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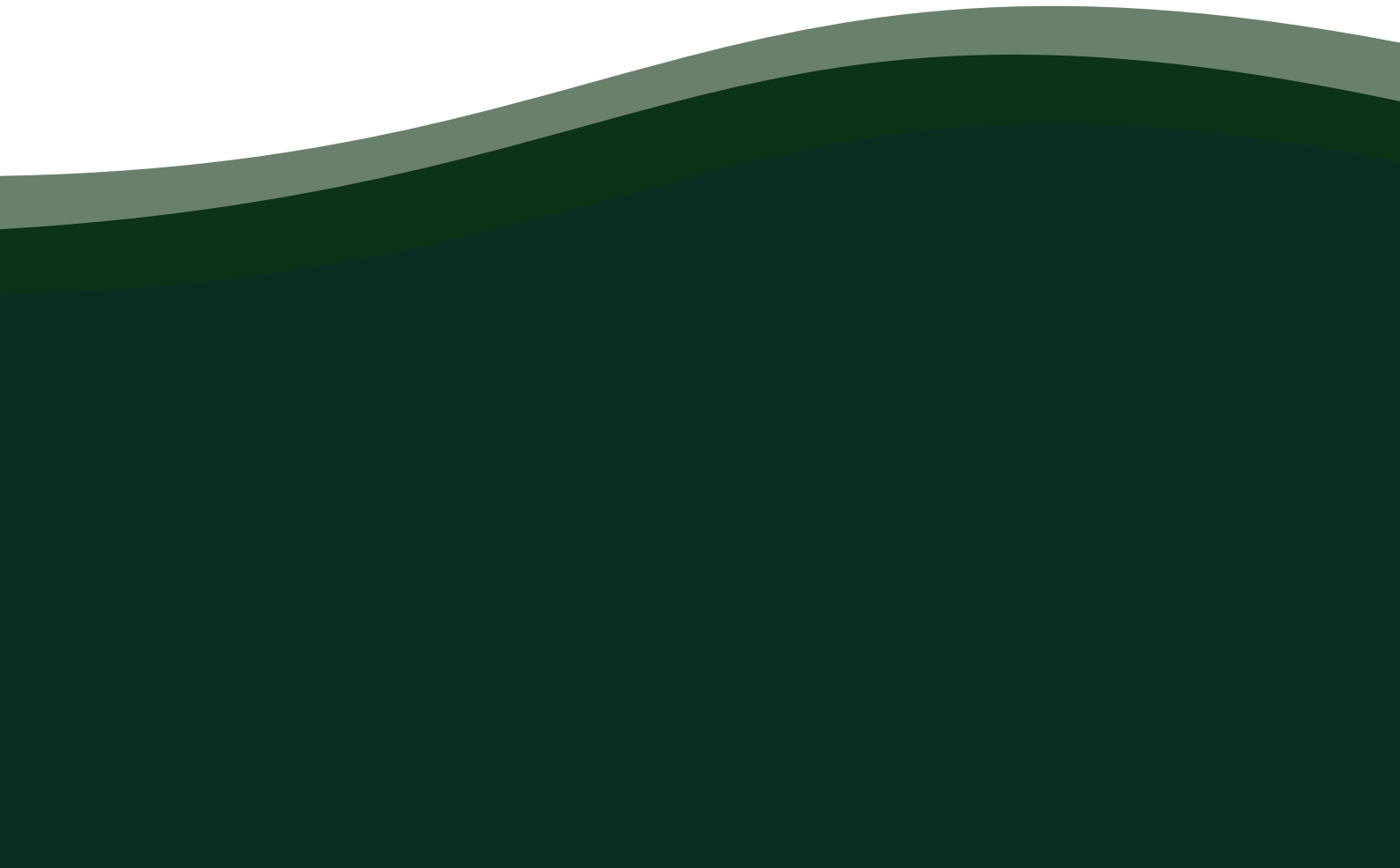


**Year 11
Assessment
booklet**



Wollongong High School of the Performing Arts

Assessment Policy



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The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations.

Eligibility Requirements for the HSC

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

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory.
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- c. have completed HSC: All My Own Work (or its equivalent)
- d. have demonstrated a minimum standard of literacy and numeracy
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

Satisfactory Completion

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort
- achieve some or all course outcomes.

Non-completion

Failure to meet one or more of these requirements may lead to a 'non-completion of course' or 'N' determination. An 'N' determination for a course may make a student ineligible for the HSC.

School-based Assessment: Board Developed Courses

Formal school-based assessment provides opportunities for teachers to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time and is often used for grading or ranking purposes.

For each subject (except TAFE courses), you will receive an assessment schedule that outlines:

- Task nature: The type of task you will be completing. It clearly describes the requirements and expectations of the task.
- Assessed Outcomes: The course outcomes that will be evaluated through the task.
- Timing: When the task will occur during the term or year.
- Weighting: How much the task contributes to your final school assessment mark.
- Marking criteria: the task should outline for students what will be assessed in relation to the outcomes.
- Feedback: You will be provided feedback relating to the performance in the task. The feedback should be meaningful and useful information relative to the achievement of outcomes.

Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Compositions.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together. A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.

School-Based Assessment: Board Endorsed Course

All assessment requirements for Board Developed courses also apply to Board Endorsed courses. Schools must submit internal assessment marks according to the Performance Descriptions for Stage 6 Board Endorsed courses. These marks appear on the Record of Achievement but are not moderated by NESA.

School-Based Assessment: VET

Assessment in VET courses is competency-based, meaning students must show they can apply specific skills and knowledge to be deemed competent. Evidence of competence is collected through various methods such as written tasks, practical demonstrations, portfolios, or assignments.

Students are assessed as "Competent" if their performance meets industry standards, or "Not Yet Competent" if their skills are still developing. There is no pass or fail, so course marks are not allocated, and the assessment schedule for HSC VET courses differs from other Board Developed Courses. Formal assessments occur only when students have developed the necessary skills and knowledge.

Teachers (trainers) will record units of competency achieved, and students can request to see their progress. Students can also seek advice on further training and assessment for competencies they have not yet achieved. Each semester, students will receive a report indicating the competencies they have achieved.

Achieving units of competency leads to a Certificate at AQF level I, II, or III, or a Statement of Attainment (SOA) towards an AQF qualification. The NSW Education Standards Authority (NESA) provides transcripts on behalf of Public Schools NSW Wagga Wagga, RTO 90333. Recognition of Prior Learning (RPL) is available by submitting evidence of relevant skills and knowledge before the course starts. Credit Transfer may be granted for competencies previously achieved with another RTO.

Work placement is a mandatory component in some HSC courses and must be completed during the course. Students must be deemed "work-ready" by their trainer to participate in work placement. An N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses. The examination is optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. The HSC examination is 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 a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination.

Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam. Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

Life Skills

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses. Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes. Students can demonstrate achievement of outcomes in several ways, and across a range of environments, including the school, community and workplace.

There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses. Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

HSC Results & School Based Assessment

Your mark in each course is a 50:50 combination of your HSC exam mark and your school-based assessment mark.

Changes to Assessment Schedules

In some circumstances, a change to a course assessment schedule may need to be made. The Head Teacher and/or the teacher of the course will inform all students affected. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

Illness / Misadventure

Reasons for lodging an illness and misadventure form may include, but are not restricted to, unavoidable events such as:

- Illness or injury
- Death of a family member or friend
- Traffic accident
- Isolation due to weather/storm/flood/fire, etc

Reasons do not include:

- Family Holidays
- Misinterpretation of date or nature of task
- Technology malfunction

Supporting documentation for illness and misadventure forms include the following:

- Medical Certificate
- Funeral/Death notice
- Other supporting documentation as required.

