

# **Sarah Redfern High School**

Year 12 – 2024

HSC Course



## **Assessment Booklet**

Version 1: September 2023



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## 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 to the start of your Year 12 journey towards the Higher School Certificate.

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 Course 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 NESAs.

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 (at least 2 weeks) of the nature of the task as well as other information required to complete the task.

### Eligibility for HSC Course Completion

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 12 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 course.

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

### 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 maintain 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 the Trial HSC 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 can also find a copy of the assessment task on the school website.

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 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 or their delegate 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.

### Disability Provisions for HSC Examinations

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations. To apply for provisions, schools must submit an online application to NESAs. The application informs NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

## 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 of having engaged in malpractice may receive zero marks for that task. The Head Teacher of the Faculty in consultation with the Assessment and 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 will 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 Header 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 made 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 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 absent due to a holiday 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 estimate may be authorised by the Principal or the Principal's delegate. Non-serious attempts 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 or 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 Learning and Engagement 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 requests are completed through Microsoft Forms and submitted to the Assessment and Reporting Committee for consideration. Students will receive digital notification via their school email of when the form has been received and the outcome of their application, 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 Preliminary 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.

# Biology

## Year 12 Biology 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Skills in working scientifically Knowledge and understanding	Module 5 - Heredity	Hand-in +in-class	BIO 11/12-1, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7 , BIO 12-12	25%	Distributed: Term 4, Week 3 Due: Term 4, Week 8
2	Skills in working scientifically Knowledge and understanding	Module 6 - Genetic Change	In-class	BIO 11/12-6, BIO 12-13	20%	Distributed: Term 1, Week 6 Due: Term 1, Week 8
3	Skills in working scientifically Knowledge and understanding	Module 7 - Infectious disease	In-class	BIO 11/12-2, BIO 11/12-6, BIO 12-14	25%	Distributed: Term 2 , Week 5 Due: Term 2, Week 8
4	Skills in working scientifically Knowledge and understanding	Module 1 - Heredity, Module 2 - Genetic change, Module 3 - Infection Disease, Module 4 - Non-infectious and disorders	In-class	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: Term 3 , Week 2 Due: Term 3, Week 5

# Business Studies

Year 12 Business Studies 2024						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content Inquiry and research Communication of business information, ideas and issues in appropriate forms	Operations	In-class	H2, H3, H4, H5, H6, H9	20%	Distributed: Term 4 , Week 6  Due: Term 4 , Week 9
2	Knowledge and understanding of course content Stimulus-based skills Communication of business information, ideas and issues in appropriate forms	Finance	In-class	H4, H5, H6, H8, H10	20%	Distributed: Term 1 , Week 5  Due: Term 1 , Week 8
3	Knowledge and understanding of course content Inquiry and research	Marketing and Human Resources	In-class	H2, H4, H6, H7, H8, H9	25%	Distributed: Term 2 , Week 5  Due: Term 2 , Week 8
4	Knowledge and understanding of course content Stimulus-based skills Communication of business information, ideas and issues in appropriate forms	All	In-class	H2, H4, H6, H7, H8, H9	35%	Distributed: Term 3 , Week 2  Due: Term 3 , Week 5

# Chemistry

Year 12 Chemistry 2024						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Understanding Skills in Working Scientifically	Organic Chemistry	Hand-in +in-class	CH11/12-1, CH11/12- 4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14, CH12-15	30%	Distributed: Term 4 , Week 6 Due: Term 4 , Week 10
2	Knowledge and Understanding Skills in Working Scientifically	Equilibrium and Acid Reactions	Hand-in +in-class	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH12-12	20%	Distributed: Term 1 , Week 5 Due: Term 1 , Week 11
3	Knowledge and Understanding Skills in Working Scientifically	Acid/Base Reactions	In-class	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	20%	Distributed: Term 2 , Week 3 Due: Term 2 , Week 8
4	Knowledge and Understanding Skills in working Scientifically	Organic Chemistry, Equilibrium and Acid Reactions, Acid/Base Reactions, Chemical Monitoring of the Environment	In-class	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	30%	Distributed: Term 3 , Week 2 Due: Term 3 , Week 5



