



# Preliminary HSC 2022

## School Assessment Procedures and Schedules

Striving for Excellence in a School that Cares

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# Principal advice

Dear Year 11,

Welcome to the final stage of your formal schooling.

Year 11 is a stepping-stone towards your future goals. The success of your final year relies on your attitude and responsibility towards your learning.

Education is the first step for people to gain the knowledge, critical thinking, empowerment and skills they need to make this world a better place.

When you develop critical thinking, you no longer take things for granted. You start questioning why things are the way they are. You learn about people who saw something wrong and had the courage to do things differently in their personal lives, or lead a nation to an impactful transformation. Yes, you need courage and tenacity, but when you get an education, you start realising you can make a difference too.

Students at Muswellbrook High School are responsible for the educational choices they make and the consequences of these choices. The school aims to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, the Year Advisor, the Careers Advisor, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

We are looking forward to guiding, supporting and working with you during Year 11.

Wishing you all the best in your studies,

Kylie Fabri

Principal

Ingrid Seck

Deputy Principal

# Introduction

This booklet is issued to all students of Muswellbrook High School (MHS) at the beginning of Term 1. It has been prepared to provide students and their parents/carers with information on internal (in- school) assessment for the NSW Higher School Certificate (HSC).

This document is to be read in conjunction with the NSW Educational Standards Authority (NESA) 2022 HSC Rules and Procedures -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Later in Term 4, when students sign their NSW Educational Standards Authority (NESA) Confirmation of Entry they certify that they have read the NESA 2023 HSC Rules and Procedures and agree to abide by these rules.

Every school is required by NESA to devise and publish their own school procedures and an assessment program for each course operating by the school, in accordance with NESA Rules and Procedures.

Students must sign an acknowledgement record when they receive each course assessment notification AND when they receive this booklet.

This booklet is to be read in conjunction the NESA NSW *2023 HSC Rules and Procedures*. The online version can be read at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

For students studying a course with an education provider other than MHS, the assessment procedures, program and marks are provided by that education provider.

Detailed information about HSC courses and how they are assessed is available at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

This booklet is also available on the school website - <https://muswellbro-h.schools.nsw.gov.au>

## HSC: All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by NESA to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The programs modules are:

Scholarship Principles and Practices

Acknowledging Sources

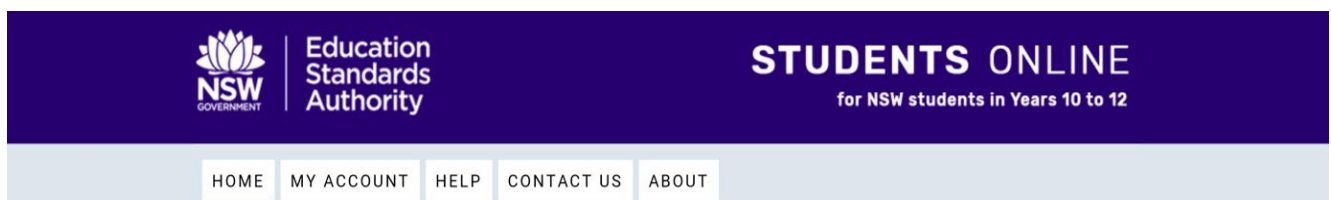
Plagiarism

Copyright

Working with others

Students can review the modules anytime at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>



*Students Online is your source for information about your study from Year 11 to the HSC.*

Accessing the site - <https://studentsonline.nesa.nsw.edu.au/>

Students Online is developed and delivered by the NSW Education Standards Authority (NESA).

### Activate your account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account. Your school must submit an email for you to NESA for your account to be created. For most students the email address recorded will be your school email address – [YOUR.NAME@education.nsw.gov.au](mailto:YOUR.NAME@education.nsw.gov.au)

To activate your account, go to <https://studentsonline.nesa.nsw.edu.au/go/access/> then

- Select your school
- Enter your given name(s)
- Enter your family name
- Enter your date of birth

You will then be emailed an activation link. Click on the activation link, enter your student number and then create a 6-digit pin number. If you have issues, contact your Deputy Principal to check how your details are recorded on NESA, particularly your given name and email address.

Once you have activated your account, log in with your Student Number and PIN to access your personal study details. You are able to change your address, phone number and email address yourself. This is important so that you receive your final HSC results (email/mobile) and credentials (postal address)

## **Your account – My Details**

My Details is where you will find your personal school details. Alert your school immediately if anything is incorrect.

- Check you are enrolled in the correct courses
- See your personal HSC exam timetable
- See your results including HSC results once they are released
- Change your PIN

You are also able to generate an eRecord PDF of your results to date.

The NESAs website will also help you with information regarding the following:

- HSC Rules and Processes
- HSC: All My Own Work Program
- Exam advice and resources
- HSC Key Dates and Exam Timetables
- Results and Certificates
- Record of School Achievement
- Disability Provisions

# Record of School Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The Record of School Achievement (RoSA) is the NESA credential for students who leave school **after Year 10** and **before they receive their Higher School Certificate (HSC)**. The RoSA will record all courses that a student has completed (with a grade\*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

## RoSA Common Grade Scale for Stage 6 Courses

The Common Grade Scale shown below is used to report student achievement in Stage 6 in all NSW schools.

### A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

### B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

### C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

### D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

### E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

\*Note: Vocational (VET) courses do not receive RoSA grades.



## HSC Minimum Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school.

All students need to meet the HSC minimum standard to receive the HSC.

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school.

Students will begin to complete the online tests in Year 10.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study.

Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

## Variation to Assessment Rules and Procedures

The Principal reserves the right to alter the MHS Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESA will guide variations.

# The Higher School Certificate Program

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level.

**Satisfactory completion** of a course in Year 11 is a **prerequisite** for entry into the same course at HSC level

At MHS, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

At the end of a course the Principal certifies that there is enough evidence that a student has:

- a) followed the course,
- b) applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course, and
- c) achieved some or all of the course outcomes.

## Eligibility for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you need to;

- be enrolled at a NSW government school, or a registered and accredited non-government school or a TAFE institute;
- study a permitted combination of courses;
- complete the requirements for each course, including any necessary practical or project work;
- complete tasks designed for the internal assessment program in each Preliminary course at your school;
- make a genuine attempt at all Year 11 assessment tasks;
- meet the minimum HSC standards in reading, writing and numeracy

## Pattern of Study

To qualify for the Higher School Certificate a student must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six (6) units of Board Developed courses
- at least two (2) units of a Board Developed course in English
- at least three (3) courses of two (2) unit value or greater (either Board Developed or Board Endorsed Courses)
- a maximum of six (6) Year 11 units and seven (7) HSC units from courses in Science
- at least four (4) subjects at both Year 11 and Year 12 HSC level

## Attendance in relation to the satisfactory completion of a course

At MHS, attendance is considered when determining whether a student has applied themselves with 'diligence and sustained effort'.

For post-compulsory students, Principals determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

## Granting of Leave

Granting of leave is a matter for the school Principal to determine.

The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

## Acceleration

Students may undertake some Year 11 and/or Year 12 courses in advance of their cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of HSC students will be made by the Principal in accordance with the principles contained in the *NESA Guidelines for Accelerated Progression* (available on NESA website).

The following courses have accelerated students at MHS:

- TVET Automotive

Accelerating students may count results obtained in advance of their cohort in their HSC. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

Accelerated and pathways students will be granted one day study leave in preparation for HSC Trial examinations and two days study leave per HSC examination.

Students must submit an extension form for any assessment which occurs on any of these days. The forms must be approved by the faculty Head Teacher. It is the responsibility of the student to ensure this process is in place.

# Accumulation of the Higher School Certificate (Pathways)

Students may accumulate the HSC over a period of up to five years.

The five-year period starts in the first year an HSC course is completed. Preliminary courses may, but need not, be accumulated within this period. Students will receive a cumulative RoSA for Preliminary and HSC courses completed each year.

By the end of the period of accumulation, students must have met all Year 11 and Year 12 HSC pattern of study requirements. In subjects that include extension courses, students may accumulate by presenting the 2-unit course in one year and the extension course in a later year.

## Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own.