The student must have relevant documentation explaining their inability to complete the task by the due date. It is not the responsibility of the teacher to request the form.

It is not to be assumed that an Illness/Misadventure Application will be granted by the class teacher or the school. If in the rare case a student has an event that is school sanctioned which clashes with an assessment task, they must immediately see the relevant subject Head Teacher and discuss the situation.

Late or Failure to Submit Tasks

If a student fails to complete a task specified in the school-based assessment program by the due date and the teacher considers the student has a valid reason (eg illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted, or a mark may be awarded based on a substitute task. A student will be required to submit a misadventure form (see appendix) in this circumstance.

In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

If a student anticipates a valid absence, they must speak with the teacher before the due date to arrange an alternative. If the student is unable to complete the task by the due date, they will need to adhere to the requirements outlined for such situations. If the absence is not approved, the student will receive a zero mark for the task.

For tasks that are assessed over multiple days (such as speeches, presentations, and performances), if a student is absent, they must be prepared to complete or present their task by the due date or follow the alternative arrangements authorised by the principal.

Procedures for Late Submission:

Students must submit an Illness or Misadventure Form, providing a valid reason for the delay in submitting their assessment. Possible outcomes include:

- 1 Extension** Students must request extensions before the due date. If approved, the new date will be set by the teacher.
- 2 Substitute Task** If an extension is not feasible, the teacher may provide a substitute task.
- 3 Estimation** In exceptional circumstances, an estimate may be used if other options are not feasible.
- 4 Zero Mark** If there is no valid reason for late submission, a zero mark will be recorded. The teacher's professional judgment will determine if the attempt was genuine.

Failure to Complete an Assessment – N Warning

If there is no valid or acceptable reason for not completing an assessment task, it will be marked as a Non-Attempt, and a ZERO result will be recorded. Additionally, a Warning Letter ("N" Warning Letter) will be issued. To redeem the "N" Warning Letter, the task must still be submitted, although the ZERO result will remain as required by NESAs. Feedback on the task will still be provided by the teacher. Students and their parents will be notified in writing through the "N" Warning Letter if the student fails to meet course and/or assessment requirements.

Non-Completion of Course Requirements: N Warning Determination

This is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

Malpractice

As an HSC student, it is essential to understand and adhere to NESAs's guidelines to maintain the integrity of school-based assessments and exams. Malpractice includes any form of cheating or dishonest behaviour, such as plagiarism, collusion, misrepresentation and violating assessment conditions.

WHSPA treats allegations of malpractice with utmost seriousness, and being found guilty can jeopardise an HSC or RoSA award. If a school detects malpractice in any assessment, they will record the incident and notify both the student and their parents. Staff may investigate the case. If malpractice is confirmed, the school will respond according to the severity of the offense, which may include requiring the student to complete an alternative assessment task. It is important for students to familiarise themselves with their school's malpractice policy and NESAs's rules. If there is any uncertainty about what constitutes malpractice, students should seek guidance from their teachers.

If Malpractice is detected the following procedure may occur:

1	Detection	If malpractice is suspected, the teacher will discuss the issue with the student and, in some cases, may also involve the parent.
2	Consultation / Review	Multiple staff may investigate the case and review its severity.
3	Determination	If malpractice is confirmed, the student will be required to complete an alternative task or face a consequence proportional to the offense such as a zero mark.
4	Notification	The outcome will be communicated to the student and parents.
5	Appeals	Students may appeal the decision according to the school's appeal procedures for appeals.

HSC Minimum Standard

All Year 12 students must reach a *minimum standard* of functional literacy and numeracy to receive the HSC. To meet the HSC minimum standard student's need to achieve Level 3 or 4 on the online reading, writing and numeracy test. Those who have not met the minimum standard when their HSC results are issued have five years from when they started the HSC to meet the standard & receive the HSC credential for the students who don't meet the minimum standard within this timeframe, a Record of School Achievement will be awarded.

Appealing an Assessment Result or Rank

If a student believes there is a mistake or inaccuracy with the mark/grade awarded for a task, they must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory.

If a student believes their course ranking is incorrect, they should first make a verbal appeal to their classroom teacher, explaining their specific concern. If they are not satisfied with the outcome, they can then submit a written appeal to the Head Teacher of the relevant faculty. If the student is still unsatisfied with the decision, they may request a review by writing to the principal or their delegate.

During this review, the school will determine if:

1. Assessment tasks were weighted according to NESAs requirements.

2. The stated assessment program was followed when determining the final assessment mark.
3. There was a miscalculation or clerical error in determining the assessment mark.

The request for a review must be submitted before NESAs cut-off date. The school will communicate the review outcome and inform NESAs if any adjustment to the assessment mark or rank is necessary.

The appeal process is as follows:

- 1 Initial Appeal**
The student discusses the concern with the class teacher within 24 hours of receiving the mark or rank.
- 2 Written Appeal**
If unresolved with the teacher, the student submits a written appeal to the Head Teacher (see appendix)
- 3 Executive Review**
If still unsatisfied, request a review by the principal or senior executive. The school will verify adherence to NESAs requirements and correct any errors.

Assessment Schedule



Ancient History

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Source Analysis Presentation Investigating Ancient History	Essay Historical Investigation	Examination	
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9 and 10	
Outcomes assessed	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	
Course Components	Weighting %			
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	40	30	30	100

Biology

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Practical Task Enzyme Activity	Depth Study Mangrove Ecosystem Field Study	Examination	
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9 and 10	
Outcomes assessed	BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-8	BIO11-1, BIO11-5, BIO11-7, BIO11-11	BIO11-4, BIO11-5, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Course Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Business Studies

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Case Study Nature of Business	Examination Nature of Business, Business Management	Small Business Plan Marketing Pitch Business Planning	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 7-8	
Outcomes assessed	P1, P2, P7, P8, P9	P1, P2, P4, P5, P6, P8, P9, P10	P3, P4, P7, P8, P10	
Course Components	Weighting %			
Knowledge and understanding of course content	5	20	15	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
Total %	25	40	35	100

Chemistry

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Modelling Task: Atomic Structure and Bonding	Depth Study: Stoichiometry	Examination	
Due Date	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9 and 10	
Outcomes assessed	CH11-6, CH11-7, CH11-8, CH11-9	CH11-1, CH11-2, CH11-3, CH11-7, CH11-9	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Course Components	Weighting %			
Skills in Working Scientifically	15	25	20	60
Knowledge and understanding	10	10	20	40
Total %	25	35	40	100

Community and Family Studies

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Individuals and Groups	Families and Communities	Examination	
Due Date	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9 and 10	
Outcomes assessed	P1.2, P4.1, P4.2, P5.1, P6.1	P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2	
Course Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Dance

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Major Study	Composition	Appreciation Performance	
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9 and 10	
Outcomes assessed	P1.1, P1.2, P1.3 P2.2, P2.3, P2.4, P2.5 P4.3	P1.1, P1.2, P1.3, P1.4 P3.1, P3.2, P3.4, P3.5	P1.1, P1.2, P1.3 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P4.1, P4.2, P4.3, P4.4, P4.5	
Course Components	Weighting %			
Performance	30		10	40
Composition		30		30
Appreciation			30	30
Total %	30	30	40	100

Drama

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Improvisation, play building & Acting Presentation of improvised group performance including logbook research and essay	Elements of Production in Performance Performance development with accompanying written analysis of design project	Theatrical Traditions & Performance Styles Group Performance presentation demonstrating exploration of theatrical styles & conventions. Extended essay based on workshop activities.	
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 10	
Outcomes assessed	P1.1, P1.2, P1.5, P1.7, P1.8, P2.6, P3.1, P3.2	P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.5, P2.6, P3.2	P1.3 P1.4, P1.6, P2.4, P2.6, P3.2, P3.3, P3.4	
Course Components	Weighting %			
Making	10	20	10	40
Performing	10	10	10	30
Critically Studying	10	10	10	30
Total %	30	40	30	100

