



Stage 6

Senior College

ASSESSMENT PROCEDURES
2023 Higher School Certificate

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INTRODUCTION

This Senior Studies Assessment Policy has been developed to comply with the New South Wales Educational Standards Authority (NESA) requirements. This policy will be consistently applied in all subjects where students are presenting for the Higher School Certificate.

All 2 unit courses are broken into a Preliminary course and an HSC course. The Preliminary course in a subject must be satisfactorily completed before a student can attempt the HSC course.

NESA requires that assessment tasks be conducted for the Preliminary and HSC courses. However, only assessment of the HSC course will count towards the moderated assessment mark that appears on the HSC (there are some exceptions to this rule in Mathematics).

The main purpose of assessment in the Preliminary course is to provide feedback to students and parents/carers about achievement of outcomes and to determine whether a course has been satisfactorily completed. No marks are sent to NESA regarding Preliminary assessment. A grade from A to E is provided to NESA at the end of the Preliminary course based on course performance descriptors. Your assessment in Preliminary courses will be used by teachers to guide them in assigning the grade that best describes your performance in the course and ultimately will be the grade submitted to NESA.

Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. This allows students to be given credit for consistent work throughout the course and improves the accuracy of the judgements made about student achievement.

THE PRINCIPLES OF EFFECTIVE AND INFORMATIVE ASSESSMENT

Clear, direct links with outcomes

The assessment strategies employed by the teacher in the classroom are directly linked to, and reflect, the syllabus outcomes.

Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

Assessment is balanced, comprehensive and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

All care is taken to ensure the accuracy of this document at the time of publication. Policy changes may occur and the school reserves the right to implement changes that meet the needs of the school and NESA.

Assessment is valid and reliable

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on syllabus outcomes and measure the student's achievement on those outcomes. Where values and attitudes are expressed in syllabus outcomes, these too should be assessed as part of student learning. They are distinct from knowledge, understanding and skill outcomes.

Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves. The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should reflect upon their achievements and progress.

Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes. Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts. Teacher judgement based on well-defined standards is a valuable and rich form of student assessment.

Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Assessment recognises and conveys information on individual achievement and progress

Effective and informative assessment practice is sensitive to the self-esteem and general well-being of students, providing honest and constructive feedback.

Students, parents, and teachers can use student achievement information as this information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

TYPES OF ASSESSMENT TASKS

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in a HSC examination. These include:

School-based examinations and tests

Examinations are important components of student assessment. Examination may be scheduled for the end of the Preliminary course towards the end of Term 1. These examination will take place in class. The trial HSC examination will occur mid Term 3. Other class tests may be scheduled at times throughout the year as part of a course assessment program.

Other assessment types include:

- Oral presentations - prepared speech or seminar presented to the class.
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified requirements. This may be an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of art making, to include a Visual Arts Process Diary (VAPD).
- Viewing task
- Film-making
- Diary/Journals – reflection on learning processes
- Group work activities
- Peer assessment
- Listening task
- Scripted and improvised performance

SCHOOL RESPONSIBILITIES AND PROCEDURES IN ASSESSMENT

Assessment Schedule/Program

For each course, Oberon High School (OHS) has developed an assessment schedule which includes:

- a basic description of each task to be completed during the year
- the weighting of each task
- the outcomes to be assessed by each assessment task
- the week in which the assessment task is to be completed or submitted

Notification of Individual Assessment tasks

For each assessment task students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed and specific task description.

For formal examination, a written timetable will be issued approximately two weeks prior to the commencement of the examination period. No assessment tasks will be scheduled in the week before any formal examination period.

Submission of Assessment Tasks

Assessment tasks other than formal examination and in-class tasks are to be submitted to the class teacher. If the class teacher is absent then it should be submitted to the Head Teacher of that course.

Marking and Feedback

Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve. Parents will be notified of assessment tasks that are not completed and of penalties imposed. Students may submit a draft prior to the due date for guidance; however, they must comply with the drafting guidelines outlined in the assessment task. This may vary from task to task depending on what is deemed appropriate.

Special Circumstances

- If an assessment task is found to be inappropriate in regards to fulfilling the requirements of the course, does not match the assessment task schedule advertised at the commencement of the course or is found to disadvantage one student over another a decision may be made to re-issue the task. All students will be required to complete the new task to ensure parity within the assessment process. If this course of action is to be taken it will be done in consultation with all students undertaking the course.
- In regards to an in class assessment task, if a student believes that they are being disadvantaged or there is an issue with the assessment task that arises during the completion of that task, the student should attempt to complete the task and afterwards request that its validity be determined by contacting the Head Teacher.
- In regards to an assessment task that a student is to submit, if they believe that they are being disadvantaged or there is an issue with the assessment task they should first discuss this with their class teacher, however, if doubt remains they should request that its validity be determined by the Head Teacher of that subject.
- Ultimately any problem that persists with no resolution at faculty level will be assessed by senior executive with a view to making a final decision that will be binding on both the teacher and student(s) involved.

Timing of Tasks

Assessments for the Preliminary courses will potentially begin in week 6 Term 4 of each year.

No tasks are to fall due in the five school days prior to formal examination.

HSC assessment will begin in Week 1 Term 2 of each year.

STUDENT RESPONSIBILITIES AND PROCEDURES

Collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. If students are to be absent from school for an extended period of time they should see their class teacher well before to allow appropriate work to be provided. Students are reminded that the school has a site which has work uploaded by staff to help cater for this type of situation. Teachers will make every effort to assist students when they are absent but the onus is on the student to stay up to date.

The NESAs website publishes up-to-date information concerning restrictions and special requirements for each course. For those HSC courses that have prescribed texts, topics or project restrictions, students must ensure that they are aware of the special requirements for their particular course. Students are expected to make a serious attempt in completing all tasks and sit for all examination set as part of the assessment program for a course, at the specified time.

A non-serious attempt at an assessment task includes:

- Non-completion of substantial parts of a task or examination.
- Writing, drawing, speaking or behaving in a manner deemed offensive or disrespectful.
- Damaging or deliberately misplacing any part of a task or examination making it impossible for completion or submission.

What is HSC: All My Own Work?

All students entered for one or more Preliminary or HSC courses must have satisfactorily completed the HSC: All My Own Work program. This program helps students to follow good principles and practices in assessment tasks of all types. Students will find this program at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

When students sign their HSC Confirmation of Entry form, students are telling NESAs that they have read, understood and agreed to follow the rules in the Rules and Procedures booklet that will be available to students closer to HSC examination time.

In a subject with a submitted project or practical work, such as Industrial Technology, Design and Technology, Music 2 or English Extension 2, students will also have to certify that the work submitted to NESAs for marking is their own, and acknowledge any assistance received. Teachers and the Principal will also have to certify the authenticity of the work.

What is cheating in a HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Both the school and NESA treat cheating very seriously and will investigate allegations of cheating and penalise students caught cheating in any form of assessment task.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.
- utilising an electronic device in any form of in class assessment or examination where it has been clearly stated that no such device is permitted. This also applies to formal examination and the Higher School Certificate examination.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is considered a form of cheating and will not be tolerated. The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English examination?

A Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

How do I acknowledge sources?

Teachers will show you exactly how they would like to see sources acknowledged. In written works this usually will be in a bibliography. In projects, such as practical works for Industrial Technology students must keep a folio. In it students can show influences and any practical help received (for example a professional welder to join pieces of your work together), ideas that inspired the work, as well as a bibliography.

Acknowledging sources is also a good way to show the teacher the extent of the reading and research completed. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Malpractice includes:

- exceeding time limits set for a project
- unauthorised assistance in the completion of a project
- failing to follow rules in formal examination (or any in class assessment task)
- plagiarising work from another source, be it a student, a written text or an internet site
- utilising electronic devices in any assessment task when it is expressly prohibited

Detected malpractice will limit a student's marks and potentially jeopardise their HSC.

The following may be an outcome if you are deemed to have been involved in malpractice:

- reduced marks for part or all of the assessment task
- zero marks for part or all of the assessment task
- an interview with a "malpractice" panel at NESA
- loss of one or more courses towards the HSC award
- damage to your ability to apply for entry to EVET or university courses or scholarships
- further disciplinary action depending on the nature of malpractice in evidence

Malpractice in a school assessment tasks is dealt with at school. Teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home and that any help that you have received has been acknowledged. Malpractice of any sort that is substantiated will result in a zero mark for the task.

Further detailed information about plagiarism and malpractice can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
https://studentsonline.nesa.nsw.edu.au/go/seniorstudy/hsc_rules_and_procedures/

COURSE COMPLETION CRITERIA

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.
- completed the mandatory work placement in a VET subject

Principals may determine that, as a result of absence, the course completion criteria have not been met. Absences will be regarded seriously by the school as students cannot satisfactorily complete a course if they are not regularly engaged in the program set down by the class teacher.

Official (NESA) Warning Letters will be issued to senior students if they are not meeting the requirements for satisfactory completion of a course for the award of the Preliminary HSC or Higher School Certificate.

If two or more course-specific official warning letters have been issued the Principal may make an “N (non-completion of course) determination for that course. An “N” determination will mean that the course will not be listed on the student’s Record of Achievement.

NOTE: If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal will not verify that the course has been satisfactorily studied. The student will then be awarded an “N (non completion) determination for this course.

WHAT HAPPENS TO THE MARKS FROM SCHOOL-BASED ASSESSMENTS

At the end of the HSC course schools submit a mark and rank to NESA for each student that has successfully met the course completion criteria for that course. That mark (out of 100 for a 2 unit course) is calculated from the student’s performance in school based assessment tasks, the weightings of which are published in the assessment policy for that course.

The school-based assessment counts for 50% of the overall HSC mark. That is, the marks sent to NESA for each student are combined with their HSC examination score to produce a final mark for the course – again out of 100 for a 2 unit course.

In the case of Board-developed VET courses the school will submit to NESA a list of the competencies successfully attained by each student. This assessment occurs on a continual basis in class. If a student has nominated to sit for the optional HSC examination in a VET course then a school assessment mark will also be submitted to NESA.

An assessment mark is required to be submitted to NESA in case a student does not attend the HSC examination through misadventure. Schools are also required to indicate to NESA which units of competency have been satisfactorily achieved by each student.

If a student chooses to be assessed in a VET course for the purposes of an ATAR, this will be done via a written HSC examination. In the case of illness or misadventure during the HSC examination, marks from the end of Preliminary course examination and trial HSC examination will be used.

Mid-year enrolment

Students who enrol at Oberon High School during the year will be assessed on the tasks completed at Oberon High School as well as their previous school (as long as the tasks at the previous school are deemed similar or comparable to those in the schedule at Oberon High School). Students rank in the course will be calculated for those tasks which have been attempted. This ranking will be maintained and used to determine the final assessment mark.

Students repeating a Preliminary or HSC course

Where a student repeats either a Preliminary or HSC course only marks from assessment tasks completed in the current year will be used.

Moderation of school submitted HSC assessment marks

To ensure students are not advantaged or disadvantaged by the patterns of marks used by their school for the assessment, NESA uses moderation procedures. These procedures are based on each school's performance in the external examination. This process retains the school's judgement in relation to the rank and the relative differences between students, but adjusts the assessment to a common scale for all schools to ensure state-wide fairness. Students are not given their final school assessment mark as it is likely to change following the moderation process.

RIGHTS OF APPEAL

Students are able to request a review of their final assessment ranking if they consider it not consistent with their expectations on the basis of their performance on assessment tasks, or they believe that the school did not follow the procedures stated in the assessment program for that subject. The request for review must be made within two (2) days of the issue of final reports.

There are no grounds for appeal against the individual marks awarded for assessment tasks. There will be no attempt to look into the quality of work, nor to question the judgement of any teacher in arriving at marks for assessment tasks.

The reviews carried out on appeal are limited to ensuring that:

- The weightings of the school assessment tasks conform to those in the assessment schedule.
- There are no calculation errors or data input errors.

Any appeal is therefore directed at the assessment **process**.

In the event of an appeal the class teacher will be asked to review their assessment results. If they find an error the final report of all students affected will be amended. If the teacher cannot find an error and the student is still not satisfied they may make a subsequent appeal to the faculty head teacher who will make a determination in consultation with the Principal.

A student who is dissatisfied with the school's review procedures may appeal to NESA.

EXAMINATION AND CLASS TEST RULES

Students will be provided with a set of examination procedures when they are issued with their examination timetable.

SPECIAL EXAMINATION PROVISIONS

Senior students requiring special provisions for examination should contact the Learning and Support Teacher for further advice.

For senior students applications for special provisions for the Higher School Certificate are assessed by NESA in order to provide eligible students with practical support in examination.

For more details, refer to the NESA website:

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

ATTENDANCE AT SCHOOL DURING SCHEDULED ASSESSMENT TASKS

It is expected that all students attend normal lessons irrespective of their need to complete an assessment task in class during the school day. The school does not see preparing for an assessment task as a legitimate excuse for full day absence or partial absence prior to the task.

Excursions and Fieldwork

Some subjects require students to undertake mandatory fieldwork or attend excursions to experience mandatory parts of the syllabus. In the case of unavoidable absence from such activities students must negotiate an alternative task or experience prior to the event with their class teacher. The granting of a concession is not a given and will be dependent on the reason for absence. The Principal will make an ultimate and binding decision on all parties if an initial process of negotiation at faculty level is unsuccessful.

School Leave and Assessment Tasks

If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed in prior to the due date unless an alternate date has been negotiated with the relevant Head Teacher.

When the task is to be completed in class, then arrangements must be made with the Head Teacher prior to the task with a Renegotiation of Assessment Task form submitted.

Extended leave from school may be granted by the Principal after a request in writing from the parent/carer. Parents and carers should not assume that leave will be granted for vacations taken outside normal school holidays or those extensions for assessment tasks will be granted due to "family leave".

Assessment tasks scheduled while a student is suspended from school

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school assessment task is being completed. The student may be required to complete the task in a separate location to other students.

Students are to submit assessment tasks to the teacher of the course who set the task. It is the student's responsibility to ensure that tasks are given to the relevant teacher. **If a teacher is absent, tasks (not electronic) should be handed to the Head Teacher.**

Students submitting assessment tasks as a shared document must give the teacher of the course access to the document at the time of submission. Any change to this due to teacher absence will be communicated by the Head Teacher.

Work placement (VET)

Students who will be absent for an in class assessment tasks due to compulsory work placement (VET) should speak to their class teacher and if needed the faculty head teacher to discuss a renegotiation of the completion of the task in question. Any renegotiation will require a Renegotiation of Assessment Task form to be completed. If the task in question is to be submitted rather than sat in class it is up to the teacher and potentially the head teacher to determine when the student is to submit the assessment task. Students must complete a Renegotiation of Assessment Task form at least 2 weeks prior to the assessment task submission date. If notification of work placement does not give the student at least 2 weeks of notice they should see their class teacher immediately to discuss a course of action.

The final decision with any renegotiation will take into account the absence of the student in question as well as the other students in the course to ensure the integrity of the assessment task is kept thus not advantaging or disadvantaging any student.

LATE SUBMISSION OF WORK

Students are responsible for the planning of their work to ensure submission or preparation for tasks within the timeframe required. Late submission will result in a zero mark being awarded for the task unless a justified exceptional circumstance prevented it being submitted on the due date. This related to Preliminary and Higher School Certificate courses. Irrespective of the circumstance involved the student must submit a task to satisfy course assessment requirements.

Request for Extension

Students are provided with the opportunity to apply for an extension if they feel they have a genuine inability to meet a scheduled submission date due to **exceptional circumstances**. These applications are to be expressed in writing using the Application for Extension of Assessment Task Due Date form.

Student absent when a task is handed out will not be granted an extension on the basis of that absence. Note this includes absence due to EVET commitments, VET work placement, sporting events or any other school-endorsed activity. Task notifications will be uploaded to the schools Google based work platform. It is each student's responsibility to check the platform whilst absent or request any task notification sheets from their teacher upon their return to class.

ABSENCE FROM AN ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. **The consequences of not following these procedures may result in your application for special consideration (due to Illness/Misadventure) being rejected.**

Students will need to supply the appropriate medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, justifying the absence to accompany the Renegotiation of Assessment Task form so that an evaluation can be made by the class teacher in consultation with the Head Teacher. They may judge that completion of the assessment task is not viable upon your return and determine that an estimate will be given, they may grant an extension of time to complete/submit the assessment task or may determine that the student complete an alternative task.

Specific procedures in the case of:

1. Absence due to illness/misadventure on the day of an 'in-school' assessment task.

Students or parent/carers are requested to contact the school on the morning the task is scheduled. Contact can be by phone on 63361606.

The student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school for the assessment task. Students must report to the class teacher or relevant subject Head Teacher on the morning of the first day of their return to school with a Renegotiation of Assessment Task form to discuss a new completion date which is to be as soon as practically possible.

2. Absence due to illness/misadventure on the day a 'hand-in' type assessment task is due to be submitted.

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party.

The student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school. Students must report to the class teacher or relevant subject Head Teacher on the morning of the first day of their return to school. The task is to be submitted at that time unless the absence is deemed by the Head Teacher to be long enough to warrant an extension. An Application for Extension of Assessment Task Due Date form must be tabled at this time for the Class Teacher or Head Teacher to contemplate the alternate date.

3. Illness/misadventure DURING an in-school assessment.

Students who become ill DURING an in-school assessment task must acknowledge his/her condition to the supervisor of the task before leaving the room. The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to complete the assessment task. Students must report to the class teacher or relevant subject Head Teacher on the morning of the first day of their return to school with a Renegotiation of Assessment Task form to discuss whether they are to complete the task, sit an alternative task or be given an estimate.

4. Illness/misadventure leading to absence from a formal examination.

The student or family member is requested to contact the school **on the morning the examination is scheduled**. Contact can be by phone 63361606.

The student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school for examination.

Students must report to the relevant subject Head Teacher(s) on the first day they are well enough to return to school with a Renegotiation of Assessment Task form. The Head Teacher(s) will liaise with the student and organise a rescheduling of the affected examination(s). If the missed task is during a set examination period (e.g. end of Preliminary course or Trial HSC) the student will be required, if able, to reschedule the examination during the scheduled examination period.

5. Group performance illness/misadventure.

When a group music, dance or drama performance cannot go ahead on a scheduled date the student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school. They must report to the relevant subject Head Teacher(s) on the first day they are well enough to return to school. The Head Teacher(s) will then liaise with the student and other members of the group and organise a rescheduling of the affected examination(s). If the missed task is during a set examination period (e.g. end of Preliminary course or Trial HSC) the student will be required, if able, to reschedule the examination during the scheduled examination period.

In all of these scenarios the integrity of the assessment process is paramount and no student should feel like they have been disadvantaged.

PROLONGED ABSENCES

Students suffering prolonged absences should negotiate with the class teacher Head Teacher with regard to assessment tasks. The year advisor or senior executive can also be involved in this process if a number of subjects need to be considered in an agreed program to best manage the student's absence and subsequent return to school. All students are expected to attend school every day the school is open each year. Principals can grant an exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student. Principals must keep a record of part day exemptions granted to ensure that the exemptions granted for any one student do not exceed 50 days (full time equivalent). Requests for leave beyond 50 days require application to the Regional Director.

It is not appropriate to take family holidays during term time, especially in Years 11 and 12, unless absolutely unavoidable. Principals cannot exempt students from school because of family holidays. The new compressed structure makes attendance a far more critical part of school completion and performance. A family holiday of 4 weeks will lead to the loss of 8 weeks learning time. This is simply unsustainable for a student who must complete 3 subjects each school year.

Arrangements should be made to collect work and take it on holidays to submit on your return. In Year 11 and 12, arrangements will need to be made regarding submission of assessment tasks before departure. The school will have a google based platform that students can access work remotely to minimise disruption from an absence from school.

Successful schooling requires students to be at school and engaged in the many activities available.

