



THE HENRY LAWSON HIGH SCHOOL



2019

Higher School Certificate and Assessment Guidelines

CHALLENGE, ENCOURAGE, ACHIEVE

HIGHER SCHOOL CERTIFICATE 2018 - 2019

ASSESSMENT POLICY AND ADVICE MANUAL

CONTENTS:

1. Information: NSW Education Standards Authority (NESA)
2. Policies and Procedures
3. Assessment Schedules

Board Developed Courses

Agriculture
 Ancient History
 Biology
 Business Studies
 Chemistry
 Community and Family Services
 Design and Technology
 English Standard
 English Advanced
 English Studies
 Information Processes and Technology
 Mathematics Standard 1
 Mathematics Standard 2
 Mathematics
 Modern History
 Music 1
 Personal Development, Health and Physical Education
 Physics

Vocational Educational and Training Courses

Construction (Certificate II in Construction Pathways)
 Hospitality (Certificate II in Kitchen Operations)
 Primary Industries (Certificate II in Agriculture)
 Sport Coaching (Certificate II in Sport Coaching)

Summary of Responsibilities

It is the student's responsibility to:

- i. Familiarise themselves with the NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
- ii. Ensure they have a copy of the assessment schedule for EACH course they are studying and that they are aware of specific course requirements.
- iii. Be aware of the assessment policies and procedures of The Henry Lawson High School as detailed in this manual, and abide by them.
- iv. Ensure that they do not interfere with the progress of other students.
- v. Make a genuine attempt at all assessment tasks.

Keep this manual in a safe place for reference throughout the year.

1. INFORMATION FOR HIGHER SCHOOL CERTIFICATE STUDENTS 2018 - 2019

A. What does "satisfactorily completed" mean?

Satisfactory study of a course involves not only the completion of assessment tasks but satisfactory participation and progress in ALL aspects of that course.

To satisfactorily complete a Higher School Certificate course, students must:

- i. have a satisfactory record of attendance. As a general rule, a student who has missed **in excess of 15%** of the available school days is **not likely to have achieved the outcomes** established for the course and therefore, **would not be deemed to have satisfactorily completed** a Higher School Certificate course.
- ii. complete the requirements of the course as specified by the syllabus. This includes mandatory oral and practical work, and work placements for school and TAFE delivered VET courses.
- iii. make a serious attempt at assessment tasks and examinations which contribute to more than 50% of available school assessment marks.

B. School Assessment mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for their courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects.

Schools submit an HSC assessment mark for every student in every course. NESAs put the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

C. HSC Examination mark

The examination mark for each course shows the student's performance in the HSC examination for that course, which was set and marked by the NESAs. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

D. Performance band

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band **aligns** with a description of a typical performance by a student within that mark range.

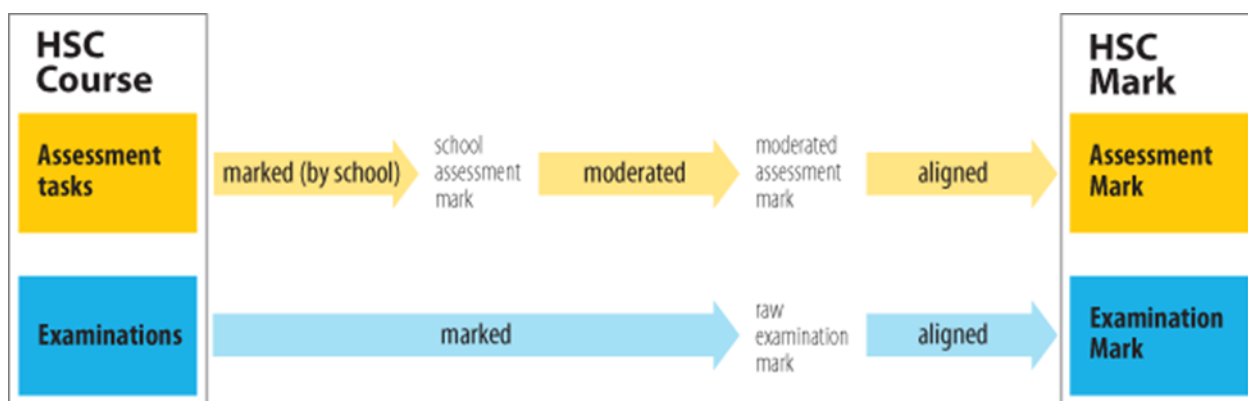
- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do.

E. How the HSC mark is calculated

The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

The following steps are involved in producing the HSC results for students for each course they study:



Vocational Education and Training (VET) courses

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from Industry Training Packages. Students may elect to undertake the optional written HSC examination. These students should have the opportunity to practice appropriate written tasks under examination conditions. At THLHS, this will be included in the trial Higher School Certificate. The trial HSC or other written internal examination may be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

VET Work Placement

Work placement is a mandatory Higher School Certificate requirement of each VET course. For each course, a minimum number of hours, 35 hours per year, are required in the workplace, to enable students to progress toward the achievement of industry competencies and to practice skills acquired in the classroom or workshop.

NESA expects students to undertake all assessment tasks set. Failure to complete assessment tasks will jeopardise satisfactory completion of Higher School Certificate courses.

2. THE HENRY LAWSON HIGH SCHOOL ASSESSMENT POLICIES AND PROCEDURES

A. When does assessment occur?

- i. Assessment for Higher School Certificate begins in Term 4 of 2018 and continues until the end of the trial Higher School Certificate exam in Term 3 of the HSC year in 2019. The trial exam will be the last assessment task in each subject. No assessment tasks will be due the week before and after the exam periods.
- ii. The times specified in this manual are a guide only. THLHS reserves the right to make any changes as are deemed necessary. Students will be notified in writing of any changes.
- iii. Students will be given written notification of an assessment task at least two weeks before it is due. The assessment task advice will state the nature of the task, the criteria to be marked, the weighting of the task, the outcomes to be assessed and the due date.
- iv. Students will sign a form to acknowledge that they have received advice of the task.
- v. Should details of an assessment task be given when a student is absent, it is their responsibility to ensure that they find out those details on their return.

B. Plagiarism and malpractice

- i. If part or all of the work submitted is the work of another person, this is PLAGIARISM, which is a form of cheating.
- ii. Malpractice is any activity that gives a student an unfair advantage over another student through:
 - buying, stealing, borrowing or copying someone else's work
 - submitting work prepared by a parent or tutor
 - deliberate behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
 - providing a false explanation of why work was not handed in by the due date
 - providing material for another student to claim as their own
- iii. Any plagiarism or malpractice (as defined in NESAs 'All My Own Work' modules) will result in zero for the entire assessment task and an N award warning.
- iv. Although no marks will be received, the task will need to be resubmitted in order to meet NESAs requirements for the satisfactory completion of an HSC course.

C. Out of class assessment tasks

- i. All tasks **MUST** be submitted by 9.00 am on the due date.
 - All tasks must be accompanied by a signed declaration form that the work submitted is the student's own work.
 - All digital tasks must be submitted either by a student's school email account (@education.nsw.gov.au) OR by the school moodle by 9.00 am on the due date. A signed declaration form must still be submitted by 9.00 am on the due date.
 - All paper tasks must be submitted on time to the faculty head teacher on duty in the front office. The faculty head teacher will sign for receipt of assessment tasks and collect all assessment items by 9.00 am.
- ii. The submission of tasks by 9.00 am on the due date is the student's responsibility. If for some reason a student is unable to attend school on the day a task is due, they must make arrangements for someone else to hand it in for them (brother, sister, parent, neighbour etc.) by 9.00 am on the due date.
- iii. Where an assessment task is submitted after 9.00 am on the due date and no extension has been granted, **the student will be awarded zero.**

D. In school assessment tasks, tests and examinations

In all in school assessment tasks, tests and examinations, a student must:

- follow the supervisor's instructions and behave in a polite and courteous manner towards the supervisors and other students, and
- be honest and ethical in completing the task, and
- make a genuine attempt at all parts of the task.

If a student does not comply with these rules, they may be excluded from the assessment and will be awarded zero marks.

E. Expected non-submission of an assessment

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task by 9.00 am on the due date or attend an in-class task, test or examination, they must request an *Assessment Task Illness/Misadventure and Extension Application Form* from the deputy principal.