Earth and Environmental Science

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Practical Task Earth's resources	Depth Study: Introduced Species	Examination	
Due Date	Term 1 Week 9	Term 2, Week 8	Term 3, Week 9 and 10	
Outcomes assessed	EES11-2, EES11-3, EES12-4, EES11-5, EES11-8	EES11-1, EES11-3, EES11-5, EES11-7, EES-11	EES11-4, EES11-5, EES11-8, EES11-9, EES11-10, EES11-11	
Course Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

English (Advanced)

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Extended Response Common Module: Reading to Write	Multimodal Task Module A: Narratives that Shape our World	Examination Module B: Critical Study of Literature + Unseen and Creative	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9 and 10	
Outcomes assessed	EA11-1, EA11-3, EA11-4, EA11-5 EA-7, EA11-9	EA11-1, EA11-2, EA 11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4 EA 11-6, EA11-8, EA 11-9	
Course Components	Weighting %			
Skills	15	15	20	50
Knowledge & Understanding	15	15	20	50
Total %	30	30	40	100

English (EAL/D)

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Writing task Language, Texts and Context	Multimodal presentation Close Study of Text	Examination Texts & Society	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9 and 10	
Outcomes assessed	EAL11-3, EAL11-5, EAL11-6, EAL11-9	EAL11-2, EAL11-4, EAL11-7,	EAL11-1A, EAL11-1B, EAL11-6, EAL11-8	
Course Components	Weighting %			
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Knowledge and understanding of course content	15	20	15	50
Total %	30	40	30	100

English (Extension)

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Extended Response	Research and Multimodal Presentation	Examination	
Due Date	Term 2, Week 3	Term 3, Week 3	Term 3, Week 9 and 10	
Outcomes assessed	E11-2, E11-3, E11-6	E11-1, E11-3, E11-4	E11-1, E11-3, E11-5	
Course Components	Weighting %			
Knowledge and understanding of texts and why they are valued	10	20	20	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	25	40	35	100

English (Standard)

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Written Composition and Reflection Common Module: Reading to Write	Multimodal Presentation Module A: Contemporary Possibilities	Examination Module B: Close Study of Literature + Unseen Texts	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9 and 10	
Outcomes assessed	11-1, 11-3, 11-4, 11-6, 11-9	11-2, 11-5, 11-7, 11-9	11-1, 11-3, 11-6, 11-8	
Course Components	Weighting %			
Skills	15	20	15	50
Knowledge & Understanding	15	15	20	50
Total %	30	30	40	100

English Studies

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Written response Elective Module: Playing the Game	Multimodal presentation Mandatory Module: Achieving through English	Yearly Examination or Collection of classwork (all modules)	
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9 -10	
Outcomes assessed	ES11-1, ES11-5, ES11-9, ES11-10	ES11-2, ES11-3, ES11-4, ES11-6	ES11-1, ES11-2, ES115, ES11-7	
Course Components	Weighting %			
Skills	15	20	15	50
Knowledge and understanding	15	20	15	50
Total %	30	40	30	100

Food Technology

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Food Availability & Selection Task	Food Quality Task + practical	Preliminary Exam	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10	
Outcomes assessed	P1.1, P1.2, P3.2	P2.1, P3.1, P3.2, P4.3, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1	
Course Components	Weighting %			
Knowledge and understanding of course content	10		40	50
Knowledge and skills in designing, researching, analysing and evaluating	10	20		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10		20
Total %	30	30	40	100

Industrial Technology Timber

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Planning & Communication	Group Project	Examination	
Due Date	Term 2, Week 1	Term 3, Week 1	Term 3, Week 9 and 10	
Outcomes assessed	P3.1, P3.3, P5.1, P5.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1	P1.1 P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2, P6.2, P7.1, P7.2	
Course Components	Weighting %			
Knowledge and understanding of course content	10	15	15	40
Skills and knowledge in the design, manufacture and management of a major project	30	15	15	60
Total %	40	30	30	100

Legal Studies

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Report The Individual and the Law	Research and Presentation Law in Practice	Examination	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9 and 10	
Outcomes assessed	P1, P2, P3, P4, P7, P8, P9, P10	P1, P2, P4, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P10	
Course Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	5	15		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	25	35	40	100

Marine Studies

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Aquarium Setup and Maintenance	Recreational and Commercial Fishing	Final Examination: Yearly	
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	1.1, 2.1, 2.2, 4.1, 5.4	1.2, 1.4, 3.3, 5.1, 5.2	All	
Course Components	Weighting %			
Knowledge & Understanding	10	20	20	50
Skills Content	20	10	20	50
Total %	30	30	40	100

Mathematics Standard

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	In Class Task Formulae and Equations, Measurement	Investigation Task Working with Financial Mathematics	Examination All Topics	
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3, Week 9 and 10	
Outcomes assessed	MS11-1, MS11-3, MS11-4, MS11-6, MS11-10	MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 to MS 11-8 and MS11-10	
Course Components	Weighting %			
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Mathematics Advanced

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	In Class Task Functions, Algebraic Techniques, Graphs	Investigation Task Trigonometric Functions	Examination All Topics	
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3, Week 9 and 10	
Outcomes assessed	MA11-1, MA11-2, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 to MA11-7 and MA11-9	
Course Components	Weighting %			
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Mathematics Extension 1

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	In Class Task Polynomials, Further Work with Functions	Investigation Task Combinatorics	Examination All Topics	
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3, Week 9 and 10	
Outcomes assessed	ME11-1, ME11-2, ME11-7	ME11-5, ME11-6, ME11-7	ME11-1 to ME11-5 and ME11-7	
Course Components	Weighting %			
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Numeracy

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Assignment Aboriginal Garden Design	Assignment Tickets	Assignment Travel Guide	
Due Date	Term 1 Week 9	Term 2 Week 8	Term 3, Week 8	
Outcomes assessed	N6-1.2, N6-2.1, N6-2.2, N6-2.5, N6-3.1	N6-1.3, N6-2.2, N6-2.3	N61.1, N6-2.2, N6-2.3, N6-3.2	
Course Components	Weighting %			
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100

Modern History

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Historical Individual Analysis Museum Exhibit and Presentation	Historical Investigation Essay	Examination	
Due Date	Term 2, Week 1	Term 2, Week 10	Term 3, Week 9 and 10	
Outcomes assessed	MH11-2, MH1-3, MH11-4, MH11-5, MH11-9	M11-3, MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-6, MH11-9, MH11-10	
Course Components	Weighting %			
Knowledge and understanding of content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Music 1

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Viva Voce and student devised Aural Analysis Presentation and written summary of Viva Vocé, with students devised aural question and response	Composition Portfolio and Aural Analysis Composition, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	Performance and Musicology Outline Solo or ensemble performance accompanied with a written musicology outline based on the students' performance demonstrating an understanding of compositional techniques, stylistic features and historical context of the topic studied.	
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	
Outcomes assessed	P2, P4, P5, P6, P8	P3, P4, P6, P7, P8	P1, P2, P5, P6, P8	
Course Components	Weighting %			
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Total %	25	40	35	100

Health and Movement Science (HAMS)

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Health for Individuals and Communities Depth Study	The Body and Mind in Motion Collaborative Investigation	Examination	
Due Date	Term 1 Week 11	Term 2 Week 10	Term 3, Week 9 and 10	
Outcomes assessed	HM-11-01, HM-11-02, HM-11-10	HM-11-05, HM-11-06, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-06, HM-11-07	
Course Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
Total %	30	30	40	100