These may include:

- courses studied at the Open High School
- Distance Education
- The Open Training and Education Network (OTEN)
- The Department of Education Saturday School of Community Languages
- Another secondary school. For example, Aurora College
- TAFE

\*\* These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

# Preliminary HSC Internal Assessment

The internal assessment of a HSC course is conducted in relation to the HSC course only.

The final assessment mark for each course represents the achievement level reached at the end of the HSC course. The assessment mark will be based on achievements measured at points throughout the course by scheduled assessment tasks as detailed in the Assessment Schedule.

Teachers will assess actual performance not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be considered in either the final assessment mark or in any individual assessment task.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assessments, practical activities, field work and projects.

## Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

*A minimum of two weeks formal notification will be given for each assessment task.*

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines.

It is expected that all computer-generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request the student to submit a task by email or Google Classroom.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to acquaint themselves with the details of any task notifications. **Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances.**

No Assessment Task will be due within one (1) week of the commencement of the Preliminary HSC Examination period.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged or disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

## Completion and Submission of Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. With the exception of VET and Life Skills courses, an assessment grade must be submitted to NESA for each student undertaking a course.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of Illness/Misadventure (***Illness/Misadventure Application***).

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other course.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **must** be submitted on the due date.

All tasks are due for submission **BEFORE 9am on the due date**, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

## School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by work placement or other school sanctioned activities. They must do this as soon as it becomes evident.

## Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an extension of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days BEFORE the assessment due date.

A copy of the ***Extension for Assessment Task Application*** is included as an appendix to this document, and is available from the classroom teacher or faculty Head Teacher.

Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

## Illness/Misadventure

If a student is ill on the day an assessment task is due, or is unable to attend school through circumstances beyond their control, the student should attempt to have it delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student or a parent/carer **MUST** notify the school on the day of absence. The student may be eligible to apply for consideration (Illness/Misadventure) of the assessment task being submitted late.

When a student has not submitted or completed a scheduled HSC course assessment task on time due to illness, accident or misadventure the student can apply for this to be considered.

Students should discuss their grounds for consideration with the Classroom Teacher or Head Teacher of the faculty.

An ***Illness/Misadventure Application*** form, with attached documentary evidence, must be made to the faculty Head Teacher within five (5) days following the specified due date for the task or by the first day of return to school after the illness or misadventure. If an application is not lodged under these conditions then the awarded mark will stand.

***\*\*Non-completion and/or submission of the application will result in a mark of zero for the task.***

A copy of the ***Illness/Misadventure Application*** form is available from the Classroom Teacher, or faculty Head Teacher.

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences. Documentation must be dated on and for the days on which the student was absent.
- In the case of misadventure, conclusive evidence must be produced (Driving tests, personal appointments are not acceptable).
- Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

In the event of a student missing a significant number of tasks for a valid reason (for example: illness or extended leave), the Principal may decide to use other assessment practices:

- An extension of time may be granted;
- A mark be awarded based on a substitute task; or
- An estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).

## Assessment Task Review

A **Request for Assessment Review Application** can be submitted to the faculty Head Teacher if a student feels unfairly treated as a result of the process used in an assessment task. The form is included as an appendix to this document and is available from the Classroom Teacher or Faculty Head Teacher.

## Technological Malfunction

Computer failure, lost drive or any relation **will NOT be accepted** as a reason for failing to submit an assessment task.

It is expected that all computer-generated work should be saved in more than one location. Besides backup to a separate device, students can save their work to OneDrive and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

## Appeals

Students may appeal to the Appeals Committee (Principal, Deputy Principal Year 10, Head Teacher Senior School) established within the school.

If they believe the outcome of an Illness or Misadventure Application is unfair students should discuss their grounds for appeal with the Head Teacher of the faculty concerned, or the relevant Deputy Principal. A written submission must be given to the Principal and Deputy Principal to begin this process.

Important:

- Where a student believes an assessment mark is incorrect, they may request a review.
- NESA guidelines of illness and misadventure shall form the basis for determination of appeals.
- If a candidate becomes ill during the course of an examination an Illness/ Misadventure Appeal must be lodged as per policy



# Policy for Non-completion of Assessment Tasks

Students studying a Stage 6 HSC course must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements or outcomes in any course will be unable to satisfactorily complete Stage 6 course requirements.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task, **they will automatically be awarded zero.**

The student may appeal to the faculty Head Teacher within 5 days school days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

## Non-Completion of Course Determination ('N' Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed a course in accordance with the requirements issued by NESA. Principals determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied him/herself 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.

Students studying a HSC course must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course. Where in the professional judgement of the teacher an attempt made is not a genuine attempt, a zero mark will be awarded.

If a candidate does not genuinely attempt tasks that total more than 50% the Principal will make a Non-Completion of Course Determination ('N' Determination).

In the case of extension courses, students who fail to meet the assessment requirements for

the co-requisite 2-unit course will not receive a result in either course.

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

## 'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non-completion of course requirements) Determination in any course, including VET courses, the Principal will warn the student as soon as possible.

This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' Determination in a course.

The Principal will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

It is a MHS expectation that if a student has a N warning, then they forgo the privilege of late arrival and/or early leave. Students will attend the Senior Study to complete the outstanding

## Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal by the date listed in the *Higher School Certificate Event Timetable*.  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates>
- If the school upholds the appeal, the school advises NESA by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESA. Their review will focus on whether the school has followed a process to review properly and correctly the matters before it.
- NESA will advise the student and Principal of the outcome of any appeal as soon as possible after the Higher School Certificate examinations

# Disability Provisions (for students with additional support)

Disability Provisions are available for a range of medical and learning conditions.

These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment situation.

For example:

- students with diabetes may need to monitor blood glucose levels and eat during an assessment
- students with a diagnosed anxiety disorder may need to be seated in a smaller group
- students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader and/or writer.

Students need to discuss their needs with disability provisions coordinator (Mrs Bielby Learning and Support Teacher) or Mrs Kelly (Head Teacher Senior School) as soon as they are aware that they may require a provision.

Although the school is able to assess and approve disability provisions for in class HSC assessments, application must be made to NESA for the final HSC Examinations.

Students can receive special provision documentation from 1<sup>st</sup> of November for applications with medical paperwork dated after the 17<sup>th</sup> of October 2022.

For pre-existing conditions, NESA requires applications to be made before the end of Term 1, 2023.

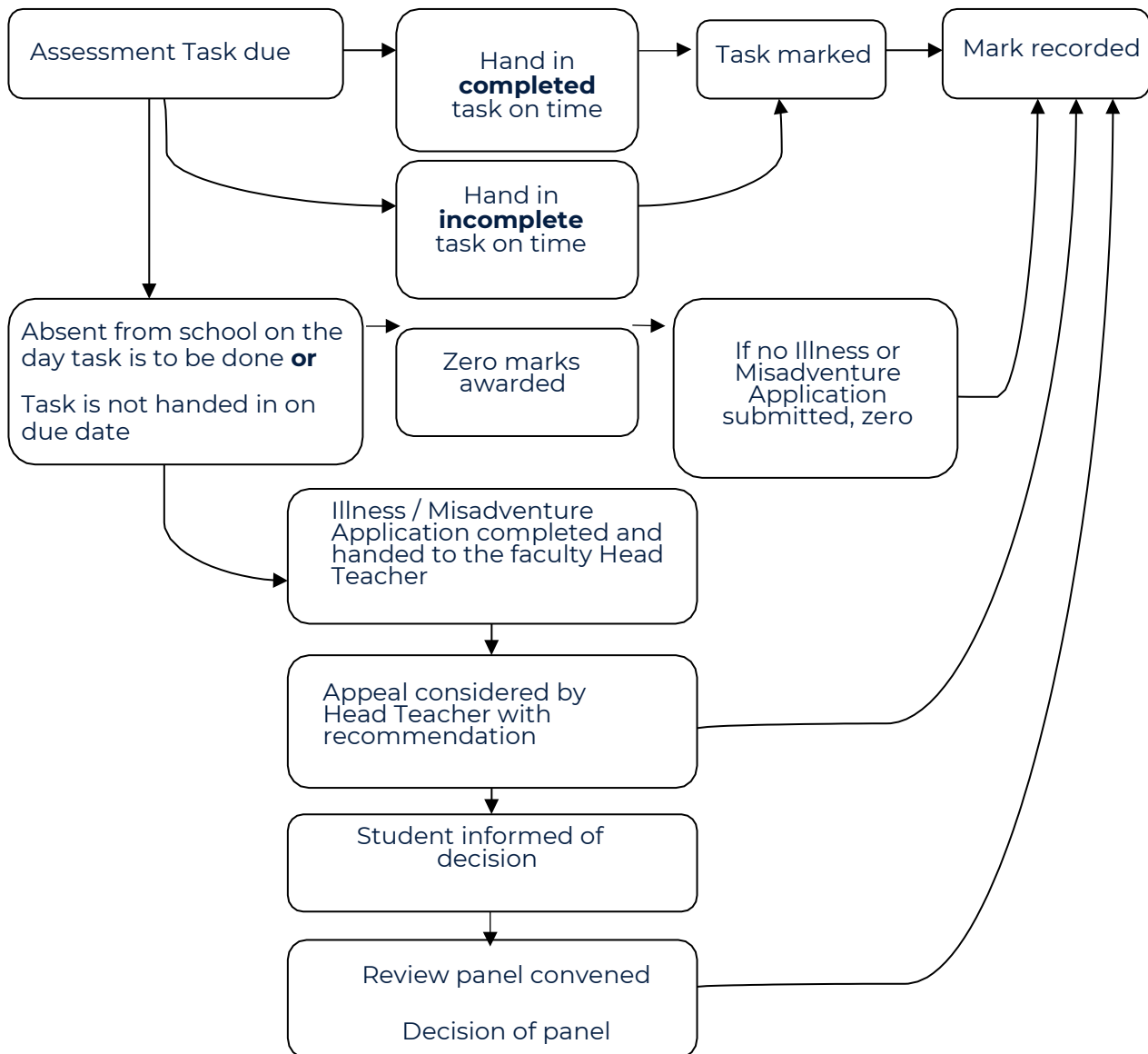
It is the responsibility of students who have approved disability provisions, at the time of receiving an assessment task notification, to ensure their teachers make the necessary adjustments and contact Mrs Bielby to discuss their needs. This will allow time for the particular provision to be organised.