The application form must:

- be submitted prior to the due date with reasonable notice, and
- give a valid reason for the request, and
- have appropriate supporting documentation attached, and
- include evidence of communication with the subject teacher.

The success or otherwise of the student's application will be communicated to the teacher, head teacher and student by email. Please note that submission of an application form DOES NOT automatically mean the application is successful.

F. Unexpected illness or exceptional circumstances

In the case of unexpected illness or exceptional circumstances, an *Assessment Task Illness/Misadventure and Extension Application Form* with the appropriate corroborating evidence such as a medical certificate may be made to the deputy principal, after the date set down for the assessment task. If the application is successful the deputy principal will authorise the student to approach the head teacher concerned to organise another time for them to complete the assessment task. The student should make arrangements to complete missed assessment tasks **as soon as possible after their return to school.**

Parents and/or students should make every effort to contact the school **before 9.00 am** to inform them of the circumstances.

G. Non-serious attempt or non-submission

i. If a student submits a task on time but the attempt is deemed by the teacher to be a non-serious attempt, the student risks fulfilling requirements in regards to 'satisfactory completion' of the course, as the task is counted as a non-submission and will receive zero marks.

ii. It is the student's responsibility to have backup copies of all work completed on a computer or laptop. The school will not accept 'failure of equipment' as a reason for the non-submission of a serious attempt at an assessment task.

H. Non-assessed tasks

In addition to assessment tasks, students will be given other tasks, which are an integral part of the learning process. If students fail to complete these tasks, they risk being deemed to have not satisfactorily completed the course, thus forfeiting their right to a school assessment mark and an HSC exam mark.

I. Principal's decision

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the principal is final.

J. Appeals – Reviews

- i. An appeal may be made. Marks gained in assessment tasks are best queried at the time the tasks are returned to students and discussed with the teacher straight away.
- ii. Any review undertaken will only consider if the assessment tasks and processes were appropriate for the stage of the course being assessed.
- iii. When lodging an appeal students must use the official THLHS application form available from the deputy principal.

Under NESAs policy, schools are not to provide final cumulative school-based assessment marks to students. Internal assessment ranks will be available to student via Students Online.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notice and feedback on their performance during the course. Student who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review. Please see the deputy if this occurs.

Students can assess their Assessment Rank Order Notice after the last HSC examination has occurred. The notice will be available to students within the period that appeals can be made.

K. Further notes

- i. Any changes to the assessment schedules will be made in negotiation with the class, with changes noted in writing.
- ii. Students undertaking a course through TAFE or distance education will be given details of the assessment program and policy from that institution.

L. Where to get advice.

- i. Principal, deputy principal, Year 12 adviser, careers adviser, school counsellor, head teacher or class teacher.
- ii. If students have any concerns about any aspect of an assessment task, they can discuss it with their class teacher, or follow up with the relevant head teacher or deputy principal.

COURSE: Agriculture						
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS		
				Skills in working scientifically	Knowledge and understanding of course content	Knowledge, understanding and skills required to manage agricultural production
Research	Term 4 Week 9	H1.1, H2.1, H2.2	35	5	20	10
Product study report	Term 2 Week 7	H3.1, H3.2, H3.3, H3.4	35	5	10	20
Trial HSC examination	Term 3 Week 1-2	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	30	10	10	10
TOTAL			100	20	40	40

COURSE: Ancient History							
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Cities of Vesuvius: source analysis	Term 4 Week 7	AH12-1 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	20	5	10		5
Julius Caesar: historical analysis (presentation)	Term 1 Week 5	AH12-2 AH12-3 AH12-4 AH12-5 AH12-7 AH12-8 AH12-9	25	5	5	10	5
Ancient Societies: essay	Term 2 Week 3	AH12-1 AH12-2 AH12-3 AH12-6 AH12-8	25	10		10	5
Trial HSC examination	Term 3 Week 1-2	AH12-2 AH12-3 AH12-4 AH12-5 AH12-9	30	20	5		5
TOTAL			100	40	20	20	20

COURSE: Biology					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Skills in working scientifically	Knowledge and understanding of course content
Depth Study: Communicate scientific understanding	Term 4 Week 7	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7	35	25	10
Depth Study: Conducting investigations	Term 2 Week 2	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	35	25	10
Trial HSC examination	Term 3 Week 1-2	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-6, BIO11/12-7, BIO 11/12-12 BIO12-13	30	10	20
TOTAL			100	60	40

COURSE: Business Studies						
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS		
				Knowledge and understanding of course content	Stimulus base skills/ Research and inquiry	Communication of business information, ideas and issues in appropriate
Research task Operations	Term 4 Week 9	H1, H2, H5, H7	15	5	10	
Case Study Finance	Term 1 Week 9	H3,H5,H6,H7,H8,H9	25	10	10	5
Extended Response Marketing	Term 2 Week7	H4,H6,H7,H8,H9,H10	30	10	15	5
Trial HSC examination	Term 3 Week 1-2	H2,H3,H4,H5,H6,H9, H10	30	15	5	10
TOTAL			100	40	40	20

COURSE: Chemistry					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Skills in working Scientifically	Knowledge and understanding of course content
Practical Investigation (Qualitative analysis)	Term 1 Week 10	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	30	20	10
Depth Study -Research and Presentation (Organic chemistry)	Term 2 Week 9	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-14	40	30	10
Trial HSC examination	Term 3 Week 1-2	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	30	10	20
TOTAL			100	60	40

COURSE: Community and Family Studies					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
Research Methodology: Independent Research Project	Term 4 Week 10	H4.1, H4.2	20%	5	15
Individuals and Work: Research Investigation	Term 1 Week 5	H2.2, H2.3, H3.3, H3.4, H5.2, H6.2	25%	10	15
Parenting & Caring: Research & Presentation	Term 2 Week 3	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.2, H6.1	25%	10	15
Trial HSC examination	Term 3 Week 1-2	H1.1, H2.1, H2.2, H2.3, H3.3, H3.4, H4.1, H4.2, H5.2, H6.1	30%	15	15
TOTAL			100	40	60

COURSE: Design and Technology					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Knowledge and skills in designing, managing, producing and evaluating a major design project	Knowledge and understanding of course content
Project Proposal (Shark Tank delivery) Major Design Project	Term 4 Week 7	H1.1, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2	25	25	
Innovation Case Study	Term 1 Week 6	H1.1, H2.1, H2.2, H4.1	20		20
Project Evaluation Comparison of Major Design Project	Term 3 Week 3	H1.1, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2	25	25	
Trial HSC Examination	Term 3 Week 1-2	H1.1, H2.1, H2.3, H4.1, H4.2, H4.3,	30	10	20
TOTAL			100	60	40

COURSE: Standard English					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Texts and Human Experiences: multimodal presentation	Term 4 Week 9	EN12-1 EN12-2 EN12-3 EN12-4 EN12-7	25	10	15
Close Study of Literature: analytical essay	Term 2 Week 7	EN12-1 EN12-3 EN12-4 EN12-8	20	15	5
Trial HSC examination: Papers 1 & 2	Term 3 Week 1-2	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8	30	15	15
Craft of Writing: writing portfolio	Term 3 Week 5	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-9	25	10	15
TOTAL			100	50	50

COURSE: Advanced English					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Texts and Human Experiences: multimodal presentation	Term 4 Week 9	EA12-1 EA12-2 EA12-3 EA12-4 EA12-7	25	10	15
Textual Conversations: comparative essay	Term 2 Week 1	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	20	15	5
Trial HSC examination: Papers 1 & 2	Term 3 Week 1-2	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	30	15	15
Craft of Writing: writing portfolio	Term 3 Week 5	EA12-1 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	25	10	15
TOTAL			100	50	50

COURSE: English Studies					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Texts and Human Experiences: multimodal presentation	Term 4 Week 9	ES12-2 ES12-3 ES12-4 ES12-5 ES12-6	25	10	15
Who Do I Think I Am: life story	Term 1 Week 9	ES12-4 ES12-5 ES12-6 ES12-7	20	5	15
On the Road: overseas travel guide	Term 2 Week 10	ES12-4 ES12-5 ES12-6 ES12-10	25	10	15
Classwork portfolio	Term 3 Week 7	ES12-1 ES12-2 ES12-3 ES12-8 ES12-9	30	10	20
TOTAL			100	50	50

COURSE: Information Processes and Technology							
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS			
				Project work	Information Systems and Databases	Communications Systems	Option Strands
Multimedia project	Term 4 Week 9	H1.1, H1.2, H2.2, H3.1	20	10			10
Database development	Term 1 Week 7	H1.2, H5.2, H3.1, H4.1	20	10	10		
Communication presentation	Term 2 Week 5	H5.1, H6.1, H6.2, H7.1, H7.2	10			10	
Trial HSC examination	Term 3 Week 1-2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1	50	10	10	10	20
TOTAL			100	30	20	20	30

COURSE: Standard Mathematics 1 (Applied)					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
Topic test	Term 4 Week 8	TBD	20	10	10
Open book test	Term 1 Week 8	TBD	30	15	10
Investigative project	Term 2 Week 8	TBD	30	10	15
End of course examination	Term 3 Week 1-2	All	20	15	15
TOTAL			100	50	50

COURSE: Standard Mathematics 2					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
Topic test	Term 4 Week 8	TBD	20	10	10
Open book examination	Term 1 Week 8	All topics to date	25	15	10
Investigative project	Term 2 Week 8	TBD	25	10	15
Trial HSC examination	Term 3 Week 1-2	All	30	15	15
TOTAL			100	50	50

COURSE: Advanced Mathematics					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Concepts, Skills and Techniques	Reasoning and Communication
Topic test	Term 4 Week 8	H1,H5,H6,H7,H 9	20	10	10
Open book examination	Term 1 Week 8	All topics to date	25	10	15
Topic test	Term 2 Week 5	H1,H2,H4,H5,H 9	25	15	10
Trial HSC examination	Term 3 Week 1-2	All	30	15	15
TOTAL			100	50	50

COURSE: Modern History							
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Power and Authority in the Modern World 1919-1946: source analysis	Term 4 Week 6	MH12-3 MH12-4 MH12-6 MH12-9	20	5	10		5
Russia and the Soviet Union 1917-1941: historical analysis (essay)	Term 1 Week 7	MH12-1 MH12-2 MH12-5 MH12-6 MH12-7 MH12-9	25	15	5		5
Conflict in the Pacific 1937-1951: research presentation	Term 2 Week 2	MH12-5 MH12-8 MH12-9	30	5		20	5
Trial HSC examination	Term 3 Week 1-2	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	25	15	5		5
TOTAL			100	40	20	20	20

COURSE: Music 1										
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS						
				Comp	Viva	Perf	Aural	Elective 1	Elective 2	Elective 3
An Instrument and it's Repertoire	Term 4 Week 10	H1, H2, H6, H9, H11	25		10			15		
TBD	Term 1 Week 10	H4, H10	25				10		15	
TBD	Term 2 Week 10	H3, H5, H7, H8	25	10						15
Trial HSC examination	Term 3 Week 1-2	H1, H4, H9, H11	25			10	15			
TOTAL			100	10	10	10	25	15	15	15

COURSE: Personal Development, Health and Physical Education					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
Option 3: Sports Medicine Sports injury scenario & injury report	Term 4 Week 6	H13, H16	20	10	10
Core 1: Health Priority Area's – Research presentation & in class extended response	Term 1 Week 7	H1, H4, H15, H16	25	10	15
Core 2: Affecting Performance Training plan and essay justification	Term 2 Week 8	H7, H8, H10, H17	25	10	15
Trial HSC examination	Term 3 Week 1-2	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16	30	10	20
TOTAL			100	40	60

COURSE: Physics					
TASK	DUE DATE	OUTCOMES	WEIGHTING	COMPONENTS	
				Skills in working scientifically	Knowledge and understanding of course content
Research	Term 4 Week 8	PH12-2, PH12-4 PH12-5, PH12-7 PH12-12	30	20	10
Depth study	Term 2 Week 6	PH12-1, PH12-2 PH12-3, PH12-7 PH12-13	40	30	10
Trial HSC examination	Term 3 Week 1-2	PH12-3, PH12-6 PH12-7, PH12-12 PH12-13, PH12-14 PH12-15	30	10	20
TOTAL			100	60	40

Assessment Advice for HSC VET Courses

Construction (Certificate II in Construction Pathways)

Hospitality (Certificate II in Kitchen Operations)

Primary Industries (Certificate II in Agriculture)

Sport Coaching (Certificate II in Sport Coaching)

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed *Competent* if performance in all required assessment activities is satisfactory or *Not Yet Competent* if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternatively you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a *Statement of Attainment* which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

SCOPE AND SEQUENCE – SIT20416 Certificate II in Kitchen Operations (including coffee)

		TERM 1	TERM 2	TERM 3	TERM 4
Y E A R 1	DELIVERY	Cluster 1: Getting along BSBWOR203 Work effectively with others	Cluster3: Safe and sustainable work practices SITXWHS001 Participate in safe work practices BSBSUS201 Participate in environmentally sustainable work practices	Cluster 5: Producing menu items SITHCCC005 Prepare dishes using basic methods of cookery	Cluster 5: Producing menu items SITHCCC005 Prepare dishes using basic methods of cookery
	ASSESSMENT	Assess Cluster 1 Getting Along	Assess Cluster 3 Safe and Sustainable work practices		Assess Cluster 5 Producing menu items
	DELIVERY	Cluster 2: Safe and hygienic food preparation SITXFSA001 Use hygienic practices for food safety (<i>prerequisite unit for a number of units</i>) SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices	Cluster 2: Safe and hygienic food preparation SITXFSA001 Use hygienic practices for food safety (<i>prerequisite unit for a number of units</i>) SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices	Cluster 8: Prepare and serve espresso coffee SITFAV005 Prepare and serve espresso coffee	Cluster 6: Cleaning the kitchen SITHKOP001 Clean kitchen premises and equipment Cluster 8 : Prepare and serve espresso coffee SITFAV005 Prepare and serve espresso coffee
	ASSESSMENT		Assess Cluster 2 Safe and Hygienic Food Preparation		Assess Cluster 6 Cleaning the kitchen
	ONGOING		Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection) Depending on when work placement is completed		

SCOPE AND SEQUENCE – SIT20416 Certificate II in Kitchen Operations (including coffee)

		TERM 1	TERM 2	TERM 3
Y E A R 2	DELIVERY	Cluster 4: Preparing quality simple dishes SITHCCC002 Prepare and present simple dishes SITXINV002 Maintain the quality of perishable items	Cluster 8: Prepare and serve espresso coffee SITHFAB005 Prepare and serve espresso coffee	Cluster 9: Keeping up to date with industry SITHIND02 Source and use information on the hospitality industry
	ASSESSMENT	Assess Cluster 4 Preparing Quality Simple Dishes	Assess Cluster 8 Prepare and serve espresso coffee	Assess Cluster 9 Keeping up to date with industry
	DELIVERY	Cluster 8: Prepare and serve espresso coffee SITHFAB005 Prepare and serve espresso coffee Cluster 7 Preparing appetisers and salads SITHCCC006 Prepare appetisers and salads	Cluster 7: Preparing appetisers and salads SOTHCCC006 Prepare appetisers and salads	
	ASSESSMENT		Assess Cluster 7 Preparing appetisers and salads	Assess Cluster 10 Use Cookery skills effectively
	ONGOING	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)		

SCOPE AND SEQUENCE - SIS20513 Certificate II in Sport Coaching

	TERM 1	TERM 2	TERM 3	TERM 4
Year 11 DELIVERY	<p>Delivery</p> <p>SISXWHS101 Follow work health and safety policies</p> <p>Athletics</p> <p>SISSSDE201 Communicate effectively with others in a sport environment</p> <p>SISSSPT303A Conduct basic warm-up and cool-down programs</p>	<p>Delivery</p> <p>BSBWOR202A Organise and complete daily work activities</p> <p>SISXIND211 Develop and update sport, fitness and recreation industry knowledge</p> <p>ELECTIVE Rugby League</p>	<p>Delivery</p> <p>SISSSCO101 Develop and update knowledge of coaching practices</p> <p>ICPDMT263 Access and use the Internet</p> <p>ICTICT203 Operate application software packages</p> <p>ELECTIVE Rugby League</p>	<p>Delivery</p> <p>SISSRGL204A Teach the skills of rugby league for modified games</p> <p>ELECTIVE Rugby League</p>
Year 11 ASSESSMENT	<p>Assessment</p> <p>SISXWHS101 Follow work health and safety policies</p> <p>Athletics</p> <p>SISSSDE201 Communicate effectively with others in a sport environment</p> <p>SISSSPT303A Conduct basic warm-up and cool-down programs</p>	<p>Assessment</p> <p>BSBWOR202A Organise and complete daily work activities</p> <p>SISXIND211 Develop and update sport, fitness and recreation industry knowledge</p>	<p>Assessment</p> <p>SISSSCO101 Develop and update knowledge of coaching practices</p> <p>ICPDMT263 Access and use the Internet</p> <p>ICTICT203 Operate application software packages</p>	<p>Assessment</p> <p>Rugby League</p> <p>SISSRGL204A Teach the skills of rugby league for modified games</p>

	TERM 1	TERM 2	TERM 3
Year 12 DELIVERY	<p>Delivery</p> <p>SISSSCO202 Coach beginner or novice participants to develop fundamental motor skill</p> <p>SISCAI101A Provide equipment for activities</p> <p>SISXCAI102A Assist in preparing and conducting sport and recreation sessions</p> <p>ELECTIVE Rugby League</p>	<p>Delivery</p> <p>SISSSPT201A Implement sport injury prevention</p> <p>ELECTIVE Rugby League</p>	<p>Delivery</p> <p>HLTAID003 Provide First Aid – RPL form Year 10</p> <p>Externally Provided Course</p>
Year 12 ASSESSMENT	<p>Assessment</p> <p>SISSSCO202 Coach beginner or novice participants to develop fundamental motor skill</p> <p>SISXCAI101A Provide equipment for activities</p> <p>SISXCAI102A Assist in preparing and conducting sport and recreation sessions</p>	<p>Assessment</p> <p>SISSSPT201A Implement sport injury prevention</p>	<p>Assessment</p> <p>HLTAID003 Provide First Aid -- RPL form Year 10</p> <p>Externally Provided Course</p>

SCOPE AND SEQUENCE – Certificate II in Construction Pathways CPC20211

	TERM 1	TERM 2	TERM 3	TERM 4
Y E A R 11	<p>Prerequisite course</p> <p>CPCCOH1001A Work safely in the Construction Industry (10HRS) (White card)</p> <p>Cluster 1: Getting started in the Industry</p> <p>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry (15 HRS)</p> <p>CPCCCA2011A Handle carpentry materials (20 HRS)</p>	<p>Cluster 2: Measure up</p> <p>CPCCCM1015A Carry out measurements & calculations (20 HRS)</p> <p>CPCCCA2002B Use carpentry tools and equipment (10 HRS)</p>	<p>Cluster 3: Plans and Levelling</p> <p>CPCCCM2001A Read and interpret plans and specifications (20 HRS)</p> <p>CPCCCM2006B Apply basic levelling procedures (15 HRS)</p>	<p>Cluster 4: Prepare to Concrete</p> <p>CPCCCM2004A Handle construction materials (20 HRS)</p> <p>CPCCCO2021A Handle Concreting materials (15HRS)</p>
	<p>Cluster 5: Group Project</p> <p>CPCCCM1013A Plan and Organise Work (10 HRS)</p> <p>CPCCCM2005B Use construction tools and equipment (20 HRS)</p>	<p>Cluster 6: Working Effectively</p> <p>CPCCCM1012A Work effectively and sustainably in the construction Industry (25 HRS)</p> <p>CPCCCM1014A Conduct workplace</p>	<p>Cluster 7: Joinery</p> <p>CPCCJN2001A Assemble components (15 HRS)</p> <p>CPCCJN2002B Prepare for off-site manufacturing process (10 HRS)</p>	

SCOPE AND SEQUENCE – AHC20116 Certificate II in Agriculture

	TERM 1	TERM 2	TERM 3	TERM 4
<p>Y E A R 11</p>	<p>Cluster 1 – Participate in WHS Processes</p> <p>AHCWHS201 Participate in WHS processes</p>	<p>Cluster 7 - Tractors</p> <p>AHCMOM202 Operate tractors</p> <p>AHCMOM304 Operate machinery and equipment</p> <p>AHCBIO201 Inspect and clean machinery for plant, animal and soil</p>	<p>Cluster 4 - Chemicals</p> <p>AHCCHM201 Apply Chemicals Under Supervision</p> <p>AHCPMG201 Treat Weeds</p> <p>AHCWRK201 Observe and report on weather</p>	<p>Cluster 2 – Working in the Industry</p> <p>AHCWRK209 Participate in environmentally sustainable work practices</p> <p>AHCWRK204 Work Effectively in Industry</p> <p>ACHWRK205 Participate in workplace communications</p>
<p>Y E A R 12</p>	<p>Cluster 5 – Healthy Livestock</p> <p>AHCLSK202 Care for health and welfare of livestock</p> <p>AHCLSK205 Handle livestock using basic techniques</p> <p>AHCLSK206 Identify and mark livestock</p> <p>AHCLSK204 Carry out regular livestock observations</p>	<p>Cluster 8 – Feed and Water Livestock</p> <p>AHCLSK211 Provide feed for livestock</p> <p>ACHLSK209 Monitor water supplies</p>	<p>Cluster 9 - Fencing</p> <p>AHCINF202 Install, maintain and repair farm fencing</p> <p>AHCINF201 Carry out basic electric fencing operations</p>	

Dear Mr and Mrs

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter,, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in (*course name*).

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the (*first/second/third*) official warning we have issued notifying you that (*student*) is at risk of not completing the above course. Previous warning(s) were sent to you on (*dates*).

Criteria for satisfactory completion of a course

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

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. (*student*) is not currently meeting one or more of these requirements. In particular, he/she (*brief description of the problem(s)*).

Opportunity to correct the problem

The following tasks or requirements need to be completed by (*student*) to correct the problem.

Task or course requirement	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Date for completion

Action by parent/guardian

To support (*student*) in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact (*teacher*).

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher/Head Teacher

Principal

.....
Acknowledgement of Official Warning

I have received the letter dated (*date*) advising me that (*student*) is in danger of not meeting the course completion requirements for (*course name*), and am aware that this is the (*first/second/third*) official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



THE HENRY LAWSON HIGH SCHOOL

Assessment Task Submission and Receipt Form

Subject: _____

Task name: _____

Due date: _____

Student declaration:

I declare that the task I am submitting is my own work*. I have:

- ✓ been honest and ethical in completing this task
- ✓ acknowledged my sources (where relevant)
- ✓ used my own words
- ✓ sought to understand what the task requires of me
- ✓ not cheated
- ✓ not plagiarised
- ✓ respected intellectual property (copyright)
- ✓ collaborated on group work, without copying or colluding (where relevant)

*For more information on BOSTES rules for assessment tasks, go to: <http://amow.boardofstudies.nsw.edu.au>

Student Name: _____ Signed: _____ Date: _____

Mode of submission

Today I have submitted (tick the relevant box):

- an email to my teacher with the task attached
- the task via the school Moodle site
- the task on paper to the faculty head teacher in the front office
- other: _____



THE HENRY LAWSON HIGH SCHOOL

Task Receipt

Task details

Subject: _____

Task name: _____

Due date: _____

This task received at: _____ (time) on _____ (date)
 Signed: _____ (Head Teacher / Deputy Principal)

Assessment Task Illness / Misadventure and Extension Application Form



Student Name:	
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- 1) Bring this form to the Deputy Principal to get approval to start the process.
- 2) Tick the box below to indicate what has happened or is about to happen with your assessment task:

Tick		Tick	
<input type="checkbox"/>	I missed an in-class task / exam	<input type="checkbox"/>	I know I will miss an in-class task / exam
<input type="checkbox"/>	I am applying for an extension	<input type="checkbox"/>	I am asking for consideration

- 3) Fill in the details of the task below:

Course		Task Name	
Date Due		Task Type	
Date Set			

- 4) Fill in relevant details in the box below:

- 5) Indicate below your **communication** with your class teacher, including plans to resubmit, resit, or get an estimate:

- 6) Sign below:

Student		Teacher	
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Submission to Deputy Principal:

Date		Decision	
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Notes	
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Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks:

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, utilize, and employ in a particular situation.
Appreciate	Make a judgment about the value of.
Assess	Make a judgment 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 arguments or items.
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 analysis/evaluation.
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 judgment based on criteria.
Examine	Enquire into.

Explain	Relate cause and effect; make the relationships between things evident.
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 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.
Synthesize	Putting together various elements to make whole.

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