## Community and Family Studies

### Year 12 Community and Family Studies 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content Skills in critical thinking, research, analysis and communicating	Research Methodology	Hand-in	H4.1, H4.2, H6.1	30%	Distributed: Term 4 , Week 1 Due: Term 4 , Week 10
2	Knowledge and understanding of course content. Skills in critical thinking, research, analysis and communicating	Parenting and caring	Hand-in	H4.1,H4.2, H6.2	15%	Distributed: Term 1 , Week 4 Due: Term 1 , Week 8
3	Knowledge and understanding of course content. Skills in critical thinking, research, analysis and communicating.	Groups in Context	Hand-in	H2.2, H3.2, H3.4, H5.2	20%	Distributed: Term 2 , Week 5 Due: Term 2 , Week 7
4	Knowledge and understanding of course content. Skills in critical thinking, research, analysis and communicating.	All Modules	In-class	All outcomes	35%	Distributed: Term 3 , Week 1 Due: Term 3 , Week 5

# Design and Technology

## Year 12 Design and Technology 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and skills in designing, managing, producing and evaluating a major design project	Major Project Proposal	Hand-in +in-class	H1.1; H.3.2; H4.1; H5.2	30%	Distributed: Term 4, Week 2 Due: Term 4, Week 7
2	Knowledge and understanding of course content	Industry Study - Innovation	Hand-in	H2.2; H3.1; H6.1	20%	Distributed: Term 1, Week 2 Due: Term 1, Week 5
3	Knowledge and skills in designing, managing, producing and evaluating a major design project	Presentation - Check in	Hand-in +in-class	H1.2; H4.2; H4.3; H5.1	25%	Distributed: Term 1, Week 6 Due: Term 2, Week 2
4	Knowledge and understanding of course content	HSC Trials	Hand-in +in-class	H2.1; H3.1; H5.2; H6.1; H6.2	25%	Distributed: Term 3, Week 2 Due: Term 3, Week 5

# Earth and Environmental Science

Year 12 Earth and Environmental Science 2024						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Skills in working scientifically knowledge and understanding	Module 5 Earth's Processes	Hand-in +in-class	EES11/12-1, EES11/12-3, EES11/12-5, EES11/12-7, EES12-12	25%	Distributed: Term 4 , Week 4 Due: Term 4 , Week 7
2	Skills in working scientifically knowledge and understanding	Module 6 Hazards	Hand-in +in-class	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES12-13	25%	Distributed: Term 1 , Week 4 Due: Term 1 , Week 9
3	Skills in working scientifically knowledge and understanding	Module 7 Climate Science	Hand-in +in-class	EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-6, EES11/12-7, EES12-14	25%	Distributed: Term 2 , Week 4 Due: Term 2 , Week 7
4	Skills in working scientifically knowledge and understanding	Module 5 - Earth's Process, Module 6 - Hazards, Module 7 - Climate Science, Module 8 - Resource Management	Hand-in +in-class	EES11/12-1-7, EES12-12, EES12-13, EES12-14, EES12-15	25%	Distributed: Term 3 , Week 2 Due: Term 3 , Week 5

# English Advanced

## Year 12 English Advanced 2024

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	Hand-in +in-class	EA12-2, EA12-5, EA12-6	30%	Distributed: Term 4 , Week 4 Due: Term 4 , Week 9
2	Knowledge and Understanding of Course Content and Skills	Module A: Textual Conversations	In-class	EA12-1, EA12-3, EA12-5	20%	Distributed: Term 1 , Week 6 Due: Term 1 , Week 9
3	Knowledge and Understanding of Course Content and Skills	Module C: The Craft of Writing	Hand-in	EA12-4, EA12-7, EA12-9	30%	Distributed: Term 2 , Week 4 Due: Term 2 , Week 7
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	In-class	EA12-1, EA12-3, EA12-5, EA12-8	20%	Distributed: Term 3 , Week 2 Due: Term 3 , Week 5

