

Sarah Redfern High School

Year 12 – 2023

Higher School Certificate



Assessment Program

Version 1: October 2022



Contents

Acronyms and Abbreviations.....	4
Welcome from the Principal.....	5
HSC Assessment Information	6
What is assessment?.....	6
Types of Assessment	6
Eligibility for the HSC	6
Support in Assessment during the HSC Course	6
Student Rights and Responsibilities.....	7
Notification and scheduling of tasks	7
Submission of tasks	7
Return of tasks and feedback.....	8
Appealing marks.....	8
Students with additional needs and disability	8
Malpractice in tasks	8
Disrupting tasks	9
Absence from tasks	9
Zero marks recorded for tasks	10
Non-attempt and non-serious attempts	10
Warning of Non-Completion of an HSC Course (N-Warning).....	10
Non-completion of an HSC Course	11
Illness and Misadventure process	11
Assessment Schedules	13
Aboriginal Studies	14
Ancient History.....	15
Biology	16
Business Studies.....	17
Community and Family Studies (CAFS).....	18
Chemistry.....	19
Earth and Environmental Science	20
English Advanced.....	21
English Extension 1	22
English Extension 2	23
English Standard	24
English Studies.....	25
Industrial Technology - Multimedia.....	26
Industrial Technology – Timber.....	27
Legal Studies	28
Mathematics Advanced.....	29

Mathematics Extension	30
Mathematics Standard 1	31
Mathematics Standard 2	32
Modern History	33
Music.....	34
Numeracy	35
Personal Development, Health, and Physical Exercise (PDHPE).....	36
Physics.....	37
Science Extension.....	38
Sport, Lifestyle, and Recreation Studies	39
Society and Culture.....	40
Visual Arts	41
Work Studies.....	42
Vocational Education and Training Courses Schedules (VET).....	43
Construction	45
Hospitality	47
Information about Vocational Education and Training Courses.....	49
Dual Accreditation	49
Competency-Based Assessment.....	49
Competency Records	49
Attendance	49
HSC Examination and School-Based Examinations	49
Qualifications.....	49
Recognition of Prior Learning (RPL)	50
Work Placement	50
Assessment Schedules	50
Work Placement	50
Recognition of students' employment (including part-time traineeships) for Work Placement Purposes in a VET Course	50
What Does This Means for Students?	51
Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses.....	52
School-delivered vocational educational and training (VET) courses.....	58
Work Placement	58
Guidelines for students participating in particular industries	59
Competency-based Assessment	59
Training Package Requirements.....	59
The HSC Examination	59
Estimated Examination Mark.....	60

NESA requires schools/RTOs to submit an estimated examination mark for all students entered for the HSC Examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC Examination, such as a Trial HSC Examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal..... 60

Student Record for Current Employment 61

Additional Information for Host Employers 64

 EVET 70

Additional Information for Parents/Carers 75

Student Placement Records..... 79

Workplace Checklist..... 83

Assessment Task Planner – Term 4, 2022 85

Assessment Task Planner – Term 1, 2023 86

Assessment Task Planner – Term 2, 2023 87

Assessment Task Planner – Term 3, 2023 88

NESA Glossary of Verbs..... 89

Acronyms and Abbreviations

DoE	Department of Education
NESA	New South Wales Education Standards Authority
SRHS	Sarah Redfern High School
HSC	Higher School Certificate
VET	Vocational Education and Training
TAFE	Technical and Further Education

Welcome from the Principal

Dear students and families/carers,

Welcome back to Term 4, 2022. This is the start of your HSC journey.

This booklet sets out the assessment procedures that have been developed for the HSC program at Sarah Redfern High School. It contains information about the responsibilities of the school and the student in meeting HSC requirements.

You are required to be aware of these procedures, particularly:

- Completing more than 50% of your assessment tasks in each course
- Illness/misadventure processes
- Submitting assessment tasks and following task requirements
- Non-serious attempts and malpractice
- Provisions for support, wellbeing, and success in the HSC program

If a student does not comply with these requirements as well as other areas outlined in this booklet, they may not meet the satisfactory completion of the HSC course.

Each student in Year 12 will receive and sign for a copy of this booklet. Teachers and school executive will familiarise students with the requirements outlined in this booklet. Keep your copy of this booklet and refer to it when appropriate (submitting tasks, sport commitments, illness).

School-based assessment allows students to show their achievements over a wider range of outcomes than could be assessed by a single examination. It also provides an indication of students' performance over a period rather than on one single occasion. Students' assessment marks for each course are added together over the whole period of assessment and a final mark for each course studied is forwarded to NESA.

We wish you the best of luck in your studies and future endeavours.

Yours sincerely

Ms. Lyndy Clowry – **Principal**

HSC Assessment Information

What is assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning in a particular course. The purpose of assessment in the HSC is to provide information about a student's progress and achievement in relation to syllabus outcomes. The feedback provided to students and their families through the assessment process is a valuable source of information and provides a framework for improvement in student learning.

Types of Assessment

Assessment opportunities in the HSC include examinations, in-class tests, fieldwork, groupwork, performances, experiments, research tasks and other tasks. Teachers will provide notice (more than 2 weeks) of the nature of the task) as well as other information required to complete the task.

Eligibility for the HSC

Students in the HSC course must complete all assessment tasks. If students do not complete more than 50% of their school-based assessment program, the course cannot be counted towards the 10 units required for the HSC credential. A student who does not follow the assessment requirement and receives a non-completion determination in a HSC course will have neither an assessment mark nor an examination mark awarded for that HSC course.

To be eligible for the HSC credential, students must complete a prescribed pattern of study which includes:

- 8 units of Category A courses
- 6 units of from Board Developed Courses
- 2 units of English
- 3 courses of 2 units or greater
- At least 4 different subjects.

Students should seek the support of their Grade Deputy Principal if they have questions relating to their pattern of study in the HSC course.

Support in Assessment during the HSC Course

We recognise the challenges and opportunities that the HSC course offers students. Throughout the HSC course, students have access to their classroom teachers, Head Teachers of Faculty, Year Advisers, Deputy Principals, Learning and Engagement Teams, Careers Advisers and School Counsellors to support them and provide information that enables students to be successful.

Students are encouraged to keep an open communication with their classroom teachers and seek clarification on all aspects of the HSC course from their classroom teacher, as the first point of contact.

Student Rights and Responsibilities

Notification and scheduling of tasks

At the commencement of the HSC course, each student will receive a copy of the HSC Assessment Program and Procedures Booklet and are required to sign for their copy. Students who enroll at the school after this time will receive a copy of the booklet upon enrolment.

All students are expected to use the written notification of assessment tasks in the HSC course as a guideline to success in each task, considering the task description, resources to support completion of the task, feedback opportunities and the marking criteria.

The assessment schedules contained at the back of this booklet provide information to students and families around the scheduling of HSC tasks in each course. Students will be notified in writing at least two (2) weeks before the due date using the SRHS Assessment Template. This will also contain information relating to:

- Due date, due time, and method of submission of the task
- Task number in relation to the assessment schedule
- Task description and weighting
- Outcomes assessed
- Marking criteria, outlining a description of success in each marking range
- Feedback to be provided
- Support to be provided between the distribution and due date

No assessment tasks will be scheduled for completion in the two weeks before an examination period. This is an assessment free period.

Tasks will be notified both digitally (on Google Classroom/Microsoft Teams) and in-class. Absent students are expected to note the digital notification and discuss with their teacher who provide a hard copy of the task when the student returns to school.

Students will sign the distribution register when they receive an assessment task in each HSC course. Students will also sign when they submit the assessment and the date when feedback is provided to them from their classroom teacher on the task.

Any changes to the assessment schedules and notification of assessment tasks will be made in writing to students with reasonable notice of the changes.

Submission of tasks

Students are expected to pay close attention to the due date, time, and method of submission for all HSC assessment tasks. This includes noting that some assessment tasks are due at the start of the school day, during specific timetabled periods or via Google Classroom/Microsoft Teams.

If the classroom teacher is absent on the due date of an assessment task, the Head Teacher of the Faculty will collect student tasks and have students sign the distribution register to acknowledge that they have submitted the task.

Students should discuss with their classroom teacher any concerns they have about the submission of an assessment task well before the due date.

Return of tasks and feedback

Tasks will be returned to students with marks and appropriate feedback as soon as possible upon the completion of the task. Ideally, this is within two weeks of the due date. Where students in different classes are completing a common task, these tasks will be corporate marked.

Appealing marks

Students can appeal a mark awarded for an assessment task. This must be done within 3 days of an assessment task being returned. Students are advised to discuss this with their classroom teacher first. If the matter cannot be successfully resolved, it will be forwarded to the Head Teacher who will seek advice from the Assessment and Reporting Committee before providing information to the classroom teacher and student.

If the matter remains unresolved, it will be referred to the Principal, whose decision will be final.

Students with additional needs and disability

Students with additional learning needs and disabilities will have arrangements made to compensate for that condition in assessment tasks. The Learning and Engagement team will discuss this with students whose additional needs are known but students must also advise the Learning and Support Team where they believe they may be eligible for support or where their needs have changed. Each case will be discussed with the Learning and Support Team, Head Teachers and other appropriate individuals such as classroom teachers and support teachers. Such arrangements may include – a student scribe for a student with a broken arm or separate supervision. Students and parents/carers must inform their classroom teacher as soon as they know that they may need such assistance.

Malpractice in tasks

All students enrolled in the HSC course will have completed All My Own Work as per requirements from NESAs. Students should regularly revisit the content of All My Own Work to ensure that their assessment meets academic and integrity standards.

This includes reviewing the following areas of All My Own Work:

- Scholarship principles and practices
- Acknowledging sources
- Plagiarism
- Copyright
- Working with Others

All assessment tasks must be a student's own original work or a group's work if the task is a group one and where relevant acknowledge the sources of information that contributed to the task. Students cannot submit tasks that use all or part of another student's work. Failure to comply with this will lead to the award of a zero mark, constituted as a non-serious attempt.

Similarly, students must complete the tasks in the current assessment period. Students may not submit tasks or parts of tasks completed for another assessment in previous terms of years, or from another subject. This is a form of malpractice and will result in a zero mark, constituted as a non-serious attempt.

Common examples of malpractice in assessment include:

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

Students who are suspected to have engaged in malpractice may receive zero marks for that task. The Head Teacher of the Faculty in consultation with the Assessment & Reporting Committee will establish whether malpractice has occurred and collect the appropriate evidence, including student and staff statements. An interview with the student and the Assessment and Reporting Committee will follow and a decision will be made by the Grade Deputy Principal.

If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the Assessment and Reporting Committee. If a student is awarded a zero-mark, written notification will be provided to parents/carers, with opportunities for appeal through the Assessment and Reporting Committee. An appeal must be lodged within three (3) days of the student receiving a notification of academic malpractice.

Students who engage in malpractice in assessment may be placed on the Malpractice Register as per NESA guidelines.

Disrupting tasks

Students who deliberately disrupt an assessment task or who use any electronic device not required by the task will be awarded zero marks. This decision is made by the Head Teacher of the faculty and parents/carers will be notified in writing of a zero mark being awarded.

Common examples of disrupting an assessment task include not following the instructions set out in an in-class test, such as making unnecessary noise and distracting other students.

Absence from tasks

Students on suspension from school may be required to attend school to attempt scheduled tasks and/or submit a task by the due date/time. This will be organised through the Grade Deputy Principal and the task completed under separate supervision.

It is the student's responsibility to inform the Deputy Principal that they have a task due while they are on suspension. Students undertaking Work Placements must arrange to submit any tasks by the due date/time or submit this before they leave for Work Placement. Tasks submitted after they return will be deemed late and will attract a mark of zero. In the case of in-class tasks, all efforts should be taken to choose a Work Placement week that does not impact on school-based assessment. However, in the event there is a clash the student must speak with the Head Teacher to arrange for the task to be completed before work placement commences.

Students who anticipate that they will be absent from school on the due date of an assessment task due to school representation or sporting carnivals and events must notify their classroom

teacher and Head Teacher of the Faculty at least 3 days in advance – in writing – countersigned by a parent/carer explaining the circumstances. Students will use the illness/misadventure form that is provided in this booklet and on the school website. Students who miss an assessment task to attend an excursion or incursion will receive a mark of zero for the missed task.

Extended leave for holidays will not be considered by the school as approved leave. Non-completion of a task if a student is on holidays will be deemed as a zero mark.

Students who have been granted leave by the Principal have the right to sit an alternate task upon their return to school. Appropriate documentation will be required from parents/caregivers in writing as part of the approval process. Students are not to be given in class assessment tasks prior to their leave if the due date falls in the leave period. Students must also not be given the same assessment tasks as the rest of the cohort, instead an alternate task assessing the same outcomes will be issued. Where appropriate the Principal may choose for an estimate to be awarded.

Zero marks recorded for tasks

Zero marks may be recorded when:

- the student fails to complete an assessment task by the due date and there is no valid reason
- the student has made a non-serious attempt of an assessment task
- the student has engaged in academic malpractice

Non-attempt and non-serious attempts

Students must treat all school-based assessment tasks with due diligence. If a student fails to complete a task specified in the school-based assessment program and there is no valid reason for this, a zero mark will be recorded.