Each course has an indicative amount of time that is expected to be spent on it. Failure to attend school/classes can result in students not being considered to have completed their courses and therefore not being credentialed as having done so.

CHANGE OF SUBJECTS/COURSES/UNITS

Students who are considering changing courses must negotiate the change with the class teachers, Head Teachers, careers Adviser and Senior Executive, carefully checking that this change does not affect their HSC pattern of study requirements or University entry requirements.

Changes to courses:

- must be on the appropriate Application for Change of Subject Form
- will not be allowed after Week 8 of Term 4
- will not occur unless the Principal is satisfied that the student will be able to satisfactorily complete the new course.

Students who wish to change a level within a subject may negotiate this with the relevant Head Teacher. Students must, however, complete an Application for Change of Subject Form to finalise this change. This will include a checking process to ensure this change does not affect their HSC pattern of study requirements or University entry requirements.

STUDENTS ACCELERATING/ACCUMULATING

Students may undertake a Preliminary course/s in advance of their usual cohort. Decisions regarding acceleration of a Preliminary student will be made by the principal within NESAs requirements. Acceleration must be based on the principle of satisfactory course completion with full access to the entire curriculum, not omission of work simply to promote completion. An individual learning plan should be created to clearly illustrate the expectations of all the participants in the acceleration process. This will also include a clear expectation on assessment task completion to ensure the integrity of the assessment process.

Students are able to accumulate over a period of 5 years. An accumulating pattern will lead to a minimized timetable which should be discussed with the Deputy Principal or Principal. Special attendance arrangements can be negotiated to take into account the student only completing a part program each year.

Students accumulating cannot use a major work or project that was entered and marked in a previous year, without the special permission of NESAs. If approval is given by NESAs, the student must add substantially to the major work or project.

TRANSITION EDUCATION PROGRAM

These students will have specially negotiated programs. They may study a full pattern of Life Skills Courses or a mixture of Life Skills Course and mainstream courses. They may also be involved in work placement if they select a VET course. Transition students may negotiate a pattern of study that includes a mixture of school based subjects and regular work experience. Transition students will not be eligible for the HSC but will receive a Record of Achievement of any Board Developed Courses studied and a Record of Achievement for Life skills Courses.

The Individual Transition Planning Process

Schools will negotiate with the parents and student concerned about whether to enrol individual students in a special program of study for Stage 6. The process must address how the special program of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life.

Transition planning is supported by an extensive body of research that show that students with disabilities experience particular difficulties in their transition from school to adult life. It points to the benefits of addressing these difficulties through a process of collaborative, ongoing planning involving the student and all those concerned with the student's welfare.

The aim of transition planning is to prepare student with special education needs for their adult life. The outcomes are increased opportunities for students to gather information, access support and develop decision-making skills, as well as opportunities for students to access recognised curriculum that is appropriate to their needs and which facilitates life-long learning.

Transition planning documentation

The completion of transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

Schools **do not** need to forward transition planning documentation to NESAs.

The transition planning documentation of any individual student should show evidence of:

- involvement of the student, parent(s) and the Learning Support coordinator
- clear directions and goals for the student's studies
- identification of relevant settings and strategies
- resource requirement (across home, school and community settings as appropriate)
- strategies for monitoring progress
- clearly defined time frames

The documentation should show that the planned learning experiences and teaching activities are;

- appropriate to the chronological age of the student
- appropriate to the cognitive capabilities of the student
- functional and life skills oriented where appropriate
- developed across a range of settings
- planned collaboratively to meet present and future needs of the student

DISABILITY PROVISIONS

Disability provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an examination. The term disability in this context relates to any diagnosed health (sickness/disease), physical disability or mental health condition. Disability provisions can be accessed by students with a diagnosed long term disability or a diagnosed disability that has developed unexpectedly and close to examination time.

Disability provisions must be applied for through NESAs with the approval solely determined by NESAs once the application and supporting documentation is assessed.

The provisions granted are solely determined by how the student's examination performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time, medication management or rest breaks.

Disability provisions are coordinated through the Learning Support Team. If you believe that you will need to access the provisions you need to discuss this at school as NESAs have a specific application process that requires documentation and often specific testing before granting provisions to students.

‘N’ (UNSATISFACTORY) DETERMINATION

N’ determinations are issued for the non-completion of requirements in a course.

Schools issue warning letters to students who are in danger of not meeting course completion criteria. Warnings are given in time for the problem to be corrected and will provide advice about the consequences of an ‘N’ determination in a course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the principal’s determination

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Students will receive an official written warning from their teacher outlining how the student is not satisfying course requirements, how the student can redeem/redress the concerns and the timeframe in which they have to do this.

If the student does not redeem/redress the concerns outlined in the first warning letter a second letter will be issued. It is expected that at this stage direct contact by the teacher or Head Teacher with home would have been made.

The Principal can determine after two warning letters dependent upon what the letters are outlining as concerns that the student has not satisfactorily completed the course and inform NESA that the student will be issued with a non-award in that subject.

Students have the right to appeal this decision with the Principal and ultimately NESA if they feel that the correct process has not been followed in delivering this decision.

Where a student does not satisfactorily complete a course in Stage 6 it will impact on the students achievement of a Preliminary RoSA or their HSC dependent upon which part of the course they have not been deemed to have completed. If a student receives an “N” award in the Preliminary Course they will not be eligible to move into the HSC Course for that subject.

POST COMPULSORY STUDENTS (STUDENTS WHO ARE 17 YEARS OR OLDER)

Students who are 17 years or older are considered post compulsory school students. The school expects these students to exhibit exemplary behaviour and work ethic thus being role models for younger students.

Students once they turn 17 may leave school and commence their post school life without having employment or post school education organised or in place. The school will encourage all students to complete their HSC as post school prospects significantly increase with a greater education background. However, the school will not tolerate post compulsory students behaving in a manner that is disruptive or simply does not reflect the work ethic that is deemed appropriate.

Post compulsory students will be expelled if they do not show themselves to be serious about their time at school. The expulsion process involves two letters of warning which will give the student time to redeem the issues raised and an ability to appeal any decision made by the Principal.

Expulsion will come about where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.



ASSESSMENT SCHEDULE

BIOLOGY

STAGE 6 YEAR 2023

The following assessment schedule is applicable to all students studying **Biology** 2022-2023.

Assessment guidelines and components from NESAs	Weighting Year 11 OR Preliminary Phase	Weighting Year 12 OR HSC Phase
Skills in working scientifically	60%	60%
Knowledge and understanding of course content	40%	40%

Assessment Matrix/Weightings

Stage 6 Preliminary Semester			Report Outcome 1: Knowledge and understanding	Report Outcome 2: Planning and conducting investigations	Report Outcome 3: Thinking and communicating scientifically
			40%	25%	35%
			BIO11-8, BIO11-9, BIO11-10, BIO11-11	11BIO-1, 11BIO-2, 11BIO-3	11BIO-4, 11BIO-5, 11BIO-6, 11BIO-7
Task 1: Depth Study 11-8, 11-1 to 11-7	30%	Out: T4 W8 In: T1 W3	5	15	10
Task 2: Research Task 11-10, 11-11, 11-3, 11-4, 11-5, 11-6, 11-7	35%	Out: T1 W6 In: T1 W8	15	5	15
Task 3: Exam All	35%	In: T1 W10	20	5	10
Stage 6 HSC Semester			Report Outcome 1: Knowledge and understanding	Report Outcome 2: Planning and conducting investigations	Report Outcome 3: Thinking and communicating scientifically
			40%	25%	35%
			BIO12-12, BIO12-13, BIO12-14, BIO12-15	12BIO-1, 12BIO-2, 12BIO-3	12BIO-4, 12BIO-5, 12BIO-6, 12BIO-7
Task 1: Research Task 12-12, 12-13, 12-1 to 12-7	35%	Out: T2 W6 In: T2 W10	10	10	15
Task 2: Depth Study 12-14, 12-1 to 12-7	35%	Out: T3 W1 In: T3 W5	10	10	15
Task 3: Trial HSC All	30%	In: T3 W7	20	5	5



ASSESSMENT SCHEDULE

BUSINESS STUDIES

STAGE 6 YEAR 2022-2023

The following assessment schedule is applicable to all students studying **Business Studies** in 2022-2023.

Assessment guidelines and components from NESA	Preliminary	HSC
Knowledge and Understanding of Course Content	40%	40%
Stimulus-Based Skills	20%	20%
Inquiry and Research	20%	20%
Communication of Business Information, Ideas and Issues in Appropriate Forms	20%	20%

Assessment Matrix/Weightings

Stage 6 Preliminary Semester			Report Outcome 1: Knowledge and Understanding of Course Content	Report Outcome 2: Stimulus-Based Skills	Report Outcome 3: Inquiry and Research	Report Outcome 4: Communication of Business Information, Ideas and Issues in Appropriate Forms
			40%	20%	20%	20%
			P1, P2, P3, P5	P6, P10	P4, P7	P8, P9
Task 1: Topic Test P1, P2, P6, P8	30%	Out: T4 Wk7 In: T4 Wk9	15	10	-	5
Task 2: Business Plan P3, P4, P7, P8, P9	30%	Out: T1 Wk4 In: T1 Wk8	5	-	15	10
Task 3: Preliminary Exam P1, P3, P4, P5, P9, P10	40%	Out: T1 Wk8 In: T1 Wk10	20	10	5	5
Stage 6 HSC Semester			Report Outcome 1: Knowledge and Understanding of Course Content	Report Outcome 2: Stimulus-Based Skills	Report Outcome 3: Inquiry and Research	Report Outcome 4: Communication of Business Information, Ideas and Issues in Appropriate Forms
			40%	20%	20%	20%
			H1, H2, H3, H5	H6, H10	H4, H7	H8, H9
Task 1: Topic Test-Operations H1, H2, H6, H8	20%	Out: T2 Wk2 In: T2 Wk4	10	5	-	5
Task 2: Topic Test-Finance H3, H5, H8, H10	20%	Out: T2 Wk6 In: T2 Wk8	10	5	-	5
Task 3: Marketing Analysis H4, H6, H7, H8	30%	Out: T2 Wk10 In: T3 Wk3	-	5	20	5
Task 4: Trial Examination H1, H2, H3, H5, H6, H8, H9, H10	30%	Out: T3 Wk5 In: T3 Wk7	20	5	-	5



ASSESSMENT SCHEDULE

CHEMISTRY

STAGE 6 YEAR 11 and 12

The following assessment schedule is applicable to all students studying **Chemistry** 2023.

Assessment guidelines and components from NESA	Weighting Preliminary Phase	Weighting HSC Phase
Knowledge and understanding	40%	40%
Skills in Planning and Conducting	30%	30%
Skills in Analysing, solving and Communicating scientifically.	30%	30%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Know and Apply</i>	<i>Report Outcome 2: Planning and conducting</i>	<i>Report Outcome 3: Analysing, Solving and communicating</i>
			40 %	30%	30%
			CH11-8, CH11-9, CH11-10, CH11-11	CH11-1, CH11-2, CH11-3	CH11- 4, CH11-5, CH11-6, CH11-7
Task 1: Second-hand Investigation CH11-8, CH11-1, CH11- 4, CH11-6, CH11-7	30%	Out: T4 Wk8 In: T1 Wk2	15	5	10
Task 2: First-hand Investigation (Depth Studies Task) CH11-10, CH11-1, CH11-2, CH11-3, CH11- 4, CH11-5, CH11-7	40%	Out: T1 Wk5 In: T1 Wk7	10	15	15
Task 3: Preliminary Examination CH11-8, CH11-9, CH11-10, CH11-11, CH11-1, CH11-2, CH11-3, CH11-5, CH11-6	30 %	Out: T1 Wk8 In: T1 Wk10	15	10	5
HSC Semester			<i>Report Outcome 1: Know and Apply</i>	<i>Report Outcome 2: Planning and conducting</i>	<i>Report Outcome 3: Analysing, Solving and Communicating</i>
			40%	30%	30%
			CH12-12, CH12-13, CH12-14, CH12-15	CH11-1, CH11-2, CH11-3	CH11- 4, CH11-5, CH11-6, CH12-7
Task 1: First-hand Investigation CH12-13, CH11-1, CH11-2, CH11-3, CH11- 4, CH11-5, CH12-7	35%	Out: T1 Wk2 In: T1 Wk7	5	15	15
Task 2: Second-hand Investigation (Depth Studies Task) CH12-14, CH11-1, CH11-6, CH12-7	30%	Out: T2 Wk10 In: T3 Wk4	15	5	10
Task 3: Trial Examination CH12-12, CH12-13, CH12-14, CH12-15, CH11-2, CH11-3, CH11-5	35%	Out: T3 Wk5 In: T3 Wk7	20	10	5



ASSESSMENT SCHEDULE

COMMUNITY & FAMILY STUDIES

STAGE 6

The following assessment schedule is applicable to all students studying **CAFS** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting
<i>Knowledge and understanding of course content</i>	40%
<i>Skills in critical thinking, research methodology, analysing and communicating</i>	60%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Knowledge and understanding of course content</i>	<i>Report Outcome 2: Skills in critical thinking, research methodology, analysing and communicating</i>
			40%	60%
			<i>P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2</i>	<i>P5.1, P6.1, P6.2</i>
Task 1: Research Task P1.2, P4.1, P4.2, P5.1, P6.1	25%	Out: T4 Wk7 In: T4 Wk9	15%	10%
Task 2: Report P1.1, P2.1, P2.3, P3.2, P4.2, P6.1	35%	Out: T1 Wk2 In: T1 Wk4	15%	20%
Task 3: Examination P1.1 – P6.2	40%	Out: T1 Wk7 In: T1 Wk9	10%	30%
HSC Semester			<i>Report Outcome 1: Knowledge and Understanding</i>	<i>Report Outcome 2: Skills</i>
			40%	60%
			<i>H4.1, H4.2, H5.1, H5.2</i>	<i>H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H6.1, H6.2</i>
Task 1: Individual Research Project H4.1, H4.2	20%	Out: T2 Wk1 In: T2 Wk8	20%	
Task 2: In-class Task H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2	25%	Out: T2 Wk8 In: T2 Wk10	5%	20%
Task3: Critical Analyses H1.1, H2.1, H3.2, H3.4	25%	Out: T3 Wk2 In: T3 Wk5	5%	20%
Task 4: Trial HSC H1.1 – H6.2	30%	Out: T3 Wk5 In: T3 Wk7	10%	20%



ASSESSMENT SCHEDULE

ENGLISH STANDARD

STAGE 6 2023

The following assessment schedule is applicable to all students studying **ENGLISH STANDARD** 2022-2023.

Assessment guidelines and components from NESA	Preliminary	HSC
Knowledge and understanding of course content	50%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1:</i> Communicate through speaking, listening, reading, writing, viewing & representing	<i>Report Outcome 2:</i> Use language to shape & make meaning according to purpose, audience & context	<i>Report Outcome 3:</i> Think in ways that are imaginative, creative, interpretive & critical	<i>Report Outcome 4:</i> Express themselves & their relationships with others & their world	<i>Report Outcome 5:</i> Learn & reflect on their learning through their study of English
			25%	20%	20%	20%	15%
			EN11-1, EN11-2	EN11-3, EN11-4	EN11-5, EN11-6	EN11-7, EN11-8	EN11-9
Task 1: Portfolio EN11-1, EN11-3, EN11-5, EN11-9	35%	Out: T4 Wk6 In: T1 Wk1	10	10	5	-	10
Task 2: Essay EN11-1, EN11-5, EN11-7, EN11-8	30%	Out: T1 Wk1 In: T1 Wk5	10	-	10	10	-
Task 3: Multimodal Task EN11-2, EN11-4, EN11-6, EN11-7, EN11-9	35%	Out: T1 Wk6 In: T1 Wk10	5	10	5	10	5
HSC Semester			<i>Report Outcome 1:</i> Communicate through speaking, listening, reading, writing, viewing & representing	<i>Report Outcome 2:</i> Use language to shape & make meaning according to purpose, audience & context	<i>Report Outcome 3:</i> Think in ways that are imaginative, creative, interpretive & critical	<i>Report Outcome 4:</i> Express themselves & their relationships with others & their world	<i>Report Outcome 5:</i> Learn & reflect on their learning through their study of English
			25%	20%	20%	20%	15%
			EN12-1, EN12-2	EN12-3, EN12-4	EN12-5, EN12-6	EN12-7, EN12-8	EN12-9
Task 1: Essay EN12-1, EN12-4, EN12-6, EN12-7	25%	Out: T2 Wk2 In: T2 Wk6	10	5	5	5	-
Task 2: Multimodal Task EN12-2, EN12-4, EN12-6, EN12-8, EN12-9	30%	Out: T2 Wk7 In: T3 Wk2	5	5	5	5	10
Task 3: Portfolio EN12-1, EN12-3, EN12-5, EN12-7, EN12-9	25%	Out: T2 Wk1 In: T3 Wk6	5	5	5	5	5
Task 4: Trial Examination EN12-1, EN12-3, EN12-5, EN12-8	20%	Out: T3 Wk5 In: T3 Wk7	5	5	5	5	-



ASSESSMENT SCHEDULE

ENGLISH STUDIES

STAGE 6 2023

The following assessment schedule is applicable to all students studying **ENGLISH STUDIES** 2022-2023.

Assessment guidelines and components from NESA	Preliminary	HSC
Knowledge and understanding of course content	50%	50%
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1:</i> Communicate through speaking, listening, reading, writing, viewing & representing	<i>Report Outcome 2:</i> Use language to shape & make meaning according to purpose, audience & context	<i>Report Outcome 3:</i> Think in ways that are imaginative, creative, interpretive & critical	<i>Report Outcome 4:</i> Express themselves & their relationships with others & their world	<i>Report Outcome 5:</i> Learn & reflect on their learning through their study of English
			25%	25%	20%	20%	10%
			ES11-1, ES11-2, ES11-3, ES11-4	ES11-5, ES11-6	ES11-7, ES11-8	ES11-9	ES11-10
Task 1: Written Task & Interview ES11-1, ES11-3, ES11-6, ES11-8, ES11-9	30%	Out: T4 W6 In: T4 W10	5	10	5	10	-
Task 2: Multimodal ES11-2, ES11-3, ES11-6, ES11-8, ES11-9	35%	Out: T1 W1 In: T1 W5	10	10	5	10	-
Task 3: Portfolio ES11-1, ES11-2, ES11-4, ES11-5, ES11-7, ES11-10	35%	Out: T4 W7 In: T1 Wk8	10	5	10	-	10
HSC Semester			<i>Report Outcome 1:</i> Communicate through speaking, listening, reading, writing, viewing & representing	<i>Report Outcome 2:</i> Use language to shape & make meaning according to purpose, audience & context	<i>Report Outcome 3:</i> Think in ways that are imaginative, creative, interpretive & critical	<i>Report Outcome 4:</i> Express themselves & their relationships with others & their world	<i>Report Outcome 5:</i> Learn & reflect on their learning through their study of English
			25%	25%	20%	20%	10%
			ES12-1, ES12-2, ES12-3, ES12-4	ES12-5, ES12-6	ES12-7, ES12-8	ES12-9	ES12-10
Task 1: Essay ES12-1, ES12-3, ES12-5, ES12-7, ES12-8	25%	Out: T2 W1 In: T2 W5	10	5	5	5	-
Task 2: Multimodal ES12-2, ES12-4, ES12-6, ES12-9	25%	Out: T2 W6 In: T2 W10	5	10	5	5	-
Task 3: Portfolio ES12-1, ES12-4, ES12-6, ES12-7, ES12-9, ES12-10	35%	Out: T2 W2 In: T3 W5	10	5	5	5	10
Task 4: Trial Examination ES12-3, ES12-5, ES12-8	15%	Out: T3 W4 In: T3 W7	-	5	5	5	-



ASSESSMENT SCHEDULE

INDUSTRIAL TECHNOLOGY - METAL

STAGE 6 YEAR 2023

The following assessment schedule is applicable to all students studying **Industrial Technology - Metal** 2022-2023.

Assessment guidelines and components from NESA	Weighting Preliminary Phase	Weighting Year HSC Phase
Knowledge and understanding of course content	40%	40%
Knowledge and skills in the design, management, communication and production of projects.	60%	
Knowledge and skills in the design, management, communication and production of a major project		60%

Assessment Matrix/Weightings

Stage 6 Preliminary Semester			Report Outcome 1: Knowledge and understanding of course content.	Report Outcome 2: Knowledge and skills in design, management, communication and production of projects
			40%	60%
			Syllabus Outcomes Preliminary 1.1,1.2,2.1,2.2,7.1,7.2	Syllabus Outcomes Preliminary P3.1,P3.2,P3.3,P4.1,P4.2,P4.3P5.1,P5.2,P6.1,P6.2
Task 1: Group Project Industry Study P-1.1,1.2,2.1,2.2,4.1,4.2,6.1,6.2,7.1,7.2	30 %	Out: T4 Wk6 In: T4 Wk10	10	20
Task 2: Minor Individual Project P-1.2,2.1,3.1,3.2,3.3,4.1,4.2,4.3,5.1,5.2,6.1,6.2	40 %	Out: T1 Wk1 In: T1 Wk 9	10	30
Task 3: Preliminary Exam P-1.1,1.2,2.1,3.1,4.3,6.1,7.1,7.2	30%	Out:T1Wk10 In: T1 Wk10	20	10
Stage 6 HSC Semester			Report Outcome 1: Knowledge and understanding of course content.	Report Outcome 2: Knowledge and skills in design, management, communication and production of a major project.
			40%	60%
			Syllabus Outcomes H1.1, H1.2, H1.3, H2.1, H7.1, H7.2	Syllabus Outcomes H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2
Task 1: Major Project	40 %	Out: T2 Wk1 In: T3 Wk4	10	30
Task 2: Major Project Folio	20%	Out: T2 Wk1 In: T3 Wk4	10	10
Task 3: Trial HSC Exam	40 %	Out: T3 Wk7 In: T3 Wk7	20	20



ASSESSMENT SCHEDULE

MATHEMATICS STANDARD 1

STAGE 6 YEAR 11/12

The following assessment schedule is applicable to all students studying **MATHEMATICS STANDARD 1** 2022-2023.

Assessment guidelines and components from NESAs	Weighting Preliminary Phase	Weighting HSC Phase
<i>Understanding, fluency and communication</i>	50%	50%
<i>Problem solving, reasoning and justification</i>	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Understanding, fluency and communication</i>	<i>Report Outcome 2: Problem solving, reasoning and justification</i>
			50%	50%
			<i>MS11-1, MS11-2, MS11-9, MS11-10</i>	<i>MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8</i>
Task 1: In-class Task MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	30%	Out: T4 Wk8 In: T4 Wk10	10%	20%
Task 2: Assignment MS11-3, MS11-4, MS11-9, MS11-10	30%	Out: T1 Wk2 In: T1 Wk4	15%	15%
Task 3: Preliminary Final MS11-1 – MS11-10	40%	Out: T1 Wk7 In: T1 Wk9	25%	15%
HSC Semester			<i>Report Outcome 1: Understanding, fluency and communication</i>	<i>Report Outcome 2: Problem solving, reasoning and justification</i>
			50%	50%
			<i>MS1-12-1, MS1-12-2, MS1-12-9, MS1-12-10</i>	<i>MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8</i>
Task 1: Research Assignment MS1-12-1, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	30%	Out: T2 Wk4 In: T2 Wk6	20%	10%
Task 2: In-class Task MS1-12-3, MS1-12-9, MS1-12-10, MS1-12-8	40%	Out: T3 Wk2 In: T3 Wk4	10%	30%
Task 3: Trial Examination MS1-12-1 – MS1-12-10	30%	Out: T3 Wk5 In: T3 Wk7	20%	10%



ASSESSMENT SCHEDULE

MATHEMATICS STANDARD 2

STAGE 6 YEAR 11/12

The following assessment schedule is applicable to all students studying **MATHEMATICS STANDARD 2** 2022-2023.

Assessment guidelines and components from NESA	Weighting Preliminary Phase	Weighting HSC Phase
<i>Understanding, fluency and communication</i>	50%	50%
<i>Problem solving, reasoning and justification</i>	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Understanding, fluency and communication</i>	<i>Report Outcome 2: Problem solving, reasoning and justification</i>
			50%	50%
			MS11-1, MS11-2, MS11-9, MS11-10	MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8
Task 1: In-class Task MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	30%	Out: T4 Wk8 In: T4 Wk10	10%	20%
Task 2: Assignment MS11-3, MS11-4, MS11-9, MS11-10	30%	Out: T1 Wk2 In: T1 Wk4	15%	15%
Task 3: Preliminary Final MS11-1 – MS11-10	40%	Out: T1 Wk7 In: T1 Wk9	25%	15%
HSC Semester			<i>Report Outcome 1: Understanding, fluency and communication</i>	<i>Report Outcome 2: Problem solving, reasoning and justification</i>
			50%	50%
			MS2-12-1, MS2-12-2, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8
Task 1: In-class Task MS2-12-5, MS2-12-9, MS2-12-10	40%	Out: T2 Wk4 In: T2 Wk6	30%	10%
Task 2: Assignment MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	30%	Out: T3 Wk3 In: T3 Wk5	10%	20%
Task 3: HSC Trial MS2-12-1 – MS2-12-10	30%	Out: T3 Wk5 In: T3 Wk7	10%	20%



ASSESSMENT SCHEDULE

SPORT, LIFESTYLE AND RECREATION STUDIES (SLR)

STAGE 6 YEAR 11/12

The following assessment schedule is applicable to all students studying **SPORT, LIFESTYLE AND RECREATION STUDIES** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting Preliminary Phase	Weighting HSC Phase
<i>Knowledge and understanding</i>	50%	50%
<i>Skills</i>	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Knowledge and understanding</i>	<i>Report Outcome 2: Skills</i>
			50%	50%
			1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5
Task 1: Research Task 1.3, 2.5, 3.1, 3.6, 4.5, 5.1	35%	Out: T4 Wk9 In: T1 Wk2	15	20
Task 2: In-Class Task 1.1, 1.3, 4.4, 5.3	35%	Out: T1 Wk4 In T1 Wk7	15	20
Task 3: Examination 1.4, 2.2, 2.5, 5.1	30%	Out: T1 Wk7 In: T1 Wk9	20	10
HSC Semester			<i>Report Outcome 1: Knowledge and understanding</i>	<i>Report Outcome 2: Skills</i>
			50%	50%
			1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5
Task 1: Research Task 1.3, 2.1, 2.2	35%	Out: T2 Wk3 In: T2 Wk5	25	10
Task 2: Practical Task and Demonstration 3.1, 3.3, 4.1, 5.3, 5.4, 5.5	35%	Out: T2 Wk8 In: T3 Wk2		35
Task 3: Examination 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 4.5, 5.1	30%	Out: T3 Wk5 In: T3 Wk7	25	5



ASSESSMENT SCHEDULE

VISUAL ARTS

STAGE 6 YEAR 2023

The following assessment schedule is applicable to all students studying **VISUAL ARTS** 2022-2023.

Assessment guidelines and components from NESAs	Weighting Preliminary Phase	Weighting HSC Phase
Making Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	50	50
Critical and historical studies Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	50	50

Assessment Matrix/Weightings

Stage 6 Preliminary Semester			<i>Report Outcome 1: Making</i>	<i>Report Outcome 2: Critical and Historical Studies</i>
			50%	50%
			P1 - 6	P7 - 10
Task 1: 2D BOW 2D making P2, P3, P4 P7, P8, P9, P10	35 %	Out: T4Wk6 In: T1 Wk2	25	10
Task 2: Essay Art Criticism & History P7, P8, P9, P10	30 %	Out: T1 Wk3 In T1 Wk6	0	30
Task 3: 3D/4D BOW 3D & 4D making P1, P5, P6 P7, P8, P9, P10	35 %	Out: T1 Wk3 In: T1 Wk8	25	10
Stage 6 HSC Semester			<i>Report Outcome 1: Making</i>	<i>Report Outcome 2: Critical and Historical Studies</i>
			50%	50%
			H 1 - 6	H 7 - 10
Task 1: BOW Progress H1, H3, H4	10 %	Out: T2 Wk1 In: T2 Wk5	10	-
Task 2: Exhibition Review H7, H8, H9, H10	20 %	Out: T2 Wk6 In: T2 Wk8	-	20
Task 3: BOW Submission H2, H5, H6	40%	Out: T2 Wk6 In: T3 Wk7	40	-
Task 4: Trial HSC H7, H8, H9, H10	30%	Out: T3 Wk4 In: T3 Wk7	-	30



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Vocational Education and Training Courses

Please read the Student Guide which is distributed to students at induction and Frequently Asked Questions Guide for detailed information regarding VET training.

A copy of the frequently asked questions is contained at the end of this booklet.

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS (RELEASE 1)

Approved by	RTO management
Date of approval	10/11/2022
Delivery Site	Oberon High School
Names of VET Trainers:	Laura Young
Course duration	<input type="checkbox"/> 1 year
Date of course commencement	13/11/2022
Date of course conclusion	01/10/2023
NESA Course Name ie Industry Curriculum Framework.	Hospitality Industry Curriculum Framework
NESA course number and delivery pattern	NESA course Code 4x1yr - 26512
Training Package Code and Title (Release)	SIT - Tourism, Travel and Hospitality Training Package (Release 1.2)
Status	<input checked="" type="checkbox"/> Current <input type="checkbox"/> Transition/Teachout
Qualification Packaging Rules:	<p>https://training.gov.au/Training/Details/SIT20416</p> <p>13 units must be completed:</p> <ul style="list-style-type: none"> - 8 core units - 5 elective units, consisting of: 3 elective units <p>2 units which can be selected from elsewhere in the SIT Training Package, or from any other current Training Package or accredited course.</p>
Students successfully completing this program will be eligible to receive a SIT20416 Certificate II in Kitchen Operations	

Course outline

Code	Unit of Competency	Pre requisite	Qualification group	NESA Indicative Hours	Focus areas for the HSC
<u>BSBWOR203</u>	<u>Work effectively with others</u>	Nil	Core	15	Mandatory
<u>SITXFA001</u>	<u>Use hygienic practices for food safety</u>	Nil	Core	10	Mandatory
<u>SITXWHS001</u>	<u>Participate in safe work practices</u>	Nil	Core	15	Mandatory
<u>SITXINV002</u>	<u>Maintain the quality of perishable items</u>	SITXFA001	Core	5	
<u>SITHCCC001</u>	<u>Use food preparation equipment</u>	SITXFA001	Core	20	Stream
<u>SITHCCC005</u>	<u>Prepare dishes using basic methods of cookery</u>	SITXFA001	Core	40	Stream
<u>SITHCCC011</u>	<u>Use cookery skills effectively</u>	SITXFA001	Core	20	
<u>SITHKOP001</u>	<u>Clean kitchen premises and equipment</u>	SITXFA001	Core	10	Stream
<u>SITXFA002</u>	<u>Participate in safe food handling practices</u>	Nil	Elective	15	Stream
<u>SITHIND002</u>	<u>Source and use information on the hospitality industry</u>	Nil	Elective	20	Mandatory
<u>SITHCCC003</u>	<u>Prepare and present sandwiches</u>	SITXFA001	Elective	10	
<u>SITHCCC002</u>	<u>Prepare and present simple dishes</u>	SITXFA001	Elective	20	
<u>BSBSUS201</u>	<u>Participate in environmentally sustainable work practices</u>	Nil	Elective	15	
Extra unit for NESA/HSC requirements					
<u>SITHCCC006</u>	<u>Prepare appetisers and salads</u>	SITXFA001	Elective	25	

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Target Audience

Participants in this program are NSW public school students and are enrolled in NSW Higher School Certificate (HSC) and/or Record of School Achievement (ROSA) which contribute to the volume of learning and the amount of training for this qualification. All HSC students must study English, which develops writing, comprehension, presentation and communication skills. HSC students refine and further develop their skills across a broad range of Stage 6 courses, such as higher order analytical skills, problem solving, using technology and working in teams. The outcomes from these skills enhance the foundation skills required for the completion of a VET qualification. This time has been apportioned to reduce the amount of training by up to 5%.

During Years 9 and 10 students have studied 200 hours of English, mathematics, science and 100 hours of human society and its environment. Mandatory participation in maths and English from Years 7-10 allows them to learn, develop and apply literacy and numeracy skills to enable them to start SIT20416 Certificate II in Kitchen Operations (Release 1) with a strong foundation in literacy, problem solving, numeracy and scientific skills. Students also participate in team activities and work with others, use technology, plan and organise activities, apply problem solving skills, collect, analyse and organise information, communicate ideas and information across all curriculum areas. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom. This time has been apportioned to reduce the amount of training by up to 5%.

All students complete at least 200 hours of Technology Mandatory in year 7 and 8. Students have the opportunity to study year 9 and 10 courses related to their qualification outcome for up to 200 hours. This time has been apportioned to reduce the amount of training by up to 5%.

Stage 5 Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

All students' complete a work readiness program and may also engage with the Go2workplacement on-line program <https://www.workplacement.nsw.edu.au/go2workplacement/>. Other learning activities include excursions to local businesses. This time has been apportioned to reduce the amount of training by up to 5%.

Students in Year 10 complete work experience of an entrepreneurial nature and pursue extra curricula activities.

Participation is inclusive and may include:

- students enrolled in a Public Schools NSW school
- the target audience includes students in the 15 – 19 year age group.
- students completing year 10 or 11 & 12 HSC units
- students who have completed an LLN test
- School Based Trainees
- students who require literacy and numeracy support, adjustments are discussed prior to enrolment
- isolated and rural students
- students from non-English speaking background
- refugees
- students wishing to gain a qualification leading to further study or employment in this industry
- students wishing to gain skills transferrable across industry areas and will enhance general employment opportunities

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- students with identified learning needs
- students whose physical abilities may impede the ability to complete particular elements of unit of competencies – reasonable adjustments are discussed prior to enrolment

- learners with a known LLN level prior to enrolment – reasonable adjustments are discussed prior to enrolment.

Learning, literacy and numeracy testing

The RTO's VET enrolment process is supported by the use of a language, literacy and numeracy tool; the LLN Robot. LLN Robot is an on-line diagnostic tool combining Australian Core Skills Framework (ACSF) testing and support. This tool may be used to identify the level of achievement of the five core skills learning, reading, writing, oral communication and numeracy, this has been set at ACSF level 3. Where a student's ACSF level falls below the qualification requirement, support is provided by the trainer to enable the student to complete the training product. The outcome of the online assessment is the first step for the trainer when considering support needs of the learner (student). <https://support.lln.training/article/5-overview-lln-quiz>

Admission requirements

Students selecting SIT20416 Certificate II in Kitchen Operations (Release 1) should be interested in working in the specific industry. They should be able to apply skills and knowledge to be competent in basic food preparation, have the ability to work as part of a team and have good communication skills. Prior to enrolment students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students.

Mandatory course requirements to attain an HSC credential in this course

Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.

Why literacy and numeracy?

Literacy and numeracy form the basis of learning and the skills underpin workforce participation, productivity and the broader economy, and also impact on social and health outcomes. There is a focus on quality teaching of literacy and numeracy in all NSW schools using the best available evidence. An overview of the importance of literacy and numeracy skills and evidence-based practices for improving student outcomes in literacy and numeracy is available on the [CESE website](https://education.nsw.gov.au/literacy-and-numeracy-strategy).

More information is available <https://education.nsw.gov.au/literacy-and-numeracy-strategy>

Students with identified learning needs requiring reasonable adjustment beyond differentiation for learning and assessment

- Students with identified learning needs may require adjustments to learning and assessment strategies as well as additional time or support to demonstrate the required level of competence both off the job and in the workplace, and should be based upon the individual student's identified needs and abilities. Reasonable adjustments to delivery and assessment are appropriate provided they conform to industry competency standards as expressed in the Training Package.

<http://www.humanrights.gov.au/our-work/disability-rights/disability-standards-and-guidelines>

Are there students with special needs in the class? ()

YES

NB: Trainer to ensure they have access to all relevant information

Students requiring differentiation for learning

- Effective differentiation takes place when trainers adjust aspects of content, process, product and learning environment in direct response to a student's readiness, interests and learning profile. 'What' and 'how' trainers differentiate depends on the needs of students in the class.
- Trainers are required under DoE policy to ensure all students' needs are met and differentiation of learning occurs in their classrooms. Differentiation occurs for students without a formal diagnosis of identified learning needs

- A range of differentiation strategies to support learning can be found at <https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning-for-differentiation>

Are there students who require differentiation in the class? ()

YES

NB: Trainer to ensure they have access to all relevant information

Learning Support

Students with education support needs may require adjustments to learning and assessment strategies as well as additional time to develop the required level of competence. Reasonable adjustments are changes made to training and assessment conditions to ensure a disability, illness or learning need does not affect performance. To achieve an AQF qualification, students must be able to safely demonstrate knowledge and skills at the level required for each unit of competency as defined in the relevant training package.

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning>

The NSW Education Standards Authority (NESA) provides advice and examples for adjustment of learning programs. [VET courses and students with a disability](#)

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Trainers have access to a student's evidence of adjustments to teaching and learning. For example, Learning and Support Plan (LSP), personalised learning plan (ILP or PLP) or other evidence of additional support for the student. This may include:

- accessible class rooms
- extended time for training
- additional support, both off the job and in the workplace.
- note-taking support
- course material in alternate formats—electronic, large print, braille
- use of assistive technology
- extra time or extensions for homework and formal assessments
- modified assessment tasks for accessibility
- an Auslan interpreter, or
- other adjustments as required

SBAT work requirements (If Applicable)

- Students in a SIT20416 Certificate II in Kitchen Operations SBAT engage in a minimum of 800 hours of related workplace learning in relation to the areas of study and employment. They will therefore be immersed in a variety of knowledge and skills relevant to the course.
- They may have chosen the course to gain:
 - qualifications leading to further study or employment in this industry
 - skills that will enhance general employment opportunities
- The course comprises face-to-face delivery and 800 hours of paid employment within an industry relevant to their SBAT so it can provide experiences related to those included in the course structure. Students apply their learning in a real workplace and industry context providing opportunities to develop skills applicable to all workplace contexts.

Is there a School Based Trainee in this cohort NO

NB: A copy of the training plan must be stored with this TAS for example on QMS and in the HSC monitoring folder.

Consultation contributing to the development of this Training and Assessment Strategy

The consultation process for the development of each VET syllabus occurs when a training package changes. In this case, consultation was undertaken with experienced and qualified trainers who have knowledge of the skills and abilities of potential student cohorts. This group advises on suitable electives and industry trends for entry level qualifications. The RTO has representation on the Training and Assessment Development Group (TADG), along with ICIC and experienced trainers who meet to develop the TAS. This Training and Assessment Strategy (TAS) has been developed through this process.

Information is gathered from a variety of sources to report on strategies, practices and industry skills of trainers. This occurs:

- in the development of the syllabus from the training package. NSW Education Standards Authority (NESA) have considerable consultation with industry bodies and trainers
- when trainers consult before, during and/or at the completion of work placement. This provides additional advice on the quality of delivery and assessment strategies
- when employers provide feedback to students during work placement via work placement reports/journals

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- as part of the validation process when industry representatives provide advice on the quality of delivery and assessment strategies
- when feedback is obtained from employer surveys

An Industry Consultation and Engagement Register is maintained by each Training and Assessment Development Group TADG / RTO to record activities and outcomes of industry consultation processes.

Staff Training and Assessment

The RTO complies with the Standards for Registered Training Organisation 2015 (Schedule 1)

Public Schools NSW, Wagga Wagga RTO 90333 has verified the relevant qualifications of each VET trainer who will be delivering AQF qualifications. All delivering trainers must hold the most recent AQF qualification. To assess the student the trainer is required to hold TAE40116 Certificate IV in Training and Assessment. The Authority to Deliver (ATD) for each site developed by the RTO and signed by the site manager (principal) ensures trainers are suitably qualified, experienced and authorised to deliver the units from this training product.

The RTO facilitates a range of opportunities for VET trainers to support maintenance of relevant experience and currency. The Quality Management System (QMS) contains data for each VET trainer including records of qualifications, experience and currency for both course content and training and assessment competence relevant to the units within the qualifications being delivered.

All newly trained VET trainers in the RTO attend an orientation program. If a trainer is not fully accredited, the RTO will implement a Supervised Delivery Plan (SDP) detailing aspects of training and assessment arrangements and identify a mentor who is an accredited trainer and assessor to provide support as an interim measure.

All VET trainers are required to complete a Vocational and Industry Currency Log for each calendar year.

Training and Assessment Arrangements

Volume of learning incorporates a minimum of 70 hours work placement in an industry providing experiences related to units of competency included in the course. Students apply their learning in a real workplace and industry context and may have part-time jobs in related industries providing opportunities to develop skills applicable to all workplace contexts.

This qualification can be completed as described in this strategy or options are available for Recognition of Prior Learning (RPL). Students may apply to the RTO for recognised prior learning (RPL) or apply for the credit transfer (CT) of units of competency awarded from another RTO on enrolment. Evidence must be submitted and stored, ie RPL applications are to be forwarded to the RTO prior to enrolment, CT evidence to be reviewed by the RTO for verification ie CT evidence may include the Statement of Attainment or transcript from the other RTO, and/or a PDF URL created through the Verifiable Online USI Transcript process.

The course comprises face-to-face training and assessment and integrates additional on-line activities, self-paced learning, research activities and individual study. Training and assessment arrangements in the classroom and workplace are set out in the assessment plan and scope and sequence.

Assessment evidence gathering techniques include the observation of performance, completion of practical tasks, oral questioning, written activities and may include collection of supplementary evidence from work placement or paid work in industry. The assessor may conduct assessment at the delivery site, in simulated work environments, in industry, or through a combination of these modes. Evidence collected must meet the rules of evidence.

Delivery and Assessment Provision

The delivery and assessment arrangements for this qualification are set out in the Assessment Plan and Scope and Sequence sections of this document. The duration of the program is in a face-to-face mode over two years. Dependent on timetabling, some sites offer the program over one year in a compressed mode. RTO decisions about duration of delivery have considered students' likelihood of successfully achieving the learning outcomes and ensure integrity of the qualification outcomes is maintained. It is appropriate to include other delivery options such as online and field visits to provide opportunity for students to achieve intended outcomes.

Delivery and Amount of training

The RTO complies with Australian Quality Standards Authority (ASQA) [General Direction: Amount of training](#).

The amount of training for this course is determined by the mode of delivery and inherent knowledge of the cohort of students. Based on specific requirements of the training package, the RTO has scheduled its delivery and sequence and determined the mode of delivery for the qualification to ensure students gain the skills and knowledge to support successful achievement of qualification outcomes. This amount of training includes structured and unstructured learning undertaken by the student and has been determined by the RTO as appropriate for cohorts of students undertaking the entry level qualification whilst still at school.

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The amount of training has been based on an analysis of the typical cohorts who have traditionally entered this program and qualification over a number of years. It takes into account:

- general capabilities embedded into all NESA syllabuses contributing to the students' existing skills, knowledge and experience
- mode of delivery
- entry level requirements as set out in the training package
- impact of the clustered delivery model

Structured Learning

The amount of training has been determined as appropriate for this cohort giving regard to the knowledge and skills students bring to the course, complementing and underpinning the skills required in the Hospitality industry. The RTO will provide up to 240 hours face-to-face timetabled classroom hours and RTO structured activities completed in the student's own time. The amount of face-to-face delivery is the time the RTO expects the student to formally engage with training resources to meet requirements of a unit of competency.

Students are informed of all requirements and mode of delivery through RTO course material, course outlines and training and assessment strategy. They include:

- classroom delivery and forums – allows for teachers to build rapport with students and provide differentiated learning
- simulated workplace learning opportunities – to reinforce skill development and knowledge
- field trips and incursions – to provide current industry exposure and workplace practices
- structured work placement over two years; preparation and de-brief – allows students to practise and extend learning in the industry
- structured school based activities – builds student confidence, skills and knowledge
- homework for projects and assignments - emphasises theory work /knowledge
- supplementary evidence – gathering of evidence for development of a portfolio
- evidence
- mandated cluster assessment tasks – determines competence and provides a structured prescribed reading and follow-up activities – emphasises theory component
- holistic and authentic approach to learning

Clustered units offer the opportunity for a holistic and more effective integration of knowledge and skills particularly where contextual commonalities occur. Clustering units of competency together according to their common work function, shared knowledge and skills means students can be trained and assessed more efficiently without unnecessary repetition. As a result, 14 units of competency are being delivered in 10 assessment clusters. This mode of delivery has led to a reduced amount of training hours.

Weekly timetabling ensures that students who study Hospitality have regular training on an ongoing basis. This enables skills and knowledge to be built and consolidated both in and out of timetabled class time as resources are available on site and on-line and feedback from the trainer is available and accessible at all times during the school year.

Typically, the same teacher is timetabled onto the class for the duration of the course. Trainers and students have many opportunities to build a strong rapport allowing identification of specific gaps and opening further opportunities for students to acquire knowledge and develop and consolidate skills over time. The benefits of spreading the training and assessment throughout the course allows for extended exposure to independent learning, deeper reflection and opportunities for skills practice and knowledge acquisition in a variety of contexts.

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Unstructured Learning

As part of school requirements, students undertake homework, research and revision for assignments, assessments and examinations and self-directed activities. Learning for mandated HSC content supports and is complementary to the students' acquisition, strengthening, and transferability of VET course knowledge requirements. Students will spend a minimum of 2 - 4 hours per week in unstructured learning activities.

Evidence gathering

Assessment evidence gathering techniques include direct observation, product-based method, portfolio and questioning. Assessment is typically conducted at the delivery site and in simulated work environments. The specific evidence gathering techniques used for the units of competency in this Training and Assessment Strategy are listed in the assessment plan. This qualification can be completed through a pathway as described in this strategy.

Training and Assessment Strategy Review

When there is a change to the Training Package the Training and Assessment Development Group will review the TAS. Organisational resources and industry and student needs are considered in this review. These changes could include risk factors including:

- a significant issue notified by the relevant department/agency or by ASQA
- significant changes in identified cohort and or client needs
- delivery mode/s
- assessment methods
- electives
- resources/availability
- or as a result of planned reviews, such as internal reviews/audits, validation outcomes
- and/or feedback received from stakeholders precipitating review action.

A record of relevant data, feedback or changes contributing to the review and its approval will be maintained. The RTO complies with ASQA [General Direction: Learner Transition](#).

Pathways

Information is provided via the RTO Course Descriptors prior to the commencement of training. All students who complete these qualifications are provided with advice on employment and training options. Work placement provides real work experiences allowing students to determine possible future pathways. Students may pursue higher qualifications through other training providers or obtain apprenticeships or traineeships through employment.

Hospitality – SIT20416 Certificate II in Kitchen Operations is flexible to meet a wide range of career pathways. It allows for credit transfer between qualifications. A student can undertake further skill development or training and be assessed against additional competencies until they have achieved all of the competencies required for the full qualification. On successful completion of all requirements, students will be issued a certificate and transcript on behalf of the RTO by NESA. Students can exit at any point and receive a statement of attainment for the competencies achieved. Qualification pathway information can be found on the Australian Apprenticeships Training Information Service site <https://www.aapathways.com.au/complex-search>

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Infrastructure, Resources and Equipment

Trainers and/or students have access to a range of approved resources:

- resources and support for students with differentiated learning requirements
- SafeWork NSW <http://www.safework.nsw.gov.au/>
- Australian Government Industry reports
- the RTO provides training and assessment materials and tools, version controlled documentation and links to relevant websites on the RTO Learning Management System- Public Schools NSW, Wagga Wagga RTO MOODLE.
- the <http://training.gov.au> site provides qualification packaging rules and individual unit of competency detail for SIT20416 Certificate II in Kitchen Operations
- resources and equipment used for delivery and assessment are outlined in the Course Information Guide (CIG). All CIGs are located on the training and assessment page of the Public Schools NSW, Wagga Wagga RTO MOODLE.
- The Authority to Deliver (ATD) for each site developed by the RTO and signed by the Site Manager (principal) ensures provision of necessary resources
- **trainer to insert any specific delivery site resources, equipment and/or links.**

Assessment Validation Process

A systematic approach towards validation of assessment occurs according to the established Assessment Validation Procedure and Validation Schedule. The RTO has developed a support document and checklist to document the process. These documents are stored on the RTOs Management System. Stakeholders in the assessment validation process include RTO management staff, supervisors, trainers and where possible, industry representatives.

Validation strategies include:

- validation team workshops with a range of stakeholders
- assessment writing by an assessment writing team to ensure assessments meet the principles of assessment and rules of evidence
- feedback from trainers provided on the Moodle under each assessment package
- partnerships with other trainers, mentors and/or industry experts for delivery
- analysing and comparing work samples/supplementary evidence to support consistent trainer judgement as part of post assessment validation
-

Assessment Plan		Evidence gathering techniques				
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety Part B	X			X
	SITHCCC001 SITXFSA002	Use food preparation equipment Participate in safe food handling practices	XX	XX		XX
Cluster 3 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	XX	XX		XX
	SITHCCC002 SITXINV002	Prepare and present simple dishes Maintain the quality of perishable items	XX	XX		XX
Cluster 5 – Producing menu items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X

SCOPE AND SEQUENCE – Course name: Hospitality (SIT20416 Certificate II in Kitchen Operations)

4 units x 1 year

Oberon High School Qualification: SIT20416 Certificate II in Kitchen Operations Single Year COURSE: 2021/2022						
Unit Code	Unit Title	NESA Hrs	Term 4	Term 1	Term 2	Term 3
BSBWOR203	Cluster 1 Work effectively with others	15	Delivery and assessment			
SITXWHS001 BSBSUS201	Cluster 3 Participate in safe work practices Participate in environmentally sustainable work practices	15 15	Delivery and assessment			
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment			
SITHCCC001 SITXFSA002	Cluster 2 Part B Use food preparation equipment Participate in safe food handling practices	20 15	Delivery and assessment			
Unit Code	Unit Title	NESA Hrs	Term 4	Term 1	Term 2	Term 3
SITHCCC005	Cluster 5 Portfolio Prepare dishes using basic methods of cookery	40		Delivery, collection of evidence and assessment		
SITHKOP001	Cluster 6 Clean kitchen premises and equipment	10		Delivery and assessment		

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SITHCCC006	Cluster 7 Portfolio Prepare appetisers and salads	25			Delivery, collection of evidence and assessment
SITHIND02	Cluster 9 Source and use information on the hospitality industry	20			Delivery and assessment
SITHCCC003	Cluster 8 Prepare and present sandwiches	10			Delivery and assessment
SITHCCC002 SITXINW002	Cluster 4 Prepare and present simple dishes Maintain the quality of perishable items	20 5			Delivery and assessment
SITHCCC011	Cluster 10 Portfolio Use cookery skills effectively	20			Delivery and assessment
Delivery, collection of evidence and assessment					



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NSW Education Standards Authority (NESA) Schools Online entries for the course: Hospitality (SIT20416 Certificate II in Kitchen Operations)

NESA Course Number: 26512 (4 units x 1 year)

To ensure students achieve both NESA and Training Package requirements, enter competencies into Schools Online in each year of course, as per this guide.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential. Students must have completed all my own work.

Refer to NESA key dates <https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html> **trainer to check and amend for the current link**

Preliminary year of study		HSC year of study	
enter only the units of competency listed below		enter the HSC units of competency below AND ensure that Preliminary units not recorded with an exit outcome are also entered on Schools Online	
Code of UoC	Title of UoC	Code of UoC	Title of UoC
BSBWOR203	Work effectively with others	SITHCCC005	Prepare dishes using basic methods of cookery
SITXFSA001	Use hygienic practices for food safety	SITHKOP001	Clean kitchen premises and equipment
SITHCCC001	Use food preparation equipment	SITHCCC006	Prepare appetisers and salads
SITXFSA002	Participate in safe food handling practices	SITXINV002	Maintain the quality of perishable items
SITXWHIS001	Participate in safe work practices	SITHCCC002	Prepare and present simple dishes
BSBSUS201	Participate in environmentally sustainable work practices	SITHCCC003	Prepare and present sandwiches
		SITHIND02	Source and use information on the hospitality industry
		SITHCCC011	Use cookery skills effectively

Public Schools NSW Wagga Wagga RTO 90333 manages the requirements of *Standards for RTOs 2015 Clause 3.3* by ensuring students receive their AQF certification documentation upon completion of their training program.

Public Schools NSW Wagga Wagga RTO 90333 have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students will need to download an electronic testamur via Students Online before the Students Online account expires in June of the following year: <https://studentsonline.nesa.nsw.edu.au/go/login/>

For Stage 6 ICF Courses only: An estimate HSC examination mark must be determined and entered for all students

FREQUENTLY ASKED QUESTIONS

WHAT DOES VET MEAN?

VET means Vocational Education and Training. HSC VET courses are Higher School Certificate (HSC) courses for students which allow students to gain an HSC and an AQF credential at the same time. School, EVET and other private providers deliver VET courses.

WHAT IS THE DIFFERENCE BETWEEN VET COURSES AND OTHER HSC COURSES?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Training and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory such as in Business Services, Construction, Entertainment, Hospitality, Information and Digital Technology, Metal and Engineering, Primary Industries and Retail.

WHAT IS REPORTED ON THE HSC?

All VET courses are recorded on the HSC. As well as an HSC, students receive either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competency are reported to NESA, who issue the credential on behalf of the RTO.

WHAT ARE COMPETENCIES?

A competency is the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Being assessed as competent means a student has demonstrated the level of work performance required by the industry.

HOW WILL YOU BE ASSESSED?

VET courses are competency based. This requires students to develop the competencies, skills, knowledge and attitude described by each unit of competency.

To be assessed as competent students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required by that industry. Assessment may be through observation of tasks, examination of finished products, written tests or assignments and feedback from a workplace supervisor.

DO VET COURSES COUNT TOWARDS THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)?

All VET Industry Curriculum Framework Courses (ICF) are Board Developed Courses and may be used in the calculation of the ATAR as a Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards the ATAR, a student must study a 240 hour course and must sit a written exam for the HSC. All other VET courses are Board Endorsed and do not have an optional HSC examination and therefore cannot be used in the calculation of the ATAR.

WHAT IS THE AUSTRALIAN SKILLS QUALITY AUTHORITY (ASQA)?

The ASQA is the national VET regulator who monitors RTOs against the standards for all Registered Training Organisations. The VET Quality Framework broadly refers to national principles, standards for delivery and assessment of qualifications in VET. VET is delivered by Registered Training Organisations.

WHAT ARE AUSTRALIAN QUALIFICATION FRAMEWORK (AQF) QUALIFICATIONS?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET

course they study and the units of competency achieved.

WHAT ARE INDUSTRY CURRICULUM FRAMEWORKS?

NESA has packaged VET courses from National Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may also elect to do a 60 or 120-hour specialisation course if available at the school.

WHAT IS THE DIFFERENCE BETWEEN AN INDUSTRY CURRICULUM FRAMEWORK (ICF) COURSE AND A VET BOARD ENDORSED COURSE (VET BEC)?

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR for admission to university, whereas a VET BEC course does not have these requirements. Both of these VET courses contribute to a student's HSC pattern of study and provide dual accreditation.

SPECIALISATION COURSES

Specialisation courses are 1 or 2 unit extensions to the 240 hour (2 units x two years or 4 units X 1 year) course that provide additional HSC units. Specialisation courses build upon the normal ICF course and deliver more training towards AQF qualification. They may be selected during the HSC year or studied concurrently with a 240 hour course. Additional work placement hours are generally required.

WHY IS WORK PLACEMENT COMPULSORY IN ICF COURSES?

Industry agrees workplace learning greatly enhances classroom training. Work placement takes about one third of course time, e.g. in a 240-hour course 70 hours is work placement (usually done as two one-week blocks). Part-time work may be used to claim Recognition of Prior Learning (RPL). Specialisation courses also have work placement requirements.

WHO DELIVERS VET TO STUDENTS?

Registered Training Organisations (RTO) have VET accredited trainers/assessors delivering and assessing VET qualifications.

WHAT IS RPL AND CREDIT TRANSFER?

Recognition of Prior Learning (RPL) and Credit Transfer allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of work or life experience, part-time work and formal training. Speak to your trainer or the VET coordinator at your school to access application forms.

WHAT ARE SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS? (SBATS)

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, EVET NSW or with a private training provider.
- Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks.
- A school based traineeship is generally completed over two years while students are still at school as part of the HSC. Students may commence a SBAT in Year 10.

A school based apprenticeship is undertaken over 2 years part-time while students are still at school as part of the HSC, and then continue in a full-time apprenticeship post school.



STUDENT ASSESSMENT PLANNER

**Oberon High School
Higher School Certificate 2022/2023**

Year	Term	Week	Dates	Staff Development Days and Public Holidays
2022	Term begins 14 November 2022	6	14/11 – 18/11	
		7	21/11 – 25/11	
		8	28/11 – 2/12	
		9	5/12 – 9/12	
		10	12/12 – 16/12	
		11	19/12 – 20/12	Students Finish 16/12; 2 Staff Development Days 19/12 – 20/12
2023	Term Begins 27 January 2023	1	27/1	2 Staff Development Day 27/1 – 30/1 ; Students Return 31/1
		2	30/1 – 3/2	
		3	6/2 – 10/2	
		4	13/2 – 17/2	
		5	20/2 – 24/2	
		6	27/2 – 3/3	
		7	6/3 – 10/3	
		8	13/3 – 17/3	
		9	20/3 – 24/3	
		10	27/3 – 31/3	End of Preliminary Course Examination
		11	3/4 – 7/4	Public Holiday 7/4 (Good Friday)
2023	Term Begins 24 April 2022	1	24/4 – 28/4	Staff Development Day 24/4 ANZAC Day Holiday 25/4
		2	1/5 – 5/5	Students return 26/4
		3	8/5 – 12/5	
		4	15/5 – 19/5	
		5	22/5 – 26/5	
		6	29/5 – 2/6	
		7	5/6 – 9/6	
		8	12/6 – 16/6	12/6 Public Holiday (June Long Weekend)
		9	19/6 – 23/6	
		10	26/6 – 30/6	
2023	Term Begins 17/July 2022	1	17/7 – 21/7	Staff Development Day 17/7; Students return 18/7
		2	24/7 – 28/7	
		3	31/7 – 4/8	
		4	7/8 – 11/8	
		5	14/8 – 18/8	
		6	21/8 – 25/8	
		7	28/8 – 1/9	Trial HSC Examinations
		8	4/9 – 8/9	
		9	11/9 – 15/9	
		10	18/9 – 22/9	



STUDENT RECORD OF ASSESSMENT

Oberon High School

Students Name: _____

This page is included so that the student can keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

Assessment Task No	Course Studied							
	(Use one column for each subject including any additional extension courses)							
1								
2								
3								
4								
5								
6								

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also not that school based assessment marks are moderated by the NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

Students must also be aware that the calculation of a student's ATAR is carried out by the Universities Admission Centre and is processed independent of NESA.