# English Standard

## Year 12 English Standard 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Skills	Common Module: Texts and Human Experiences	Hand-in +in-class	EN-12-2, EN12-4, EN12-5 ,EN12-6	20%	Distributed: Term 4 , Week 4 Due: Term 4 , Week 10
2	Knowledge and Skills	Module C: The Craft of Writing	Hand-in	EN12-1, EN12-3, EN12-7, EN12-9	25%	Distributed: Term 1 , Week 3 Due: Term 1 , Week 7
3	Knowledge and Skills	Module A: Language, Identity and Culture	In-class	EN12-1, EN12-5, EN12-3, EN12-8	25%	Distributed: Term 2 , Week 2 Due: Term 2 , Week 10
4	Skills and Knowledge	Common Module, Module A, Module B and Module C	In-class	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	30%	Distributed: Term 3 , Week 3 Due: Term 3 , Week 5

# English Studies

## Year 12 English Studies 2024

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 Experience	In-class	ES12-1, ES12-4 , ES12-6 , ES12-8 Relevant Life Skills outcomes: ENLS6-2, ENLS6-4	25%	Distributed: Term 4 , Week 4 Due: Term 4 , Week 9
2	Knowledge and understanding of course content. Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively.	On the Road	Hand-in	ES12-3, ES12-5, ES12-7 Relevant Life Skills outcomes: ENLS6-8	25%	Distributed: Term 1 , Week 2 Due: Term 1 , Week 7
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	Hand-in +in-class	ES12-4 ,ES12-5 ,ES12-9 , ES12-10 Relevant Life Skills outcomes: ENLS 6-1, ENLS 6-6	30%	Distributed: Term 1 , Week 7 Due: Term 2 , Week 10
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	In-class	ES12-1, ES12-5, ES12-6 (Trial Exam) Relevant Life Skills outcomes: ENLS 6-1, ENLS 6-6	20%	Distributed: Term 3 , Week 3 Due: Term 3 , Week 5

## History Extension

Year 12 History Extension 2024						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding  Skills in designing, undertaking and communicating historical inquiry and analysis	History Project	Hand-in	HE12-1, HE12-2, HE12-4	30%	Distributed: Term 4 , Week 1  Due: Term 2 , Week 4
2	Knowledge and understanding  Skills in designing, undertaking and communicating historical inquiry and analysis	History Project	Hand-in	HE12-1, HE12-2, HE12-3, HE12-4	40%	Distributed: Term 4 , Week 1  Due: Term 2 , Week 10
3	Knowledge and understanding	All Modules	In-class	HE12-1, HE12-3, HE12-4	30%	Distributed: Term 4 , Week 1  Due: Term 3 , Week 5

# Industrial Technology Multimedia

## Year 12 IT: Multimedia 2024

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	Hand-in +in-class	H3.1, H3.2, H4.2, H5.2	30%	Distributed: Term 4 , Week 2 Due: Term 4 , Week 7
2	Knowledge and understanding of course content	Industry Study	Hand-in	H1.1, H1.2, H1.3, H7.1, H7.2	25%	Distributed: Term 1 , Week 3 Due: Term 1 , Week 8
3	Knowledge and skills in the design, management, communication and production of a major project	Knowledge and Cooperation	Hand-in +in-class	H4.1, H4.3, H5.1, H6.2	25%	Distributed: Term 2 , Week 2 Due: Term 2 , Week 7
4	Knowledge and understanding of course content	Trial Examination (All Modules)	In-class	H1.2, H2.1, H3.1, H3.3, H4.3, H6.1, H7.1, H7.2	20%	Distributed: Term 3 , Week 3 Due: Term 3 , Week 5



# Legal Studies

## Year 12 Legal Studies 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Understanding of course content Analysis & evaluation Inquiry & research Communication of legal information, issues & ideas in appropriate forms	Crime	Hand-in +in-class	H1, H4, H6, H9, H10	25%	Distributed: Term 4 , Week 1 Due: Term 1 , Week 3
2	Knowledge and Understanding of course content; Analysis & evaluation Inquiry & research Communication of legal information, issues & ideas in appropriate forms	Human Rights	Hand-in +in-class	H2, H5, H6, H7, H8	20%	Distributed: Term 4 , Week 1 Due: Term 1 , Week 9
3	Knowledge and Understanding of course content; Analysis & evaluation; Inquiry & research; Communication of legal information, issues & ideas in appropriate forms	World Order	Hand-in +in-class	H3, H4, H5, H7, H9	25%	Distributed: Term 4 , Week 1 Due: Term 2 , Week 5
4	Knowledge and Understanding of course content; Analysis & evaluation Inquiry & research Communication of legal information, issues & ideas in appropriate forms	All	In-class	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%	Distributed: Term 4 , Week 1 Due: Term 3 , Week 5