For further information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

## Stage 6 Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

Leave approval may need to be sought.



**NOTE: If a student becomes ill during the course of an assessment task an Illness/ Misadventure Application form must be lodged as per policy.**

# Assessment of Vocational Education and Training (VET) Courses

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

VET courses are NESA developed or content endorsed courses which allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive documents that report the competencies achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

- VET courses are competency based.
- No internal assessment mark is required, except for a Year 12 Trial examination mark.

## Competency Assessment

NESA and the Australian Skills Quality Authority (ASQA) require that for each student a competency-based approach to assessment be used and that the Registered Training Organisation (RTO) record the competencies achieved by students.

A student's performance is judged against a prescribed standard, not against the performance of other students. Students are assessed as either 'competent' or 'not yet competent'.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

For written VET course assessments at MHS, students are required to submit a copy (either hard copy or electronic) to their teacher by before 9am on the due date.

For practical tasks your teacher will advise you about how documentary evidence will be recorded.

## VET Industry Framework courses

Work Placement is a compulsory part of the MHS VET courses listed below.

- |             |   |
|-------------|---|
| ▪ SIR 30216 | Certificate III in Retail               |
| ▪ CPC 20211 | Certificate II in Construction Pathways |
| ▪ SIT 20416 | Certificate II in Kitchen Operations    |
| ▪ AHC20116  | Certificate II Agriculture              |

The following courses are delivered at TAFE and also require mandatory work placement:

- AUR20716 Certificate II in Automotive Vocational Preparation
- UEE22011 Certificate II in Electrotechnology (Career Start)
- CHC30113 Certificate III Early Childhood Education and Care

## Mandatory Work Placement

These courses, whether studied at school, at TAFE or through another RTO, **include a mandatory work placement**. Students are to complete 70 hours of Work Placement over the two years.

If a student does not undertake the mandatory work placement it will be deemed that the student has not made a genuine attempt to complete course requirements.

Work placement hours for each course can be reviewed and amended, accordingly by NESA should unforeseen circumstances impact upon work placement participation.

In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be issued with an 'N' Determination.

It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request the 'N' Determination be withdrawn.

240-hr VET Industry Curriculum Framework courses have an optional HSC written examination. One of these written examinations can contribute to an Australian Tertiary Admissions Rank (ATAR).

The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

**Students studying a VET course will participate in a VET orientation.**

## Non-Framework VET Courses

The following MHS courses are Non-Framework courses:

- Manufacturing and Engineering-Certificate I in Engineering & MEM20413 SOA Certificate II in Engineering Pathways **(Students are required to complete mandatory work placement)**
- Sports Coaching-Certificate III in Sports Coaching **(Students are required to complete mandatory work placement)**
- Many TVET courses are also non-framework courses.

The following Muswellbrook TAFE courses are Non-Framework courses:

- Certificate III Early Childhood and Care **(Students are required to complete mandatory work placement)**

Non-framework courses do not include an optional HSC written examination and therefore cannot contribute to an ATAR.

# School Assessments under Examination Conditions

MHS uses examination procedures modelled on those used for NESA external examinations.

Students need to be aware of the examination Procedures and Behaviour Code for Student's. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

## Procedures and Behaviour Code for Students:

- **School uniform** is to be worn at all times. This assists the supervisor to identify you as a student of MHS.
- Bring all necessary **equipment** in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in millimetres (mm) and centimetres (cm) are allowed in ALL examinations.
- For examinations requiring a **calculator** use only a NESA approved calculator. Make sure it is fully charged.
- You may bring a **clear bottle of water** into the examination. You cannot leave to refill it.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Arrive at the examination room 20 minutes before examination start time. It can take some time to find your seat. If an in class exam, arrive on time.
- **Organise your transport to be on time for your examinations** – Students may enter the examination room up until one hour from commencement. No additional time will be granted. Illness/misadventure procedures may be followed if applicable.
- Sit at your allocated desk. Do not swap name place tags. Place photo identification on the top right hand side of the table.
- Remove your watch and place in clear view on the desk in front of you.
- When instructed, **thoroughly check your examination paper** – it is possible that pages are missing or there has been an error in the printing.
- Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT able to interpret questions.
- Write your NESA number on every page of your answer booklet or where instructed.
- Stop writing immediately you are instructed to do so.
- Arrange completed answers according to examiners instructions.
- **Do not remove examination papers** from the examination room.
- Students are to remain for the entire duration of the examination. If students have completed the examination, they must remain seated and quiet
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

You are not approved to:

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the exam. If an in class exam, these devices must be left in your bag, in the examination room. If at exit exams or trial HSC, devices must be left at home or in the car.
- Speak or communicate to anyone other than a supervisor during the examination. Behave in a manner that is likely to disturb or disrupt other students.
- Smoke, eat, or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.
- Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero mark will be awarded, and an 'N' Warning letter issued. This could result in an 'N' determination for the course.

If a student **breaches the Code of Conduct** during the examination, the school will immediately award the student a zero mark. They are to leave the examination room IMMEDIATELY without disrupting others and report immediately to the Deputy Principal.

If you are ill or have a major problem on the morning of the examination:

Notify the Administration Office (**65431033**), the Deputy Principal or the Head Teacher Senior School as soon as possible, **and** complete and submit an Illness/Misadventure application as soon as you return to school.

**Note:** Illness/Misadventure applications require **documentary evidence**.

Missed examinations may be rescheduled DURING the examination period.

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
  - Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
  - Resolve conflict respectfully, calmly and fairly
  - Comply with the school's uniform policy or dress code
  - Attend school every day (unless legally excused)
  - Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

**Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.**



# Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESA. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero-award mark, all incidents of malpractice are mandatorily notified to NESA.

Malpractice during the HSC Examinations may result in a course being withheld. This may impact HSC eligibility and ATAR eligibility.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

## Ethical Principles of Scholarship

At MHS all students are expected to present their own work. As senior students much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things.

- Being honest and ethical
- Listing all your sources
- Using all your own work

## Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers
- Clear information about what is required in your assessment task and assignments
- Guidance about how to improve your work

You have a responsibility to

- understand what is required of you
- fulfil school requirements for study
- be fair and honest in all your work
- respect the rights and integrity of your peers and teachers, and
- make sure your work is your own.

## Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination
- handing in someone else's work and saying it is your own
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

## Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement.
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

## Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'.

Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download.

Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

## Validity of Information

It is important to recognise that much information on the internet has little validity and may represent a particular view or bias.

## Acknowledging Sources

The Golden Rule: Make sure your assignments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

**Why Reference?** Inaccurate references or - worse still - no references at all can be regarded as plagiarism.

All school assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

## Referencing Methods

American Psychological Association (APA) referencing is the preferred method of referencing at MHS and is easily carried out using Microsoft Word. Staff in the Senior Study are able to assist you with this.

## Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission
- Books – up to 10% of the book or one chapter
- Anthologies – One whole item/ up to 15 pages
- Journal – One article

As a student you should know copyright requirements and check copyright details of any material you wish to use.

## Working with others

While you are studying for your HSC you will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

**NOTE:** If All My Own Work is not complete you will not be entered into NESA for your Year 11 courses.

# Preliminary HSC School Assessment Calendar

The purpose of this schedule is to more evenly space assessment tasks so that students are given the best opportunity to devote their full time and energy to each task.

The aim is to try to design a system where a student will not have more than two tasks due in the same week.

**However, this will not always be possible** due to complicating factors such as –

- Extension subjects with small candidatures do not have an assessment week in the rotation system
- Please see the 'Student Competency Assessment Schedule' for each individual VET course. Please note VET courses are not included in the assessment planner and schedules may change as they are updated. Students are asked to add their VET requirements to their own personalised planning system.

Line A	Line B	Line C	Line D	Line E	Line F
Mathematics Advanced	English Advanced	Agriculture	Biology	Chemistry	Ancient History
Mathematics Standard 2	English Standard	Community and Family Studies	Business Studies	Engineering Studies	Exploring Early Childhood
Mathematics Standard 1	English Studies	Drama	Construction (VET)	Hospitality – Kitchen Operations (VET)	Entertainment (VET)
Work Studies		Modern History	Food Technology	IT Timber	Legal Studies
		PDHPE	Manufacturing (VET)	Visual Arts	Physics
		Retail (VET)	Music	Work Studies	Sports, Lifestyle and Recreation
		Sports Coaching (VET)			

TERM	WEEK	DATES	LINES TO ASSESS	SUBJECTS	TASK DATES	TASK TYPE
1	2	7 <sup>th</sup> Feb – 11 <sup>th</sup> Feb				
1	3	14 <sup>th</sup> Feb – 18 <sup>th</sup> Feb				
1	4	21 <sup>st</sup> Feb – 25 <sup>th</sup> Feb				
1	5	28 <sup>th</sup> Feb – 4 <sup>th</sup> Mar	A & B			
1	6	7 <sup>th</sup> Mar – 11 <sup>th</sup> Mar	C & D	Maths Exn 1		Task 1 – Polynomial Topic Test
1	7	14 <sup>th</sup> March – 18 <sup>th</sup> Mar	E & F	Physics		Task 1 – Research and Report / Depth Study - Kinematics
1	8	21 <sup>st</sup> Mar – 25 <sup>th</sup> Mar	A & B	Maths Adv Maths Std		Task 1 – Algebraic Topic Test Task 1 – Measurement Topic Test
1	9	28 <sup>th</sup> Mar – 1 <sup>st</sup> Apr	C & D	Food Technology Music	28 <sup>th</sup> March 2022 28 <sup>th</sup> March 2022	Task 1 – Indepth Study/Practical Task 1 – Composition and Aural Analysis
1	10	4 <sup>th</sup> April – 8 <sup>th</sup> April	E & F	Engineering studies  Chemistry	4 <sup>th</sup> April 4 <sup>th</sup> April	Task 1 - Engineered product analysis  Task 1 – Depth Study
TERM	WEEK	DATES		SUBJECTS	TASK DATES	TASK TYPE
2	1	27 <sup>th</sup> Apr – 29 <sup>th</sup> Apr	A & B			
2	2	2 <sup>nd</sup> May – 6 <sup>th</sup> May	C & D	Agriculture	2 <sup>nd</sup> May 2020	Task 1 – Animal Production Experiment Report
2	3	9 <sup>th</sup> May – 13 <sup>th</sup> May	E & F	Chemistry	30 <sup>th</sup> May	Task 2 - Practical Task
2	4	16 <sup>th</sup> May – 20 <sup>th</sup> May	A & B			
2	5	23 <sup>rd</sup> May – 27 <sup>th</sup> May	C & D	Maths Exn 1		Task 2 – Perm/Comb Assign
2	6	30 <sup>th</sup> May – 3 <sup>rd</sup> June	E & F	Physics	30 <sup>th</sup> May	Task 2 – Depth Study – Dynamics
2	7	6 <sup>th</sup> June – 10 <sup>th</sup> June	A & B	Maths Adv Maths Std		Task 2 – Trig Assign Task 2 – Finance Assign
2	8	14 <sup>th</sup> June – 17 <sup>th</sup> June	C & D	Food Technology Agriculture Music	14 <sup>th</sup> June 2022 14 <sup>th</sup> June 2022 14 <sup>th</sup> June	Task 2 – Nutrition Report/Practical Task 2 – Farm Case Study Task 2 - Performance
2	9	20 <sup>th</sup> June – 24 <sup>th</sup> June	E & F			
2	10	27 <sup>th</sup> June – 1 <sup>st</sup> July	A & B			

TERM	WEEK	DATES	LINES TO ASSESS	SUBJECTS	TASK DATES	TASK TYPE
3	1	19 <sup>th</sup> July – 22 <sup>nd</sup> July	C & D			
3	2	25 <sup>th</sup> July – 29 <sup>th</sup> July	E & F	Engineering studies	25 <sup>th</sup> July	Task 2 - Engineering report
3	3	1 <sup>st</sup> Aug – 5 <sup>th</sup> Aug	A & B			
3	4	8 <sup>th</sup> Aug – 12 <sup>th</sup> Aug	C & D			
3	5	17 <sup>th</sup> Aug – 19 <sup>th</sup> Aug	E & F			
3	6	22 <sup>nd</sup> Aug – 26 <sup>th</sup> Aug	A & B			
3	7	29 <sup>th</sup> Aug – 2 <sup>nd</sup> Sept	C & D	Food Technology	29 <sup>th</sup> August 2022	Task 3 – Food Quality Report/Practical
3	8	5 <sup>th</sup> Sept – 9 <sup>th</sup> Sept	No assessment			
3	9	12 <sup>th</sup> Sept – 16 <sup>th</sup> Sept	Exit Examinations	Music (during exit exams)	12 <sup>th</sup> September 2022	Task 3 – Musicology & Aural Skills Examination
3	10	19 <sup>th</sup> Sept – 23 <sup>rd</sup> Sept	No assessment			

# Key dates and Examination Timetable

## Written examination timetable

**The formal written examination period for the Preliminary HSC courses is scheduled for Term 3.**

**The duration of the examinations occurs from Monday Week 9 until Wednesday Week 10.**

All students will be able to view the Preliminary HSC written examination timetable by accessing their student email.

Students will also be able to view their personalised timetables via SENTRAL timetable.

## Languages oral examinations

Students will have their oral examination scheduled during the Term 3 Examination timetable.

