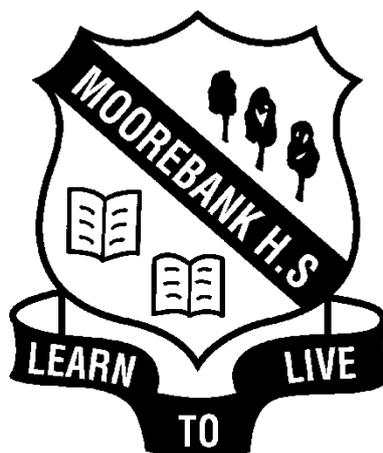


Moorebank High School



Year 12

Higher School Certificate Course

2019

Assessment Policy and Procedures

1. The Nature and Purpose of HSC Assessment

1.1. HSC assessment tasks

HSC assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing HSC assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final HSC mark.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they sit external HSC exams.

1.2. Contribution of assessment marks to the HSC

A student's moderated school assessment mark will contribute 50% of their final HSC result. In short, the moderation of assessments is a statistical procedure that uses the external exam marks for the whole school group in that course to adjust the school's assessment marks for those students. For each course the procedure adjusts the average of the school assessments to be equal to the average of the examination marks obtained by the group. It also sets the top school assessment to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark.

2. Assessment Procedures

2.1. Student rights:

- to be informed of the assessment policies of the school and the Board of Studies
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

3. Submission of Tasks

3.1. Absence when a task is notified

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal Curriculum an Application for Special Consideration.

3.2. Extensions to due dates or special consideration

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to their Deputy Principal using the school's Application for Special Consideration, **well before the due date of the task**. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

3.3. Process for submitting tasks completed outside the classroom

All tasks must be submitted to your classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification. A Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

3.4. Prior knowledge of absence

Where a student has a clash between an assessment task and another authorised school activity the student must notify their Deputy Principal and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld, will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify their Deputy Principal and their class teacher, and submit the work before the due date.

3.5. Absence due to illness / misadventure

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from their Deputy Principal, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see their Deputy Principal to submit an Application for Special Consideration. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

3.5.1. Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

3.6. Illness / misadventure while sitting an assessment task

If a student attempts an assessment, the mark obtained in that task will stand.

Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

3.7. Malpractice

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your 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 your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to 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
- cheating in an examination
- 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.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

3.8. Non-serious attempts of tasks

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

3.9. Non-discriminating or invalid tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

3.10 Attendance on day task is due

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (eg. formal examinations). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

3.11 Working on tasks during lesson of other subjects

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

4. Reviewing Progress

4.1. Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has;

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

In HSC courses the **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.

4.2. Attendance

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Moorebank High School, students whose attendance falls below 85% may have their performance reviewed.

4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination.

5. Vocational Education and Training (VET) Courses

5.1. Nature of assessments

Students in VET courses (Construction; Hospitality; Sport Coaching) are assessed against the units of competency outlined in the Competency Record Book for the course. Competency based assessment means that students demonstrate the required level of performance. Rather than marks being awarded, students are assessed as being either competent or not yet competent. Assessment events may assess a number of competencies at the same time. Students will be notified two weeks in advance of an assessment event. Students may, if appropriate, be provided with more than one attempt to demonstrate their competency. If, in the opinion of the teacher, a student does not make a serious attempt, they will not be given further chances to demonstrate the competency. Students will only be given a maximum of three attempts at any assessment task.

All procedures outlined in this policy regarding attendance, misadventure etc. also apply to VET assessments.

5.2. Moderation of assessment tasks

Where Moorebank High School has two teachers trained in the VET Curriculum Frameworks, they review assessment activities and expected standards to ensure consistency between classes and compliance with industry standards. Otherwise they check with teachers in other schools to ensure consistency of industry standards.

5.3. Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process was discriminatory in some way.
- They were ill or suffered misadventure at the time of the assessment (must be supported by a medical certificate)

Appeals and / or applications for special consideration are to be made to the Deputy Principal Curriculum following the guidelines outlined in this policy.