Physics

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Skills and Processes Task	Depth Study	Examination	
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9 and 10	
Outcomes assessed	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8,	PH11-1, PH11-2, PH11-3, PH11-4 PH11-7, PH11-9	PH11-4, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Course Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Society and Culture

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Report	Group Primary Research	Examination	
Due Date	Term 1, Week 6	Term 2, Week 2	Term 3, Week 9 and 10	
Outcomes assessed	P1, P2, P4, P7, P9, P10	P1, P2, P6, P7, P8, P10	P1, P2, P3, P5, P6, P10	
Course Components	Weighting %			
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methodologies	5	15	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

Sport, Lifestyle and Recreation

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Games and Sports Application II Modified Game	Sports Administration Research Task	First Aid	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 10	
Outcomes assessed	1.1, 1.3, 2.1, 3.1, 4.4	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	
Course Components	Weighting %			
Knowledge and understanding of course content	20	15	15	50
Skills	10	20	20	50
Total %	30	35	35	100

Textiles and Design

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Preliminary Textile Project 1	Preliminary Textile Project 2	Examination	
Due Date	Term 2, Week 2	Term 3, Week 5	Term 3, Week 9 and 10	
Outcomes assessed	P2.1, 2.2, 2.3, 3.1, 3.2, 4.1	P1.1, 1.2, 2.1, 2.2, 2.3	P 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1	
Course Components	Weighting %			
Knowledge and understanding of course content	5	15	30	50
Skills and knowledge in the design, manufacture and management of a major textiles project	25	25		50
Total %	30	40	30	100

Visual Arts

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Charcoal Self Portrait	Still Life	Art Criticism – written exam	
Due Date	Term 2, Week 1	Term 3, Week 1	Term 3, Week 9/10 (Exam period)	
Outcomes assessed	P1, P3, P4, P7	P2, P4, P5, P6, P8	P7, P8, P9, P10	
Course Components	Weighting %			
Artmaking	20	30		50
Art Criticism and Art History	10	10	30	50
Total %	30	40	30	100

Work Studies

Task number	Assessment 1	Assessment 2	Assessment 3	
Type of task	Resume & Cover Letter Modules 1 & 2	Research Modules 3 - 7	Work Logbook Modules 5, 7, 10	
Due Date	Term 1, Week 6	Term 2, Week 8	Term 3, week 8	
Outcomes assessed	1, 2, 5, 7,	1, 2, 3, 4, 5, 7, 8, 9	1, 2, 3, 4, 6, 7, 9	
Course Components	Weighting %			
Skills in the Workplace	15	20	35	70
Knowledge & Understanding	5	10	15	30
Total %	20	30	50	100

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

NSW Department of Education, RTO 90333 operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students. Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school. Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken. If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine

if the student is eligible. If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate you have gained and can apply the specific knowledge and skills for the unit of competency (UoC) to be deemed competent in that unit. 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. This means a course mark is not allocated for competency-based assessment. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESAs 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 [VET Student Induction Booklet](#) for additional advice. You will receive a report from the school each semester indicating competency outcomes. After meeting all the assessment requirements, the successful achievement of competency in the units as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level, or if at least one unit of competency is achieved 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 if at least one unit of competency is achieved. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) may be requested by using the Wagga Wagga Application for Recognition of Prior Learning (RPL) for a unit of competency including a portfolio of evidence relevant to each unit. Seek RPL advice from your trainer. This 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. This UoC must be stated in the RTO's TAS on commencement of the course. *Credit Transfer (CT)* may be given for a unit of competency previously achieved with another RTO after verification of the Transcript of Academic Record, or through a viewable verifiable online VET USI transcript. Seek CT advice, from your trainer who will contact the RTO, prior to the commencement of the delivery of this UoC. This UoC must be stated in the RTO's TAS on commencement of the course.

N Determination will be issued to a student who does not demonstrate due diligence and sustained effort in the course, and/ or participate in mandatory work placement and /or apply themselves to HSC course outcomes. This process may lead to an N determination for this subject which may prevent the achievement of the HSC. N determination will not be issued for failure to achieve competency but is 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). For this

- 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 the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment if one or more unit/s of competency is achieved
- the scheduled date for work placement is shown in the course assessment summary
- you will complete the supplied workplace journal applicable to your placement.

The HSC examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information). Where applicable this HSC examination is

- 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. Where applicable, 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

RTO: NSW Department of Education. RTO 90333 CONSTRUCTION ASSESSMENT SCHEDULE (Preliminary Year 2025 - HSC 2026)							NESA course code 2 U X 2 YR 26201
QUALIFICATION: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate in Construction (Release 3) Training Package: CPC Construction, Plumbing and Services Training Package (version 6.4)							
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							240 Indicative Hours over 2 years 35 hrs. Work placement
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	E		Core 1- Direct observation, Questioning	
Terms 1-2	CPCCWHS2001 CPCCCM1011 CPCCOM1015	Apply WHS requirements, policies and procedures in the construction industry. Undertake basic estimation and costing Carry out measurements and calculations	C E C	M E M	20 25 20	Core 2 & 3- Direct observation, Product based method, Questioning	
Term 3	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work	C C	M M	20 15	Core 4- Direct observation, Product based method, Questioning	
8 HSC UOCs							
Terms 4/5	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	E E	E E	15 25	Core 5- Option- Direct observation, Product based method, Questioning	35 hrs. Work placement % Trial HSC Exam. The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure.
Terms 4-7	CPCCCA2002 CPCCCM2005 CPCCCA2011 CPCCVE1011 CPCCOM1012	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials Undertake a basic construction project Work effectively and sustainably in the Construction industry	E C E C C	E M E M M	10 20 20 25 30	Core 6 & 7- Direct observation, Product based method, Portfolio, Questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

RTO: NSW Department of Education. RTO 90333 ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE Preliminary Year 2025 - HSC 2026 QUALIFICATION - <u>CUA30420</u> Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture v 3							NESA code 2 U X 2 YR 26401 and Entertainment Specialisation Study 1 U X 1 YR - 26403
TERM	Unit Code	Units Of Competency <i>*Subject to RTO changes</i>	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task and Methods of Assessment *	HSC requirements Exam estimate mark & weighting to total 100%
	PRELIMINARY UOCs						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	E	E	10	Core 1 – The White Card Direct observation Product based method Questioning	245 Indicative Hours over 2 years 35 hrs Work placement
Term 1 Term 2	CUAWHS312 CUASOU331	Apply work health and safety practice Undertake live audio operations	E E	M M	15 25	Core 2 – Safe and Sound Direct observation Product based method Questioning	
Term 2 Term 3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Core 3 – Bump in the Light Direct observation Product based method Questioning	
	HSC UOCs						
Term 4	CUAIND311	Work effectively in the creative arts industry	C	M	20	Core 4: - Working in the Industry Direct observation Product based method Questioning	35 hrs Work placement Trial HSC Exam Please Note: All Core (C) units are HSC examinable The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. T
Term 4 Term 5	SITXCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	Core 5 – To Project and Serve Direct observation Product based method Questioning	
Term 4 Term 5 Term 6 Term 7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E M	20 20 25	Core 6 – Show Time Direct observation Product based method Questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. Specialisation Units – studied in HSC year- bold – not examinable in HSC Exam</i>			Total Hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