# **Course Assessment Schedules**





# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: TAS**

**SUBJECT: AGRICULTURE**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Plant Production	Farm Case Study	
TYPE OF TASK		Experimental Report	Farm Case Study	Examination
SUBMISSION DATE		Term 2, Week 2 2 <sup>nd</sup> May 2022	Term 2, Week 8 14 <sup>th</sup> June 2022	Term 3, Week 9 as per examination schedule
COMPONENTS	WEIGHTING	Outcomes assessed P1.2, P2.1, P4.1	Outcomes assessed P1.1, P2.2, P2.3, P3.1, P5.1	Outcomes assessed P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	15%	15%
Skills in effective research, experimentation and communication	20%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: TAS**

**SUBJECT: AGRICULTURE**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Plant Production	Farm Case Study	
TYPE OF TASK		Experimental Report	Farm Case Study	Examination
SUBMISSION DATE		Term 2, Week 2 2 <sup>nd</sup> May 2022	Term 2, Week 8 14 <sup>th</sup> June 2022	Term 3, Week 9 as per examination schedule
COMPONENTS	WEIGHTING	Outcomes assessed P1.2, P2.1, P4.1	Outcomes assessed P1.1, P2.2, P2.3, P3.1, P5.1	Outcomes assessed P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	15%	15%
Skills in effective research, experimentation and communication	20%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: HSIE**

**SUBJECT: ANCIENT HISTORY**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Case Studies	Historical Investigation	Various
TYPE OF TASK		Source Analysis	Research and Essay	Yearly Examination
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 6	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed AH11-4, AH11-6, AH11-7, AH11-9	Outcomes assessed AH11-2, AH11-5, AH11-8, AH11-9	Outcomes assessed AH11-1, AH11-3, AH11-5, AH11-6, AH11-9
Knowledge and understanding of course content	40%	10	5	25
Historical skills in the analysis and evaluation of sources and interpretations	20%	15		5
Historical research and inquiry	20%		20	
Communication of historical understanding in appropriate forms	20%	5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: SCIENCE**

**SUBJECT: BIOLOGY**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Practical Investigation	Ecosystem Dynamics	Exit Exam
TYPE OF TASK		Cells as the Basis of Life	Field Study Report	Financial Statement Analysis
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 8	Term 3, Week 9-10
COMPONENTS	WEIGHTING	Outcomes assessed Bio: 11-1, 11-2, 11-3. 11-5, 11-7, 11-8	Outcomes assessed Bio: 11-4, 11-5, 11-6, 11-7, 11-11	Outcomes assessed Bio: 11-4, 11-5, 11-8, 11-9, 11-10, 11-11
Knowledge and understanding of course content	40%	5	5	30
Working scientifically skills	60%	25	25	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: HSIE**

**SUBJECT: BUSINESS STUDIES**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Nature of Business	Business Planning	All
TYPE OF TASK		Extended Response	Business Plan	Yearly Examination
SUBMISSION DATE		Term 1, Week 9	Term 3, Week 4	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed P1, P2, P9	Outcomes assessed P7, P8, P9, P10	Outcomes assessed P3, P4, P5, P6, P9
Knowledge and understanding of course content	40%	20		20
Stimulus-based skills	20%		10	10
Inquiry and research	20%		20	
Communication of business information, ideas and issues in appropriate forms	20%	10	10	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: PDHPE**

**SUBJECT: COMMUNITY AND FAMILY STUDIES**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Resource Management	Individuals and Groups	Yearly Examination
TYPE OF TASK		Interview and Research Task	Case Study	All topics
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 8	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed P1.1, P1.2, P4.1, P4.2, P5.1	Outcomes assessed P2.1, P2.3, P3.2, P4.2, P6.1, P6.2	Outcomes assessed P1.1 - P6.2
Knowledge and understanding of course content	40%	5	15	20
Skills in critical thinking, research methodologies, analysing and communicating	60%	25	15	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

FACULTY: **SCIENCE**

SUBJECT: **CHEMISTRY**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Module 1- Properties and Structure of Matter	Module 2-Quantitative Chemistry Module 3- Reactive Chemistry	All modules
TYPE OF TASK		Depth study	Practical task and analysis of data	Exit examination
SUBMISSION DATE		Term 1, Week 10	Term 2, Week 3	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed CH-1, CH-2, CH-3, CH-4, CH-7, CH-8	Outcomes assessed CH-3, CH-4, CH-5, CH-6, CH-9, CH-10	Outcomes assessed CH-2, CH-4, CH-5, CH-6, CH-7, CH-8, CH-9, CH-10, CH-11
Knowledge and understanding of course content	40%	10	10	20
Working scientifically skills	60%	20	20	20
TOTAL	100%	30%	30%	40%



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: CAPA**

**SUBJECT: DRAMA**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Elements of Production in Performance	Theatrical Traditions and Performance Styles	Improvisation, Playbuilding, Acting
TYPE OF TASK		Presentation and Performance	Written Response and Performance	Yearly Examination (Written Response and Performance)
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10
COMPONENTS	WEIGHTING	Outcomes assessed P.1.1, P1.4, P1.6, P2.2, P2.4	Outcomes assessed P1.2, P1.3, P2.1, P2.4, P2.6, P3.2, P3.3, P3.4	Outcomes assessed P1.1, P1.2, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.5, P3.1, P3.2
Making	40	20	5	15
Performing	30	10	5	15
Critically Studying	30		20	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>





# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: PDHPE**

**SUBJECT: EXPLORING EARLY CHILDHOOD**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Pregnancy and Childbirth	Child Growth and Development	Promoting Positive Behaviour
TYPE OF TASK		Report	Activity design and practical application	Examination
SUBMISSION DATE		Term 1, Week 10	Term 2, Week 9	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed 1.2, 2.1, 5.1, 6.1	Outcomes assessed 1.2, 1.5, 2.3, 2.4, 4.1, 5.1	Outcomes assessed 1.2, 1.3, 4.1, 4.2, 4.3
Knowledge and understanding of course content	50%	20	20	10
Skills in critical thinking, research methodologies, analysing and communicating	50%	20	10	20
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: SCIENCE**

**SUBJECT: ENGINEERING STUDIES**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Engineering fundamentals and products	Biomedical Engineering	All modules
TYPE OF TASK		Engineered Product Analysis	Engineering Report	Exit exam
SUBMISSION DATE		Term 1, Week 10	Term 3, Week 2	Term 3, Week 9-10
COMPONENTS	WEIGHTING	Outcomes assessed P1.1, P1.2, P2.1, P2.2, P4.1, P6.1	Outcomes assessed P3.1, P4.1, P5.1, P6.2	Outcomes assessed P.1, P.2, P.3, P.4, P.5, P.6
Knowledge and understanding of course content	60%	10	25	25
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20	10	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: ENGLISH**

**SUBJECT: ADVANCED**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature
TYPE OF TASK		<b>Imaginative text with reflection</b>	<b>Multimodal Presentation</b>	<b>Yearly Examination</b>
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10
COMPONENTS	WEIGHTING	Outcomes assessed EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	Outcomes assessed EA11-1, EA11-2, EA11-3, EA11-7, EA11-9	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	20	15
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: ENGLISH**

**SUBJECT: EXTENSION ONE**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Module: Texts, Culture and Value	Module: Texts, Culture and Value	Module: Texts, Culture and Value
TYPE OF TASK		<b>Imaginative text with reflection</b>	<b>Multimodal Presentation</b>	<b>Yearly Examination</b>
SUBMISSION DATE		Term 2, Week 2	Term 3, Week 4	Term 3, Week 9/10
COMPONENTS	WEIGHTING	Outcomes assessed EE11-2, EE11-3, EE11-6	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5
Knowledge and understanding of complex texts and of how and why they are valued	50%	15	20	15
Skills in complex analysis, sustained composition, and independent investigation	50%	15	20	15
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

FACULTY: **ENGLISH**

SUBJECT: **STANDARD**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Common Module: Reading to Write	Module A: Contemporary Possibilities	Module B: Close Study of Literature
TYPE OF TASK		<b>Imaginative text with reflection</b>	<b>Multimodal Presentation</b>	<b>Yearly Examination</b>
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10
COMPONENTS	WEIGHTING	Outcomes assessed EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-9	Outcomes assessed EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15	20	15
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: ENGLISH**

**SUBJECT: STUDIES**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Mandatory Module A – Achieving through English	Module E: Playing the Game	Mandatory Module A - 5% Module E – 5% Module H – 30%
TYPE OF TASK		Writing	Multimodal Presentation	Portfolio of Tasks
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 7	Term 3, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed ES11-3, ES11-4, ES11-6, ES11-9, ES11-10	Outcomes assessed ES11-4, ES11-5, ES11-6, ES11-7, ES11-9	Outcomes assessed ES11-1, ES11-2, ES11-3, ES11-4, ES11-6, ES11-7, ES11-8
Knowledge and understanding of course content	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15	15	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: TAS**