# Mathematics Advanced

## Year 12 Mathematics Advanced 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques; Reasoning and Communication	Statistical Analysis : Descriptive Statistics and Bivariate Data Analysis	Hand-in	MA12-8, MA12-9, MA12-10	20%	Distributed: Term 4 , Week 5 Due: Term 4 , Week 7
2	Concepts, Skills and Techniques; Reasoning and Communication	Functions; Trigonometric Functions	In-class	MA12-1, MA12-5, MA12-10	25%	Distributed: Term 1 , Week 5 Due: Term 1 , Week 7
3	Concepts, Skills and Techniques; Reasoning and Communication	Calculus: Differential Calculus and Applications of Calculus	In-class	MA12-3, MA12-6, MA12-10	25%	Distributed: Term 2 , Week 6 Due: Term 2 , Week 9
4	Concepts, Skills and Techniques; Reasoning and Communication	Statistical Analysis; Financial Mathematics; Functions; Trigonometric Functions; Calculus	In-class	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	30%	Distributed: Term 3 , Week 1 Due: Term 3 , Week 5

# Mathematics Extension 1

## Year 12 Mathematics Extension 1 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques; Reasoning and Communication	Vectors	In-class	ME12-2, ME12-7	25%	Distributed: Term 4 , Week 5 Due: Term 4 , Week 7
2	Concepts, Skills and Techniques; Reasoning and Communication	Statistical Analysis	Hand-in	ME12-1, ME12-5, ME12-6, ME12-7	20%	Distributed: Term 1 , Week 7 Due: Term 1 , Week 10
3	Concepts, Skills and Techniques; Reasoning and Communication	Calculus	In-class	ME12-1, ME12-4, ME12-7	25%	Distributed: Term 2 , Week 6 Due: Term 2 , Week 9
4	Concepts, Skills and Techniques; Reasoning and Communication	Vectors, Proof, Statistical Analysis, Calculus	In-class	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	30%	Distributed: Term 3 , Week 1 Due: Term 3 , Week 5

# Mathematics Standard 1

## Year 12 Mathematics Standard 1 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques, Reasoning and Communication	Right-angled Triangles	Hand-in	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	25%	Distributed: Term 4 , Week 4 Due: Term 4 , Week 8
2	Concepts, Skills and Techniques, Reasoning and Communication	Further Statistical Analysis	Hand-in	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	20%	Distributed: Term 1 , Week 4 Due: Term 1 , Week 7
3	Concepts, Skills and Techniques, Reasoning and Communication	Types of Relationships	In-class	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	25%	Distributed: Term 2 , Week 5 Due: Term 2 , Week 7
4	Concepts, Skills and Techniques, Reasoning and Communication	All Modules	In-class	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10	30%	Distributed: Term 3 , Week 3 Due: Term 3 , Week 5

## Mathematics Standard 2

### Year 12 Mathematics Standard 2 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Concepts, Skills and Techniques, Reasoning and Communication	Non-right-angled Trigonometry	Hand-in	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	25%	Distributed: Term 4 , Week 4 Due: Term 4 , Week 8
2	Concepts, Skills and Techniques, Reasoning and Communication	Bivariate Data Analysis	Hand-in	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	20%	Distributed: Term 1 , Week 4 Due: Term 1 , Week 7
3	Concepts, Skills and Techniques, Reasoning and Communication	Types of Relationships	In-class	MS2-12-1, MS2-12-6, MS2-12-10	25%	Distributed: Term 2 , Week 5 Due: Term 2 , Week 7
4	Concepts, Skills and Techniques, Reasoning and Communication	All Modules	In-class	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10	30%	Distributed: Term 3 , Week 3 Due: Term 3 , Week 5

# Modern History

## Year 12 Modern History 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding. Historical skills Historical inquiry and research Communication of historical understanding	Change in the Modern World: Option C – Civil Rights in the USA 1945-1968	Hand-in	MH12-3, MH12-8, MH12-9	25%	Distributed: Term 4 , Week 4  Due: Term 4 , Week 8
2	Knowledge and understanding. Historical skills Historical inquiry and research Communication of historical understanding	Power and Authority in the Modern World 1919-1946	In-class	MH12-2, MH12-4, MH12-7	20%	Distributed: Term 1 , Week 3  Due: Term 1 , Week 8
3	Knowledge and understanding. Historical skills Historical inquiry and research Communication of historical understanding	National Studies: Option F – Russia and the Soviet Union 1917-1941	Hand-in +in-class	MH12-2, MH12-6, MH12-8, MH12-9.	25%	Distributed: Term 2 , Week 2  Due: Term 2 , Week 7
4	Knowledge and understanding. Historical skills Historical inquiry and research Communication of historical understanding	All Modules covered in class.	In-class	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6 MH12-7 MH12-8 MH12-9	30%	Distributed: Term 3 , Week 1  Due: Term 3 , Week 5

# Music

## Year 12 Music 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Performance	Popular Music	In-class	H1, H9, H10, MLS1, MLS7, MLS8	10%	Distributed: Term 4 , Week 6 Due: Term 4 , Week 9
2	Musicology	Music of the 20th and 21st Century	Hand-in +in-class	H2, H4, H5, H6, H7, H11, MLS5, MLS6, MLS7	30%	Distributed: Term 1 , Week 3 Due: Term 1 , Week 9
3	Composition	Music of the 20th and 21st Century / An Instruments and its Repertoire	Hand-in	H3, H5, H7, H11, MLS3, MLS4, MLS5, MLS7	30%	Distributed: Term 2 , Week 3 Due: Term 2 , Week 9
4	Performance / Musicology / Aural	All Modules (Popular Music / Music of the 20th and 21st Century / An Instrument and its Repertoire	In-class	H1, H4, H5, H6, H7, H8, H9, H10, MLS2, MLS4, MLS6, MLS7, MLS8	30%	Distributed: Term 3 , Week 1 Due: Term 3 , Week 4

# Numeracy

## Year 12 Numeracy 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge, Skills and Understanding	Location, time and temperature	Hand-in +in-class	N6-1.1, N6-2.2, N6-2.3, N6-2.5, N6-3.1	20%	Distributed: Term 4 , Week 3 Due: Term 4 , Week 6
2	Knowledge, Skills and Understanding	Finance	Hand-in	N6-1.3, N6-2.1, N6-2.4, N6-3.2	30%	Distributed: Term 1 , Week 4 Due: Term 1 , Week 8
3	Knowledge, Skills and understanding	Space and Design	Hand-in	N6-1.3, N6-2.2, N6-2.5, N6-3.2	25%	Distributed: Term 2 , Week 3 Due: Term 1 , Week 7
4	Knowledge, Skills and Understanding	Rates and Ratios	Hand-in	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1	25%	Distributed: Term 3 , Week 4 Due: Term 3 , Week 7



## Personal Development, Health and Physical Education

### Year 12 PDHPE 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and understanding of course content Skills in critical thinking, research, analysis and communicating	Health Priorities in Australia	In-class	H1, H2, H4, H5	10%	Distributed: Term 4, Week 6 Due: Term 4, Week 8
2	Knowledge and understanding of course content Skills in critical thinking, research, analysis and communicating	Factors Affecting Performance	Hand-in	H10, H16, H17	40%	Distributed: Term 1, Week 3 Due: Term 2, Week 2
3	Knowledge and understanding of course content Skills in critical thinking, research, analysis and communicating	Improving Performance	In-class	H7, H8, H9	20%	Distributed: Term 2, Week 6 Due: Term 2, Week 9
4	Knowledge and understanding of course content Skills in critical thinking, research, analysis and communicating	All Units	Trial Exam	H6, H15, H16	30%	Distributed: Term 3, Week 3 Due: Term 3, Week 5

# Physics

## Year 12 Physics 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Understanding Skills in Working Scientifically	Module 5 - Advanced Mechanics	Hand-in +in-class	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-7; PH12-12	25%	Distributed: Term 4 , Week 6 Due: Term 4 , Week 9
2	Knowledge and Understanding Skills in Working Scientifically	Module 6 Electromagnetism	Hand-in +in-class	PH11/12-2; PH11/12-5; PH11/12-6; PH11/12-7; PH12-13	25%	Distributed: Term 1 , Week 8 Due: Term 2 , Week 1
3	Knowledge and Understanding Skills in Working Scientifically	Module 7 The Nature of Light	Hand-in +in-class	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-6; PH12-14	25%	Distributed: Term 2 , Week 7 Due: Term 2 , Week 9
4	Knowledge and Understanding Skills in Working Scientifically	Module 5 Advanced Mechanics, Module 6 Electromagnetism, Module 7 The Nature of Light, Module 8 From the universe to the atom	Hand-in +in-class	PH11/12-2; PH11/12-4; PH11/12-5; PH11/12-6; PH11/12-7; PH12-12; PH12-13; PH12-14; PH12-15	25%	Distributed: Term 3 , Week 2 Due: Term 3 , Week 5

## Science Extension

### Year 12 Science Extension 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Communicating Scientifically Gathering, recording, analysing, and evaluating data Application of scientific research skills	Module 1 – The Foundations of Scientific Thinking	In-class	SE-1 SE-2 SE-7	30%	Distributed: Term 4 , Week 5  Due: Term 1 , Week 3
2	Communicating Scientifically Gathering, recording, analysing, Evaluating data , Application of scientific research skills	Module 2 – The Scientific Research Proposal Module 3 – The data, Evidence and Decisions	Hand-in +in-class	SE-1 SE-3 SE-6 SE-7	30%	Distributed: Term 4 , Week 5  Due: Term 2 , Week 2
3	Communicating Scientifically Gathering, recording, analysing, and evaluating data Application of scientific research skills	1 – The Foundations of Scientific Thinking 2 – The Scientific Research Proposal 3 – The data, Evidence and Decisions 4- The Scientific Research Report	Hand-in	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7	40%	Distributed: Term 4 , Week 5  Due: Term 3 , Week 3
4	Communicating Scientifically Gathering, Recording, Analysing and Evaluating Data	1 – The Foundations of Scientific Thinking 2 – The Scientific Research Proposal 3 – The data, Evidence and Decisions 4- The Scientific Research Report	In-class	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7	Not Applicable	Distributed: ,  Due: Term 3 , Week 5

## Sport, Lifestyle and Recreation

### Year 12 Sport, Lifestyle and Recreation 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Understanding  Skills	First Aid and Sport Injuries	Hand-in +in-class	1.3, 2.5, 3.6, 4.5	25%	Distributed: Term 1 , Week 3  Due: Term 1 , Week 8
2	Knowledge and Understanding  Skills	Outdoor Recreation	In-class	1.3, 2.3, 4.1, 4.2	25%	Distributed: Term 2 , Week 6  Due: Term 2 , Week 9
3	Knowledge and Understanding  Skills	Sports Coaching and Training	In-class	1.1, 2.1, 3.1, 4.5	30%	Distributed: Term 3 , Week 3  Due: Term 3 , Week 8
4	Knowledge and Understanding	HSC Trial Exam	In-class	All: 1.3 2.5 3.6 4.5 1.3 2.3 4.1 4.4 4.2 1.1 2.1 3.1 4.5	20%	Distributed: Term 4 , Week 2  Due: Term 4 , Week 5

## Society and Culture

### Year 12 Society and Culture 2024

Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	<p>Knowledge and understanding of course content.</p> <p>Application and evaluation of cultural research methods</p> <p>Communication of information, ideas, and issues in appropriate formats</p>	Personal Interest Project - Viva Voce	Hand-in +in-class	H1, H3, H4, H6, H7, H8, H10	30%	<p>Distributed: Term 4, Week 1</p> <p>Due: Term 1, Week 10</p>
2	<p>Knowledge and understanding of course content.</p> <p>Application and evaluation of cultural research methods</p> <p>Communication of information, ideas, and issues in appropriate formats</p>	Continuity and Change	Hand-in +in-class	H2, H3, H5, H7, H7, H9, H10	40%	<p>Distributed: Term 4, Week 1</p> <p>Due: Term 1, Week 9</p>
3	<p>Knowledge and understanding of course content</p>	Trial HSC Examination - All Modules	In-class	H1, H3, H5, H9	30%	<p>Distributed: Term 4, Week 1</p> <p>Due: Term 3, Week 6</p>

## Sport, Lifestyle and Recreation

Year 12 Sport, Lifestyle and Recreation 2024						
Task Number	Syllabus Components	Module	Type of task	Outcomes	Weighting	Timing
1	Knowledge and Understanding  Skills	First Aid and Sport Injuries	Hand-in +in-class	1.3, 2.5, 3.6, 4.5	25%	Distributed: Term 1 , Week 3  Due: Term 1 , Week 8
2	Knowledge and Understanding  Skills	Outdoor Recreation	In-class	1.3, 2.3, 4.1, 4.2	25%	Distributed: Term 2 , Week 6  Due: Term 2 , Week 9
3	Knowledge and Understanding  Skills	Sports Coaching and Training	In-class	1.1, 2.1, 3.1, 4.5	30%	Distributed: Term 3 , Week 3  Due: Term 3 , Week 8
4	Knowledge and Understanding	HSC Trial Exam	In-class	All: 1.3 2.5 3.6 4.5 1.3 2.3 4.1 4.4 4.2 1.1 2.1 3.1 4.5	20%	Distributed: Term 4 , Week 2  Due: Term 4 , Week 5

## Works Studies 2024

Year 12 Work Studies 2024						
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	Hand-in	4, 5, 7	40%	Distributed: Term 4, Week 3 Due: Term 1, Week 3
2	knowledge and understanding of work, the work environment and skills for employment; skills for success in the workplace	In The Workplace	Hand-in	3, 8	30%	Distributed: Term 1, Week 3 Due: Term 2, Week 1
3	skills for success in the workplace; skills in critically assessing personal and social influences on individuals and groups	Self-Employment	Hand-in	1, 3, 7	30%	Distributed: Term 2, Week 1 Due: Term 3, Week 1

## VET Courses (Certificate III)



# ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

## Preliminary 2023 – HSC 2024

### **Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)**

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

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge



assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**BUSINESS SERVICES ASSESSMENT SCHEDULE**  
**Preliminary Year 2023 - HSC 2024**  
 QUALIFICATION: BSB30120 Certificate III in Business  
 Training Package: BSB Business Services (Version 8)

**NESA Course Code:**  
 2 U X 2 YR - 26111  
**2023 HSC Exam:**  
 26199  
**LMBR UI Code:**  
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 yrs  35 hrs Work placement  % Preliminary Exam
Term 1	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	<b>Cluster 1: Let's get tech savvy</b> Direct observation, produce based method, questioning	
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	<b>Cluster 2: Organise business safety</b> Direct observation, produce based method, questioning	
Terms 2- 3	BSBXC301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	<b>Cluster 3: Working in industry</b> Direct observation, produce based method, questioning	
<b>7 HSC UOCs</b>							
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	<b>Cluster 4: Wellbeing</b> Direct observation, produce based method, questioning	
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	<b>Cluster 5: Mastering document design</b> Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	<b>Cluster 6: Sharing is caring</b> Direct observation, produce based method, questioning	

							estimate is a school decision.
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	<b>Cluster 7: Thinking critically</b> Direct observation, produce based method, questioning	
NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

	<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2023 – HSC 2024</b> QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)	<b>NESA course code</b> 2 U X 2 YR - 26211 <b>2022 HSC Exam:</b> <b>26299</b> <b>LMBR UI Code:</b> CPC20220126211B or CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	% Preliminary Exam
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	35 hrs. Work placement
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
<b>11 HSC UOCs</b>							35 hrs. Work placement
Terms 4/5	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	% Trial HSC Exam

Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	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 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	235- 240 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week Term 4 Date:	Week Term 5 Date:	Week Term 7 Date:	Week Term Date:	Week Term Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is SIT20322 Certificate II in Hospitality

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

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

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

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