RTO: NSW Department of Education. RTO 90333 ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE Preliminary Year 2025 - HSC 2026 QUALIFICATION: CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture v 3							NESA code 1 U X 1 YR 26403 HSC Year Only
TERM	Unit Code	Units Of Competency <i>*Subject to RTO changes</i>	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task and Methods of Assessment *	HSC requirements Exam estimate mark & weighting to total 100%
Delivered and assessed at any time over the HSC course in line with the availability of a large- scale show.	3 HSC UOCs					Core 7 – Specialisation Direct observation Product based method Questioning	Students enrolled in the 60-hour specialisation course must also be enrolled in the 240 hour course. <i>No additional work placement is required.</i>
	CUFLGT314	Install and operate follow spots	E	E	20		
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBPEF301	Organise personal work priorities and development	C	E	20		
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>			Total Hours 60		<i>No Units of Competency from the 60-hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240-hour course only.</i>		
Assessment Task and Methods of Assessment Direct observation – real time, simulated environment Product based method – structured activities e.g. role plays, work samples, presentation, reports Questioning – written or oral related to knowledge e.g. quizzes, interviews							

RTO: NSW Department of Education. RTO 90333 HOSPITALITY ASSESSMENT SCHEDULE	NESA Course Code 2 U X 2 YR
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Preliminary Year 2025 - HSC 2026

QUALIFICATION: SIT20316 Certificate II in Hospitality
 Training Package: SIT Tourism, Travel and Hospitality (Release 1.3)

26511

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs						Evidence (portfolio) will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively (core – 20 hours)	240 Indicative Hours over 2 years 35 hrs Work placement % HSC Trial Exam 35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 1 & 2	BSBWOR203 BSBCMM201 SITXFSA001 SITHCCC001 SITXFSA002	Work effectively with others Communicate in the workplace Use hygienic practices for food safety Use food preparation equipment Participate in safe food handling practices	C E E E E	M E E E E	15 15 10 20 15	Core 1: Working together and Cluster 2: Hygienic Food Preparation Oral questioning, written assignment, test, quiz, observation of practical work, product assessment	
Term 2 & 3	SITHFAB005 SITHFAB004 SITHIND003	Prepare and serve espresso coffee Prepare and serve non-alcoholic beverages Use hospitality skills effectively (evidence collection)	E E E	E E E	15 15 10	Core 3: Café Skills – Assessed during HSC year – observation of practical work, product assessment, third party assessment, portfolio, written assignment, test, quiz. <u>Please note these portfolios are due between Terms 4 & 6.</u> Core 8- Use hospitality skills effectively – begin evidence collection	
Term 3 & 4	SITHFAB007 SITXWHS001 BSBSUS201	Serve food and beverages Participate in safe work practices Participate in environmentally sustainable practices	E C E	E M E	40 15 15	Core 6 Portfolio Core 4: Safe and sustainable work practices - Observation of practical work, oral questioning, written assignment, test, quiz, role play, oral presentation	
8 HSC UOCs							

Term 4	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	C C	M M	15 10	Core 5: Interacting with diverse customers - observation of practical work, oral questioning, written assignment, test, quiz, role play, oral presentation
Terms 4, 5 & 6	SITHND003 SIHFAB007 SITHFAB005 SITHFAB004	Use hospitality skills effectively Serve food and beverage. Prepare and serve espresso coffee Prepare and serve non-alcoholic beverages	E E E E	E E E E	10 40 15 15	Core 3,6 & 8: Serving Food and Beverages and Core 8 – observation of practical work, product assessment, third party report, portfolio, written assignment, test, quiz - NOTE: person with THREE years' Industry Experience must be involved in assessment.
Term 7	SITHIND002	Source and use information on the hospitality industry	C	M	20	Core 7: Working in the Hospitality Industry Written assignment, test, quiz
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination. Yellow highlight indicates assessment requires industry experience.



RESPONDING TO EXAM QUESTIONS

- **STEP 1** Analyse the question
- **STEP 2** Prepare your response using ALARM
- **STEP 3** Don't forget to look for clues.

A Learning and Responding Matrix

ALARM is a framework to help **organise your learning** and **respond to exam** questions. By using the ALARM matrix, you can break down questions to determine exactly what is being asked and how to respond. Think of each step as a layer of complexity

STEP 1 Analyse the Question

1. Read the question.
2. Read the question again and highlight the command words.
3. Highlight syllabus or topic words.
4. Highlight words that restrict the topic in any way (restricting words).
5. Proceed to step 2

COMMAND WORDS

Tells (instructs) you **how** to answer the question.

It is usually one of your **key terms** (see below for key terms)

SYLLABUS / TOPIC WORDS

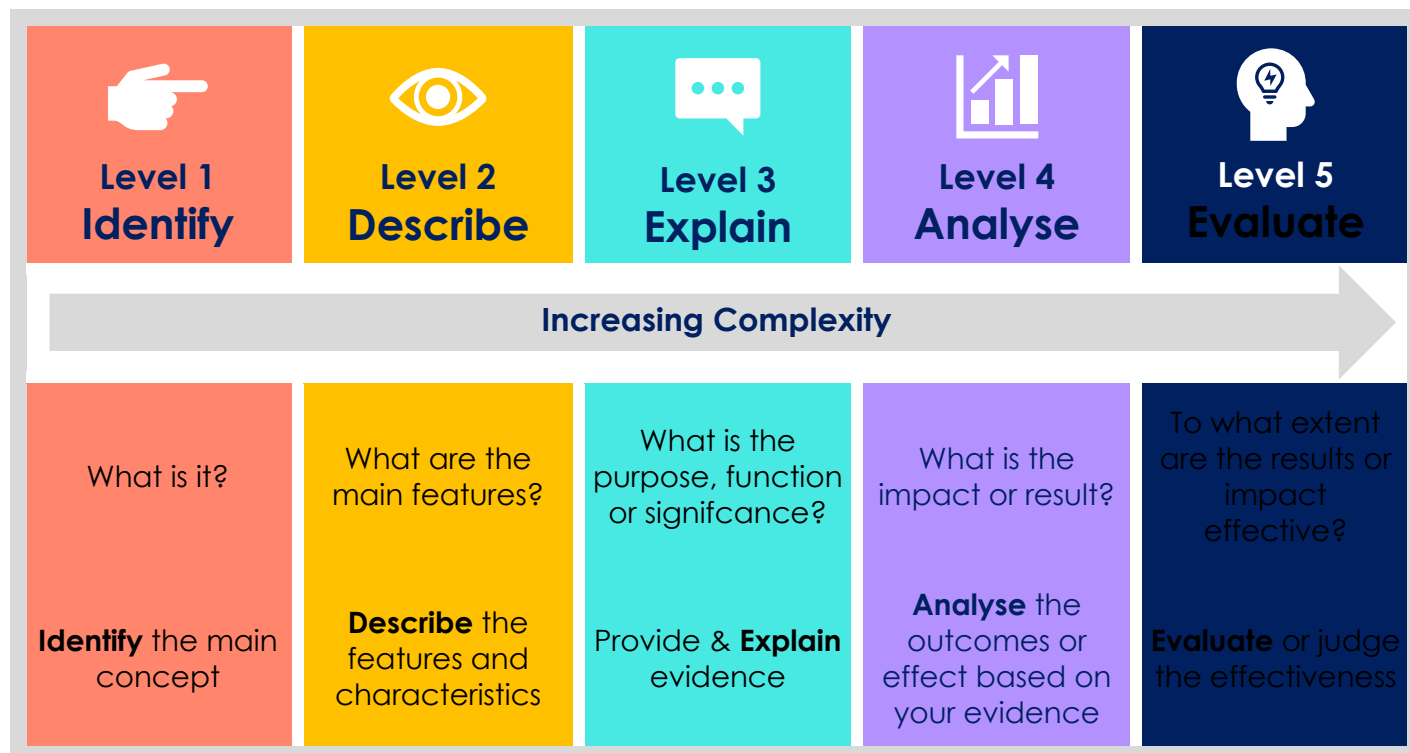
Syllabus words tell you what topic or area of the syllabus to focus on.