**SUBJECT: FOOD TECHNOLOGY**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Food Availability & Selection	Nutrition	Food Quality
TYPE OF TASK		Teenage Lunch In-Depth study & Practical	Report & Nutritional Analysis & Practical	Lemon Meringue Pie Report/ Experiments/ Practical
SUBMISSION DATE		Term 1, Week 9 28 <sup>th</sup> March 2022	Term 2, Week 8 14 <sup>th</sup> June 2022	Term 3, Week 7 29 <sup>th</sup> August 2022
COMPONENTS	WEIGHTING	Outcomes assessed	Outcomes assessed	Outcomes assessed
Knowledge and understanding of the course content	40%	15	15	10
Knowledge and skills in designing, researching, analysing and evaluating	30%	5	10	15
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5	15	10
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: TAS**

**SUBJECT: Industrial Technology Timber Preliminary Course**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Unit 1: Practical Task 1 with Industry Study	Unit 2: Practical Design Task 2	Exit Examination
TYPE OF TASK		<b>Practical Task with Industry Study</b>	<b>Practical Design Task</b>	<b>Formal Written Examination</b>
SUBMISSION DATE		Term 2 Week 6 31st May 2022	Term 3, Week 5 19 <sup>th</sup> August 2022	Term 3 Week 9 12 <sup>th</sup> September 2022
COMPONENTS	WEIGHTING	Outcomes P1.1, P1.2, P2.1, P2.2, P3.2, P6.1, P6.2, P7.1, P7.2	Outcomes P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	Outcomes P1.1, P1.2, P3.1, P4.3, P7.1, P7.2
Industry Study	15%	10%		5%
Design	10%		10%	
Management and Communication	20%	5%	5%	10%
Production	40%	20%	20%	
Industry Related Manufacturing Technology	15%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>





# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: HSIE**

**SUBJECT: LEGAL STUDIES**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		The Legal System	The Individual and the Law	All
TYPE OF TASK		Media File Task	Research Task	Yearly Examination
SUBMISSION DATE		Term 2, Week 3	Term 3, Week 2	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed P1, P3, P8, P9	Outcomes assessed P5, P7, P8, P9, P10	Outcomes assessed P2, P3, P4, P6, P9
Knowledge and understanding of course content	40%	10	5	25
Analysis and evaluation	20%	5	10	5
Inquiry and research	20%	10	10	
Communication of legal information, ideas and issues in appropriate forms	20%	5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: MATHEMATICS**

**SUBJECT: MATHEMATICS ADVANCED**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Algebraic Techniques	Trigonometry. (Issued Week 3)	End of Course Examination
TYPE OF TASK		Topic Test	Investigation Assign	Examination
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 7	Term 3, Week 9-10
COMPONENTS	WEIGHTING	Outcomes assessed MA11-1, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-3, MA11-8, MA11-9	Outcomes assessed MA11-1 to MA11-9
Understanding, Fluency and Communication	50%	18	12	20
Problem Solving, Reasoning and Justification	50%	18	12	20
<b>TOTAL</b>	<b>100%</b>	<b>36%</b>	<b>24%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: MATHEMATICS**

**SUBJECT: MATHEMATICS EXTENSION 1**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Polynomials	Permutation and Combinations (Issued Week 2)	End of Course Examination
TYPE OF TASK		Topic Test	Investigation Assign	Examination
SUBMISSION DATE		Term 1, Week 6	Term 2, Week 5	Term 3, Week 9-10
COMPONENTS	WEIGHTING	Outcomes assessed ME11-1, ME11-2, ME11-6, ME11-7	Outcomes assessed ME11-2, ME11-5, ME11-6, ME11-7	Outcomes assessed ME11-1 to ME11-7
Understanding, Fluency and Communication	50%	18	12	20
Problem Solving, Reasoning and Justification	50%	18	12	20
<b>TOTAL</b>	<b>100%</b>	<b>36%</b>	<b>24%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: MATHEMATICS**

**SUBJECT: MATHEMATICS STANDARD**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Applications of Measurement	Money Matters (Issued week 3)	End of Course Examination
TYPE OF TASK		Topic Test	Investigation Assign	Examination
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 7	Term 3, Week 9-10
COMPONENTS	WEIGHTING	Outcomes assessed MS11-3, MS11-4, MS11-9, MS11-10	Outcomes assessed MS11-5, MS11-6, MS11-9, MS11-10	Outcomes assessed MS11-1 to MS11-10
Understanding, Fluency and Communication	50%	18	12	20
Problem Solving, Reasoning and Justification	50%	18	12	20
<b>TOTAL</b>	<b>100%</b>	<b>36%</b>	<b>24%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: HSIE**

**SUBJECT: MODERN HISTORY**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Case Studies	Personal Historical Investigation	Various
TYPE OF TASK		Source Analysis Task	Research Task	Yearly Examination
SUBMISSION DATE		Term 1, Week 6	Term 2, Week 8	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed MH11-2, MH11-3, MH11-6, MH11-8, MH11-9	Outcomes assessed MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	Outcomes assessed MH11-1, MH11-4, MH11-5, MH11-6, MH11-9
Knowledge and understanding of course content	40%	10	10	20
Historical skills in the evaluation and analysis of sources and interpretations	20%	5	5	10
Historical inquiry and research	20%	10	10	
Communication of historical understanding in appropriate forms	20%	5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: CAPA**

**SUBJECT: MUSIC**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		TBD	TBD	TBD
TYPE OF TASK		Composition & Aural Analysis	Performance	Musicology & Aural Skills
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10
COMPONENTS	WEIGHTING	Outcomes assessed P3, P7, P8, P4, P6	Outcomes assessed P1, P7, P9	Outcomes assessed P2, P5, P6, P8, P4, P6
Performance	25%		25	
Composition	25%	25		
Musicology	25%			25
Aural Skills	25%	10		15
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: PDHPE**

**SUBJECT: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Core 2: Body in Motion	Core 1: Better Health for Individuals	All topics
TYPE OF TASK		Video analysis and case study	Research and in-class written task	Exit Examination
SUBMISSION DATE		Term 1, Week 9	Term 1, Week 8	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed P7, P9, P10, P16, P17	Outcomes assessed P2, P3, P4, P6, P15, P16	Outcomes assessed P1-17
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research, analysing and communicating	60%	20	20	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PRELIMINARY ASSESSMENT SCHEDULE 2022

**FACULTY: Science**

**SUBJECT: PHYSICS**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Module 1	Module 2	All Modules
TYPE OF TASK		Research and Presentation	Depth Study	Yearly Examination
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 6	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed P5, P6, P7, P8	Outcomes assessed P1, P3, P4, P5, P7, P9	Outcomes assessed P1, P4, P5, P6, P7, P8, P9, P10, P11
Skills in Working Scientifically	60%	20	30	10
Knowledge and Understanding	40%	10	10	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>





# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: PDHPE**

**SUBJECT: SPORT, LIFESTYLE AND RECREATION**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Individual Games and Sports Applications	Sports Coaching	All topics
TYPE OF TASK		Games report and practical application	Training Session Development	Exit Examination
SUBMISSION DATE		Term 1, Week 10	Term 2, Week 9	Term 2, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed 1.3, 2.1, 3.2, 4.1, 4.4	Outcomes assessed 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Outcomes assessed 1.5, 2.3, 3.5, 4.3
Knowledge and understanding of course content	50%	15	20	15
Skills in performance, leadership, analysing and planning	50%	15	20	15
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: CAPA**

**SUBJECT: VISUAL ARTS**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES				
TYPE OF TASK		VAPD & Case Study	3D / 4D Artmaking, VAPD & Case Study	Yearly Examination
SUBMISSION DATE		Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10
COMPONENTS	WEIGHTING	Outcomes assessed P1, P2, P4, P6, P7, P8, P9, P10	Outcomes assessed P1, P2, P3, P4, P5, P6, P7, P8, P9,P10	Outcomes assessed H5, H7, H8, H9, H10
ARTMAKING	25%	25	25	
ART HISTORY & ART CRITICISM	15%	15	15	20
TOTAL		40%	40%	20%



# PRELIMINARY HSC ASSESSMENT SCHEDULE 2022

**FACULTY: HSIE**

**SUBJECT: WORK STUDIES**

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Core Study	Modules	Various
TYPE OF TASK		Research Task	Presentation Task	Yearly Examination
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 7	Term 3, Week 9
COMPONENTS	WEIGHTING	Outcomes assessed 1, 2, 3, 4	Outcomes assessed 5, 6, 7	Outcomes assessed 1, 2, 8, 9
Knowledge and understanding	30%	10		20
Skills	70%	20	30	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# **Assessment Schedules for VET courses**

