



**MOAMA
ANGLICAN
GRAMMAR**

YEAR 12 HSC ASSESSMENT GUIDE

2018

This document is intended as a guide to HSC Assessment for students and parents.

STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE	1
Preliminary Courses	1
TERTIARY ADMISSION	1
ATAR courses.....	1
Who receives an ATAR?.....	1
STRUCTURE OF LESSON DELIVERY FOR PRELIMINARY & HSC	1
ASSESSMENT PROGRAM DEVELOPMENT	2
LATE SUBMISSIONS DUE TO ILLNESS, MISADVENTURE, MALPRACTICE OR INVALID TASKS..	3
Extensions	3
Late submissions	3
Malpractice or invalid tasks	4
Appeals against Assessment Rankings	4
‘N’ Determinations - Non-completion of a Higher School Certificate Courses	4
OTHER MATTERS RELATED TO YEAR 12	5
Guidelines re attendance	5
Study Periods	5
Driving to School.....	5
FAQ – ASSESSMENT PROCEDURES	6
1. What is the purpose of this booklet?	6
2. What are Preliminary and HSC Courses?	6
3. What is an Assessment Mark?.....	6
4. What is the purpose of Assessment Marks?.....	6
5. Are non-assessment tasks important?	6
6. How will assessments be compiled?	6
7. How will I be notified of impending assessment tasks?	6
8. How will assessment results be reported to students?	6
9. What provisions are made for assessment work affected by illness or misadventure?	6
10. How should an Assessment Task be submitted?.....	6
11. What happens if my Assessment Task is late?.....	7
12. What about assessment work which is not handed in?.....	7
13. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?.....	7
14. What if I am absent on the day an assessment task is scheduled?	7
15. What happens if a student does not make a serious attempt to complete an assessment task?.....	7
16. What happens to assessments if I change schools or repeat courses?.....	7
17. What records is the school required to keep?	7
18. Do school Preliminary Course Assessment Marks appear on the HSC?.....	7
19. Must I attend school regularly?	7

20. What are my options if I fail to satisfy the requirements of a Preliminary or HSC course?	7
21. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?	8
22. What happens if there is problem that affects all students in a particular assessment task?	8
23. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?	8
24. What happens in the event of a significant problem that prevents the completion of the assessment task?	8
SUMMARY OF DUE DATES:	9
SCHEDULES OF SUMMATIVE ASSESSMENT TASKS BY SUBJECT:	12
Agriculture	13
Ancient History	14
Biology	15
Business Studies	16
Chemistry	17
Community & Family Studies	18
Design & Technology (Graphics)	19
Drama	20
Economics	21
English (Advanced)	22
English (Standard)	23
Food Technology	24
History Extension	25
Industrial Technology: Multimedia	26
Italian Continuers	27
Legal Studies	28
General Mathematics Pathway 2	29
Mathematics (Advanced)	30
Mathematics Extension 1	31
Mathematics Extension 2	31
Modern History	32
Music 1	33
PDHPE	34
Physics	35
Society and Culture	36
Visual Art	37
HSC VET (Vocational Education & Training) Tourism, Travel and Events	38
Course Information	38
Work Placement	38

Schedule of HSC VET (Tourism, Travel and Events) Summative Assessment Tasks.....	39
APPENDICES.....	40
APPENDIX A: APPLICATION FOR AN EXTENSION - ASSESSMENT TASK AFFECTED BY ILLNESS/MISADVENTURE	41
APPENDIX C: APPEAL OF ASSESSMENT TASK MARK	43

STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is awarded at the end of at least two years of study as prescribed by NSW Education Standards Authority (NESA). Year 11 is known as Preliminary. Students have to complete 120 hours of a subject at Preliminary prior to attempting that subject at HSC level. HSC Courses run from early Term 4 in Year 11 until October of Year 12 when the HSC exams commence.

Preliminary Courses

- Students must study at least 12 units at Preliminary level. Most subjects are worth 2 units, so most courses will consist of 6 subjects at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at Preliminary
- At Moama Anglican Grammar all students must study 2 units of Mathematics at Preliminary level.

HSC courses

- Students must study at least 10 units at HSC level. Most subjects are worth 2 units, so most courses will consist of 5 subjects at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at HSC

TERTIARY ADMISSION

The Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student's overall academic achievement in the NSW Higher School Certificate (HSC) in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission.

Other criteria such as a portfolio, interview, audition, competence skills, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses.

Calculation of the ATAR is the responsibility of the NSW Universities Admissions Centre (UAC). Students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. ATARs are also made available to institutions for selection purposes. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

Specifically, an ATAR indicates the position of a student relative to their Year 7 cohort. That is, an ATAR of 80.00 indicates that students with that ATAR have performed well enough in the HSC to place them 20% from the top of their Year 7 cohort, had all the Year 7 students completed Year 12 and been eligible for an ATAR.

ATAR courses

ATAR courses are NESA developed courses for which there are formal examinations produced by NESA that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.

Who receives an ATAR?

While ATARs are calculated for all ATAR-eligible students, only students who indicate on their HSC entry forms that they wish to be notified of their ATAR receive an ATAR Advice Notice from UAC. These students will receive their written Advice Notices at around the same time as they receive their HSC results from NESA.

The ATAR Advice Notice includes:

- a student's ATAR
- a list of the ATAR courses which the student studied and the categorisation of each course
- the number of units of each ATAR course that were actually included in the calculation of the ATAR.

STRUCTURE OF LESSON DELIVERY FOR PRELIMINARY & HSC

The School operates over a two-week (10 day) cycle. There are six 50-minute periods per day and therefore 60 periods per two week cycle.

Each 2-Unit subject has 9 periods per cycle. In Year 11, students study six 2-Unit subjects making 54 periods per cycle. There are also 4 periods per cycle during which some students either study a 1-Unit extension course in Mathematics or English or have private study.