If a student is unable to complete a school-based assessment task item, an estimated may be authorised by the Principal or the Principal's delegate. Non-serious attempt will be determined by the Head Teacher of the Faculty in consultation with the classroom teacher. Written notification will be provided to parents/carers if a student is awarded a zero mark, with opportunities for appeal through the Assessment and Reporting Committee.

Examples of non-serious attempts in assessment tasks include:

- Writing in a language other than English (unless required by the paper)
- Writing for drawing offensive material
- Attempting less than 50% of the paper

Warning of Non-Completion of an HSC Course (N-Warning)

Students who fail to apply themselves diligently to their class work may receive an N-warning. This includes regularly not completing class work or homework and not engaging in learning in an appropriate manner. Students who fail to complete an assessment task on the due date may receive an N-warning and a mark of zero. In this instance, students/parents will receive written notification of an N-warning.

- N-warnings must be resolved in order to prevent possible non-completion of the course.
- N-warnings are resolved by submitting a hand in task or sitting for a missed in class task.
- Even once resolved, the task will still be awarded a mark of zero.

- Students who receive 3 or more unresolved N-warnings in a single subject are at risk of non-completion of the course.

Students who receive an N-Warning will also receive support to redeem the missed coursework and/or assessments. Students will be issued with a Learning Contract that also lists the actions and strategies that need to be taken. The Head Teacher Academic Affairs and Deputy Principal Cohort will check-in with students regarding their Learning Contract on a regular basis to ensure that they are submitting missed coursework/assessment as listed in the N-Warning.

Non-completion of an HSC Course

Students who fail to complete tasks to the value of more than 50% of the total assessment program marks may be N-determined for that course. This means that the Principal must certify that the course has not been completed satisfactorily. Multiple N-award warning letters and an interview will have occurred before this decision.

If N-determined for a course/s, neither assessment nor examination marks will be reported for this course on a student's transcript. This may mean that a student does not satisfactorily complete a HSC Course and thus cannot receive an award in that course. The Principal will inform parents/caregivers of this situation in writing. Students should seek advice from their classroom teachers, Head Teacher Faculty and Deputy Principal.

Illness and Misadventure process

The illness/misadventure process is designed to support students whose ability to complete tasks in the HSC course has been impacted by events or circumstances out of their control. In specific circumstances, students may be granted approval for illness/misadventure.

Depending on the circumstances, approved students may be provided with special considerations such as additional time to complete a task or may be only partially assessed on their submission of an assessment task.

Examples and possible reasons for illness/misadventure include:

- illness covered by a medical certificate
- significant illness of a family member, covered by a medical certificate
- significant family/personal crisis
- mental health concerns documented by a health provider or psychologist
- major school event/school representation (eg. school sporting event)

Where a student does not complete a required task and intends to apply for illness/misadventure, this form must be submitted on the first day after is due that the student is at school.

Illness/misadventure request are completed through Microsoft Forms and submitted through to the Assessment & Reporting Committee for consideration. Students will receive digital notification through their emails of when the form has been received and the outcome of the form, as well as any next steps that need to be taken on their part.

All illness/misadventure requests are reviewed by a school panel. Students may locate the illness/misadventure QR code on their Google Classroom, the SRHS School website, and outside the offices of Block 1 Staff and the Library. Students absent from school on the day (for a partial or whole day) a task is due to be submitted will receive zero marks for the assessment task unless they complete the Illness/Misadventure Form and attach the appropriate documentation explaining the absence and the request is approved.

Students should submit a request as early as possible. Students should continue working on their task after they have submitted a request and submit the task (or partial task) by the due date. This will ensure that students still receive a mark if their request is not approved.

If student misses a task, they should be prepared to sit and/or submit the task on the day they return to school. If the Illness/Misadventure is accepted, then the Head Teacher may set the same task or an alternate task. In exceptional circumstances, the Deputy Principal or Principal may direct that an estimate is given.

Assessment Schedules

The assessment schedules outlined on the following pages are in alphabetical order and include Board Developed and Content Endorsed Courses.

Each assessment schedule for the HSC course lists the syllabus outcomes, course components and weightings, the task type, the due date (week/term). Often, several outcomes can be addressed through a single task.

For further information about assessment tasks and assessment schedules, please contact your classroom teacher or the Head Teacher of the Faculty.

Scopes and sequences for each course have also been attached to this booklet. A scope and sequence is a summary of what is to be taught, the sequence in which it will be taught and the syllabus outcomes that may be addressed in the intended learning.

Aboriginal Studies

Year 12 Aboriginal Studies 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Social justice and human rights and how they impact on Aboriginal and other Indigenous peoples	Social Justice and Human Rights	Presentation	H1.1, H1.3, H4.1, H4.3	15%	Distributed: Week 2, Term 4 (2022) Due: Week 6, Term 4
2	Investigate issues and communicate information from a variety of perspectives	Research and Inquiry Methods	Major Project	H3.3, H4.1, H4.2, H4.3	40%	Distributed: Week 2, Term 4 (2022) Due: Week 10, Term 1
3	Government policies, legislation, and legal decisions and their impact on Aboriginal and other Indigenous peoples	Aboriginality and the Land	Study Booklet	H1.2, H2.1, H2.2, H3.2	20%	Distributed: Week 3, Term 2 Due: Week 3, Term 3
4	Each component for each module listed above	Social Justice and Human Rights Issues; Research and Inquiry Methods; Aboriginality and the Land	Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	25%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Ancient History

Year 12 Ancient History 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Historical skills in the analysis and evaluation of sources and interpretations (20%)	Core Study Cities of Vesuvius – Pompeii and Herculaneum	Source Study	AH12-6, AH12-7, AH12-10	20%	Distributed: Week 4, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content (10%) Communication of historical understanding in appropriate forms (10%)	Ancient Societies New Kingdom Egypt society to the death of Amenhotep III	Short Answer & Extended Response	AH12-3, AH12-4, AH12-5	20%	Distributed: Week 5, Term 1 Due: Week 9, Term 1
3	Historical inquiry and research (20%) Communication of historical understanding in appropriate forms (10%)	Personalities in Their Times Hatshepsut	Historical Analysis	AH12-2, AH12-7, AH12-8	30%	Distributed: Week 2, Term 2 Due: Week 9, Term 2
4	Knowledge and understanding of course content (30%)	Core Study: Cities of Vesuvius – Pompeii and Herculaneum Ancient Societies: New Kingdom Egypt society to the death of Amenhotep III Personalities in Their Times: Hatshepsut Historical Periods: The Julio-Claudians AD 14–69	Trial HSC Examination	AH12-1, AH12-5, AH12-9	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Biology

Year 12 Biology 2023 – Assessment Schedule

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Skills in working scientifically (15%); knowledge and understanding (10%)	Non-Infectious Disease & Disorders	Portfolio	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-15	40%	Distributed: Week 2, Term 4 (2022) Due: Week 7, Term 4
2	Skills in working scientifically (10%); knowledge and understanding (15%)	Infectious Diseases	Report	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-14	20%	Distributed: Week 2, Term 1 (2023) Due: Week 6, Term 1
3	Skills in working scientifically (10%); knowledge and understanding (15%)	Heredity	Viva Voce	BIO11/12-6, BIO11/12-12	10%	Distributed: Week 5, Term 2 Due: Week 7, Term 2
4	Skills in working scientifically (10%); knowledge and understanding (15%)	Infectious Disease, Non-Infectious Disease & Disorders, Heredity	Trial HSC Examination	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-12, BIO 12-14, BIO 11/12-15	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Business Studies

Year 12 Business Studies 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge, Inquiry, Research, Communication of business information, ideas and issues in appropriate forms	Operations	Extended Response	H1, H4, H5, H9	25%	Distributed: Week 5, Term 4 (2022) Due: Week 7, Term 4
2	Knowledge, Stimulus-based skills, Communication of business information, ideas and issues in appropriate forms	Finance	Calculation and evaluation of financial information	H2, H3, H6, H10	25%	Distributed: Week 5, Term 1 Due: Week 8, Term 1
3	Knowledge, Inquiry and Research	Marketing	Critical analysis of case study	H2, H7, H8, H9	25%	Distributed: Week 2, Term 2 Due: Week 7, Term 2
4	Knowledge, Stimulus-based skills, Communication of business information, ideas and issues in appropriate forms	Operations, Finance, Marketing and Human Resources	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	25%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Community and Family Studies (CAFS)

Year 12 CAFS 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content, skills in critical thinking, research methodology, analysing and communicating	Groups in Context	Presentation	H2.2, H3.2, H3.4, H5.2	25%	Distributed: Week 7, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content, skills in critical thinking, research methodology, analysing and communicating	Research Methodology	Report	H4.1, H4.2, H6.1	25%	Distributed: Week 2, Term 1 (2023) Due: Week 10, Term 1
3	Knowledge and understanding of course content, skills in critical thinking, research methodology, analysing and communicating.	Parenting & Caring	Report	H2.2, H3.1, H4.2, H6.2	25%	Distributed: Week 4, Term 2 Due: Week 8, Term 2
4	Knowledge and understanding of course content, skills in critical thinking, research methodology, analysing and communicating.	All modules	Trial HSC Examination	All outcomes	25%	Distributed: Week 3, Term 3 Due: Week 5, Term 3

Chemistry

Year 12 Chemistry 2023 – Assessment Schedule

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Skills in Working Scientifically.	Organic Chemistry	Report	CH12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	20%	Distributed: Week 5, Term 4 (2022) Due: Week 8, Term 4
2	Knowledge and Understanding, Skills in Working Scientifically	Equilibrium and Acid Reactions	Depth study	CH11/12-1, CH11/12-4, CH11/12-6, CH11/12-7, CH12-12	30%	Distributed: Week 4, Term 1 Due: Week 7, Term 1
3	Knowledge and Understanding, Skills in Working Scientifically	Acid/Base Reactions	Practical work	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	25%	Distributed: Week 8, Term 1 Due: Week 4, Term 2
4	Knowledge and Understanding, Skills in working Scientifically	Trial HSC Examination	Trial HSC Examination	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13, CH12-14, CH12-15, CH12-16	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Earth and Environmental Science

Year 12 Earth and Environmental Science 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Skills in working scientifically (15%); knowledge and understanding (10%)	Module 5 - Earths Processes	Research Task and Poster	EES11/12-1, EES11/12-3, EES11/12-5, EES11/12-7, EES12-12	25%	Distributed: Week 4, Term 4 (2022) Due: Week 7, Term 4
2	Skills in working scientifically (20%); knowledge and understanding (5%)	Module 6 - Hazards	Fieldwork Report - Depth Study	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES12-13	25%	Distributed: Week 4, Term 1 Due: Week 9, Term 1
3	Skills in working scientifically (15%); knowledge and understanding (10%)	Module 7 - Climate Science	Research Presentation	EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-6, EES11/12-7, EES12-14	25%	Distributed: Week 4, Term 2 Due: Week 7, Term 2
4	Skills in working scientifically (10%); knowledge and understanding (15%)	All Modules	Trial HSC Examination	EES11/12-1-7, EES12-12, EES12-13, EES12-14, EES12- 15	25%	Distributed: Week 2, Term 3 Due: Week 5, Term 3

English Advanced

Year 12 English Advanced 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content and Skills	Common Module: Texts and Human Experiences	Presentation	EA12-2, EA12-5, EA12-6	40%	Distributed: Week 4, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content and Skills	Module A: Textual Conversations	In class composition of a critical response	EA12-1, EA12-3, EA12-5	20%	Distributed: Week 6, Term 1 Due: Week 10, Term 1
3	Knowledge and understanding of course content and Skills	Module C: The Craft of Writing	Portfolio	EA12-4, EA12-7, EA12-9	20%	Distributed: Week 4, Term 2 Due: Week 7, Term 2
4	Knowledge and understanding of course content and Skills	Common Module: Texts and Human Experiences Module A: Textual conversations Module B: Critical Study of Literature Module C: The Craft of Writing	Trial HSC Examination	EA12-1, EA12-3, EA12-5. EA12-8	20%	Distributed: Week 2, Term 3 Due: Week 5, Term 3

English Extension 1

Year 12 English Extension 1 2023 – Assessment Schedule

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content and skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Common Module: Literary Worlds	Imaginative Response with a Reflection	EE12-2, EE12-4, EE12-5	30%	Distributed: Week 5, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content and skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Elective: Worlds of Upheaval	Critical Response	EE12-1, EE12-3, EE12-4	30%	Distributed: Week 5, Term 2 Due: Week 3, Term 3
3	Knowledge and understanding of course content and skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Common Module: Literary Worlds and Elective: Worlds of Upheaval	Trial HSC Examination	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	40%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

English Extension 2

Year 12 English Extension 2 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content and Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Major Work Development	Viva Voce (with a written proposal)	EEX12-1, EEX12-3, EEX12-4	30%	Distributed: Week 4, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content and Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Major Work Development	Literature Review	EEX12-1, EEX12-2, EEX12-3, EEX12-4	40%	Distributed: Week 2, Term 2 Due: Week 8, Term 2
3	Knowledge and understanding of course content and Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Major Work Development	Critique of the Creative Process	EEX12-1, EEX12-3, EEX12-5	30%	Distributed: Week 9, Term 2 Due: Week 3, Term 3

English Standard

Year 12 English Standard 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	knowledge and skills	Common Module (Texts and Human Experiences)	Presentation	EN-12-2, EN12-4, EN12-5, EN12-6	25%	Distributed: Week 3, Term 4 (2022) Due: Week 8, Term 4
2	Knowledge and skills	Module C: The Craft of Writing	Imaginative Response and Reflection	EN12-1, EN12-3, EN12-7, EN12-9	25%	Distributed: Week 3, Term 1 Due: Week 7, Term 1
3	Knowledge and skills	Module A: Language, Identity and Culture	Analytical response	EN12-1, EN12-5, EN12-3, EN12-8	30%	Distributed: Week 1, Term 2 Due: Week 4, Term 2
4	Knowledge and skills	Common Module, Module A, Module B and Module C	Trial HSC Examination	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	20%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

English Studies

Year 12 English Studies 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content. Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively.	Texts and Human Experiences	Presentation	ES12-1, ES12-4 , ES12-6 , ES12-8 Relevant Life Skills outcomes: ENLS6-2, ENLS6-4	25%	Distributed: Week 4, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content. Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively.	On The Road	Report	ES12-3, ES12-5, ES12-7 Relevant Life Skills outcomes: ENLS6-8	25%	Distributed: Week 2, Term 1 (2023) Due: Week 6, Term 1
3	Knowledge and understanding of course content. Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively.	Playing The Game/ The Big Screen	Portfolio	ES12-4 ,ES12-5 ,ES12-9 , ES12-10 Relevant Life Skills outcomes: ENLS 6-1, ENLS 6-6	30%	Distributed: Week 9, Term 1 Due: Week 10, Term 2
4	Knowledge and understanding of course content. Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively.	All Modules - Texts and Human Experiences, On The Road, Playing The Game, The Big Screen	Trial HSC Examination	ES12-1, ES12-5, ES12-6 (Trial Exam) Relevant Life Skills outcomes: ENLS 6-1, ENLS 6-6	20%	Distributed: Week 3, Term 3 Due: Week 5, Term 3

Industrial Technology - Multimedia

Year 12 IT Multimedia 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and skills in the design, management, communication and production of a major project	Prototyping	Report	H3.1, H3.2, H4.2, H5.2	30%	Distributed: Week 2, Term 4 (2022) Due: Week 7, Term 4
2	Knowledge and understanding of course content	Industry Study	Extended Response	H1.1, H1.2, H1.3, H7.1, H7.2	25%	Distributed: Week 3, Term 1 Due: Week 8, Term 1
3	Knowledge and skills in the design, management, communication and production of a major project	Knowledge and Cooperation	Presentation	H4.1, H4.3, H5.1, H6.2	25%	Distributed: Week 2, Term 2 Due: Week 7, Term 2
4	Knowledge and understanding of course content Knowledge and skills in the design, management, communication and production of a major project	All Modules	Trial HSC Examination	H1.2, H2.1, H3.1, H3.3, H4.3, H6.1, H7.1, H7.2	20%	Distributed: Week 9, Term 2 Due: Week 5, Term 3

Industrial Technology – Timber

Year 12 IT Timber 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and skills in the design, management, communication and production of a major project	Prototyping	Report	H3.1, H3.2, H4.2, H5.2	30%	Distributed: Week 2, Term 4 (2022) Due: Week 7, Term 4
2	Knowledge and understanding of course content	Industry Study	Extended Response	H1.1, H1.2, H1.3, H7.1, H7.2	25%	Distributed: Week 3, Term 1 Due: Week 8, Term 1
3	Knowledge and skills in the design, management, communication and production of a major project	Knowledge and Cooperation	Presentation	H4.1, H4.3, H5.1, H6.2	25%	Distributed: Week 2, Term 2 Due: Week 7, Term 2
4	Knowledge and understanding of course content Knowledge and skills in the design, management, communication and production of a major project	HSC Trial Examination	Trial HSC Examination	H1.2, H2.1, H3.1, H3.3, H4.3, H6.1, H7.1, H7.2	20%	Distributed: Week 9, Term 2 Due: Week 5, Term 3

Legal Studies

Year 12 Legal Studies 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	10% Knowledge and Understanding of course content 5% Analysis & evaluation 5% Inquiry & research 5% Communication of legal information, issues & ideas in appropriate forms	Crime	Source Analysis and Essay	H1, H4, H6, H9, H10	25%	Distributed: Week 2, Term 4 (2022) Due: Week 3, Term 1
2	10 %Knowledge and Understanding of course content; Analysis & evaluation 10% Inquiry & research 5% Communication of legal information, issues & ideas in appropriate forms	Human Rights	Investigation of Human Rights issue	H2, H5, H6, H7, H8	20%	Distributed: Week 2, Term 4 (2022) Due: Week 9, Term 1
3	5% Knowledge and Understanding of course content; 5% Analysis & evaluation; 5% Inquiry & research; 5% Communication of legal information, issues & ideas in appropriate forms	World Order/Global Environmental Protections	Essay Plans and Extended Response	H3, H4, H5, H7, H9	25%	Distributed: Week 2, Term 4 (2022) Due: Week 10, Term 2
4	15% Knowledge and Understanding of course content; 10%Analysis & evaluation 0% Inquiry & research 5% Communication of legal information, issues & ideas in appropriate forms	All Modules	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%	Distributed: Week 2, Term 4 (2022) Due: Week 5, Term 3

Mathematics Advanced

Year 12 Mathematics Advanced 2023 – Assessment Schedule

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques 10%; Reasoning and Communication 10%	Statistical Analysis	Investigation Task	MA12-8, MA12-9, MA12-10	20%	Distributed: Week 5, Term 4 (2022) Due: Week 7, Term 4
2	Concepts, Skills and Techniques 12%; Reasoning and Communication 13%	Functions; Calculus; Statistical Analysis	Topic Test	MA12-1, MA12-3, MA12-5, MA12-6, MA12-8, MA12-10	25%	Distributed: Week 5, Term 1 Due: Week 7, Term 1
3	Concepts, Skills and Techniques 13%; Reasoning and Communication 12%	Calculus	Topic Test	MA12-3, MA12-6, MA12-10	25%	Distributed: Week 6, Term 2 Due: Week 9, Term 2
4	Concepts, Skills and Techniques 15%; Reasoning and Communication 15%	Statistical Analysis; Functions; Calculus	Trial HSC Examination	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Mathematics Extension

Year 12 Mathematics Extension 1 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques 13%; Reasoning and Communication 12%	Vectors	Topic Test	ME12-2, ME12-6, ME12-7	25%	Distributed: Week 5, Term 4 (2022) Due: Week 7, Term 4
2	Concepts, Skills and Techniques 12%; Reasoning and Communication 13%	Proofs; Statistics	Investigation Task	ME12-1, ME12-5, ME12-6, ME12-7	20%	Distributed: Week 4, Term 1 Due: Week 7, Term 1
3	Concepts, Skills and Techniques 10%; Reasoning and Communication 10%	Calculus	Topic Test	ME12-1, ME12-4, ME12-6, ME12-7	25%	Distributed: Week 6, Term 2 Due: Week 9, Term 2
4	Concepts, Skills and Techniques 15%; Reasoning and Communication 15%	Vectors; Proofs; Statistics; Calculus	Trial HSC Examination	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Mathematics Standard 1

Year 12 Mathematics Standard 1 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques, Reasoning and Communication	Budgeting and Household Expenses Scale Drawings	Extended Response	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	25%	Distributed: Week 5, Term 4 (2022) Due: Week 7, Term 4
2	Concepts, Skills and Techniques, Reasoning and Communication	Investment Depreciation and Loans, Statistical Investigation Process	In-class test	MS1-12-5, MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	20%	Distributed: Week 3, Term 1 Due: Week 5, Term 1
3	Concepts, Skills and Techniques, Reasoning and Communication	Simultaneous Linear Equations, Right-angled Triangles, Bivariate Data Analysis	Extended Response	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	25%	Distributed: Week 8, Term 2 Due: Week 10, Term 2
4	Concepts, Skills and Techniques, Reasoning and Communication	All modules	Trial HSC Examination	MS2-12-10	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Mathematics Standard 2

Year 12 Mathematics Standard 2 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques, Reasoning and Communication	Rates and Ratios Introduction to Networks	Extended Response	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10, MS2-12-8	25%	Distributed: Week 5, Term 4 (2022) Due: Week 7, Term 4
2	Concepts, Skills and Techniques, Reasoning and Communication	Investments Depreciation and Loans Annuities	In-class test	MS2-12-5, MS2-12-9, MS2-12-10	20%	Distributed: Week 3, Term 1 Due: Week 5, Term 1
3	Concepts, Skills and Techniques, Reasoning and Communication	Non-right-angled Trigonometry, Simultaneous Linear Equations, Bivariate Data Analysis, Normal Distribution	Extended Response	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	25%	Distributed: Week 8, Term 2 Due: Week 10, Term 2
4	Concepts, Skills and Techniques, Reasoning and Communication	All Modules	Trial HSC Examination	MS2-12-10	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Modern History

Year 12 Modern History 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Historical skills in the analysis and evaluation of sources and interpretations	Change in the Modern World – Civil Rights in the USA	Source analysis and in class response	MH12-3, MH12-5, MH12-6	25%	Distributed: Week 5, Term 4 (2022) Due: Week 8, Term 4
2	Historical inquiry and research	Core Study – Power and Authority in the Modern World 1919–1946	Historical inquiry	MH12-4, MH12-7, MH12-8, MH12-9	30%	Distributed: Week 4, Term 1 Due: Week 8, Term 1
3	Communication of historical understanding in appropriate forms	National Studies - Option F: Russia and the Soviet Union 1917–1941	Historical Analysis	MH12-1, MH12-2,, MH12-9	20%	Distributed: Week 5, Term 2 Due: Week 8, Term 2
4	Knowledge and understanding of course content	All	Trial HSC Examination	MH12-2, MH12-4, MH12-7, MH12-9	25%	Distributed: Week 3, Term 3 Due: Week 5, Term 3

Music

Year 12 Music 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	The development of performance skills should be fostered by providing extensive performance opportunities in a variety of media, styles and genres according to individual needs, interests and abilities. These should be explored through the contexts. Students should have experiences in performing: • solo and as part of an ensemble • music of various genres, periods and styles • music representative of the contexts studied • compositions, arrangements and improvisations • with different types of technology.	Popular Music	Practical work	H1, H9, H10	10%	Distributed: Week 6, Term 4 Due: Week 8, Term 4
2	Musicology refers to the study of musical styles and genres from a number of perspectives. These include the historical, the sociological, the notational and the analytical. Students should have experiences in: • identifying and commenting on: – duration – pitch – dynamics and expressive techniques – tone colour – texture – structure • analysing • collecting information • using different types of technology • investigating some of the cultural contexts of music.	Music of the 20th and 21st Century	Presentation	H2, H4, H5, H6, H11	30%	Distributed: Week 3, Term 1 Due: Week 9, Term 1
3	Composition refers to the organisation of sounds. The development of knowledge and skills in composing results from continued involvement in a wide range of experiences in class activities. This includes such activities as providing melodic and non-melodic ostinato patterns to songs, adding a bass line to a song, improvising, creating variations on existing melodies or rhythms. These activities could range from the simple to the more complex and at times involves smaller tasks which can be later synthesised into the creation of whole pieces of music. Development of compositional skills should represent stylistic understanding of the contexts studied. Students will communicate musical ideas with increasing confidence, accuracy and discrimination. Students should have experiences in: • experimenting • improvising • arranging • structuring • notating • using different types of technology.	Music of the 20th and 21st Century/ An Instrument and Its Repertoire	Composition	H3, H5, H7, H11	30%	Distributed: Week 3, Term 2 Due: Week 8, Term 2
4	Performance, Musicology, Aural Skills	All Modules	In-class test	H1, H4, H5, H6, H7, H8, H9, H10	30%	Distributed: Week 1, Term 3 Due: Week 3, Term 3

Numeracy

Year 12 Numeracy 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1		Location, time and temperature	Research Task and Presentation	N6-1.1, N6-2.2, N6-2.3, N6-2.5, N6-3.1	20%	Distributed: Week 3, Term 4 (2022) Due: Week 6, Term 4
2	3.3.1	Finance	Investigation	N6-1.3, N6-2.1, N6-2.4, N6-3.2	30%	Distributed: Week 4, Term 1 Due: Week 8, Term 1
3	4.1.1	Rates and Ratios	In-class test	N6-1.2, N6-2.1, N6-2.2, N6-2.6	20%	Distributed: Week 3, Term 2 Due: Week 6, Term 2
4	4.2.1	Statistics and Probability	Investigation	N6-2.3, N6-2.4, N6-2.6, N6-3.1	30%	Distributed: Week 10, Term 2 Due: Week 4, Term 3

Personal Development, Health, and Physical Exercise (PDHPE)

Year 12 PDHPE 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content (5%) Skills in critical thinking, research, analysis and communicating (5%)	Health Priorities in Australia	Viva Voce	H1, H2, H4, H5	10%	Distributed: Week 6, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and understanding of course content (20%) Skills in critical thinking, research, analysis and communicating (20%)	Factors Affecting Performance	Portfolio	H10, H16, H17	40%	Distributed: Week 3, Term 1 Due: Week 2, Term 2
3	Knowledge and understanding of course content (10%) Skills in critical thinking, research, analysis and communicating (10%)	Improving Performance	Video Analysis	H7, H8, H9	20%	Distributed: Week 6, Term 2 Due: Week 9, Term 2
4	Knowledge and understanding of course content (15%) Skills in critical thinking, research, analysis and communicating (15%)	All Units	Trial HSC Examination	H6, H15, H16	30%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Physics

Year 12 Physics 2023 – Assessment Schedule

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge, Skills and values	Advanced Mechanics	Depth Study	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-7; PH12-12	25%	Distributed: Week 7, Term 4 (2022) Due: Week 9, Term 4
2	Knowledge and skills	Electromagnetism	Modelling Task	PH11/12-2; PH11/12-5; PH11/12-6; PH11/12-7; PH12-13	25%	Distributed: Week 8, Term 1 Due: Week 10, Term 1
3	Knowledge and Skills	The Nature of Light	Practical work	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-5; PH11/12-6; PH12-14	25%	Distributed: Week 7, Term 2 Due: Week 9, Term 2
4	Knowledge, Skills and Values	Trial Examination	Trial HSC Examination	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-6; PH11/12-7; PH12-12; PH12-13; PH12-14; PH12-15	25%	Distributed: Week 3, Term 3 Due: Week 5, Term 3

Science Extension

Year 12 Science Extension 2023

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Communicating Scientifically (10%); Gathering, recording, analysing, and evaluating data (10%); Application of scientific research skills (10%)	1 – The Foundations of Scientific Thinking	Literature Review Response	SE-1, SE-2, SE-7	30%	Distributed: Week 9, Term 4 Due: Week 2, Term 1 (2023)
2	Communicating Scientifically (10%); Gathering, recording, analysing, Evaluating data (10%); Application of scientific research skills (10%)	2 – The Scientific Research Proposal; 3 – The data, Evidence and Decisions	Progress Report Presentation	SE-1, SE-3, SE-6, SE-7	30%	Distributed: Week 8, Term 1 Due: Week 2, Term 2
3	Communicating Scientifically (10%); Gathering, recording, analysing, and evaluating data (10%); Application of scientific research skills (20%)	All modules	Scientific Research Report	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	40%	Distributed: Week 5, Term 4 Due: Week 3, Term 3

Sport, Lifestyle, and Recreation Studies

Year 12 SLR 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	The ability to analyse and implement strategies that promote health, physical activity and enhanced performance.	Healthy Lifestyle	Personal Health Plan	1.5, 2.3, 3.5, 4.3.	20%	Distributed: Week 3, Term 4 (2022) Due: Week 8, Term 4
2	Demonstrate the knowledge and skills necessary to participate safely in outdoor recreation activities.	Outdoor Recreation	Practical work	1.1, 2.3, 4.2, 4.4.	20%	Distributed: Week 2, Term 1 (2023) Due: Week 5, Term 1
3	A capacity to influence the participation and performance of self and others.	Sports Coaching	Practical work	2.1, 3.1, 4.1, 4.2	40%	Distributed: Week 3, Term 2 Due: Week 8, Term 2
4	The ability to analyse and implement strategies that promote health, physical activity and enhanced performance.	Healthy Lifestyle, Outdoor Recreation, Sports Coaching and Personal Training	Trial HSC Examination	1.1, 3.1, 3.5, 4.3	20%	Distributed: Week 2, Term 3 Due: Week 5, Term 3

Society and Culture

Year 12 Society and Culture 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content 10 Application and evaluation of social and cultural research methods 10 Communication of information, ideas and issues in appropriate forms 10	Personal Interest Project	Presentation	H1 H6 H8 H7	30%	Distributed: Week 2, Term 4 (2022) Due: Week 8, Term 4
2	Knowledge and understanding of course content 10 Application and evaluation of social and cultural research methods 10 Communication of information, ideas and issues in appropriate forms 20	Social Inclusion and exclusion	Presentation	H3 H5 H9 H7	40%	Distributed: Week 3, Term 2 Due: Week 6, Term 2
3	Knowledge and understanding of course content 30 Application and evaluation of social and cultural research methods Communication of information, ideas and issues in appropriate forms	All Modules Trial Examination	Trial HSC Examination	H1,H2,H3,H4,H5, H6,H7,H9,10	30%	Distributed: Week 2, Term 3 Due: Week 5, Term 3

Visual Arts


Year 12 Visual Arts 2023 – Assessment Schedule						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Artmaking - 15%, Critical and Historical Study - 10%	Form vs Function	Presentation	H1, H2, H3, H4, H5, H6	25%	Distributed: Week 3, Term 4 (2022) Due: Week 8, Term 4
2	Critical and Historical Study - 20%	Women in Art	Extended Response	H6, H7, H8, H9, H10	20%	Distributed: Week 3, Term 1 Due: Week 6, Term 1
3	Artmaking - 35%	Digitalisation	Process diary	H1, H2, H3, H4, H5, H6	35%	Distributed: Week 4, Term 2 Due: Week 9, Term 2
4	Critical and Historical Study - 30%	Art criticism and practice	Trial HSC Examination	H6, H7, H8, H9, H10	20%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Work Studies

Year 12 Work Studies 2023 – Assessment Schedule

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	knowledge and understanding of employment options, career management, life planning and further education and training	Personal Finance	Research and Comparative Report	4, 5, 7, LS8, LS10, LS11	40%	Distributed: Week 3, Term 4 (2022) Due: Week 3, Term 1
2	knowledge and understanding of work, the work environment and skills for employment; skills for success in the workplace	In The Workplace	Portfolio	3, 8, LS2, LS6	25%	Distributed: Week 3, Term 4 Due: Week 1, Term 2
3	skills for success in the workplace; skills in critically assessing personal and social influences on individuals and groups	Self-Employment	Business Plan OR Business Analysis	1, 3, 7, LS5, LS10	25%	Distributed: Week 1, Term 2 Due: Week 1, Term 3
4	knowledge and understanding of employment options, career management, life planning and further education and training	Workplace Issues	Trial HSC Examination	3, 9	10%	Distributed: Week 1, Term 3 Due: Week 5, Term 3

Vocational Education and Training Courses Schedules (VET)

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023							NESA course code 2 U X 2 YR - 26211 2022 HSC Exam: 26299 LMBR UI Code: CPC20220126211B or CPC20120126211B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	
6 PRELIMINARY UOCs							HSC requirements Exam estimate mark & weighting to total 100% 240 Indicative Hours over 2 years 50% Preliminary Exam 35 hrs. Work placement
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1/2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2/3	CPCCCM1001 CPCCCM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – TITLE TBA	
Term 2/3	CPCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 - TITLE TBA	
12 HSC UOCs							35 hrs. Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 - TITLE TBA	
Terms 4/5 Option 2	CPCCFWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 - TITLE TBA	
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 - TITLE TBA	
Terms 5/6/7	CPCCCM2006	Apply basic levelling procedures	CP-E	E	15	Cluster 6 – TITLE TBA	
	CPCCCA2002	Use carpentry tools and equipment	CP-E	E	50	Cluster 7 – TITLE TBA	
	CPCCCM2005	Use construction tools and equipment	C	M			
	CPCCCA2011 CPCCVE1011 CPCCOM1012	Handle carpentry materials Undertake a basic construction project Work effectively and sustainably in the Construction Industry	CP-E C CP-C	E M M	55	Cluster 8 - TITLE TBA	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-240-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

HOSPITALITY - FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
2 U X 2 YR – 26511
2022 HSC Exam: 26589
LMBR UI Code
(11 OR 12) SIT20316126511B

Term	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 50% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 50% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

SCOPE AND SEQUENCE – 2 units x 2 years

Sarah Redfern High School																					
Qualification: CPC20220 - Certificate II in Construction Pathways (Release 6) and SOA towards CPC20120 Certificate II in Construction (Release 3)																					
Preliminary Commencement: Term 1, 2022																					
Cluster	Unit Code and Title	NESA Hrs	Term 1, 2022						Term 2, 2022				Term 3, 2022								
			1-5			6-10			1-5		6-10		1-5		6-10						
Cluster 1	CPCCWHS1001 Prepare to work safely in the construction industry		█	█	█	█	█	█													
Cluster 2	CPCCWHS2001 Apply WHS requirements, policies, and procedures in the construction industry	20	█	█	█	█	█	█													
	Project 1 - Workshop Project		█	█	█	█	█	█													
Cluster 3	CPCCCM1011 Undertake basic estimation and costing CPCCCOM1015 Carry out measurements and calculations	45							█	█	█	█	█								
	Project 2 - Workshop Project								█	█	█	█	█								
Cluster 4	CPPCCOM2001 Read and interpret plans and specifications CPCCOM1013 Plan and organise work	35														█	█	█	█	█	█
	Project 3 - Outdoor Project															█	█	█	█	█	█

Qualification: CPC20220 - Certificate II in Construction Pathways (Release 6) and SOA towards CPC20120 Certificate II in Construction (Release 3)										
HSC Commencement: Term 4, 2022										
Unit Code	Unit Title	NESA Hrs	Term 4, 2022		Term 1, 2023		Term 2, 2023		Term 3, 2023	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
Choose one option from below (Trainers must hold the UoC to deliver the option chosen) Delete units not being delivered.										
Cluster 5 – Option 1	CPCCB20001 Handle prepare bricklaying and blocklaying materials CPCCB2002 Use bricklaying and blocklaying tools and equipment	30								
Cluster 5 – Option 2	CPCCWF2002 Use wall and floor tiling tools and equipment CPCCCM2013 Undertake basic installation of wall tiles	35								
Cluster 5 – Option 3	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components	40								
	Project 4 - (for Option)									
Cluster 6	CPCCCA2002 Use carpentry tools and equipment CPCCCM2005 Use construction tools and equipment CPCCCA2011 Handle carpentry materials	50								
Cluster 7	CPCCVE1011 Undertake a basic construction project CPCCOM1012 Work effectively and sustainably in the Construction Industry	55								
	Project 5 – Group Project									

SCOPE AND SEQUENCE – Course name: **Hospitality Food and Beverage 2 unit x 2 year**

Sarah Redfern High School										
Qualification: SIT20316 Certificate II in Hospitality										
HSC Commencement: 2022										
Unit Code	Unit Title	NESA Hrs	Term 4 2022		Term 1 2023		Term 2 2023		Term3 2023	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
SITXCCS003	Interact with customers	15	█	█	█	█	█	█		
SITHFAB005	Prepare and serve espresso coffee	15	█	█	█	█	█	█		
SITHFAB007	Serve food and beverage	40	█	█	█	█	█	█		
SITHIND003	Use hospitality skills effectively	20	█	█	█	█	█	█		
BSBWOR203	Work effectively with others	15					█	█	█	█
SITHIND002	Source and use information on the hospitality industry	20					█	█	█	█

SCOPE AND SEQUENCE – Course name: **Hospitality Food and Beverage 2 unit x 2 year**

Sarah Redfern High School								
Qualification: SIT20316 Certificate II in Hospitality								
Preliminary Commencement Year: 2022								
Unit Code	Unit Title	NESA Hrs	Term 1 2022		Term 2 2022		Term 3 2022	
			1-5	6-10	1-5	6-10	1-5	6-10
SITXFSA001	Use hygienic practices for food safety	10	█	█	█	█	█	█
SITXWHS001	Participate in safe work practices	15	█	█	█	█	█	█
SITHCCC003	Prepare and present sandwiches	10	█	█	█	█	█	█
SITXFSA002	Participate in safe food handling practices	15			█	█	█	█
SITHFAB004	Prepare and present simple dishes	20			█	█	█	█
BSBSUS201	Participate in environmentally sustainable work practices	15			█	█	█	█
SITHFAB004	Prepare and serve non-alcoholic beverages	15					█	█
SITXCOM002	Show social and cultural sensitivity	10					█	█
SITXCOM001	Source and present information	10					█	█

Information about Vocational Education and Training Courses

VET Courses focus on the achievement of workplace competence to industry standards. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Dual Accreditation

Assessment for the Higher School Certificate VET Courses within industry curriculum frameworks has two distinct purposes:

- Assessment for Australian Qualification Framework (AQF) VET Qualifications
- Assessment for the Australian Tertiary Admission Rank (ATAR) and the Higher School Certificate (HSC)

Competency-Based Assessment

Assessment for AQF Certification is competency-based. In keeping with the concept of competence is the integration of a wide range of skills, knowledge and attitudes. An integrated or holistic approach is used for the assessment of competency. Students are given the opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing. Evidence of competence will be gathered on a regular basis. Other evidence will be collected through specific assessment tasks and events such as projects, assignments, written or practical tests, role plays and simulations.

A variety of assessment strategies are employed to assess the competence of students. Competency standards are the benchmarks for this assessment. Students must be deemed competent in all items in order to be eligible for the Certificate or Statement of Attainment they have nominated to complete.

Competency Records

Students will be required to keep a record of Units of Competency (UOC) and Elements of Competency achieved. This will be updated by Staff and distributed to students at each reporting period and stored electronically by their teacher at school

Attendance

Students should attend a minimum 85% of course in time in order to meet Department of Education and Community requirements. N-award warning letters may be sent to students who are not satisfactorily meeting minimum attendance requirements as this may affect the student's achievement of course outcomes, especially for development of practical skills.

HSC Examination and School-Based Examinations

The HSC examination is independent of competency-based requirements for AQF Qualifications. It is optional for students of 240-hour VET Courses and intended for ATR and HSC purposes only. In order to ensure that students at Sarah Redfern High School are equipped to exercise this option, all 240-hour VET Framework students will be required to practise appropriate written skills by completing theory examinations. These examinations can be used as sources of evidence of competence in some units and therefore will contribute to the competency-based assessment program. If the student wishes to use the ICF for attainment of the Higher School Certificate and ATAR, he or she must complete the HSC examination.

Qualifications

Those students electing to leave at the conclusion of the Preliminary Course will be eligible for a Statement of Attainment towards the AQF Certificate in which they are enrolled. They must have completed all assessment items for the units listed, as well as 35 hour Work Placement. If the student progresses to the HSC Course, they will achieve either a Statement of Attainment (SOA) towards an AQF

Certificate or Certificate II. The specific qualification for each framework is shown in the subject selection handbook and with each Assessment Schedule in the Assessment Booklet distributed to students.

Recognition of Prior Learning (RPL)

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for RPL for part of the course, or for 35 hours Work Placement in the HSC Course. The student does not have to repeat the training or assessment but must produce evidence of competence. The VET Committee will then determine whether or not the student is eligible. The VET Teacher or the VET Co-ordinator can provide more information.

Work Placement

Work Placement is a mandatory requirement for each VET Course. A total of 70 hours for a 240 hour 2 Unit Course have been assigned and must be completed. Work Placement will occur in both the Preliminary and HSC Courses. Failure to complete Work Placement will render the students ineligible for the Award of a Preliminary credential in the VET Course. Failure to complete 12 units of the Preliminary Course will mean that the students are ineligible for the Award of a HSC Course. Additional or extension competencies will require additional Work Placement hours to be completed.

Work Placement and RPL for Work Placement will be discussed in greater detail later.

Assessment Schedules

The specific Assessment Schedules for each of the frameworks are listed in the tables provided in the Assessment Booklet distributed to students. Assessment Schedules will be produced following the guidelines set out the SWS (Sydney Southwestern) Region. For mandated frameworks the prescribed Assessment Schedules will be used. These will be accessed via the SWS Region intranet side.

Work Placement

Students who are employed part-time in the appropriate industry are encouraged to seek RPL for the mandated Work Placement hours. They are to submit an Application (see following pages) to their VET Teacher then the RPL process will be implemented.

Work Placement is a mandatory requirement of both the Preliminary and HSC Courses. A total of 70 hours must be completed for a 240-hour Course.

“Students studying VET Framework Courses must satisfactorily complete the mandatory Work Placement hours in order to be deemed satisfactory. Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 Units of Preliminary Courses and 10 Units of HSC Courses that satisfy the Board’s Pattern of Study requirements, the student will not be eligible to receive the award of a Higher School Certificate.”

With regard to Work Placement, there is a provision for RPL of students’ part-time employment provided in the ACE Website. The relevant Section is outlined below.

Recognition of students’ employment (including part-time traineeships) for Work Placement Purposes in a VET Course

Students’ outside employment (i.e. not under the auspices of the school) may be recognised towards the requirement for Work Placement in a VET Course either:

- a. Under the Board’s Policy on the Recognition of Prior Learning for the Higher School Certificate, through which students may be granted RPL within a VET Course following assessment by a qualified assessor.
- b. or (b) If undertaken concurrently with the VET Course, according to the following guidelines:
 - (i) The employment meets the following conditions:
 - the minimum length of employment should be greater than the minimum hours of Work Placement

- the student should undertake the employment during the duration of the course
- the workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and of the diversity of experiences in the workplace that have been addressed during the student's employment
- the principal purpose of the employment function is related to the industry area of the course
- the enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.

(ii) Where a student is seeking to use existing employment for Work Placement purposes, teachers may consider the benefits of exposing the student to different workplace settings.

(iii) Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arranged existing between schools and employers in delivering VET Courses should be the same for students' employment as for students' Work Placement.

(iv) Where a student's existing employment is being recognised for Work Placement for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing Work Placement will not apply when students are working as employees.

(v) Under Board guidelines, Registered Training Organisation (other than schools) may organise Work Placement, but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for Work Placement purposes remains with the school.

What Does This Means for Students?

If the student concurrently has a part-time job in a relevant industry, it may be possible to use that employment as one of his or her compulsory Work Placement in either Year 11 or Year 12. There are, however, some constraints:

- The student should apply for RPL For the Year 12 Work Placement only so that he or she will be exposed to "different workplace settings"
- The student cannot use McDonalds, KFC, etc. for Hospitality as these are perceived as Retail Placements – It must be a relevant industry sector
- The student will still be required to complete the Student Placement Record (SRP) (including the Report from Employer, Record of Hours worked, etc.). NB. This is a different form to the one used by workplace student
- The student may also need to complete Assessment Tasks based on their industry experience
- The Employer is required to outline the student's duties in detail and must confirm work history at the venue
- The teacher should contact the workplace and, perhaps, visit in order to assess the student in the workplace
- It should be emphasised that "the student will be regarded as an employee of the enterprise for insurance purposes.

If the student meets the above criteria and wishes to apply for RPL he/she should fill out the RPL Application Form and give it to the Teacher. The Teacher will meet with the VET Co-ordinator and the Principal to make a decision based on this information. Therefore, it must be accurate.

The following sample forms can be used to apply for RPL for Work Placement to maintain records of the RPL process and to contact Host Employers about the process of RPL.

Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of recognition of prior learning (RPL) and credit transfer within Stage 5 (Year 9 or 10) or Stage 6 (HSC) Vocational Education and Training (VET) courses.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed, this application should be retained on record by the school or college and the RTO.

SECTION 1 Student, school/college and RTO details	
Student name:	
NESA student number:	
School year/grade:	
School/college:	
RTO responsible for VET course delivery and assessment: (see http://training.gov.au for RTO name and code)	

SECTION 2 VET course and AQF VET qualification details	
NESA course name:	
NESA course number:	
Pattern of study:	Stage 5 100-hour elective Stage 6 HSC indicative hours unit(s) x year(s)
Intended AQF VET qualification (code and title):	

SECTION 3 VET HSC exam (Industry Curriculum Framework 240/360-hour course only)
Indicate whether the student intends to sit the HSC exam (optional) for the VET course:

no

yes

NESA exam number:

Calendar year the student will sit
the exam:

Note: To be eligible to sit the HSC exam, students must meet the requirements of the respective HSC VET course from the syllabus that applies to the year that the HSC exam will be undertaken.

SECTION 4 Evidence for recognition of prior learning (RPL) and/or credit transfer

It is the student's responsibility to provide evidence to the school or college and to the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application (see below).

Examples of evidence for RPL include:

course outlines, reports and result
transcripts references from
industry/employers

outline of experiences including times/dates, places and
contacts outline of skills and knowledge

other

Forms of evidence for credit transfer are:

AQF VET Certificate and Transcript of Competencies achieved

AQF VET Statement of Attainment showing competencies achieved

SECTION 5 VET course requirements

To gain credit towards the RoSA/HSC from the Stage 5/Stage 6 VET course, the student must meet ALL course requirements including:

- a) mandatory (Frameworks)/core (VET BECs) and elective units of competency to meet indicative hour requirements of the Stage 5/Stage 6 VET course
- b) HSC Content (Framework 240/360-hour course only)
- c) work placement requirements (where mandated).

These requirements may be met through RPL, credit transfer or further study as a part of the HSC program.

The RTO delivering the Stage 5/Stage 6 VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO's policies which comply with the VET Quality Framework, including standards for RTOs.

Refer to the HSC VET [Framework](#) syllabus or course description for the [Stage 5](#) / [Stage 6](#) VET BEC.

Section 5 (a) Units of competency to meet VET course indicative hour requirements

This worksheet should be used to record details of how the course requirements for the Stage 5/ Stage 6 VET course will be addressed (either by RPL, credit transfer or through further study as a part of the RoSA/HSC program).

NESA course name:	
Total indicative hours:	

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through:		
			<i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
Mandatory / core					
<i>List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET Framework syllabus or course description for the Stage 5 / Stage 6 VET BEC.</i>					
		Indicative hours sub-total			

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
Elective					
<i>List the elective units of competency to be included in the VET course to meet indicative hour requirements – refer to the HSC VET Framework syllabus or course description for the Stage 5 / Stage 6 VET BEC.</i>					
		Total indicative hours			

Section 5 (b) HSC Content (Industry Curriculum Framework 240/360-hour course only)

Where an associated unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Content (HSC focus areas) and for providing a program that enables the student to address the identified gaps. (Refer to Section 3 in the HSC VET [Framework](#) syllabus.)

The scope of learning for all mandatory focus areas and stream focus area (where applicable) has been covered :

y no (if no, provide details of gap program below)
e
s

HSC Content gap program

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps:

Section 5 (c) Work placement (where required)

Mandatory work placement requirements for the VET course:	hours
Quantity of credit awarded by RPL:	hours
Gap to meet HSC course work placement requirements: (minimum work placement hours minus hours awarded by RPL)	hours

Work placement gap planning

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with the [Timetable of Actions for Secondary Schools](#):

SECTION 6 HSC exam preparation and estimated exam mark (where relevant)

It is the responsibility of the school or college/RTO delivering the HSC course to manage HSC exam preparation and determine an appropriate estimated exam mark for students who intend to undertake the VET course HSC exam and who have addressed the HSC focus areas (HSC Content) and been awarded RPL/credit transfer for the associated units of competency.

A program to support the student's HSC exam preparation is available.

Outline the learning opportunities/program that will be provided to the student to support their HSC exam preparation:

An appropriate procedure to determine an estimated exam mark for the student has been identified.

SECTION 7 Student, school/college and RTO sign off

The outcome of the application for RPL/credit transfer within the Stage 5/Stage 6 VET course as detailed above, and any programs identified to address gaps in the course requirements and/or HSC exam preparation (where relevant) have been agreed to by all parties involved.

Student's name:		
Student's signature:		Date:
Principal's name:		
Principal's signature:		Date:
RTO representative's name:		
RTO representative's signature:		Date:

School-delivered vocational educational and training (VET) courses

Vocational Education and Training (VET), Board-developed Framework Courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links with post-school destinations.

The Framework Courses available are:

- Hospitality – Food & Beverage
- Construction Pathways

These Courses allow students to gain dual accreditation – for both Higher School Certificate qualifications with industry and workplace as part of the Australian Qualification Framework (AQF). The National Framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

Work Placement

- Work Placement is a mandatory requirement for every ICF VET Course.
- Failure to complete Work Placement in either the Preliminary or HSC year will render the student ineligible for the award of a Preliminary and HSC Credential.
- Mandatory hours for Work Placement for each ICF are detailed in each Syllabus, Part A.
- The mandatory hours are 35 hours for each 120 hours of course delivery.
- Most students complete 70 hours as part of 240-hour course requirement. Simulation up to 50% is allowed for Information Technology and Entertainment Industry ICF Courses.
- If a student exits the Course at the end of the Preliminary year they must have completed a minimum of 35 hours Work Placement to satisfy NESA requirements and gain the 2 Units of credit towards the HSC.
- All requirements of the Workplace Learning Policy 2005 and Associated Documents and Forms must be followed. Compliance with Child Protection Legislation underpins the implementation of this policy for schools.
- SWS Region RTO reminds VET personnel that the critical aspects of Work Placement management are:
 - Preparation of students through work readiness programs
 - Student Work Placement Record
 - Workplace Learning Emergency Card Procedures
 - Supervision of students: Duty of Care
 - Parents and Carer's Guide to Workplace Learning
 - Student Work Placement Record: Using current employment for mandatory Work Placement
 - Student responsibilities
 - Student travel arrangements
 - Record keeping of contact with employer and student during Work Placement
 - Non-payment of students
 - Industrial requirements
 - Industrial disputes
 - Accidents involving students
 - Insurance Claim and Legal Proceedings
 - Post-placement follow-up activities

Guidelines for students participating in particular industries

- DET Policy and Procedures for the above areas can be found at:
<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>
- The school is required to store the original copy of the signed Student Work Placement Record for seven years. This should be kept in a secure central Student Record/Archive
- Schools in the SWS Region can access or co-ordinate Work Placement through two models:
 - (a) Local Partnership Broker
 - (b) School-Co-ordinated Placement

In this case, the school is responsible for quality assuring all aspects of the placement, ie. WH&S issues, prohibited activities, etc.

Competency-based Assessment

The Courses within the Curriculum Framework are Competency-based Courses. NESA and the Australian Quality Training Framework (AQTF) require that a competency-based approach to assessment is used.

In a Competency-based Course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either "competent" or "not yet competent". This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills and knowledge and attitudes.

The evidence guide in a unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.

Training Package Requirements

To achieve an AQF VET Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the National Training Package. A qualified assessor under the auspices of the Registered Training Organisation (RTO) that is to issue the qualification must conduct the assessment.

The HSC Examination

The HSC Examination in Construction and Hospitality is optional. Only students who have completed the Construction or Hospitality (240 indicative hours) Course or the Construction or Hospitality School-based Apprenticeship (240 indicative hours) Course are eligible to sit for the HSC Examination. Students who undertake the examination can have their HSC mark contribute to the Australian Tertiary Admission Rank (ATAR).

The optional external HSC Examination provides a measure of student achievement across a range of Syllabus Outcomes and Content can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to the examinable Syllabus Outcomes and Content
- enable students to demonstrate the levels of achievement outlined in the course performance scale for the examination
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the examination

Estimated Examination Mark

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

| NSW Department of Education

Student record for current employment

This form is for students who want to use their current employment to satisfy mandatory HSC VET work placement requirements.

The school or the EVET provider must retain this original form and any attachments (where relevant) and a copy provided to the student and parent/carer.

Section A: Student and employment details

Student's name _____ Year (eg. 11) _____ Date of birth _____

Student's school _____

My current employment will satisfy _____ hours of the mandatory work placement component of my VET course _____

The period is from _____ to _____

I undertake to keep an accurate record of my employment activities as evidence of practicing and/or learning VET course competencies. Evidence of workplace activities on page 3 should be completed as evidence.

I will inform my teacher as soon as possible, but no later than within 7 days, of any change to the agreed employment arrangements, conditions or activities as that change may affect the recognition of my employment for mandatory work placement.

Student's signature _____ Date _____

Section B: Parent/carer details

Name _____ Contact number _____

I consent to the student's current employment being recognised for mandatory work placement as a part of their VET course.

Signature _____ Date _____

Section C: Details of school/EVET provider

School/EVET provider _____ Contact teacher _____

Address of school/EVET provider _____

Telephone _____ Email _____

The school or EVET provider is satisfied that the nature of the business or enterprise accurately reflects the character and purpose of the industry.

The VET teacher/EVET provider will contact and verify the details of the evidence of workplace activities with the student's employer/supervisor.

VET teacher printed name _____

Section D: Employer details

Name of organisation or trading name _____

Address _____

Contact number _____ email _____

Contact person _____ position _____

The student commenced employment with my business on _____ and currently works an average of ____ hours per week.

The student will complete the evidence of workplace activities on page 3. This will be provided to the teacher as evidence of the skills and learning taking place in the workplace.

I acknowledge the student is my employee and my insurance coverage and arrangements will continue to apply to the student for the full period of their employment.

Print name _____

Signature of employer/supervisor _____ Date _____

Privacy notice – for all parties

The information provided by students, parents/carers and employers is obtained for the purpose of providing evidence of workplace activities. The NSW Department of Education will use the information to meet the needs of the student, the school/EVET provider, and the parent/carer.

The information you provide will be stored securely and kept for a minimum of two years where there is no further action relating to this document. The information will only be disclosed for purposes directly related to the purpose for which it is collected. You may correct any personal information by contacting the teacher in charge of the student's workplace learning program at the student's school/EVET provider.

Section E: Evidence of workplace activities

Please use additional copies of this page where more activities are completed.

Name of student _____ Business _____

Employer _____ Telephone _____

The table below is to be completed by the student, verified by the employer or supervisor and returned to the VET teacher.

Student's position/s	Date/s
Description of job role eg. Retail Assistant, Barista or Construction Labourer	
Tasks and skills performed on the job	
Industry attitudes developed eg. teamwork, communication and following instructions.	
Workplace supervisor comments	

Student signature _____ Date _____

Workplace supervisor signature _____ Date _____

VET teacher signature _____ Date _____

Workplace Learning

Additional Information for Host Employers

Support for hosting a student in workplace learning

Please note: the page reference in this document after each question refers to the page in the **Workplace Learning Guide for Employers**.

What insurance and indemnity arrangements are in place for students in the workplace? (See page 8)

The NSW Department of Education (the department) and the TAFE NSW Commission are members of the NSW Treasury Managed Fund, a NSW Government self-insurance scheme which provides coverage for their activities including work experience and work placement, in accordance with the following:

Employer indemnity

The department and TAFE NSW indemnify employers participating in approved workplace learning programs for any amount which they may be legally liable to pay for injury to students or teachers arising out of an approved workplace learning program, up to \$100,000,000 provided that:

- any claim made against the employer in respect of a student or teacher participating in an approved workplace learning program is immediately notified to the relevant school or institute
- the department has full conduct and control of the claim against the employer as is normal practice for the party providing the indemnity
- the employer cooperates fully with the department and the department's legal representatives in the conduct of the claim
- the employer has complied with work health and safety legislation
- the injury does not stem from a lack of instruction or supervision by the employer.

Public liability indemnity

The department and TAFE NSW indemnify employers participating in approved workplace learning programs for any amount which they may be legally liable to pay for property damage or personal injury to third parties caused by students or teachers in approved workplace learning programs, up to \$100,000,000 provided that:

- any claims made against the employer in respect to property damage or personal injury caused by a student or teacher in an approved workplace learning program is immediately notified to the relevant school or institute

- the department has full conduct and control of the claim against the employer as is normal practice for the party providing the indemnity
- the employer cooperates fully with the department and the department's legal representatives in the conduct of the claim
- personal injury to an employee of the employer is excluded (this should be covered under workers compensation arrangements)
- the damage or injury does not stem from a lack of instruction or supervision by the employer.

A student's parents and/or carers are responsible for any expenses incurred by their child as a result of accident or injury, prior to a claim submitted under these insurance provisions.

Damage to employer's property

The department and TAFE NSW will compensate employers participating in approved workplace learning programs to the full extent of any damage to the employer's property, property of an employee, or property in the employer's physical or legal control up to a full replacement (new for old) basis per incident provided that:

- any claim for compensation is immediately notified to the relevant school or TAFE NSW Institute
- the employer cooperates fully with the department and the department's legal representatives in the investigation of the claim
- the damage does not stem from a lack of supervision or instruction by the employer.

How does the legislation on Work Health and Safety impact on hosting a student in an approved workplace learning program? (See page 8)

Under the [Work Health and Safety Act 2011 \(NSW\)](#) the definition of 'worker' includes 'a student gaining work experience'. [See also SafeWork NSW](#)

Under the Act a 'worker' has obligations to:

1. take reasonable care for his or her own health and safety, and
2. take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
3. comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with this Act, and
4. co-operate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

Students on workplace learning including work placement or undertaking work experience have these obligations.

Where can I get further information on providing a safe workplace for students on approved workplace learning programs? (See page 10)

Young workers can lack the experience, knowledge, confidence and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a young worker being injured. Further information about how employers and others can keep young people safe at work the following resources are recommended SafeWork NSW [Young Workers e-Toolkit](#) and [In Working Order](#).

To assist employers to provide detailed responses to questions about the activities/duties which students will perform, and any machinery that students will use during placement, see webpage [Completion of the Student Placement Record to meet the Department's standards \(under Student Placement Records section\)](#). The department's Health and Safety Directorate has stressed the importance of host employers providing comprehensive information about the details of the activities/duties that students will undertake during placement. This includes identifying potential risks and managing those risks. If there is insufficient space to record these details, employers should attach the information.

What activities for students in workplace learning programs are either prohibited or need special consideration given to addressing risks? (See page 11)

There are some activities that are not suitable for students (young workers) in an approved workplace learning program and there are others where special consideration needs to be given to addressing risks. Schools and host employers will need to consider and take into account the competency, maturity and physical capabilities of the student in relation to all activities he or she will undertake.

Students are not allowed to undertake these prohibited activities:

- any work of a sexual or explicit nature travel by helicopter
- air travel on charter flights and aircraft other than those providing a regular public transport service (i.e. on a regular route with paying passengers)
- travel outside the 12 nautical mile limit at sea
- scuba and deep-sea diving
- construction work in tunnels, confined spaces or involving the use of explosives
- work in and around pressurised gas distribution mains or piping and energised electrical installations or services
- be in close proximity to traffic or mobile plant operating on a worksite. Students are to attend onsite induction and traffic management meetings. Host employers are to closely supervise students, especially when plant is operating, and question students to ensure understanding of no-go areas and related safety procedures
- demolition work other than simple stripping of walls
- any excavation work at a depth greater than one metre or near utilities any excavation work at a depth under one metre without direct supervision by a competent person

- work on permanent or temporary structures used to enable construction work in marine environments
- working on a roof, roof trusses or in a roof cavity
- working where asbestos is present
- any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following
- attendance at a site while chimney stacks or buildings are being demolished
- activity requiring a licence (e.g. a driver's licence), permit or certificate of competence is prohibited unless:
 - a) the student already has the relevant current licence, permit or certificate
 - b) the activity is directly related to the learning outcomes of the placement
 - c) the activity is included in the Student Placement Record prior to approval.
- driving any old or unregistered vehicles commonly known as 'bush bashers'.

Students are not allowed to undertake the following:

- use of machinery or equipment which may be dangerous for new or young workers to operate is prohibited **unless** each of the following occurs:
 - a) the activity is risk-assessed as suitable and safe for student operation by the host employer
 - b) the student is given appropriate information, instruction and training, and a checklist for the safe operation and handling of the equipment
 - c) the equipment is in safe working order, complete with required safety devices or guards
 - d) a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions provides on-going close supervision.
- the service of alcohol where the student is under 18 years of age is prohibited. If the student is over 18 years of age, the activity must be essential to the placement and has been agreed to by the school or an Externally delivered Vocational Education and Training (EVET) provider and the student must have completed the Responsible Service of Alcohol (RSA) training course.

Special consideration is needed with the following activities that have conditions. (See page 11)

Placements involving the student's operation of golf carts, quad bikes, tractors or other farm vehicles must be carefully considered, even where these activities are considered to be essential to achieving the outcomes of the placement.

For these placements to be approved, the vehicle and the activity must be adequately risk assessed as being safe for the student. Students must have successfully completed an accredited formal training course or related course competencies, or have demonstrated substantial experience in the safe operation of these vehicles. Students riding quad bikes must be at least 16 years of age and wear an approved helmet with the strap in place.

Required Personal Protective Equipment (PPE) other than helmets include:

- eye protection for example goggles
- hand protection for example gloves
- long sleeve shirt and full length pants
- sturdy footwear for example boots.

Note: Helmets must comply with Australian Standard AS/NZS 1698.

The student still needs to be closely supervised. They must not be reckless or careless.

Students with **little or no experience** must not operate these vehicles. **The only exception is where** the school, or relevant EVET provider in consultation with the school, is satisfied before the placement is approved that the host employer can satisfactorily manage the activity for the student and has substantial experience in providing the appropriate quality training and on- going close supervision.

To ensure the school or EVET provider is satisfied that the activity is safe, the risk assessment must be documented and sighted by the school principal or nominee/EVET provider or nominee prior to approval. [More information about quad bikes](#) can be found under Prohibited activities.

Placements in meat processing plants

Placements in meat processing plants are subject to mandatory requirements. The Australian Meat Industry Council can be contacted on telephone (02) 9086 2200 for the information package to support student workplace learning in meat processing plants.

Placements involving horses

A risk assessment must be undertaken, in consultation with the school, to ensure the activity is appropriate and safe and that the horse is fit for purpose and the age and experience of the rider. Use the [Guide to managing risks when new and inexperienced persons interact with horses](#) including Appendices B and C. See also SafeWork NSW information about [horse-related injuries](#).

Placements in the construction industry (See page 11)

All workplace learning in the construction industry requires a pre-requisite that the student completes Work Health and Safety induction training for construction work and holds the general construction induction card (White Card).

The Construction, Plumbing and Services Training Package and SafeWork NSW mandate delivery and assessment via face-to-face or via real time audio and visual media. The department recognises the validity of both forms of delivery and assessment. Schools are in the best position to understand the learning style of their students when determining the mode of delivery of the White Card, ensuring the safety of the student is paramount.

While some tools and equipment common in industry are not permitted for use by students in a school setting, the construction teacher will indicate the appropriate tools and equipment that the individual student could use on work placement. Further advice is available from the student's school or EVET provider and in some cases from the Work Placement Service Provider.

There should always be close supervision of a young worker when there is a risk of a fall, for example, where a student is on an elevated level, near an opening or in the vicinity of an edge. Elevated levels must be no higher than 2 metres, see the [Working Safely at Heights](#) document for further information.

Minimising the risk of a fall may include physical restraints or barriers. Construction work of a minor nature must be carried out in full compliance with all applicable provisions of the work health and safety legislation.

Can students drive vehicles during the placement? (See page 11)

No. Students are not allowed to drive their own vehicles whilst undertaking activities on behalf of the host employer. They should not be asked or directed to drive the employer's vehicles or any client's vehicles while they are on a workplace learning experience.

Who can I contact to discuss aspects of hosting a student in workplace learning? (See page 14)

For Higher School Certificate (HSC) Vocational Education and Training (VET) placements contact your Work Placement Service Provider in the first instance as they have the expertise and resources to support you. For contact details go to the [Work Placement website](#).

For students, contact the school's careers adviser. This contact information should have been provided to you as employer at the time of the workplace learning arrangement being made through the Student Placement Record.

If you want further confirmation or clarification of matters relating to hosting a student in your workplace, contact the NSW Department of Education by emailing seniorpathways@det.nsw.edu.au.



External VET (EVET) student placement record

The EVET student placement record must be completed and signed by the student, host employer, parent or carer, school and EVET provider before workplace learning can start. A completed copy must be provided to the host employer, parent or carer and student. The original is to be held by the EVET provider.

Section 1: Student information

Placement with EVET provider Host employer Accommodation away from home is required

Student's name _____ School _____ Year (eg.10,11) _____

Date of birth _____ Student's mobile number _____

Email _____ Medicare number _____

Provide details of **any** medical conditions or medication required eg. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy.

Provide details of any support or adjustments to make the placement successful.

If more space is needed, please attach the information

When on workplace learning I will:

- Carry my student safety and emergency contact card
- Complete pre-placement activities
- Inform the EVET provider, school and the host employer if I am unable to attend the placement
- Follow all reasonable directions and will not share private, business or personal information
- Work safely and only in areas that I am allowed
- Stop work if I feel unsafe and report any issues or accidents to my supervisor, EVET provider and school as soon as possible
- Not use my mobile phone for any reason without permission except for reporting an incident or concern
- Contact school or my emergency contact if I feel unsafe or have any concerns.

Student Signature _____ date _____

Section 2: School details

School _____ Address _____

Contact number _____ Nominated contact _____

Contact position _____ Contact number _____

- the student has been prepared for the workplace prior to the placement and has the appropriate skills and maturity to be safe in a workplace
- contact during business hours has been provided
- the host employer has been provided a copy of [The Workplace Learning Guide for Employers](#)
- student's parents/carers have been provided a copy of [The Workplace Learning Guide for Parents and Carers](#).



Section 3: EVET provider details

EVET provider name _____ Contact person _____
 Address _____ Contacts position _____
 Email _____ Contact number _____
 Type of industry _____ Main activity _____

The EVET provider has read *the Guidelines for the External Delivery of VET Courses to Secondary Students (EVET)* and undertakes to ensure that:

- the student is prepared for the workplace to optimise the student's safety and achievement during their placement
- [The Workplace Learning Guide for Employers](#) is used by the EVET provider/host employer
- the student's parents or carers are provided with a copy of [The Workplace Learning Guide for Parents and Carers](#)
- if the placement involves accommodation away from home, additional preparation occurs and relevant documentation is completed & attached the travel form is completed, where relevant.

Section 4: Host employer details, if different from EVET Provider

Host Business _____ Contact person _____
 Address _____ Contact position _____

Provide details of workplace learning location if different to the address above

Contact number _____ Mobile _____
 Email _____ Website _____

Tick if you require contact from the school or student prior to placement commencement.

Supervision and student hours

Name of experienced supervisor, must not be a trainee or apprentice _____

Position _____ Contact number _____

Start date _____ Finish date _____ Total number of days _____ Total hours _____

Students start time _____ Finish time _____ Breaks _____ If one day per week list day _____

For split shifts: Shift 1 start time _____ finish time _____ Shift 2 start time _____ finish time _____

Activities and risk management

Please note: These sections cannot be left blank

Please provide detailed responses to the following questions. This section details any risks, how they will be managed and assists the school to manage their duty of care and satisfy your workplace obligations. For more information see: [Completion of the student placement record to meet the department's standards](#).

For a list of activities that students are **not to undertake** select the link : [Prohibited activities and activities that need special consideration](#)

List the activities to be undertaken by the student.



List activities that the student is **not to undertake**. This includes no-go areas, specific machinery and equipment that is dangerous for new or young workers. Please note an extensive risk assessment must be completed for horse riding and the use of farm vehicles.

List any risks to the student in planned activities. This includes manual handling, exposure to sun, chemicals, fumes, repetitive strain injuries and the use of dangerous tools or equipment.

How will the listed risks be eliminated or controlled, eg. induction first day, close supervision, tasks are demonstrated and supervised to completion.

List any special conditions such as clothing, footwear, pre-training, vaccinations or transport.

Host employer to read the following declaration and sign the document.

- I have read the [Workplace Learning Guide for Employers](#) and am aware of my rights and responsibilities and the need to provide a safe and positive work environment for the student.
- I will provide planned learning and skill development activities appropriate for the student under the supervision of myself or a capable and trustworthy employee briefed for the task.
- I confirm that the activities assigned are suitable for the student and that WHS risks have been assessed and managed in accordance with the Work Health and Safety Act 2011 (NSW).
- I will check any health care concerns with the student and ensure they and their supervisor knows what to do in the case of an emergency i.e. where the student will keep their medication or adrenaline auto-injector-EpiPen.
- I will consult and cooperate with the school and will notify the school immediately of any health and safety incidents involving a student while on placement, including near misses.
- I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information, instruction, training, supervision (and personal protective equipment where needed) throughout the placement.
- I acknowledge that the student will not be paid during the placement and will notify the school if the student is ill, injured, absent without explanation or behaving inappropriately.
- I will notify the school immediately if I need to change sites or find asbestos on the site.
- I am not aware of anything in the background of any staff member or other person who will have close contact with the student that would preclude that staff member or person from working with children
- I will provide access to first aid, toilet facilities and drinking water.
- I have informed employees of their responsibilities when working with children and young people.
- I am aware of the specific restrictions and prohibited activities for students and will ensure students are not asked to carry out any of these activities.
- I agree to all the above statements.
- By signing this section you are confirming your workplace is following NSW Health COVID-19 safe guidelines (or relevant state or territory COVID safety plans).

Host employer signature _____ Date _____

Print Name _____



Privacy notice - for all parties

The information provided by students, parents/carers and host employers is obtained for the purpose of coordinating a workplace learning opportunity for the school student. The NSW Department of Education will use the information to meet student health, duty of care and child protection responsibilities and to support the information needs of the student, host employer and the parent/caregiver. The Work Placement Service Provider might access information related to HSC VET work placements but only with the approval of the principal. Providing this information is voluntary. However, if you do not provide any of the information requested then the student may not be able to undertake the planned workplace learning. The information you provide will be stored securely and kept for a minimum of three years where there is no further action relating to the placement. The information will only be disclosed for purposes directly related to the purpose for which it is collected. You may correct any personal information by contacting the student's school or EVET provider.

Section 5: Parent/carer permission

Name _____ Relation to student _____

Contact number _____ Work number _____ Contact after normal business hours _____

 Tick if the placement includes out of normal business hours. If ticked, please respond to either 1 or 2 below:

1. Years 11-12 where relevant: I agree to be the contact for the student in the event of an emergency or:

I nominate _____ contact number _____ to be the reliable contact out of normal business hours. Their relationship to my child is _____ and they have accepted this responsibility.

2. Years 9-10: Contact arrangements must be negotiated with the Principal by the parent/carer and student.

The arrangements are: _____

- I have provided evidence of vaccination compliance as required by host employer (for information contact school)
- If the student is diagnosed as being at risk of anaphylaxis I will provide an adrenaline auto-injector for the placement. I consent to the students ASCIA Action Plan or individual health care plan being provided to the host employer.
- Parents/carers are responsible for any expenses incurred by their student as a result of accident or injury, prior to a claim submitted and processed under insurance provisions.
- Tick if the placement includes **overnight accommodation away from home**. I understand this will need special approval and additional documentation.
- I have read [The Workplace Learning Guide for Parents/Carers](#) and understand my role and responsibilities.
- I will immediately notify the school if I have any concerns and the school will follow up.
- I am aware of the contents of the Privacy Notice on Page 4.

By signing I consent to the student undertaking the placement outlined on this student placement record.

Signature of parent/carer_____
Date_____
Signature of student (if over 18 parent signature not required)



Section 6: School approval of the placement

- General construction induction card (white card) has been sighted where applicable.
- Where the placement involves accommodation away from home, relevant documentation is completed and attached.
- The school has contacted the host employer where applicable. See check box page 2.

I am satisfied that all the above have been completed and all parts of this student placement record are complete and signed as required and the placement is suitable for this student.

Signature of Principal/Nominee Print name Date Nominee position in school

Section 7: EVET provider approval of placement

- The student has been prepared for the workplace by the EVET provider to optimise the student's safety and achievement during their placement.
- Proposed activities have been checked, are safe and appropriate to the capabilities of the student.
- The placement is supported according to the Department's Workplace Learning Policy and Associated Documents and Forms.
- The EVET RTO will advise the school of any incidents affecting the safety of students, including near misses, while undertaking workplace learning. This will enable the school to implement the department's Incident Reporting Policy and Procedures. In accordance with the policy, incidents must be reported as soon as possible but within 24 hours.
- The student has been issued with a Student Safety and Emergency Contact Card and trained how to use it by the EVET provider in collaboration with the school.
- Documentation of medical information, vaccinations, support or adjustments will be provided and shared with the host employer where relevant. If the student is diagnosed as being at risk of anaphylaxis, the EVET provider has confirmed with the school that the parent or carer has provided an adrenaline auto-injector for their child for the placement.
- The school has provided a copy of the student's current ASCIA Action Plan or health care plan cover sheet to the host employer as per parent/carers consent.
- The EVET provider will undertake a phone call or supervisory visit during the placement and follow up with the student after placement.

I am satisfied that all of the above have been completed and that all parts of this student placement record are complete and signed as required and that the placement is suitable for this student.

EVET provider signature

Date

Print Name

Position in EVET provider

Workplace Learning

Additional Information for Parents and Carers

Supporting your child in workplace learning

Please note: the page reference in this document after each question refers to pages in the [Workplace Learning Guide for Parents and Carers](#) provided to you for workplace learning.

Can my child do work experience in another state or territory? (See page 6)

Most placements will be within commuting distance of home. It is rare for an interstate placement to be warranted unless the school is located on or near an interstate border or the industry does not exist in NSW.

If you are considering an interstate placement, you should first contact the school, or where relevant the Externally delivered Vocational Education and Training (EVET) provider in conjunction with the school. Interstate placements may need additional documentation and/or take longer to plan.

Are there any prohibited activities for workplace learning? (See page 7)

Yes. Some activities are completely prohibited, e.g. working on a roof, while other activities have conditions attached. There are restrictions on the operation of machinery and equipment, the service of alcohol, work on construction sites and adventure or sporting activities in industries such as tourism.

Students are not allowed to undertake activities requiring a licence (e.g. a drivers licence), permit or certificate of competence unless they already hold the relevant licence, certificate or permit. Even then, the activity must relate directly to the learning activities of the work placement. Employers must list these activities on the Student Placement Record prior to the placement being approved by the school.

Please note, students are not expected to drive their own vehicles while undertaking activities on behalf of the host employer. They should not be asked or directed to drive the employer's vehicles or any client's vehicles while they are on a workplace learning experience.

Some higher risk industries will require a student to undertake training prior to their work placement. For example, all students doing workplace learning in the construction industry must complete the general construction induction training (also known as a White Card) as a prerequisite to their placement.

For the full list of prohibited activities, go to [Prohibited Activities and Activities That Need Special Consideration](#).

The school or EVET provider can also advise you if you have any further queries.

Special consideration is needed with the following activities that have conditions.

Placements involving the driving of golf carts, quad bikes, tractors or other farm vehicles

Placements involving the student operation of golf carts, quad bikes, tractors or other farm vehicles **must be carefully considered**, even where these activities are considered to be essential to achieving the outcomes of the placement.

For these placements to be approved, the vehicle and the activity must be adequately risk assessed as being safe for the student. Students must have successfully completed an accredited formal training course or related course competencies or have demonstrated substantial experience in the safe operation of these vehicles. **Students riding quad bikes must be at least 16 years of age** and wear an approved helmet with the strap in place.

Required Personal Protective Equipment (PPE) other than helmets include:

- eye protection for example goggles
- hand protection for example gloves
- long sleeve shirt and full-length pants
- sturdy footwear for example boots.

Note: Helmets must comply with Australian Standard AS/NZS 1698.

The student still needs to be closely supervised. They must not be reckless or careless.

Students with little or no experience must not operate these vehicles. The only exception is where the school or relevant EVET provider is satisfied (before the placement is approved) that the host employer can satisfactorily manage the activity for the student and has substantial experience in providing the appropriate quality training and on-going close supervision. This is a decision for the school or EVET provider in consultation with the school.

In order to ensure the school or EVET provider is satisfied that the activity is safe, the risk assessment must be documented and sighted by the school principal/EVET provider manager prior to approval.

Placements involving working with horses (equine work)

No matter how experienced or competent a student may be in riding or working with horses, there are still potentially high risks. Extreme caution is needed to avoid injury or disability.

A risk assessment must be undertaken to ensure the activity is appropriate and safe and that the horse is fit for purpose and the age and experience of the rider.

SafeWork NSW information about horse-related injuries is available in the [Guide to managing risks when new and inexperienced persons interact with horses and](#) information about [horse-related injuries](#).

Approval of the placement rests with the school or EVET provider in consultation with the school.

Placements requiring prior training (See page 7)

All workplace learning in the construction industry requires as a pre-requisite that the student completes Work Health and Safety induction training for construction work, and holds the general construction induction training card (or White Card). **The department expects school students to undertake this training in a face-to-face or a real time virtual delivery mode.** This supports duty of care considerations.

When are vaccinations needed? (See page 8)

Students undertaking courses within the Higher School Certificate (HSC) Industry Curriculum Framework, Human Services or other health related Vocational Education and Training (VET) courses may be required to undergo screening and vaccination.

The host employer, school or EVET provider will advise the student of any vaccination requirements. These will be recorded on the Student Placement Record.

In addition, there might be times when an early childhood education host employer advises students planning to undertake a work placement that it is desirable for the student to be vaccinated against particular childhood illnesses. The National Health and Medical Research Council (NHMRC) recommends that all educators and other staff are immunised against pertussis; measles-mumps-rubella (MMR); varicella and Hepatitis A. Vaccination against influenza is also recommended for staff.

What insurance and indemnity provisions are in place for approved workplace learning programs? (See page 7)

The NSW Department of Education (the department) has specific insurance and indemnity arrangements for students who are injured while on approved workplace learning which also includes travelling directly to and from the workplace. **Parents and carers need to first finalise any medical accounts and then claim from their Medicare and/or private health funds** before a request can be made to the department to cover any outstanding expenses.

If a student sustains a significant injury as a result of participating in an approved workplace learning program, the department ensures the student will not be worse off than someone undertaking paid employment who sustains the same injury and who is covered by workers compensation. For that reason, the department uses the [Workers Compensation Act 1987 No 70](#) as a benchmark to compensate students for medical treatment and rehabilitation costs. Students are not being paid, therefore compensation does not include loss of income. Similar to paid employees, students also have a right under common law to seek compensation if it can be established that the injury was caused by the negligence of the host employer, the department or a third party.

Please note – these insurance provisions only apply to workplace learning programs approved by the school, or where applicable, approved by the TAFE NSW, or an EVET provider. Approval must be recorded on the Student Placement Record prior to student attendance at placement.

The school continues to have a duty of care while the student is participating in a course conducted by an EVET provider that has been contracted to deliver a course for the students. EVET providers liaise regularly with schools when arranging work placements for school students.

In terms of workplace learning, what does the department regard as normal business hours? (See page 7)

Normal business hours are the hours we generally known as 9am-5pm. This may vary an hour either side of this time and your school or EVET provider will inform you of the timeframe when staff are contactable for supporting your child during workplace learning.

Who can be the alternative nominated contact for my child outside normal business hours? (See page 7)

The contact must be an adult person and cannot be the host employer or any of their employees. This is to ensure your child has a contact who is independent of the host workplace.



Student placement record

The student placement record must be completed and signed by the student, host employer, parent or carer and school before workplace learning can start. A completed copy must be provided to the host employer, parent or carer and student. The original is to be held by the school.

Section 1: Student information

- HSC VET work placement VET course name _____ Work experience
 Accommodation away from home is required.

Student's name _____ School _____ Year (eg. 10, 11) _____
Date of birth _____ Student's mobile number _____
Email _____ Medicare number _____

Provide details of any medical conditions or medication required eg. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy. _____

Provide details of any support or adjustments to make the placement successful. _____

If more space is needed, please attach the information. Student to read and sign declaration.

- I have completed all preparation activities before attending placement.

When on workplace learning I will:

- Carry my student safety and emergency contact card
- Inform the school and the host employer if I am unable to attend the placement
- Follow all reasonable directions and will not share host business or personal information with others
- Work safely and only in areas that I am allowed
- Stop work if I feel unsafe and report any issues or accidents to my supervisor and school as soon as possible
- Not use my mobile phone for any reason without permission
- Contact school or my emergency contact if I feel unsafe or have any concerns.

Student signature _____ Date _____

Section 2: School details

School _____ Email _____
Contact number _____ Nominated contact _____
Contact position _____ Contact number _____

The school undertakes to ensure that:

- The student has been prepared for the workplace prior to the placement and has the appropriate skills and maturity to be safe in a workplace
- Contact during business hours has been provided
- The host employer has been provided a copy of The Workplace Learning Guide for Employers
- Student's parents/carers have been provided a copy of The Workplace Learning Guide for Parents and Carers.



Section 3: Host employer details

If more space is needed please attach the information.

Host Business _____ Contact person _____

Address _____ Position _____

Provide details of workplace learning location if different to the address above

Contact number _____ Mobile _____

Email _____ Website _____

Type of industry _____ Main activity _____

Approx. years in current operation _____ Approx. number of employees _____

Tick if you have hosted students for work experience or work placement in the last 12 months

Tick if you require contact from the school or student prior to placement commencement

Supervision and student hours

Name of experienced supervisor, must not be a trainee or apprentice _____

Position _____ Contact number _____

Start date _____ Finish date _____ Total number of days _____ Total hours _____

Students start time _____ Finish time _____ Break _____ If one day per week list day _____

For split shifts: Shift 1 start time _____ finish time _____ Shift 2 start time _____ finish time _____

Activities and risk management

Please note: These sections cannot be left blank

Please provide detailed responses to the following questions. This section details any risks, how they will be managed and assists the school to manage their duty of care and satisfy your workplace obligations. For more information see: [Completion of the student placement record to meet the department's standards.](#)

For a list of activities that students are **not to undertake** select the link : [Prohibited activities and activities that need special consideration](#)

List the activities to be undertaken by the student. _____

List activities that the student is **not to undertake**. This includes no-go areas, specific machinery and equipment that is dangerous for new or young workers. Please note an extensive risk assessment must be completed for horse riding and the use of farm vehicles.

List any risks to the student in planned activities, please be specific. This includes manual handling, exposure to sun, chemicals, fumes, repetitive strain injuries and the use of dangerous tools or equipment.

How will the listed risks be eliminated or controlled, eg. induction first day, close supervision, tasks are demonstrated and supervised to completion.

List any special conditions such as clothing, footwear, pre-training, vaccinations or transport.

Host employer to read the following declaration and sign the document.

- I have read the [Workplace Learning Guide for Employers](#) and am aware of my rights and responsibilities and the need to provide a safe and positive work environment for the student.
- I will provide planned learning and skill development activities appropriate for the student under the supervision of myself or a capable and trustworthy employee (not apprentice/trainee) briefed for the task.
- I confirm that the activities assigned are suitable for the student and that WHS risks have been assessed and managed in accordance with the Work Health and Safety Act 2011 (NSW).
- I will check any health care concerns with the student and ensure they and their supervisor know what to do in the case of an emergency i.e. where the student will keep their medication or adrenaline auto-injector-EpiPen.
- I will consult and cooperate with the school and will notify the school immediately of any health and safety incidents involving a student while on placement, including near misses.
- I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information, instruction, training, supervision (and personal protective equipment where needed) throughout the placement.
- I acknowledge that the student will not be paid during the placement and will notify the school if the student is ill, injured, absent without explanation or behaving inappropriately.
- I will notify the school immediately if I need to change sites or find asbestos on the site.
- I am not aware of anything in the background of any staff member or other person who will have close contact with the student that would preclude that staff member or person from working with children.
- I will provide access to first aid, toilet facilities and drinking water.
- I have informed employees of their responsibilities when working with children and young people.
- I am aware of the specific restrictions and prohibited activities for students and will ensure students are not asked to carry out any of these activities.
- I agree to all the above statements.
- By signing this section you are confirming your workplace is following NSW Health COVID-19 safe guidelines, including a COVID-19 safety plan (or relevant state or territory COVID safety plans).

Host employer signature _____ Date _____

Print name _____

Privacy notice - for all parties

The information provided by students, parents/carers and host employers is obtained for the purpose of coordinating a workplace learning opportunity for the school student. The NSW Department of Education will use the information to meet student health, duty of care and child protection responsibilities and to support the information needs of the student, host employer and the parent/caregiver. The Work Placement Service Provider might access information related to HSC VET work placements but only with the approval of the principal. Providing this information is voluntary. However, if you do not provide any of the information requested then the student may not be able to undertake the planned workplace learning. The information you provide will be stored securely and kept for a minimum of three years where there is no further action relating to the placement. The information will only be disclosed for purposes directly related to the purpose for which it is collected. You may correct any personal information by contacting the student's school.

**Section 4: Parent/carer permission**

Name _____ Relation to student _____

Contact number _____ Work phone _____ Contact after normal business hours _____

 Tick if the placement includes out of normal business hours. If ticked, please respond to either 1 or 2 below:

1. Years 11-12: I agree to be the contact for the student in the event of an emergency or:

I nominate _____ contact number _____ to be the reliable contact out of normal business hours. Their relationship to my child is _____ and they have accepted this responsibility.

2. Years 9 -10: Contact arrangements must be negotiated with the principal by the parent/carer and student. The arrangements are: _____

 I have provided evidence of vaccination compliance as required by host employer. *(For information contact school)* If the student is diagnosed as being at risk of anaphylaxis I will provide an adrenaline auto-injector for the placement. I consent to the students ASCIA Action Plan or individual health care plan being provided to the host employer. Parents/carers are responsible for any expenses incurred by their student as a result of accident or injury, prior to a claim submitted and processed under insurance provisions. The placement includes overnight accommodation away from home. I understand this will need special approval and additional documentation. I have read [The Workplace Learning Guide for Parents/Carers](#) and understand my role and responsibilities. I will immediately notify the school if I have any concerns and the school will follow up. I am aware of the contents of the Privacy Notice on Page 3.

By signing I consent to the student undertaking the placement outlined on this student placement record.

*Signature of parent/carer*_____
*Date*_____
*Signature of student (if over 18)***Section 5: School approval of the placement**

- The school will report any student incidents within 24 hours including near misses, in accordance with the Incident Reporting Policy and Procedures.
- Proposed activities have been checked, are safe and appropriate to the capabilities of the student.
- Documentation of medical information, vaccinations, support or adjustments will be provided and shared with the host employer. If the student is diagnosed as being at risk of anaphylaxis, the school has confirmed that the parent or carer has provided an adrenaline auto-injector to the student.
- The school has provided a copy of the student's current ASCIA Action Plan or health care plan cover sheet to the host employer as per parent/carers consent (see above).
- General construction induction card (white card) has been sighted where applicable.
- Where the placement involves accommodation away from home, relevant documentation is completed and attached.
- The school has contacted the host employer where applicable. See check box page 2.
- Arrangements are in place for a teacher to phone or visit the student or host employer to check on the progress of the placement.

 I am satisfied that all the above have been completed and all parts of this student placement record are complete and signed as required and the placement is suitable for the student._____
*Signature of principal/nominee*_____
*Print name*_____
*Date*_____
Nominee position in school

Workplace Learning Checklist for teachers from the NSW Department of Education and teachers from Externally delivered VET (EVET) training providers

This document supports teachers to ensure workplace learning activities are safe and appropriate to the level of student's skills and knowledge.

Teachers and other staff facilitating or managing workplace learning programs are to:

- use this check list to ensure all procedures are followed to the appropriate safety standards; and
- complete [Workplace Learning Policy and Procedure Professional Learning](#) provided by the Department of Education prior to organising and managing workplace learning activities.

Checklist - before workplace learning

- Suitable pre-placement activities have been provided by the school, or where relevant by the Externally delivered Vocational Education and Training (EVET) provider, to prepare students for workplace learning and to optimise the planned workplace learning experience. These activities support student's safe and effective participation in workplace learning.
- The placement has been discussed with the student and the student's work readiness has been assessed as appropriate. Students complete [myworkexperience](#) or [go2workplacement](#) prior to the placement.
- The Student Placement Record (SPR) has been reviewed, importantly the proposed activities, their risk assessment by the host employer, designated unsuitable tasks, location of the worksite and the supervision in the workplace. The individual needs and safety of the student is essential.
- The SPR is complete, satisfactory and signed prior to the placement. A copy has been provided to the student, host employer, parent/carer and the original SPR is held in the student's files at school.
- Proposed activities are appropriate to the student's skills, knowledge and capabilities.

- If the placement is a non-local placement, travel and accommodation arrangements and forms have been completed.
- Students have been provided a Safety and Emergency Procedures Student Contact Card and have filled in the contact details and their Medicare number (for use in case medical attention is required during the placement).
- Mandatory documents have been provided to all stakeholders (student, host employer, parent/carer). These documents provide detailed information on the practical, responsible and legal processes that contribute to safe and engaging workplace learning:
 - [Student Placement Record \(SPR\)](#)
 - [Student Safety and Emergency Card Contact Card](#)
 - [Construction Safety and Emergency Procedures Student Contact Card](#)
 - [Workplace Learning Guide for Parents and Carers](#)
 - [Workplace Learning Guide for Employers](#)

Checklist - during workplace learning

- The student and workplace supervisor or host employer have been contacted by phone or a visit during the placement. These contacts must be on day one or two and are to be documented in the teacher's diary or on the Recording Contact with Host Employer Form provided on the department's website.
- The school has attendance records of the student attending the workplace.

Checklist - after workplace learning

- Have a follow up conversation with the student post placement activities as soon as practicable and within four weeks. The conversation should include any safety concerns the student may have.

If there are safety concerns expressed by work experience students, the teacher is required to discuss the identified concerns with the host employer.

If there are safety concerns expressed by work placement students, this information is to be provided to the local Work Placement Service Provider.

- The school archives the SPR in the student's file.

Assessment Task Planner – Term 4, 2022

Week	Task	Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Assessment Task Planner – Term 1, 2023

Week	Task	Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Assessment Task Planner – Term 2, 2023

Week	Task	Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Assessment Task Planner – Term 3, 2023

Week	Task	Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

NESA Glossary of Verbs

Account

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate implications

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole