 2023	Term 3, Week 4 2023
Knowledge and understanding	30%	10% 3	10% 1, 2	10% 4
Skills	70%	25% 5, 6, 8	20% 6, 8	25% 5, 7, 9
Marks	100%	35%	30%	35%

WORK STUDIES HSC COURSE OUTCOMES

A student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

HSC Assessment Advice for VET Courses

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

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

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

Your trainer will keep an outcome record of units of competency. 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 achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a '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 Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESAs in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESAs course outline and the specific course assessment summary for 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 examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

HSC Assessment Advice for VET courses Public Schools NSW Wagga Wagga RTO
90333 December 2020

VET Framework Courses (Category B)

These courses have an optional HSC examination in Year 12. If the examination is undertaken, it can be counted for the ATAR. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for the optional examination. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examinations, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

VET Non Framework Courses/Content Endorsed Courses

These courses do not have HSC examinations. They do not count towards the ATAR. Assessment may be competency based. In addition, students may be required to complete other assessment tasks.

HOSPITALITY (COMMERCIAL COOKERY STREAM) HSC ASSESSMENT PROGRAM 2023

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	To be advised
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	During CHS Trial HSC Examination period

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X	Y -
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X	Y
	SITXCOM002	Show social and cultural sensitivity	X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

**MANUFACTURING AND ENGINEERING INTRODUCTION
HSC ASSESSMENT PROGRAM 2023**

**MEM10119 Certificate I in Engineering and
Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.**

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	To be advised
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	x	x	x	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	x	x	x	
	MEM18002	Use power tools/hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	x	x	x	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project	x	x	x	x
	MEMPE001A	Use engineering workshop machines				
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines	x	x		
	MEMPE004A	Use fabrication equipment				
Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	x		x	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.