## School Name: Muswellbrook High School

### Student Competency Assessment Schedule

**COURSE: Manufacturing and Engineering Introduction - PRELIMINARY**

**2022 -2023**

Assessment Events for Certificate I in Engineering MEM10119			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*
			Week 10 Term 1 Date: TBC	Week 2 Term 3 Date: TBC	Week 10 Term 3 Date: TBC	Week: 8 Term: 2 & 4 Date: TBC
Cluster	Code	Unit of Competency				
Cluster 1 Welcome to the Industry	MEM13015 MEM16006 MEM11011	Work safely and effectively in manufacturing and engineering Organise and communicate information Undertake manual handling				
Cluster 2 Right Tool, Right Job	MEM18001 MEM18002	Use hand tools Use power tools/hand held operations				
Cluster 3 Engineering in Practice	MEM12024 MEM16008 MEM07032	Perform computations Interact with computer technology Use workshop machines for basic operations				

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10119 or a Statement of Attainment towards a Certificate I in Engineering MEM10119 OR a SOA towards a MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

## School Name: Muswellbrook High School

### Student Competency Assessment Schedule

**COURSE: Manufacturing and Engineering Introduction - HSC**

**2022/2023**

Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways - HSC			Cluster 4	Cluster 5	Cluster 6	Work Placement 2*
			Week 5	Week 5	Week 10	Week 7 or 8
			Term 3	Term 3	Term 1	Term 1 & 2
			Date: TBC	Date: TBC	Date:TBC	Date: TBC
Cluster	Code	Unit of Competency				
Cluster 4 Can we Build it?	MEMPE006A MEMPE001A	Undertake a basic engineering project Use engineering workshop machines				
Cluster 5 Sparks and Noise	MEMPE002A MEMPE004A	Use Electric welding machines Use fabrication equipment				
Cluster 6 My Pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry				

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways OR a SOA towards a MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

**School Name: Muswellbrook High School**

**2022 Preliminary Student Competency Assessment Schedule**

**COURSE: SIS30519 - Certificate III in Sport Coaching (Release 1)**

Assessment Events for SIS30519 - Certificate III in Sport Coaching (Release 1)				Event 1	Event 2	Event 3
				Week 11 Term 1 Date: 08.04.22	Week 10 Term 2 Date: 01.07.22	Week 6 Term 3 Date: 26.08.22
Cluster	Code	Unit of Competency				
1	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events		X		
2	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge			X	
3a	SISSSOF002	Continuously improve officiating skills and knowledge				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30519 - Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30519 - Certificate III in Sport Coaching

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

**School Name: Muswellbrook High School**

**2022 -2023 Student Competency Assessment Schedule**

**COURSE: SIR30216 Certificate III in Retail - Preliminary**

Assessment Events for SIR30216 Certificate III in Retail (Preliminary) - Muswellbrook High School			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam
			Week 10 Term 1 Date 1/4/2022	Week 6 Term 2 Date 3/6/2022	Week 9 Term 3 Date 12/9/22	Week 4 Term 2 Date 16 <sup>th</sup> to 20 <sup>th</sup> May 2022 TBC	Weeks 9/10 Term 3 Date Refer to Exam schedule
Cluster	Code	Unit of Competency					
<b>Cluster 1</b> There's no I in team	<a href="#">SIRXIND001</a>	Work effectively in a service environment	X				
	<a href="#">SIRXCOM002</a>	Work effectively in a team					
<b>Cluster 2</b> Better safe than sorry	<a href="#">SIRXWHS002</a>	Contribute to workplace health and safety		X			
	<a href="#">SIRXIND002</a>	Organise and maintain the store environment					
<b>Cluster 3</b> Cash me outside	<a href="#">SIRXCEG001</a>	Engage the customer			X		
	<a href="#">SIRXCEG002</a>	Assist with customer difficulties					
	<a href="#">SIRXCEG003</a>	Build customer relationships and loyalty					
Marks allocated for internal school assessment purposes			10	10	15		65

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail** or a Statement of Attainment towards a Certificate III in Retail SIR30216. It is a NESA requirement that students complete 70 hours of work placement as part of this course. The exam may be used for the assessment of competencies and /or NESA reporting requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". The Trial HSC Examination and achievement of competencies will be used for school and NESA reporting requirements.



**School Name:**  
**Assessment Schedule**

**2022 -2023 Student Competency**

**COURSESIR30216 Certificate III in Retail HSC**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 6 Term 1 Date:	Week 6 Term 2 Date:	Week 7 Term 3 Date:	Week Term Date:	Week Term Date:	Weeks 9/10 Term 3 Date Refer to Exam schedule
Cluster	Code	Unit of Competency						
<b>Cluster 4</b> Window of opportunity	<a href="#">SIRXPK001</a>	Advise on products and services	X					
	<a href="#">SIRINV001</a>	Receive and handle retail stock						
	<a href="#">SIRRMER001</a>	Produce visual merchandise displays						
<b>Cluster 5</b> I see sales people	<a href="#">SIRXSL001</a>	Sell to the retail customer		X				
	<a href="#">SIRXRSK001</a>	Identify and respond to security risks						
<b>Cluster 6</b> Commission impossible	<a href="#">SIRXSL002</a>	Follow point-of-sale procedures			X			
	<a href="#">SIRRTF001</a>	Balance and secure POS terminal						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.



The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



COURSE: SIT20416 Certificate II in Kitchen operations

Preliminary

2022 - 2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Preliminary 1/2-Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
			Week 9	Week 9	Week 6	Week	Week 4	Week TBA
			Term 1	Term 2	Term 3	Term	Term 2	Term 3
Cluster	Code	Unit of Competency	Date: 28/3/22	Date 20/6/22	Date:22/8/22	Date	Date 16/5/22	Date TBA
<b>Cluster 1</b> Cook safe, work safe, eat safe	<a href="#">SITXWHS001</a> <a href="#">SITXFSA001</a>	Participate in safe work practices Use hygienic practices for food safety						
<b>Cluster 2</b> Pop up sandwich bar	<a href="#">SITHCCC003</a> <a href="#">SITXINV002</a> <a href="#">SITXFSA002</a>	Prepare and present sandwiches Maintain the quality of perishable items Participate in safe food handling practices						
<b>Cluster 3</b> Keeping up to date	<a href="#">SITHIND002</a> <a href="#">BSBWOR203</a>	Source and use information on the hospitality industry Work effectively with others						
<b>Cluster 7 (A)</b> Working in industry (work placement 1)	<a href="#">SITHCCC011</a> <a href="#">BSBSUS201</a>	Use Cookery skills effectively Participate in environmentally sustainable work practices						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 10	Week 10	Week 5	Week	Week 7	Week TBA
			Term 4	Term 1	Term 3	Term	Term 1	Term 4
			Date: TBA	Date:TBA	Date:TBA	Date:	Date:14/3/22	Date: TBA
Cluster	Code	Unit of Competency						
<b>Cluster 4</b> All day dining	<a href="#">SITHCCC002</a> <a href="#">SITHCCC005</a> <a href="#">SITHKOP001</a> <a href="#">SITHCCC001</a>	Prepare and present simple dishes Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use food preparation equipment						
<b>Cluster 5</b> Lite Bites	<a href="#">SITHCCC006</a> <a href="#">SITHCCC005</a> <a href="#">SITHKOP001</a> <a href="#">SITHCCC001</a>	Prepare appetisers and salads Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use food preparation equipment						
<b>Cluster 6</b> What's on the menu?	<a href="#">SITHCCC005</a> <a href="#">SITHKOP001</a> <a href="#">SITHCCC001</a>	Prepare dishes using basic methods of cookery Use food preparation equipment Clean kitchen premises and equipment						
<b>Cluster 7 (B)</b> Working in industry (work placement 2)	<a href="#">SITHCCC011</a> <a href="#">BSBSUS201</a>	Use Cookery skills effectively Participate in environmentally sustainable work practices						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.