RESTRICTING WORDS

Restricting words define the topic area. They focus the topic further by indicating aspects you should narrowly concentrate on EG Focus on a certain population group

STEP 2 Prepare your Response Using ALARM

Exams usually start with simpler questions and have the most complex questions toward the end. For simple questions, you may only respond to level two or three. For a more complex question, you may need you to respond to level 5.



Each level builds on itself as you respond... just like building a house



STEP 3 Don't forget to look for clues

An exam question could require any of the five levels of thinking. The complex questions in the later stages of an exam need you to start from level one and add extra layers of understanding. The **command terms & marks allocated** are good indicators of the level required.



RANDOM SAMPLE QUESTION

Evaluate the **impact pets** have on the **mental health** of **families**

COMMAND TERM

Evaluate

Make a judgement on how pets impact the mental health of families using evidence & examples.

TOPIC WORDS

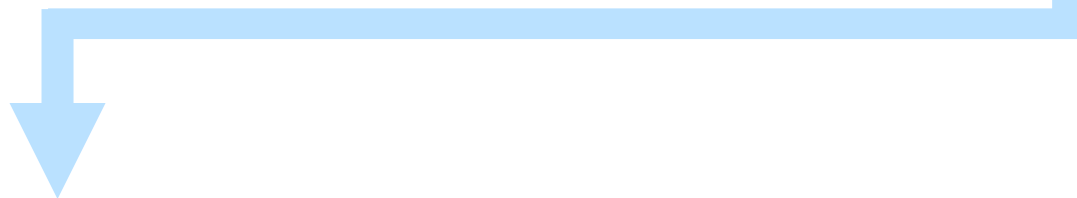
Pets & Mental Health

Aspects you should narrowly concentrate on. EG in this question, do not just write about pets. You should also make the link between pets and mental health.

RESTRICTING WORDS

Families

Topic words help you to direct your answers towards the correct area(s), in this case **families**.



Identify

Introduce the topic of pets



Describe

Describe the main features and characteristics (link pets & mental health)



Explain

Explain how pets' impact mental health through evidence or an example



Analyse

Analyse the implications of the example of evidence



Evaluate

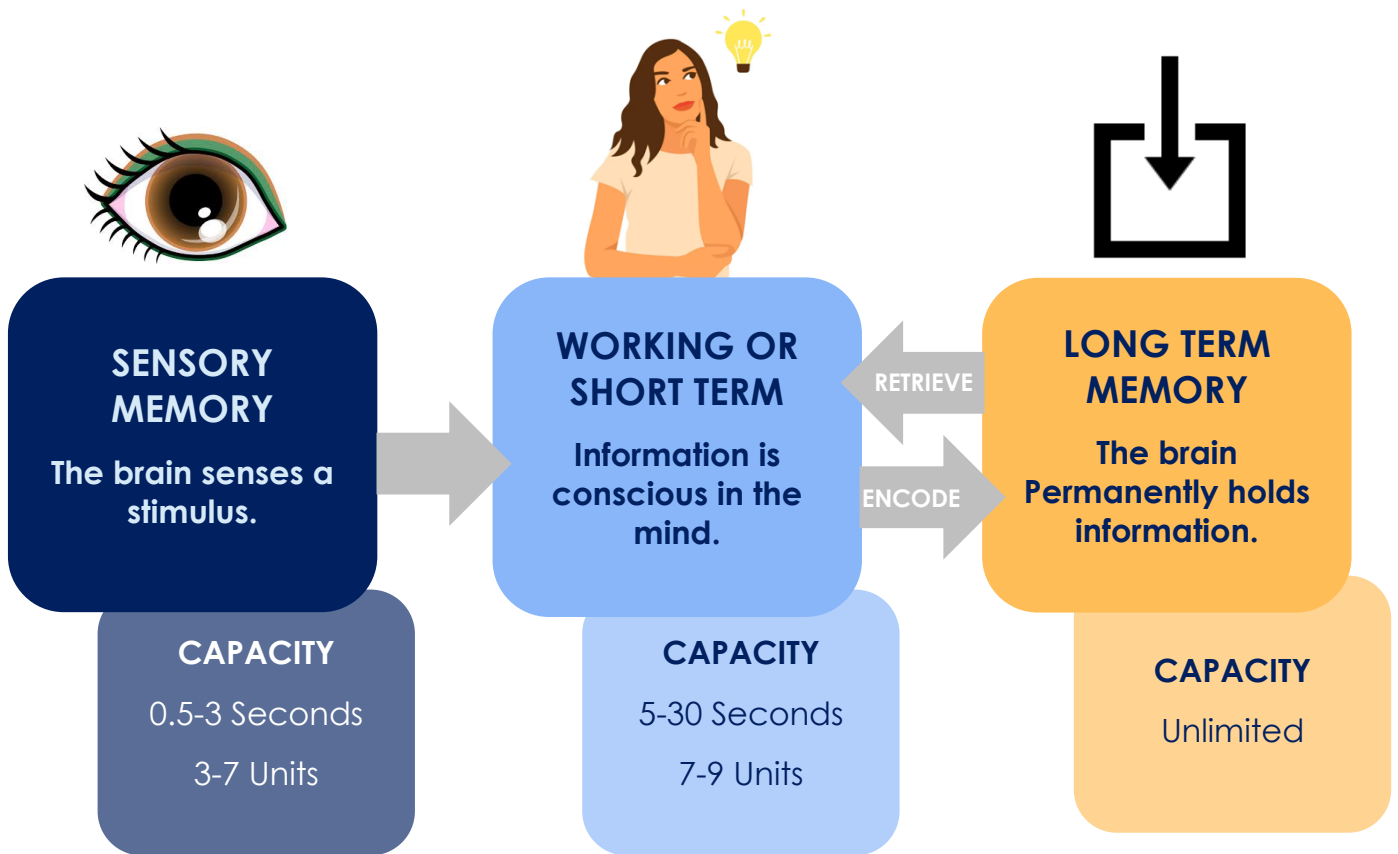
Evaluate the extent to which members benefit from having pets.



STUDY & TEST TAKING ADVICE

- Memory
- Study Notes
- Memory Techniques
- Organisation
- Lifestyle & Behaviour

HOW DOES MEMORY WORK?



Information needs to be active in the working memory for it to be remembered. While the information is consciously being processed by the brain, the brain determines whether it needs the information long term.

Four main factors will determine the transfer from working memory to long term memory.

- 1 Novelty** seeing information in a new, original, or unusual way
- 2 Emotional Resonance** having a strong emotional link to the information
- 3 Association** linking new information to things you already know
- 4 Repetition** seeing the information over and over

Creating Study Notes (For some subjects)

STEP 1: Use the syllabus to start making a study overview. Map out/create an outline of what you will be studying.

To start making notes you must write down an outline of the content that will be in the exam. Work out what your main headings will be (The most suitable headings will be in your syllabus).

STEP 2: Have all the content accessible and easy to comprehend

Gather all your sources of information such as booklets, textbooks, excel books, online sources & teacher summaries. Put everything into topic piles or files based on the outline you created.

STEP 3: Chunk your study

Start with one topic at a time. Avoid trying to summarise and prepare notes for the entire course at once, as it feels like an insurmountable task. If you study one topic at a time, it will feel like you are having more success and thus help maintain motivation.

STEP 4: Prepare notes through consolidation

Start by reading all the content thoroughly and highlight the key points that are relevant, or you don't understand well (for the topic). Then, go back to the start of the topic and begin making notes based on the highlighted material (skim read as you go)



Keep them simple: 1- 2 sentences to explain a point and write in your own words. Take notes by hand instead of using your laptop- scientists recommend this because not only do you become distracted by other tabs on your laptop, but our memory is less active when using a computer screen (Mueller, P. 2013).

STEP 5: Simplify, summarise and compress

Refine your first chunk of notes by adding or replacing content with **memory triggers**.

1. Use mnemonic devices like acronyms (improve learning efficiency)
2. Summarise information into a comparison table, diagram, or mind map.
3. Find images, illustrations or symbols that link with the information (incorporates more parts of the brain increasing memory retention).
4. Chunk information into memorable parts
5. Highlight and/or colour code.

STEP 6: Test yourself and apply the information (often)

Don't just passively read your study notes. Study smart by quizzing yourself. Take practice questions from as many different sources.

STEP 7: Review periodically

Periodic review is essential if you want to move information from short-term memory to long-term memory. Research shows periodic reviews beats cramming hands down (Cepeda, N. 2008).

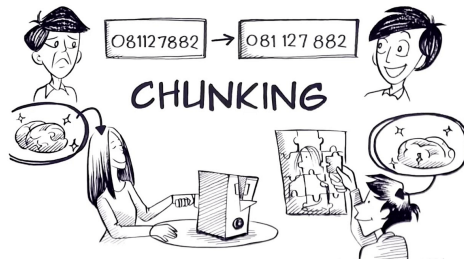
STEP 8: Use tips and tricks during the review process

Use memory techniques & lifestyle behaviours to boost your learning and memory capacity.

Memory Techniques

Chunk

Chunking is a term referring to the process of taking individual pieces of information (chunks) and grouping them into larger units. By grouping each piece into a large whole, you can improve the amount of information you can remember.



EXAMPLE

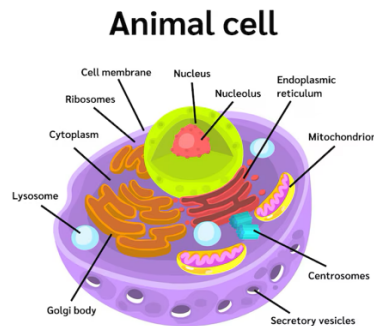
a mobile number
0438567924 Vs.
0438 567 924

Match Content with Visuals & Diagrams

Drawing diagrams or adding images will help you to visualise information, which would be hard to describe. This creates a visual memory in your mind, which can be recalled in an exam.

EXAMPLE

Refer to diagram on next page

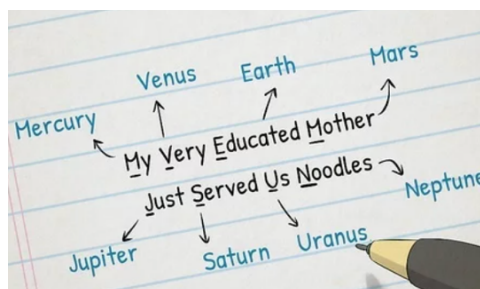


Rhyming, Songs & Stories

Putting information into a rhyme can make it easier to remember. Turn the information into a song or narrative

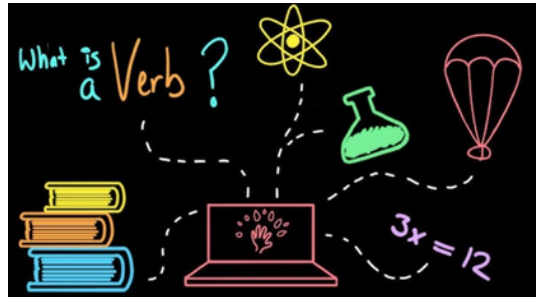
EXAMPLE

30 days hath September, April,
June, and November.



Watch & Listen

Watching a video, listening to a recording helps to visualise information which would be hard to describe. This creates a visual memory in your mind, which can be recalled in an exam.

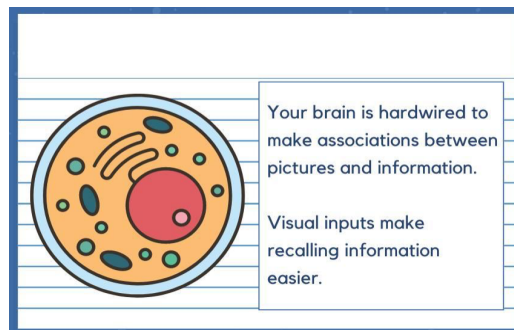


EXAMPLE
YouTube, ATOMI & Khan
Academy

Flash Cards

Test your knowledge of key concepts, definitions, quotes, syllabus headings and formulas with flashcards.

EXAMPLE
Syllabus question on one side
and a simple answer on the
other.



Test your Knowledge with Friends

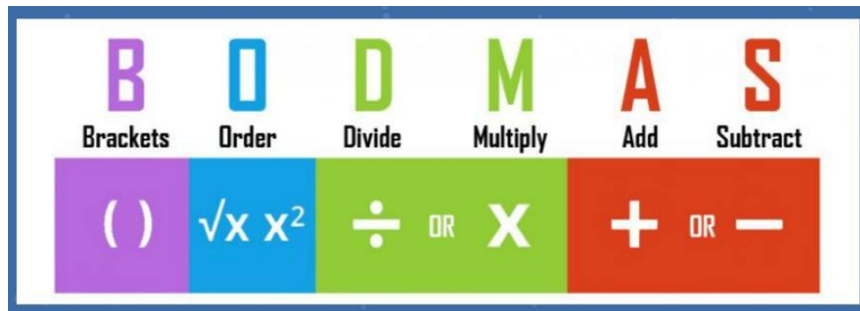
Testing yourself forces your brain to recall information. Group work is also a tool that helps you share resources and challenge what you know.

EXAMPLE
Use your flashcards to test each
other



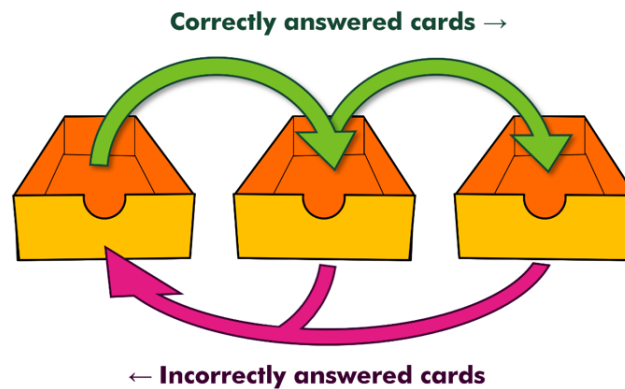
Acronyms or Mnemonic

Acronyms are abbreviations formed from the initial letters of other words and pronounced as a word

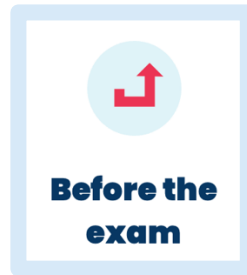


The Leitner System

The Leitner System is a spaced repetition technique for learning with flashcards. Cards are sorted into boxes based on how well the material is known. Correctly answered cards progress to boxes that you don't need to review as often, while incorrect ones are moved back to the first box for more frequent review.



Organisation



1. Be proactive and start your exam preparation early. Start by ask lots of questions about the exam.

Find out:

01

Exam Dates

Mark out the dates of your exam on a wall planner – up and visible. Use a weekly planner and write in it which sections you are going to study each day.

02

Exam Structure

Is it oral, practical, multiple-choice, long response? Will there be a choice of questions or tasks? Can I bring notes?

03

Information

What content that may be included in the exam. Do I need to bring special equipment?