5.4. Work Placement

Students undertaking a VET course as part of their Higher School Certificate are required to undertake 35 hours of work placement. Failure to complete work placement will render the student ineligible for the unit credits towards the HSC credential. Work placement must be arranged through the school. The school will work with the Registered Training Organisation for South West Sydney who ensures the employer completes the appropriate consent forms, especially in regard to Insurance Indemnity and Child Protection. Students will not be allowed to attend work placement without the approval of the school.

6. Examination / Assessment Rules

6.1. Attendance

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / exam room for the set duration of the task.

6.2. Equipment

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

6.3. Conduct during in-class assessments or examinations

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other student or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Learning Support Teacher (e.g. for diabetic students)

If a student does not follow these rules, or if they cheat in any way, they will be removed from the class room / examination room and will receive zero for the task

7. Appeals and Reviews

7.1. Dispute regarding assessment marks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.

7.2. Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to their Deputy Principal using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

8. Disability Provisions

8.1. HSC examinations

Disability provisions in the HSC are practical arrangements designed to help students who have a permanent or temporary disability that would, in a normal examination situation, prevent him or her from reading the examination question and / or communicating his or her responses. The provisions are granted by the NSW Standards Authority (NESA) and are determined by how the student's exam performance is affected by the disability. Provisions may include use of a writer, extra time or rest breaks. Students who wish to apply for disability provisions should see the Head Teacher Teaching and Learning.

8.2. School assessments

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Learning Support Team who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by the NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

9. Results and Credentials

9.1. Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task. Students are not told their final school assessment mark, but will be given their progressive ranking. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

9.2. Assessment ranking appeals

After the final HSC examination, students can obtain their rank order for assessment in each course via Students Online. If a student feels that their placement in any course is not correct, they should talk to their teacher immediately. If the student is still not satisfied that the ranking is correct, they may apply to the Principal for a review.

There is no provision for a review of the marks received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with the Board's requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

If a student wishes to apply for a review, they must do so by the date specified by the Board. The school will advise the student of the outcome of its review, and will advise the Board of any changes to assessment marks.

If a student is dissatisfied with the outcome of the school review, they may advise the Principal that they wish an appeal to be sent to NESAs. A student cannot appeal against the marks awarded for individual assessment tasks. NESAs will consider only whether:

- the school review process was adequate for determining the bullet points above
- the conduct of the review was proper in all respects.

NESAs will not revise the assessment marks or rank order. If the appeal is upheld, NESAs will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from the school. Appeals to NESAs must be lodged at the school by the date on the form. No extension will be considered.

9.3. The Higher School Certificate

Moderated school-based assessment marks will contribute 50% of a student's final HSC result. The other 50% of the marks will be based on performance in the HSC examination for each course.

A student's achievement in each course in the HSC is reported in relation to defined standards, ensuring students are rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level. There is no pre-determined number of students in each mark range. A student's HSC credentials will include a HSC testamur, Record of Achievement, and a Course Report for each course studied. If a student studied a Vocational Education and Training course, they may also receive an Australian Qualifications Framework VET certificate or VET Statement of Attainment. A student's HSC results will be reported on their Record of Achievement. In most courses, a student's result will consist of their Examination mark and their Assessment mark, which determines the HSC mark for each course studied. A student's HSC mark will align with a performance band describing the performance of a typical student in that mark range in the course.



MOOREBANK HIGH SCHOOL

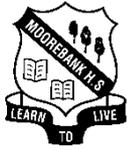
Application for Special Consideration

Full Name / Year			
Assessment Task			
Subject/Course		Date of Task	
Teacher's Name			

Reason for Application (Tick)	
Absent from assessment or when task was due	
Extension (due to illness or exceptional circumstances)	
Other school commitment on the day of an assessment task	
Misadventure	

Information supporting application (continue over if necessary)			
Medical Certificate or Independent Evidence Attached Yes / No			
Student's Signature		Date	
Parent's Signature		Date	

Special Consideration Application Acknowledgement			
Student's Name		Date Lodged	
Subject / Course		Date of Task	
Received By		Signature	



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Assessment Task Appeal

Student's Name:

Year:

Subject/Course:

Teacher:

Assessment Task:

Date of Task:

Date form issued:

Issued by:

Reason for appeal

- The administration of the task. (Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage.)
- The task not conforming to the school's assessment policy. (Such as failing to notify that a task is assessable.)

Reasons for the appeal

Student Signature:

Date:

Parent Signature:

Date:

Teacher's Comment:

Head Teacher's Recommendation:



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Decision of School Assessment Panel

Student's Name:

Year:

Subject / Course:

Teacher:

Decision / Reason

Panel member signatures (DP, HT, Year Adviser)

Distribution of copies of assessment appeal decision

- Deputy
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Declaration of Authenticity

(to be submitted for all tasks completed, in part or whole, outside of school)

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development.
-

Student Name: _____

Student Signature: _____

Date: ____/____/____

INDIVIDUAL ASSESSMENT TASK RECORD SHEET

Subject:

Task	Date Due	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

INDIVIDUAL ASSESSMENT TASK RECORD SHEET

Subject:

Task	Date Due	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

INDIVIDUAL ASSESSMENT TASK RECORD SHEET

Subject:

Task	Date Due	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

INDIVIDUAL ASSESSMENT TASK RECORD SHEET

Subject:

Task	Date Due	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

INDIVIDUAL ASSESSMENT TASK RECORD SHEET

Subject:

Task	Date Due	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

INDIVIDUAL ASSESSMENT TASK RECORD SHEET

Subject:

Task	Date Due	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11
Term 4						Chemistry Engineering	Biology Economics IT Timber Modern Hist PDHPE Physics	E&ES Mathematics Math Stand1 Math Stand2 Math Ext1 Music 1 Photography Soc & Cul Visual Arts	Business CAFS English- Adv English- Standard English- Studies English-EAL/D Food Tech Legal Studies	Ancient History English- Ext1 English- Ext2 Food Tech Math Ext2 Science Ext SDD	
Term 1				French	French Mathematics Math Ext1 Photography	E&ES Engineering Music 1	Economics English- Studies Visual Arts	Business Chemistry English-Adv English- Standard English- EAL/D Legal Studies Modern Hist Physics SDD	Ancient History Food Tech Math Stand1 Math Stand2 Math Ext2	Soc & Cul	PDHPE
Term 2	CAFS IT Timber			French Science Ext	English- Studies French	English-Adv English- Standard Legal Studies Photography Visual Arts	Business Engineering Mathematics Math Ext1	Ancient History Modern Hist Music 1	Economics English- Ext1 English- Ext2 English-EAL/D Food Tech Math Stand1 Math Stand2 Math Ext2	Biology CAFS E&ES Physics PDHPE SDD	
Term 3	IT Timber	Science Ext		TRIAL HSC English- Studies Photography	TRIAL HSC English- Studies Photography						

ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Historical Analysis Task	Period Task	Personality Task	Trial HSC Exam	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4-5	
Knowledge and understanding of course content		15	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5		20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Mark Weighting	20	30	30	20	100

BIOLOGY

Component	Task 1	Task 2	Task 3	Component Weighting
	Research Task with In-Class Component	Depth Study	Trial Examination	
	Term 4 Week 7	Term 2 Week 10	Term 3 Week 4/5	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	20	30	10	60
Mark Weighting	25	20	30	100

BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Extended Response	Operations and Finance Task	Sustained Writing Task	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 4-5	
Knowledge & understanding of course content	5	10	10	15	40
Stimulus-based skills				10	20
Inquiry & research	10	10	10		20
Communication of business information, ideas & issues in appropriate forms	5	5	5	5	20
Mark Weighting	20	25	25	30	100

CHEMISTRY

Component	Task 1	Task 2	Task 4	Component Weighting
	Practical Task	Depth Study	Trial HSC	
	Term 4 Week 6	Term 2 Week 7/8	Term 3 Week 4/5	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	20	30	10	60
Mark Weighting	30	20	30	100

COMMUNITY AND FAMILY STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Parenting. Research Task	Independent Research Project	Groups in Context. Report and Research	Trial HSC	
	Term 4 Week 9	Term 2 Week 1	Term 2 Week 10	Term 3 Week 4/5	
Knowledge & understanding of course content	5		10	25	40
Skills in: Critical thinking, research methodology, analysing and communicating	10	20	25	5	60
Mark Weighting	15	25	35	25	100

EARTH AND ENVIRONMENTAL SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Research and In-Class Component	Depth Study	Information and Skills Task	Trial Examination	
	Term 4 Week 8	Term 1 Week 4-6	Term 2 Week 9	Term 3 Week 4/5	
Knowledge and understanding of course content	10	5	5	20	40
Skills in working scientifically	10	30	10	10	60
Mark Weighting	20	35	15	30	100

ECONOMICS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Global Economy Task	Australia's Place in the Global Economy	Economic Issues Task	Trial HSC Exam	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 4-5	
Knowledge and understanding of course content	5	10	15	10	40
Stimulus-based skills			5	15	20
Inquiry and research	10	5	5		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Mark Weighting	20	20	30	30	100

ENGINEERING STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Engineering Report 1 Research Task	Model construction and testing	Engineering Report	Trial HSC	
	Term 4 Week 6	Term 1 Week 6	Term 2 Week 7	Term 3 Week 4/5	
Knowledge and understanding of course content	10	10	10	30	60
Knowledge and skills in research, problem solving and communication related to engineering	10	15	15		40
Mark Weighting	20	25	25	30	100

ENGLISH - ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal text using prescribed text and related material Texts and Human Experiences	Comparative essay Textual Conversations	Imaginative task Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3–4	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

ENGLISH - STANDARD

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Analytical response using prescribed text and related material Texts and Human Experiences	Multimodal presentation Language, Identity and Culture	Imaginative Text Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 4, Week 9	Term 1 ,Week 8	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	25	25	25	25	100

ENGLISH – EXTENSION 1

Component	Task 1	Task 2	Task 3	Component Weighting
	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 4/5	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5.	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, composition, investigation	15	20	15	50
Marks	30	40	30	100

ENGLISH – EXTENSION 2

Component	Task 1	Task 2	Task 3	Component Weighting
	Viva Voce (Including written proposal)	Literature Review	Critique of the creative process	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 4/5	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5.	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, composition, investigation	15	20	15	50
Marks	30	40	30	100

ENGLISH – STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Mandatory Module: Texts and Human Experiences	Elective Module 1 (multimodal presentation)	Elective Module 2	Collection of Classwork All Modules	
Timing	Term 4, Week 9	Term 1 ,Week 7	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	5	15	15	15	50
Total %	20	25	25	30	100

ENGLISH - EAL/D

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Reading and Writing task based on unseen material and prescribed text Module A: Texts and Human Experiences and Focus on writing	Speaking and Listening task using related text and prescribed text (multimodal presentation) Module B: Language, Identity and Culture	Analytical response using prescribed text Module C: Close study of text	Trial HSC Examination Modules A, B C and Focus on Writing	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 4/5	
Outcomes assessed	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100

FOOD TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	The Australian Food Industry. Case study & Oral Presentation	Food Manufacture. Research & Practical	Food Product Development. Design Task & Practical	Trial HSC	
	Term 4 Week 9/10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
Knowledge & understanding of course content	5	5	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating.	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts.		10	20		30
Mark Weighting	20	25	30	25	100

French Continuers

Component	Task 1	Task 2	Task 3	Component Weighting
	Listening/Speaking	Reading/Writing	TRIALS	
	Term 1 Week 4/5	Term 2 Weeks 4/5	Term 3 Weeks 4/5	
Listening	20	0	10	30
Reading	0	25	5	30
Speaking	10	0	10	20
Writing	0	15	5	20
Mark Weighting	30	40	30	100

INDUSTRIAL TECHNOLOGY TIMBER & GRAPHICS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Designing and Planning Presentation	Product Analysis Report	Project Development and Management Report	Trial HSC	
	Term 4 Week 9	Term 2 Week 1	Term 3 Week 1	Term 3 Week 4/5	
Knowledge and understanding of course content	10	10		20	40
Knowledge and skills in the management, communication and production of projects. A project includes the product and the project management folio.	10	20	40		60
Mark Weighting	20	20	40	20	100

LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Research Task	Research Task	Research Task	Trial HSC Exam	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 4-5	
Knowledge & understanding of course content	15	5	10	10	40
Analysis and evaluation	5		5	10	20
Inquiry and research		10	5	5	20
Communication of legal information, issues & ideas in appropriate forms	5	5	5	5	20
Mark Weighting	25	20	25	30	100

MATHEMATICS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Class Test	Class Test	Class Test (Investigative Task)	Trial HSC	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4/5	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	15	10	10	15	50
Mark Weighting	25	25	20	30	100

MATHEMATICS STANDARD 1 COURSE

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Class Test	Class Test (Note sheet)	Assignment	Trial HSC	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3/4	
Understanding , fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Mark Weighting	25	25	20	30	100

MATHEMATICS STANDARD 2 COURSE

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Class Test	Class Test (Note sheet)	Assignment	Trial HSC	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3/4	
Understanding , fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Mark Weighting	25	25	20	30	100

EXTENSION 1 MATHEMATICS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Class Test	Class Test	Class Test (Investigative Task)	Trial HSC	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4/5	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	15	10	10	15	50
Mark Weighting	25	25	20	30	100

EXTENSION 2 MATHEMATICS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Class Test	Class Test	Class Test (Investigative Task)	Trial HSC	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 4 Week 4/5	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	15	10	10	15	50
Mark Weighting	25	25	20	30	100

MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Change in the Modern World	Power and Authority (Historical Analysis Task)	Personality Task	Trial HSC Exam	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4-5	
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL	25	20	25	30	100

MUSIC 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;">Presentation of Performance and Viva Voce</p> <p style="text-align: center;">Topic 1</p> <p style="text-align: center;">Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic</p>	<p style="text-align: center;">Composition Portfolio and Aural Analysis</p> <p style="text-align: center;">Topic 2</p> <p style="text-align: center;">Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic</p>	<p style="text-align: center;">Presentation or Submission: Elective Option for Topics 1 and 2</p> <p style="text-align: center;">Presentation of performance and/or composition portfolio and/or musicology outline and viva voce</p>	<p style="text-align: center;">Trial HSC Examination</p> <p style="text-align: center;">Aural Skills Examination</p> <p style="text-align: center;">Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3</p>	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4/5	
	Outcomes assessed H1, H2, H4, H5, H6	Outcomes assessed H2, H4, H5, H6, H7, H8	Outcomes assessed H1-8*	Outcomes assessed H1-8*	
Performance	10				10
Composition		10			10
Musicology	10				10
Aural		10		15	25
Electives			30	15	45
Total %	20	20	30	30	100

PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Option 1	Core 2 / Option 2	Core 1	Trial Examination	
Timing	Term 4 Week 7	Term 1 Week 11	Term 2 Week 10	Term 3 Per Examination Timetable Week 4/5	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Photography and Digital Media Year 12 2019

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	<p>Written Research Task: Photography/digital Media Artist Practice</p> <p>Investigation of the relationship(s) between Photography/Digital Media Artists and artworld practices, including annotated research, initial writing drafts and images.</p>	<p>Development of the Portfolio and work Brief</p> <p>Submission of Photography/Digital Media Portfolio in progress, PPD with annotated evaluation of a sustained exploration of materials and ideas through the frames</p>	<p>Extended Written Response</p> <p>Photography/Digital Media Criticism/Art History</p> <p>Analysis of the development of photography/Digital Media criticism and/or historical discourse in 21st century</p>	<p>Final Portfolio</p> <p>Resolving the Portfolio Work: submission of Portfolio</p> <p>PPD, written analysis of intention and Photography/ Digital Media practice through the conceptual framework</p>	
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	CH1, CH2	M1, M3, M4	CH3, CH4	M6, M2, M5	
Component					Weighting %
Artmaking		30		30	60
Art Criticism and Art History	10		20	10	40
Total %	10	30	20	30	100

PHYSICS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Depth Study	Practical and Skills Examination	Research Task with In-Class Component	Trial Examination	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5	
Knowledge and understanding of course content	10	5	5	20	40
Skills in working scientifically	20	15	15	10	60
Mark Weighting	30	20	20	30	100

SCIENCE EXTENSION

Component	Task 1	Task 2	Task 4	Component Weighting
	Research Proposal	Presentation of Progress Report	Scientific Research Report	
	Term 4 Week 10	Term 2 Week 4	Term 3 Week 2	
Communicating scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data	5	10	15	30
Application of scientific research skills	15	10	15	40
Total %	30	30	40	100

SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Component Weighting
	Continuity & Change Task	Depth Study Task	Trial HSC Exam	
	Term 4 Week 8	Term 1 Week 10	Term 3 Weeks 4-5	
Knowledge & understanding of course content	15	15	20	50
Application and evaluation of social and cultural research methods	15	10	5	30
Communication of information, ideas & issues in appropriate forms	10	5	5	20
Mark Weighting	40	30	30	100

Software Design and Development

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Software Solution Case Study	Design Presentation	Project	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 3–4	
Outcomes assessed	H1.1, H2.2, H5.1, H5.2	H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the design and development of software solutions	5	15	20	10	50
Total %	15	25	30	30	100

VISUAL ARTS

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Written Research Task: Artist's Practice	Development of the Body of Work	Extended Written Response	Trial HSC Exam	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5	
Art making		30		20	50
Art Criticism & Art History	10		30	10	50
Mark Weighting	10	30	30	30	100

VET Courses



Education
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2019 SPORT COACHING COURSE DESCRIPTIONS

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Sport Coaching**
Board Endorsed Course

4 Preliminary and/or HSC units in total

Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIS20513 Certificate II in Sport Coaching

Units of Competency

Core

BSBWOR202A	Organise and complete daily work activities
SISSSCO101	Develop and update knowledge of coaching practices
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies
HLTAID003	Provide first aid (to be delivered by an external RTO)

Electives

SISBBSB201A	Teach fundamental basketball skills
SISSSOF202	Officiate games or competitions
SISSSOF101	Develop and update officiating knowledge
SISSSPT201A	Implement sports injury prevention
SISSATH201A	Teach the fundamental skills of athletics
SISNTB204A	Teach foundation netball skills OR
SISRGL204A	Teach the skills of rugby league for modified games

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in the sport, fitness and recreation industry:

- | | |
|--------------------------------|------------------------|
| ▪ Sports Coach or Trainer | ▪ Sports Official |
| ▪ Assistant Coach | ▪ Sports Event Manager |
| ▪ Sport Administration Officer | ▪ Team Manager |

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources/ Consumables \$ N/A

Other: First Aid Certificate \$80.00 (approx.)

The First Aid certificate is delivered by an external RTO

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2019 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20416 Certificate II in Kitchen Operations

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

Electives

SITHCCC001	Prepare and present simple dishes
SITHCCC002	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend out of school hours events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources/ Consumables \$120.00
Refund Arrangements on a pro-rata basis

Other \$70.00 (approx.) Chefs Uniform
Please see your VET teacher to enquire about financial assistance

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2019 CONSTRUCTION COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Construction**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways Units of Competency Core

CPCCWF2001A Handle wall and floor tiling materials
CPCCWF2002A Use wall and floor tiling tools and equipment

CPCCCM1012A Work effectively and sustainably in the Construction Industry
CPCCOHS2001A Apply OHS requirement, policies and procedures in the construction industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications

Additional units required to attain a HSC credential in this course
CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 - Prepare to work safely in the construction industry. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

Electives

6 out of the following

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form
CPCCCA2002B Use carpentry tools and equipment

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Construction Induction Card (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resource/ Consumables \$80.00

Other\$ (White Card) \$80.00

The White Card will be delivered by an external RTO

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>