COURSE: Construction

Preliminary outcome: CPC20211 Certificate II in Construction Pathways

Student Competency Assessment Schedule

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 1	Cluster 2	Cluster 3	Work Placement 70 hours total	Yearly Exam*
		Let's Get Started	Work Safe, Stay Safe	When at Work		
		Date: 6/02/2021 Week: 2 Term: 1 2021	Date: 16/07/21 Week: 2 Term: 3 2021	Date: 3/09/2021 Week: 8 Term: 3 2021	Date: 18/12/2021 Week: 10 Term: 2021 and/or 2022	Date: 14/09/2021 Week: 9 Term: 3
Code	Unit of Competency					
CPCCWHS1001	Prepare to work safely in the construction industry	✓				
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry		✓			
CPCCCA2011A	Handle carpentry materials		✓			
CPCCCA2002B	Use carpentry materials		✓			
CPCCCM1015	Carry out measurements and calculations		✓			
CPCCCM1014	Conduct workplace communication			✓		
CPCCCM1012	Work effectively and sustainably in the construction industry			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.



COURSE: Construction

Student Competency Assessment Schedule

HSC outcome: CPC20211 Certificate II in Construction Pathways

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 70hrs total	Yearly Exam*
		On the Level	Handle wall and floor tiling materials Use wall and floor tiling tools and materials	To Join or Not to Join		
		Date: 29/10/2021 Week: 4 Term 4 2021	Date: 26/02/2022 Week: 4 Term: 3 2022	Date: 30/08/2022 Week: 7 Term: 2 2022	Date: 24/08/2022 Week: Term: 2021 or 2022	Date: 10/10/2022 Week: 5 Term: 4
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCWF2001A	Handle wall and floor tiling materials		✓			
CPCCWF2002A	Use wall and floor tiling tools and materials		✓			
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials					
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment					
CPCCCO2013A	Carry out concreting to simple forms					
CPCCCA2003	Erect and dismantle formwork for foots and slabs on ground					
CPCCJN2001A	Assemble components			✓		
CPCCJN2002B	Prepare for off-site manufacturing processes			✓		
CPCCCM1013	Plan and organise work			✓		

CPCCCM2001	Read and interpret plans and specifications			✓		
CPCCCM2005B	Use construction tools and equipment			✓		

**For the fields shaded blue, trainers must delete the clusters of work not being delivered before posting for students and also delete this statement.**

Depending on the achievement of units of competency, the possible HSC qualification outcome is a CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards a CPC20211 Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>



COURSE: Entertainment - Preliminary (Certificate III in Live Production and Technical Services)

2022 -2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Preliminary 1/2 Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
			Week TBA	Week 5	Week 10	Week 7	Week	Week	Week
			Term TBA	Term 2, 2022	Term 3, 2022	Term 4, 2022	Term	Term	Term
Cluster	Code	Unit of Competency	Date TBA	Date 23/9/22	Date	Date	Date	Date TBA	Date
1	CPCCWHS1001	Prepare to work safely in the construction industry	x						
2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations		x					
3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows			x				
4	CUAIND311	Work effectively in the creative arts industry				x			

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30420 - Certificate III in Live Production and Technical Services or a Statement of Attainment towards a CUA30420 - Certificate III in Live Production and Technical Services

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.





Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 5	Cluster 6	Cluster 7	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 10	Week 6	Week 6	Week	Week	Week
			Term 1, 2023	Term 3, 2023	Term 3, 2023	Term	Term	Term
			Date: 5/5/23	Date: 25/8/23	Date: 25/8/23	Date:	Date:	Date:
Cluster	Code	Unit of Competency						
5	SITXCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems						
6	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry						
60 hour specialisation								
7	BSBWOR301 CUAPPR304 CUALGT304	Organise personal work priorities and development Participate in collaborative creative projects Install and operate follow spots						

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30420 - Certificate III in Live Production and Technical Services or a Statement of Attainment towards a CUA30420 - Certificate III in Live Production and Technical Services

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

# Appendices

1. Illness/Misadventure Application
2. Extension for Assessment Task Application
3. Review of Assessment Task Application



## ILLNESS/MISADVENTURE APPLICATION

This form is to be completed by a student when they have NOT submitted or completed a HSC, Preliminary or Year 10 RoSA course assessment task on time due to an illness, accident or misadventure.

Name: \_\_\_\_\_

Year: ☐ 10 ☐ 11 ☐ 12

Course: \_\_\_\_\_

Class: \_\_\_\_\_

Course Teacher: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

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

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

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

I, \_\_\_\_\_ hereby apply for consideration due to an illness/misadventure.

My reason/s for requesting Illness/Misadventure consideration:

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### **Documentary evidence must be provided, except in exceptional circumstances**

☐ Illness    ☐ Leave/ Misadventure    ☐ Medical Certificate    ☐ Parental contact

☐ Counsellor's report    ☐ Statutory declaration    ☐ Other: \_\_\_\_\_

In lodging this application for consideration, I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student signature: \_\_\_\_\_

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

Parent/Carer signature: \_\_\_\_\_

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

**Submit this document, with documentary evidence attached to the Faculty Head Teacher.**

(The decision will be recorded on the back of this form)



**Classroom Teacher Comment**

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**Head Teacher Recommendation**

No penalty	<input type="checkbox"/>	
Estimate of mark based on evidence	<input type="checkbox"/>	
Task to be remarked	<input type="checkbox"/>	Other: _____
Record as zero mark	<input type="checkbox"/>	

Clarification:

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**Application and documentary evidence to Deputy Principal for decision**

**Deputy Principal Decision**

I have noted the above request and ACCEPT / DECLINED the Head Teachers recommendation.

Student notified of decision by Head Teacher ☐

If applicable, the task will now be submitted on or before:

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

Student notified of decision ☐

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

Application and Documentary evidence to Student File



## EXTENSION FOR ASSESSMENT TASK APPLICATION

This form is to be completed by a HSC, Preliminary or Year 10 RoSA student when they have prior knowledge of not being able to meet assessment task due date.

Name: \_\_\_\_\_

Year: ☐ 10 ☐ 11 ☐ 12

Course: \_\_\_\_\_

Class: \_\_\_\_\_

Course Teacher: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

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

I, \_\_\_\_\_ hereby apply for an extension of time for the above task.

My reason/s for requesting an extension:

☐ Excursion ☐ Leave ☐ Illness ☐ Work Placement ☐ Other

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**Documentary evidence must be provided, except in exceptional circumstances**

☐ Illness ☐ Leave ☐ Misadventure ☐ Medical Certificate ☐ Parental contact

☐ Counsellor's Report ☐ Statutory Declaration ☐ Other \_\_\_\_\_

*In lodging this application for consideration, I assure the Principal that I am not seeking unfair advantage over other students in the course.*

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent / Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit this document, with documentary evidence attached to the Faculty Head Teacher.**  
(The decision will be recorded on the back of this form)



**Classroom Teacher Comment**

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**Head Teacher Recommendation**

Valid reason, extension without penalty ☐

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

Reason / s unacceptable ☐

Clarification:

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***Application and documentary evidence to Deputy Principal for decision***

**Deputy Principal Decision**

I have noted the above request and ACCEPT / DECLINED the consideration for Extension.

The task will now be submitted on or before:

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

Time: \_\_\_\_\_

Student notified of decision ☐

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Application and documentary evidence to Student File*



## REVIEW OF ASSESSMENT TASK APPLICATION

This form is to be completed by a HSC, Preliminary or Year 10 RoSA student when they believe an Assessment Mark may not be correct.

Name: \_\_\_\_\_

Year: ☐ 10 ☐ 11 ☐ 12

Course: \_\_\_\_\_

Class: \_\_\_\_\_

Course Teacher: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

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

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

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

I, \_\_\_\_\_ hereby apply for a review of the above task.

My reason/s for requesting a review:

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Student signature: \_\_\_\_\_

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

**Submit this document to the Faculty Head Teacher within five (5) school days of the return of this Assessment Task.**

(The decision will be recorded on the back of this form)



**Classroom Teacher Comment**

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**Head Teacher Recommendation**

Mark award to remain

☐

Extension without penalty

☐

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

Task to be remarked

☐

Reason/s unacceptable

☐

Clarification:

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***Application and documentary evidence to Deputy Principal for decision***

**Deputy Principal Decision**

I have noted the above request and ACCEPT / DECLINE the consideration for Review of Assessment Task.

**Student notified of decision**

☐

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Application and documentary evidence to Student File*