In their HSC year, students have the option of discontinuing a subject (often referred to as “dropping” a subject) other than English and still being eligible to receive an ATAR. As the ATAR is calculated using a student’s best 10-scaled units, the study of five 2-Unit subjects is the minimum required to be eligible for an ATAR. Students attend supervised private study sessions to replace the subject that has been dropped.

Discontinuing a subject is not mandatory and students can elect to continue with their study of their six 2-Unit subjects in Year 12. In this case, the extra two units studied by students can be thought of as a form of ‘insurance’, since students cannot be exactly sure of which subjects will end up being used in the calculation of their ATAR.

Procedure for Students Discontinuing or Changing Subjects

- a. Towards the end of Term 3 students and their parents/guardians will be given the option of having an interview with a relevant staff member to seek advice and discuss whether or not to continue with six subjects in HSC or whether to discontinue one subject and if so which one.
- b. If a student chooses to discontinue one of their Preliminary subjects this would happen either at the start of their HSC courses (Term 4) or at the start of Term 1 the following year.
- c. Students are encouraged to continue all six Preliminary subjects into the first term of their HSC studies (Term 4 of their Year 11).
- d. Students are still enrolled in a HSC subject and are expected to attend classes until all the relevant paperwork has been completed and signed off by the student, parents and staff at the school.
- e. Once a subject is discontinued it cannot be taken up again by the student.

The form that is required to be completed by a student in order to request to drop a subject can be obtained from reception at school.

ASSESSMENT PROGRAM DEVELOPMENT

Scope & Sequence Plans

Each Faculty has developed a scope and sequence plan for every subject offered within their Faculty. Each scope and sequence plan for a Stage 6 subject covers both Preliminary and HSC. A copy of each plan will be provided to students studying that subject.

Assessment, Reporting and Record Keeping for Stage 6 subjects

It is the responsibility of each Faculty to develop an Assessment Plan for every subject offered within that department at Stage 6 level. Each Assessment Plan for a Stage 6 subject must cover both Preliminary and HSC. Student achievement is reported by way of end of Semester reports to parents. Recommendations as to satisfactory completion of coursework in all Stage 6 subjects are to be recorded and submitted to the Principal. Satisfactory completion is determined by the Principal as per Section 8019 of the Board of Studies online ACE Manual.

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, they build up a profile of the achievement of each student based on results in the various assessment tasks.

In establishing an assessment program, teachers ensure that the types of assessment activities or tasks used are appropriate to the objectives and outcomes being assessed. Generally, it will be necessary to use a number of different assessment activities or tasks in order to ensure that student achievement in relation to all the knowledge and skills objectives is assessed. Principals have the authority to decide on and to implement special provisions for school-based assessments and tests.

The assessment program should also reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. Objectives from the affective domain (i.e. values and attitudes) should not be used in determining a student's grade.

Where activities or tasks are scheduled throughout a course, greater weight will generally be given to those activities or tasks undertaken towards the end of the course. There are, however, a number of different ways of organising the teaching/learning program for a course. The scheduling of activities or tasks and the weights applied should reflect the course organisation. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Course Completion Criteria

Satisfactory completion of a course requires the Principal to have sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
- Achieved some or all of the course objectives.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Higher School Certificate (English is Mandatory).

Marking, recording and reporting of student achievement in assessment tasks

- Student assessment tasks will be marked by the class teacher, with cross marking of tasks where more than one class is studying the same course
- Results will be recorded by the teacher in his/her mark book and then transferred to a centralised markbook on the school intranet
- Results will be reported to parents and students via semester reports.

LATE SUBMISSIONS DUE TO ILLNESS, MISADVENTURE, MALPRACTICE OR INVALID TASKS

Extensions

Students seeking an extension of time in relation to submission of work must apply to the Head of Senior School ahead of the due date and should be sought as soon as a difficulty arises. Students should complete the form found in Appendix A of the document as part of their application. Extensions will only be granted if the Head of Senior School is satisfied that there are sufficient grounds for an extension beyond procrastination or disorganisation. **Assessment work handed in by the new due date is not classed as a late submission.**

Late submissions

Where a task was not submitted by the due date, but evidence is provided that the failure to submit was due to illness or misadventure, the work will be accepted and graded without penalty on the decision of the Head of Secondary School, in consultation with the relevant Head of Faculty. Students should complete the form found in Appendix B of this document and submit it with the appropriate evidence to the Head of the Senior School

promptly on their return to school. Acceptable evidence of illness will be a medical certificate. Evidence of misadventure will be a letter signed by a parent or guardian outlining the event(s) that prevented submission. Work submitted late without satisfactory explanation as above will be penalised as follows.

Consequences of late work without explanation

- Immediate reduction to a mark of ZERO (0)
- A warning letter will be sent home from the Head of Senior School along with a copy or description of the overdue work. The classroom teacher may also write a note in the student diary, e-diary or phone home regarding the late work.
- If the work is not submitted within one week from the date the letter is sent, a second warning letter will be sent informing students and parents that the student is at risk of receiving an 'N' grade for the subject. Students may be required to complete the work in an after school detention or on the student free day at the beginning of a term. The date of this detention, should it be necessary, will be noted in the letter home.
- If the work is still not received a further week after the second warning letter a third letter will be sent home by the Head of Secondary informing the student that they have received an 'N' grade for the task.

In the event of a computer malfunction, the student:

- Must show evidence of work in progress on a USB memory stick or similar
- Students should print off and keep drafts of a task as evidence in case of computer malfunction
- If there is evidence of this, the teacher will negotiate a reasonable time to finish the work and there will be no penalty;
- If there is no evidence of this, the zero mark policy described above applies.

In the event of a printing malfunction:

- The student must supply evidence of the work completed on the computer;
- If unable to do so, zero mark policy applies as above;
- If work is complete, teacher negotiates a time when the work can be printed;
- Insufficient time to print is not a reason for lateness of submission.

Malpractice or invalid tasks

Where the teacher concerned has reason to believe that the work submitted is not the student's own work or is unreliable, the matter is to be investigated by the Head of Senior School. Where a decision is made to discount the work the penalty is a zero grading. The work must be resubmitted in a timely fashion to avoid an 'N' grade, but will not be awarded a mark.

Appeals against Assessment Rankings

- The School will provide for a review of assessment rankings to be conducted by the Head of Curriculum, Head of Senior School and the relevant Head of Faculty;
- Decisions of this review committee can be reviewed by the Principal;
- Parents will be provided with the details of the appeals process available through the Board of Studies should they be dissatisfied with the School's own review.

'N' Determinations - Non-completion of a Higher School Certificate Courses

The Board of Studies requires schools to issue students with official warning in order to give them the opportunity to correct the problem (e.g. complete set tasks not done or resubmit tasks not meeting minimum requirements). A minimum of two course specific written warnings will be issued prior to a final 'N' determination being made for a course. 'N' determinations are overseen by the Head of Secondary School, in consultation with the relevant Head of Faculty.

OTHER MATTERS RELATED TO YEAR 12

Guidelines re attendance

Students are expected to attend on all school days unless ill or absent for a reason deemed acceptable by the School.

It is requested that students not take holidays or any other kind of leave from school during term time.

Under certain circumstances leave will be allowed but it is strongly discouraged as it impacts on students' ability to keep up with the work and may involve missing valuable revision or assessment.

Study Periods

In Year 12 students may have up to 13 study periods per fortnight. It is generally expected that all Year 12 students attend school for the set hours of 8:50am to 3:05pm regardless of when their classes are. Applications by students and their parents may be made for special permission to arrive later or leave earlier if they have study period(s) at the beginning or the end of the school day and will be considered on a case-by-case basis. These applications are to be made to the Head of Senior School.

Driving to School

If a student in Year 11 or 12 holds a provisional license and wishes to drive to school permission must be obtained from the Head of Senior School. In Year 11, permission will be granted only to those students who are late country bus travellers in order for them to reduce their transit time. As a general rule permission would be granted if application is made with the support of the student's parents. Permission will generally be limited to that student, but no passengers. Siblings must be specifically mentioned in any request if they are to be transported by the student. It is unlikely that a student will be given permission to transport non- family members as there are serious legal implications and issues.

FAQ – ASSESSMENT PROCEDURES

1. **What is the purpose of this booklet?**

The purpose of this booklet is to provide information about school assessment of student progress in Years 11 and 12 and your rights and responsibilities under this system.

2. **What are Preliminary and HSC Courses?**

Preliminary Courses are normally completed in Year 11.

Students must satisfy the requirements of a Preliminary course before proceeding to the HSC course in that subject. Preliminary courses are assumed knowledge for the HSC Examination.

3. **What is an Assessment Mark?**

An Assessment Mark represents your achievement of outcomes listed in the syllabus for each course studied.

4. **What is the purpose of Assessment Marks?**

To allow a wide range of subject skills and knowledge to be assessed. Assessment takes place at stages throughout the course, rather than by a single examination at its end.

5. **Are non-assessment tasks important?**

Yes! You must satisfy ALL the requirements of a syllabus –this includes all in class and homework tasks (known as “formative” assessment tasks) set by your teachers. Failure to complete these tasks, such as class work and homework set by your teachers, means that the Board of Studies requirements for completing an HSC or Preliminary Course are not satisfied.

6. **How will assessments be compiled?**

Each Faculty, using Board of Studies guidelines, has developed procedures for compiling an Assessment Mark by the end of each course.

Guidelines indicate the outcomes being assessed in each assessment task, the percentage of the final mark each of these areas is worth, and what forms of assessment will be used.

Details of the procedures used for each Subject are included in this booklet.

7. **How will I be notified of impending assessment tasks?**

You will receive written notice of impending Assessment Tasks at least two weeks before the due date.

The only exception to this are mid-year and Trial HSC exams where students are informed many weeks in advance. Notice will include information regarding outcomes, timeframes, marking guidelines or criteria and clearly outlined expectations.

8. **How will assessment results be reported to students?**

Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed and this will be indicated on the task when it is handed back after marking.

9. **What provisions are made for assessment work affected by illness or misadventure?**

If you are having problems with a particular assessment task because of illness or misadventure, you may ask for special consideration.

Written application must be made on the appropriate form (Appendix A), and submitted to the Head of Senior School, at least 3 days before the task is due. You may be asked to produce evidence of the progress you have made on the set task, and may need to produce a Medical Certificate.

10. **How should an Assessment Task be submitted?**

All Assessment Tasks must be handed in by 9am on the date due, unless they are in-class tasks.

The Assignments/Projects/Work Requirements page of the student diary is to be completed by students, and signed by the Teacher collecting the work as a record of submission of an assessment task. (This is to

protect both student and Teacher). It is important to note that a teacher's signature in the diary does not signify that the work is of the minimum standard needed to satisfy the requirements of the HSC.

11. What happens if my Assessment Task is late?

Late submission of work will result in forfeiture of marks outlined on page 5 of this document.

You will still be required to complete the task in order to judge your achievement of course outcomes.

12. What about assessment work which is not handed in?

In order to have studied a course satisfactorily, the Board of Studies expects you to have completed all assessment work. See page 5 and 6 of this document for more information.

13. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?

In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head of the Secondary School, who will then notify the relevant Head of Faculty. A ZERO mark may be awarded, depending on the severity of the situation. Parents will be notified in writing by the Head of Senior School, when a zero mark is given.

14. What if I am absent on the day an assessment task is scheduled?

You should telephone the school (talk to the Head of the Senior School) and explain the reason for absence. Then on the day you return to school, report to the Head of the Senior School, and complete a "Consideration of Absence" form (Appendix B). Supportive evidence should be attached (e.g. Medical Certificate or Parental Letter), and the form returned to the Head of the Senior School. The Head of the Senior School will consider the application, and a decision issued promptly to the Student and to your Class Teacher. An alternate Assessment Task may be issued for you to complete to allow course outcomes to be assessed.

15. What happens if a student does not make a serious attempt to complete an assessment task?

All students are expected to make a serious attempt at all tasks. A non-serious attempt will immediately result in a Board of Studies warning letter being sent home and is placing a student in danger of receiving an 'N' award (unsatisfactory) for that course.

16. What happens to assessments if I change schools or repeat courses?

No action is necessary for students who transfer to another school before assessments begin. The student's new school will assess them. The Board of Studies provides guidelines for assessing students who transfer at a later stage of a course. If you repeat a Higher School Certificate course, the Assessment Mark will be based only on work done in the most recent attempt.

17. What records is the school required to keep?

The school must keep a record of all Assessment Marks that students gain in every assessment task of each HSC course. Assessment tasks will be returned to students following assessment.

18. Do school Preliminary Course Assessment Marks appear on the HSC?

No! However, any student who does not fulfil the assessment requirements of a Preliminary Course may not be eligible to undertake the HSC in that Course.

19. Must I attend school regularly?

Yes! You are expected to be present on each school day unless you are ill. In simple terms it is not possible for any student to successfully complete the outcomes of the courses they are studying if they are missing a lot of school.

20. What are my options if I fail to satisfy the requirements of a Preliminary or HSC course?

OPTION 1: Repeat the course in a later year, and "Accumulate" the HSC over a longer period (up to 5 years).

OPTION 2: Repeat all Preliminary Courses or all HSC Courses

OPTION 3: Negotiate with the Principal to continue "On Probation" during Term 4 of the Preliminary Course.

21. **What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?**

In the first instance, you should discuss the situation with your classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head of Faculty in charge of your subject and complete an Assessment Appeal Form (Appendix C). The Head of Faculty will then complete the form with you and it will be submitted to the Head of the Senior School for judgement by a panel. The panel will make a decision and the result will be reported to you. In the event that a student is not satisfied with this process an appeal to BOSTES (Board of Studies Teaching and Educational Standards) is then possible.

22. **What happens if there is problem that affects all students in a particular assessment task?**

In the first instance if a student or a group of students have a concern about a task they should discuss the situation with the classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head of Faculty in charge of your subject and complete an Assessment Appeal Form (Appendix C) if appropriate. If a teacher believes that the results of a task are either invalid or questionable they will bring it to the attention of the students and immediately refer the matter to the Head of Faculty. In either of the above cases, the matter must then immediately be reported to the Head of the Senior School and Principal for a judgement.

23. **What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?**

In the first instance, you should discuss the situation with your classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head of Faculty in charge of your subject and the Head of the Senior School. You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In the event that a student is not satisfied with this process an appeal to the Board of Studies is then possible.

24. **What happens in the event of a significant problem that prevents the completion of the assessment task?**

An alternate Assessment Task may be issued for you to complete, allowing the course outcomes to be assessed.

SUMMARY OF DUE DATES:

Week	Term 4, 2017	Term 1, 2018	Term 2, 2018	Term 3, 2018
1				English (Standard) - Writing Task
2		Visual Arts - Historical and Critical Analysis - Case Study Economics - Case Study Mathematics Ext 1 - Written Test General Maths Pathway 2 - Written Assignment Graphics - Project Proposal CAFS - Independent Research Project	Maths Ext 1 -Investigation Task	English (Advanced) - Listening Task Graphics - Project Development and Realisation Italian Continuers - Lessico Famigliare PDHPE - Syllabus analysis of Sports Medicine and Improving Performance. Modern History - Essay General Maths II - Written Portfolio Food Technology - Nutrition - Extended Response Task.
3			PDHPE – Syllabus analysis of Sports Medicine and Improving Performance	Italian Continuers - Il Mio Diario Visual Arts - PART B Final Development of Body of Work - Investigations of artmaking practice evident in Visual Art Process Diary (VAPD) History Extension - History Project
4				NO TASKS DUE
5	Biology - First Hand Investigation	Drama - Individual Project Oral Presentation	Biology - First-Hand Investigation Maths (Advanced) - Analysis Task	Trial Examinations (All subjects)
6	Graphics - Case Study Physics - First Hand investigation	Biology - Secondary Sources Investigation Physics - Secondary Sources Investigation	Physics - Secondary Sources Task Visual Arts - PART A Development of Body of Work - Investigations of artmaking practice evident in Visual Art Process Diary (VAPD) Italian Continuers - External Conversation task English (Standard) - Listening Task Ancient History -Oral Task	Trial Examinations (All subjects)
7	Graphics - Innovation Case Study Chemistry - First Hand investigation	Music -Performance Core Chemistry - Secondary Sources Investigation Agriculture – Elective Research Task Maths Ext 2 – Assessment Multimedia – Project Development and Management	Chemistry - First Hand Investigation Drama - Tragedy Workshop Performance	

8	<p>Agriculture- Oral Presentation English (Standard and Advanced) - Viewing and Representing Task Italian Continuers - Listening & Responding task Modern History - Source Analysis</p>	<p>English (Standard) - Oral Presentation English (Advanced) – Writing Task Society and Culture- Continuity and change essay Economics - Test Business Studies - In-class extended response History Extension – Project Proposal Food Technology - Food Manufacture- Research and Practical Task</p>	<p>English (Advanced) - Speaking Task Business Studies - Topic Test Modern History - Research / Oral Task General Maths Pathway 2 - Analysis Task</p>	
9	<p>Food Technology - Australian Food Industry - Research and Investigation Task. Visual Arts - Development of Body of Work - investigations of artmaking practice evident in Visual Art Process Diary (VAPD) Legal Studies- Crime Test Society and Culture- Personal Interest Project Pitch Music- Musicology Core Business Studies - Business Investigation Ancient History- Pompeii Source Analysis Mathematics (Advanced) - Written Test CAFS - Case study of a community group Multimedia - Project Proposal Planning research PDHPE - Research Task on a Priority Health Area Drama - Australian Drama Workshop Performance</p>	<p>Ancient History-Ancient Society Essay Legal Studies – Human Rights Investigation Maths (Advanced) - Investigation Task</p>	<p>Music - Composition Legal Studies - Research Essay Society and Culture- Popular Culture Presentation Maths Ext 2 - Assessment</p>	
10		<p>Food Technology - Food Product Development. Investigation, Research and Practical Task Multimedia - Folio and Production of Major Work Economics - Economic Policy Analysis Task Maths Ext 1 - Analysis Task</p>		

**SCHEDULES OF SUMMATIVE ASSESSMENT
TASKS BY SUBJECT:**

Agriculture

Task Number	1	2	3	
Name of Task	Plant Production Oral presentation	Elective Research task	Trial Examination	
When the Task is due	Term 4, Week 8	Term 2 Week 7	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.1, H2.1 H2.2	H3.4, H4.1 H5.1	H1.1, H2.1 H2.2, H3.4 H5.1,H3.1, H3.2 H3.3, H3.4	
Syllabus Component				Weighting
Knowledge and understanding of: the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems AND the impact of innovation, ethics and current issues on Australian agricultural systems	5	15	20	40
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	15	5	20	40
Skills in effective research, experimentation and communication	5	5	10	20
Weighting	25	25	50	100

Ancient History

Task Number	1	2	3	4	
Name of Task	Pompeii and Herculaneum Source Analysis	Ancient Society Essay	Oral Task-Agrippina	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 5 & 6	
Outcomes Assessed	AH12-6, AH12-8, AH12-9, AH12-10	AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9	
Syllabus Component					Weighting
Knowledge and understanding of Content	5	15	5	15	40
Source based skills	10			10	20
Historical enquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Weighting	20	30	20	30	100

Biology

Task Number	1	2	3	4	
Name of Task	Planning and reporting a first-hand investigation	Secondary Sources Investigation	Planning and reporting a first-hand investigation	Trial Examination	
When the Task is due	Term 4, Week 5	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 5 & 6	
Outcomes Assessed	H2, H11, H12, H13, H14, H15, H16	H1, H2, H3, H4, H6, H7, H8, H9, H11, H12, H13, H14, H15, H16	H1, H5, H6, H7, H10, H11, H13, H14, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Syllabus Component					Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology • Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	5	10	10	15	40
Skills in: <ul style="list-style-type: none"> • Planning and conducting first-hand investigations • Gathering and processing first-hand data • Gathering and processing relevant information from secondary sources. 	10	5	15		30
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem-solving techniques • Working individually and in teams 	5	5	5	15	30
Weighting	20	20	30	30	100

Business Studies

Task Number	Task 1	Task 2	Task 3	Task 4	
Name of Task	Business Investigation: Operations	In-class Extended Response: Marketing	Topic Test: Finance	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5 & 6	
Outcomes Assessed	H7, H8, H9	H2, H4, H5, H6, H7, H8, H9	H2, H5, H6, H8, H9	H1-H6, H8-H10	
Syllabus Component					Weighting
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills		10	5	5	20
Inquiry and Research	15			5	20
Communication	5	5	5	5	20
Weighting	25	25	20	30	100

Chemistry

Task Number	1	2	3	4	
Name of Task	Planning and Performing a first-hand investigation	Secondary Sources Investigation	Planning and Performing a firsthand investigation	Trial Examination	
When the Task is due	Term 4, Week 7	Term 1 Week 7	Term 2, Week 7	Term 3, Weeks 5 & 6	
Outcomes Assessed	H8, H12, H14	H2, H11, H12, H13, H14	H1-4, H6-9, H11-14	H1-14	
Syllabus Component					Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 		15	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	15		15		30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	5	10	10	30
Weighting	20	20	30	30	100

Community & Family Studies

Task Number	1	2	3	
Name of Task	Independent Research Project	Case Study of community group	Trial Examination	
When the Task is due	Week 2 Term 1 2018	Week 9 Term 1	Term 3, Weeks 5 & 6	
Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1	H1.1 to H6.2	
Syllabus Component				Weighting
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> ● resource management ● positive relationships ● range of societal factors ● range of societal factors 	5	5	20	30
Skills in: <ul style="list-style-type: none"> ● applying management processes to meet the needs of individuals, groups, families and communities ● planning to take responsible action to promote wellbeing. 		10	15	25
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35	5	5	45
Weighting	40	20	40	100

Design & Technology (Graphics)

Task Number	1	2	3	4	
Name of Task	Innovation Case Study & (Emergence & Impact of New Technologies)	Project Proposal	Project Development and Realisation	Trial Examination	
When the Task is due	Term 4, Week 7	Term 1, Week 2	Term 3, Week 2	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.2, H3.1, H3.2, H5.2	H1.1, H4.1 H5.1	H2.1, H2.2 H4.2, H4.3 H6.1, H6.2	Selection of Outcomes	
Syllabus Component					Weighting
Knowledge and Skills in Innovation & Emerging Technologies	20			20	40
Designing & Producing		20	30	10	60
Weighting	20	20	30	30	100

Drama

Task Number	1	2	3	4	
Name of Task	Australian Drama and Theatre (Core Study) Workshop	Individual Project Progress Oral Presentation	Studies of Drama and Theatre (Core Study): Tragedy Workshop	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 5	Term 2, Week 7	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.3, H1.5, H1.7	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.4	
Syllabus Component					Weighting
Making	15	10	15		40
Performing	15		15		30
Critically Studying		15		15	30
Weighting	30	25	30	15	100

Economics

Task Number	1	2	3	4	
Name of Task	Case Study:	Test	Economic Policies Analysis Task	Trial Examination	
When the Task is due	Term 1, Week 2	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H3, H4, H7, H9 H10, H11	H1, H2, H4, H5, H6, H7, H8, H9 H10	H1, H2, H4, H5, H6, H7, H8, H9 H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Syllabus Component					Weighting
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills		5	5	10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	20	20	30	30	100

English (Advanced)

Task Number	1	2	3	4	5	
Name of Task	Representations of 'Discovery' - Viewing and Representing Task	Module A: Comparative Study of Texts Writing Task	Module C: People and Politics Speaking Task	Module B: Poetry Listening Task	Trial Examination	
When the Task is due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 2	Term 3, Weeks 5 & 6	
Outcomes Assessed	3,4,5,8,11,12	1,2,5,10,12A	1,2, 2A,4, 6	1,4,7,9,12	1, 2, 3, 4, 5, 6, 7, 8, 10, 11,13	
						Weighting
Area of Study	25				15	40
Module A		15			5	20
Module B				15	5	20
Module C			15		5	20
Marks	25	15	15	15	30	100
Listening				15		15
Speaking			15			15
Reading	10				15	25
Writing		15			15	30
Viewing / Representing	15					15
Weighting	25	15	15	15	30	100

English (Standard)

Task Number	1	2	3	4	5	
Name of Task	Representations of 'Discovery' - Viewing and Representing Task	Module B: Close Study of Text Oral Presentation	Module C: Exploring Transitions Listening Task	Module A: Distinctively Visual Extended Response Essay In Class	Trial Examination	
When the Task is due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Week 1	Term 3, Weeks 5 & 6	
Outcomes Assessed	3,5,6,7,10,11	3,7,8,9,12,13	1,4,6,8,10	1,2,3,4,7	3,4,6,8,10	
						Weighting
Area of Study	25				15	40
Module A				15	5	20
Module B		15			5	20
Module C			15		5	20
Marks	25	15	15	15	30	100
Listening			15			15
Speaking		15				15
Reading	10				15	25
Writing				15	15	30
Viewing / Representing	15					15
Weighting	25	15	15	15	30	100

Food Technology

Task Number	1	2	3	4	5	
Name of Task	Australian Food Industry	Food Manufacture	Food Product Development	Nutrition	Trial Examination	
When the Task is due	Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Week 2	Term 3, Weeks 5 & 6	
Outcomes Assessed	H2.1, H5.1, H1.3, H1.2, H1.1, H3.1, H 1.4, H4.2, H4.1	H1.1, H3.1, H 1.4, H1.3, H4.1 H4.2	H4.2, H4.1 H 1.4, H4.2, H1.1, H1.3	H1.1, H3.1, H 1.4, H4.2, H1.3, H4.1	H2.1, H5.1, H1.3, H1.1, H1.4, H1.2 H3.1, H4.1 H 1.4, H4.2	
Syllabus Component						Weighting
Knowledge and understanding of food technology	5				15	20
Skills in researching, analysing and communicating food issues	10	5		10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20			30
Skills in designing, implementing and evaluating solutions to food situations		5	5		10	20
Weighting	15	20	25	10	30	100

History Extension

Task Number	1	2	3	
Name of Task	History Project - Proposal	History Project	Trial Examination	
When the Task is due	Term 1, Week 8	Term 3, Week 3	Term 3, Weeks 5 & 6	
Outcomes Assessed	E1.1, E2.2, E2.3	E2.1, E2.2, E.23	E1.1, E2.2, E2.3	
Syllabus Component				Weighting
Knowledge and understanding of significant historiographical ideas and processes			10	10
Skills in designing, undertaking and communicating historical inquiry - the History Project	5	35		40
Weighting	5	35	10	50

Industrial Technology: Multimedia

Task Number	1	2	3	4	
Name of Task	Project Proposal, Planning & Research	Project Development & Management	Folio and Production of Major Work	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	All Course Outcomes	
Syllabus Component					Weighting
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the Multimedia Industry	5	5		30	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	10	10	40		60
Weighting	15	15	40	30	100

Italian Continuers

Task Number	1	2	3	4	5	
Name of Task	Listening and responding	External assessment conversation	Lessico familiare	Il mio diario	Trial Examination	
When the Task is due	Term 4, Week 8	Term 2, Week 6	Term 3, Week 2	Term 3, Week 3	Term 3, Weeks 5 & 6	
Outcomes Assessed	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 4.1	2.1, 2.2, 2.3, 4.1		
Syllabus Component						Weighting
Speaking		20				20
Listening and responding	10				15	25
Reading and responding			30		10	40
Writing				10	5	15
Weighting	10	20	30	10	30	100

Legal Studies

Task Number	1	2	3	4	
Name of Task	Crime Test	Human Rights Investigation	Research Essay	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H4, H5, H6, H7, H8, H9.	H3, H4, H5, H6, H7, H8, H9, H10.	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Syllabus Component					Weighting
Knowledge and understanding of course content	15	5	15	25	60
Research		10	5	5	20
Communication	5	5	5	5	20
Weighting	20	20	25	35	100

General Mathematics Pathway 2

Task Number	1	2	3	4	
Name of Task	Written Assignment	Analysis Task	Written Portfolio	Final Examination	
When the Task is due	Term 1, Week 2	Term 2, Week 8	Term 3, Week 2	Term 3, Weeks 5 & 6	
Outcomes Assessed	MG2H4, MG2H5, MG2H10	MG2H4, MG2H5, MG2H10	MG2H1, MG2H2, MG2H3, MG2H7, MG2H9, MG2H10	MG2H1 -10	
Syllabus Component					Weighting
Concepts, skills & techniques	10	10	10	20	50
Reasoning and communication	10	20	10	10	50
Weighting	20	30	20	30	100

Mathematics (Advanced)

Task Number	1	2	3	4	
Name of Task	Written Test	Investigation Task	Analysis Task	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 5 & 6	
Outcomes Assessed	P2, H1, H2, H4	P3, P4, H1, H2, H4, H5	H1, H2, H3, H4, H5	H1 – H8	
Syllabus Component					Weighting
Concepts, skills & techniques	5	15	10	20	50
Reasoning and communication	5	5	20	20	50
Weighting	10	20	30	40	100

Mathematics Extension 1

Task Number	1	2	3	4	
Name of Task	Written Test	Investigation Task	Analysis Task	Trial Examination	
When the Task is due	Term 1, Week 2	Term 2, Week 2	Term 2, Week 10	Term 3, Weeks 5 & 6	
Outcomes Assessed	PE2, PE3, PE4, PE6	HE2, HE3, HE4, HE6, HE7	HE3, HE5	PE2 – PE7, HE2 – HE7	
Syllabus Component					Weighting
Concepts, skills & techniques	5	15	10	20	50
Reasoning and communication	5	5	20	20	50
Weighting	10	20	30	40	100

Mathematics Extension 2

Task Number	1	2	3	
Name of Task	Assessment	Assessment	Trial Examination	
When the Task is due	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	E1, E2, E3, E4, E8, E9	E1, E2, E3, E5, E7, E9	E1 - E9	
Syllabus Component				Weighting
Concepts, skills & techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Weighting	30	30	40	100

Modern History

Task Number	1	2	3	4	
Name of Task	Source Analysis-World War One	Research/Oral Task - Germany and Albert Speer	Essay - Indochina	Trial Examination	
When the Task is due	Term 4, Week 8	Term 2, Week 8	Term 3, Week 2	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.1, H1.2, H3.3, H3.4, H4.1	H1.1, H1.2, H2.1, H3.2, H3.4, H3.5, H4.1, H4.2	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2	H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2	
Syllabus Component					Weighting
Knowledge and understanding of content	5	10	10	15	40
Source-based skills	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

Music 1

Task Number	1	2	3	4	
Name of Task	Musicology Core	Performance Core	Composition	Trial Examination	
When the Task is due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H5, H6, H7, H10, H11	H1, H2, H5, H6, H7, H10, H11	H1, H2, H5, H6, H7, H10, H11	H3, H5, H7, H8, H10, H11	
Syllabus Component					Weighting
Composition Core			10		10
Performance Core		10			10
Aural Core				25	25
Musicology Core	10				10
Elective 1	15				15
Elective 2		15			15
Elective 3			15		15
Weighting	25	25	25	25	100

PDHPE

Task Number	1	2	3	
Name of Task	Research task on health priority issue	Syllabus analysis of Sports Medicine and Improving Performance.	Trial Examination	
When the Task is due	Week 9 Term 4	Week 2 Term 3	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H4, H5, H15, H16	H8, H10, H16, H8, H13, H16, H17	H1 - H5, H7 - H11, H13 - H17	
Syllabus Component				Weighting
Knowledge and understanding of <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	10	10	20	40
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity. 	5	10	15	30
Skills in critical thinking, research and analysis	10	15	5	30
Weighting	25	35	40	100

Physics

Task Number	1	2	3	4	
Name of Task	Performing and reporting a first-hand investigation	Secondary Sources Investigation	Secondary sources investigation	Trial Examination	
When the Task is due	Term 4, Week 6	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 5 & 6	
Outcomes Assessed	H2, H11, H12, H13, H14	H1, H2, H3, H4, H6, H7, H8, H9, H11, H12, H13, H14	H3, H4, H5, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	
Syllabus Component					Weight
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics Kinematics and dynamics, energy, waves, fields and matter 		15	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	15		15		30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	5	10	10	30
Weighting	20	20	30	30	100

Society and Culture

Task Number	1	2	3	4	
Name of Task	Personal Interest Project Pitch	Continuity and change Essay	Popular Culture Oral Task	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H6, H8, H10	H1, H3, H5, H6	H5, H7, H8, H10	H1, H2, H3, H4, H5, H6	
Syllabus Component					Weighting
Knowledge and understanding of course content	10	15	10	15	50
Application and evaluation of social and cultural research methods	5	10	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	20	30	20	30	100

Visual Art

Task Number	1	2	3	4	5	
Name of Task	Development of body of work – investigations of artmaking practice evident in Visual Arts Process Diary (VAPD)	Art Criticism and Art History In-class essay based on class work and/or case study content	PART A Development of body of work – including VAPD and works under development	PART B Development of body of work – including VAPD and works under development	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 2	Term 2, Week 6	Term 3, Week 6	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H3, H4	H7, H8, H9	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Syllabus Component						Weighting
Artmaking	10		15	25		50
Art Criticism and Art History		10	5	5	30	50
Weighting	10	10	20	30	30	100

HSC VET (Vocational Education & Training)

Tourism, Travel and Events

Course Information

The courses within the HSC VET Tourism, Travel and Events curriculum framework are competency-based courses. This means that student's assessment is based on their knowledge, skills, application and attitude. Students must be able to demonstrate that they are competent in performing the task successfully based on set criteria.

The assessment does not compare students against each other. Students will be judged as either **competent** or **not yet competent** according to set criteria that students are given beforehand. If students are judged as not yet competent, their teacher will let students know how they can improve and negotiate another opportunity for them to demonstrate their competence. Students will be given a maximum of three opportunities to demonstrate competencies not yet achieved.

Students will be informed where an assessment is critical to a competency determination and must ensure that they make every effort to meet the requirements of that assessment. If an assessment is to be handed in, the same rules apply as to all other Assessment Tasks.

A Certificate of Achievement is awarded to students who meet **all** competencies. Students who gain competency in only some of the required competencies will receive only a Statement of Attainment.

Although assessment requirements of this course are **competency based**, examinations are used to inform School reporting and to determine estimated examination marks for students.

The Board of Studies requires schools/RTOs to submit an estimated examination mark for all students entered for the HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Trial HSC Examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal (Board of Studies Assessment and Reporting in VET Stage 6).

Work Placement

Work Placement in VET subjects is mandatory and is part of student's assessment program for the course. If students do not satisfactorily complete the work placement requirement they will not have the course recognised by the Board of Studies. This might mean that students will not receive their HSC in this subject. The minimum required hours for students to complete work placement are equal to two weeks (70 hours) over the two year course. Further information for VET courses can be found in the Student VET Information Handbook.

For insurance reasons students on work placement must not be paid. Work placement will be organised by students themselves, with guidance from their teacher. Set weeks for students to complete their work placement will be set throughout the year. A copy of the school's public liability insurance which covers students and other persons against injury will be forwarded to employers by the student's teacher in the preceding weeks before work placement.

A prohibited employment declaration form must be completed by all employers. The school must sight this document as stipulated in the Staff Engagement policy.

Schedule of HSC VET (Tourism, Travel and Events) Summative Assessment Tasks

Task Number	Task	Date	Syllabus Components and Competencies	Weighting
1	Multiple Choice Short Answers Extended Response Task	Term 2, Week 4	<p>Australian destinations</p> <ul style="list-style-type: none"> • SITTTSL004 Provide advice on Australian destinations • Safety • SITXWHS001 Participate in safe work practices <p>Sustainability</p> <ul style="list-style-type: none"> • BSBSUS201 Participate in environmentally sustainable work practices <p>Working in the industry</p> <ul style="list-style-type: none"> • SITTIND001 Source and use information on the tourism and travel industry <p>Working with customers</p> <ul style="list-style-type: none"> • SITXCCS006 Provide service to customers • SITXCOM002 Show social and cultural sensitivity <p>Tourism and Travel stream</p> <ul style="list-style-type: none"> • SITTTSL002 Access and interpret product information 	25
	Task	Date	Syllabus Components and Competencies	Weighting
2	Trial Exam Multiple Choice Short Answers Extended Response	Term 3 Weeks 5 & 6	<p>Australian destinations</p> <ul style="list-style-type: none"> • SITTTSL004 Provide advice on Australian destinations <p>Safety</p> <ul style="list-style-type: none"> • SITXWHS001 Participate in safe work practices <p>Sustainability</p> <ul style="list-style-type: none"> • BSBSUS201 Participate in environmentally sustainable work practices <p>Working in the industry</p> <ul style="list-style-type: none"> • SITTIND001 Source and use information on the tourism and travel industry <p>Working with customers</p> <ul style="list-style-type: none"> • SITXCCS006 Provide service to customers • SITXCOM002 Show social and cultural sensitivity <p>Tourism and Travel stream</p> <ul style="list-style-type: none"> • SITTTSL002 Access and interpret product information • SITTTSL005 Sell tourism products and services • SITTTSL006 Prepare quotations 	75
				100

The procedures and rules outlined in this Manual for HSC Assessment Tasks apply to these examinations.

APPENDICES

APPENDIX A: APPLICATION FOR AN EXTENSION - ASSESSMENT TASK AFFECTED BY ILLNESS/MISADVENTURE

STUDENT NAME: _____

DATE: _____

SUBJECT: _____

TEACHER: _____

TASK CONCERNED: _____

I hereby apply for an Extension based on consideration of the following factor(s) which affected my performance in this Assessment Task (Documentary evidence from Doctor/Parent should be provided): In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

STUDENT'S SIGNATURE: _____

PARENT/CAREGIVER SIGNATURE: _____

DECISION OF HEAD OF SENIOR SCHOOL:

.....
.....

HEAD OF SECONDARY SIGNATURE: _____

DATE: _____

APPENDIX B: CONSIDERATION OF ABSENCE ON DUE DATE OF ASSESSMENT TASK

STUDENT NAME: _____

DATE: _____

SUBJECT: _____

TEACHER: _____

Brief Description of Assessment Task Concerned:

.....
.....

I hereby apply for consideration of my absence for the Assessment Task outlined above. Documentary evidence is/is not attached. The facts as outlined below, which affected my ability to complete this Assessment Task by the Due Date, are an accurate record of my situation:

.....
.....
.....
.....
.....
.....
.....

STUDENT'S SIGNATURE: _____

PARENT/CAREGIVER SIGNATURE: _____

DECISION OF HEAD OF SENIOR SCHOOL:

.....
.....

HEAD OF SECONDARY SIGNATURE: _____

DATE: _____

APPENDIX C: APPEAL OF ASSESSMENT TASK MARK

STUDENT NAME: _____

DATE: _____

SUBJECT: _____

TEACHER: _____

Please give details in the space below your concern / complaint with regard to the above HSC Assessment Task

.....
.....
.....
.....
.....
.....
.....
.....
.....

STUDENT'S SIGNATURE: _____

DATE: _____

TEACHER / HoTL SIGNATURE: _____

DATE: _____



MOAMA
ANGLICAN
GRAMMAR

03 5480 5900