2. Sort learning materials

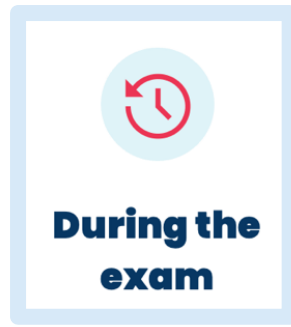
- Check you have all the handouts
- Check Google Classroom for resources
- Put your notes in order
- Read over exam notification

3. Make plans.

- Mark out the dates of your exam on a wall planner – up and visible to you and your family
- Set small attainable goals to me
- Make a study space: Clear, quiet, organised.

Example 30 min chunks

	Mon	Tue	Wed	Thurs	Friday	Sat	Sun
Wk2	Sport	Work	Geo Sport	Maths	Family	Sport Science	Free Maths
Wk3	English Sport	Work	Free Sport	Health Geo	Family	Sport Tech	Drama Free
Wk 4	Geo Maths	Work	Science English	Free	Health Tech	Free Science	Free
Wk 5	Free	Work	Free	Drama Geo	Maths Science	Free	Science English
Exam Week	Sport Maths	Work	Drama Sport	Health	Family	Sport	Free



01

Read each question carefully & use your reading time

02

Start by answering the ones you know best first

03

Continue with those you partially know

04

Review your answers to make sure you haven't forgotten anything

05

Save the questions you don't know for the end

06

Do a final review before turning it in

Weekly **PLANNER**

WEEK

[Light blue rounded rectangular area for week number]

TO DO

[Large light blue rounded rectangular area for to-do list]



	MON	TUES	WED	THURS	FRI
PERIOD 1					
PERIOD 2					
PERIOD 3					
PERIOD 4					
PERIOD 5					

Term

PLANNER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Behaviours that Boost Memory & Learning

WRITE IT DOWN & USE PAPER SCREENS



FACTS

Writing notes and reading off paper stimulates better retention. The brain is less likely to retain what you are studying when using digital screens.

TIPS

- Ask the teacher to use paper notes
- Writing takes time. Start early.
- Draw mind maps and diagrams to make notes clearer.

AVOID MULTI-TASKING



FACTS

Using social media and multitasking reduces the capacity to remember content. Splitting tasks minimises the amount of time information stays in working memory.

TIPS

- Turn your phone off and log out of social media.
- Remove materials that will distract you.
- Keep your desk clear, neat, and tidy.

SLEEP TIGHT



FACTS

While you sleep the brain processes and stores information that you learnt during the day. The brain snips away the unnecessary stuff and saves the important info in the long-term memory. Good sleep will also minimise stress.

TIPS

- Have a sleep routine (a consistent bedtime and wake up time)
- Turn off screens early.
- Sleep no less than 7 hours and no more than 12 hours a night.
- Don't a heavy meal before bed.

EAT RIGHT



FACTS

Certain foods nourish the brain, improve clarity, increase problem solving & enhance recall. Simple sugars will cause a crash and burn effect and brain blocks.

TIPS

- Before studying snack on brain friendly food such as nuts, and vegetables.
- Avoid sugars and processed foods, they will cause a mental fog, poor concentration, and stress.

MOVE EVERYDAY



FACTS

Aerobic exercise such as jogging for 30 mins+ releases important brain chemicals for memory, attention, and cognition. Studies show that people who do aerobic exercise for 30-40 minutes daily had better memory by 40%.

TIPS

- 30 mins to an hour of aerobic exercise is proven to have the greatest mental benefit.
- Avoid exercising for too close to bed as it will affect sleep.
- The best brain benefits are from exercise in the morning.

GET ORGANISED & USE LISTS



FACTS

Checklists keep you on task and make you accountable for your responsibilities. Being organised reduces stress and allows for better performance.

TIPS

- Have a study plan
- Write weekly checklists & space in rest time.

NAPS & REST



FACTS

Naps and rest breaks boost memory by allowing the brain to process and store new information, improving recall and focus. Even short rests help prevent fatigue and enhance learning.

TIPS

- Plan Short Naps (10-20 mins)
- Power Nap During Natural Slumps
- Avoid naps later in the day
- Using your phone isn't resting.
- Practice deep, long breaths.

COLD SHOWER



FACTS

Studies show that 3-4 minutes bouts of cold exposure will release chemicals in the brain that make you alert stimulated and attentive. The higher alertness promotes better attention.

TIPS

- At the end of your shower switch to cold water only.
- Cold showers are best in the morning for 3-4 minutes.
- Use it to wake yourself back up between study bouts.

Appendix

A decorative graphic at the bottom of the page consisting of two overlapping, wavy, horizontal bands. The upper band is a medium green color, and the lower band is a darker green color. The waves are smooth and flow from left to right across the bottom of the page.

Assessment Notification



Relevant Information	
FACULTY:	COURSE:
TASK:	TASK No:
WEIGHTING:	METHOD OF SUBMISSION:
DATE ISSUED:	DATE DUE:

Outcomes Assessed

Task Description

Assessment Criteria



Assessment Illness/Misadventure Application

Application for special consideration for an accident/misadventure/illness/special circumstance.

If illness, accident, misadventure or special circumstances prevent you from completing an assessment task on or before the due date:

- The school must be advised immediately the situation is known, before the due date if possible and,
- On the day of returning to the school this form must be completed and handed to the class teacher of the course.

PART A: To be completed by the STUDENT and handed to the class teacher.

Student Name:	Course:
Class Teacher:	Year:
Original due date:	Period of absence:
Reason for Application (Please tick)	
<input type="checkbox"/> ILLNESS	
<input type="checkbox"/> MISADVENTURE	
<input type="checkbox"/> OTHER	
<input type="checkbox"/> APPROVED LEAVE/OTHER COMMITMENTS (<i>Years 7 – 10 only</i>)	
Explanation:	
Student Signature:	Date:

****Attach supporting documents (E.g.: Medical Certificate) including letter from a Parent/Caregiver**

PART B: To be completed by the CLASS TEACHER before the application is submitted.

Recommendation by class teacher (Teachers are requested to write a recommendation concerning this application)

Substitute task (Date: _____ New task description: _____)

Extension/Reschedule (Date: _____)

Estimation based on other tasks (in exceptional circumstances)

Other: _____

Show as non-attempt: "N" Award Warning to be issued (*Year 10's – 12 Only*)

Signature:	Date:
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Part C: To be completed by the EXECUTIVE

<p>Head Teacher</p> <p><input type="checkbox"/> I support the recommendation</p> <p><input type="checkbox"/> I do not support the recommendation (please provides reasons and alternatives below)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name:</p> <p>Signature:</p> <p>Date:</p>
---	---

<p>Deputy Principal</p> <p><input type="checkbox"/> I support the recommendation</p> <p><input type="checkbox"/> I do not support the recommendation (please provides reasons and alternatives below)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name:</p> <p>Signature:</p> <p>Date:</p>
---	---

***The Deputy Principal records the information in Millennium and notifies both the Teacher and Head Teacher. ***



Assessment Appeal Application

Please refer this application to the Head Teacher

Student Name:

Course:

Task:

Date of Application:

Mark Awarded:

Class Teacher:

Reason for Appeal: *Please provide detailed information regarding your specific concern about your appeal. Be as specific as possible.*

Steps taken

(1) Verbal Appeal to Classroom Teacher

Outcome: Resolved Not Resolved

Details of Discussion: _____

(2) Written Appeal to Head Teacher:

Outcome: Resolved Not Resolved

Head Teacher's Comments:

Outcome of appeal:

Signature of Head Teacher:

Date:

Signature of Student

Date: