



YEAR 12 HSC ASSESSMENT GUIDE

**2023.2024**

# **YEAR 12 HSC ASSESSMENT GUIDE**

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This document is intended as a guide to HSC Assessment for students and parents/guardians

# STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE

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Advice Notice from UAC. ATARs are also made available to institutions for selection purposes. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

Specifically, an ATAR indicates the position of a student relative to their Year 7 cohort. That is, an ATAR of 80.00 indicates that students with that ATAR have performed well enough in the HSC to place them 20% from the top of their Year 7 cohort, had all the Year 7 students completed Year 12 and been eligible for an ATAR.

### **ATAR courses**

ATAR courses are Board Developed courses for which there are formal examinations conducted by NESA that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.

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## Procedure for Discontinuing a Subject

Towards the end of Year 11, students and their parents will be invited to an interview with a staff member to discuss the possibility of discontinuing one or more of their six subjects in HSC. If a student chooses to discontinue a subject, it is important to discuss this with the staff member if so, which staff member.

If a student chooses to discontinue one of their Year 11 subjects this would happen either at the start of their HSC courses (Term 4) or at the start of Term 1 the following year.

Students are encouraged to continue all six Year 11 subjects into the first term of their HSC studies (Term 4 of their Year 11).

Students are still enrolled in a HSC subject and are expected to attend classes until all the relevant paperwork has been completed and signed off by the student, parents and staff at the school.

Once a subject is discontinued it cannot be taken up again by the student.

Students who complete a VET course at the end of Year 11 will be expected to continue with 10 units of study in Year 12.

The form that is required to be completed by a student in order to request to drop a subject will be emailed to students and parents at the end of Term 3 (Year 11).

## ASSESSMENT PROGRAM DEVELOPMENT

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HSC ASSESSMENT



**Please note that Year 11 and 12 subject teachers are not permitted to grant extensions on any Formal assessment task in the Secondary School for Stage 6 students.**

## **COURSE COMPLETION CRITERIA**

Satisfactory completion of a course requires the Principal to have sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the School

## ASSESSMENT POLICY



The relevant Head of Faculty will determine on which day of the designated week the assessment will fall. The Head of Teaching and Learning consults regularly with the Heads of Faculty to determine a Year 11 and 12 Assessment Guides fit appropriately within the School calendar.

#### HQ

The specific Due Date can be found on the Task Notification and in SEQTA in 'Overview of Assessments' for the specific subject.

All hand in assessments must be uploaded onto SEQTA (or as outlined on the assessment task) on the morning they are due except for practical tasks as a PDF file type (unless otherwise stated in the Task Notification). All hand in assessment tasks (from Years 7-12) should be uploaded onto SEQTA by students in the correct format (PDF file type) and via Turnitin.

#### 4. FAILURE TO SUBMIT A TASK

If a hand in assessment task is submitted after 9.00am but before 3.30pm on the day it is due the student will lose 20% of the final mark/grade they attain for the task.

If a task is submitted after 3.30pm on the day it is due the student will receive zero for the task.

Computer hardware or software failure is not to be accepted as an excuse for late submission. Students cannot submit assessments late!



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submit a request for this special consideration from the Head of Teaching and Learning (Secondary) well before the due date of the assessment task.

Students will need to apply to the Head of Teaching and Learning (Secondary) before the due date, using the form from the website or from Student Reception in order to be granted an extension.

Extensions will only be granted if the Head of Faculty in discussion with the Head of Teaching and Learning are satisfied that there are sufficient grounds for an extension beyond procrastination or disorganisation.

Vacations taken outside normal school holidays or attending sporting events will not normally be accepted as a valid reason for absence from, non-submission of, or late submission of an assessment task.

## 7. MALPRACTICE EVENT

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Malpractice is considered to include, but not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- collaborating on a task (that is not a group task) and presenting the same work
- using material directly from books, journals, CDs or the internet without reference to the source

- use of artificial intelligence and presenting as own ideas

- building on the ideas of another person without reference to the source

- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially

- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

- paying someone to write or prepare material

- breaching school examination rules

- using non-approved aides during an assessment task

- contriving false explanations to explain work not handed in by the due date

- assisting another student to engage in malpractice.

Any student found guilty of malpractice in an assessment task will lose between 20% and 100% of the mark depending on the nature of the malpractice.

In the event that malpractice affects more than 50% of a submitted task, this may be considered severe malpractice and will result in a zero mark being awarded. The penalty will be determined by the Head of Teaching and Learning and Head of Faculty of the subject involved.

To support students with reducing the likelihood of a malpractice event, all hand in assessments (including drafts) are required to be submitted via 'turnitin' in SEQTA to check for similarities that may contribute to malpractice. Students are able to access their similarity reports and make corrections to work samples prior to submission and teacher use of the platform to check for malpractice.



The student must supply evidence of the work completed on the computer;  
If unable to do so, zero mark policy applies as above;  
If work is complete, teacher negotiates a time when the work can be printed;  
Insufficient time to print is not a reason for lateness of submission.

## 9. ASSESSMENT REVIEW

A student may seek clarification about assessment results from their teachers. After this process, a student may submit an appeal against the administration of any assessment task. The student must compose a letter titled "*Application for Appeal*" within a week of a problem occurring associated with the task.

The appeal will be discussed with an appeals committee comprising the Head of Teaching and Learning and the relevant Head of Faculty.

An assessment review should focus on the School's procedures for determining the final assessment mark.

Students are not entitled to seek a review of a teacher's judgements of the worth of individual performance in assessment tasks.

The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

### **Scope and Sequence Plans**

Each Faculty has developed a scope and sequence plan for every subject offered within their Faculty. Each scope and sequence plan for a Stage 6 subject covers both Year 11 and HSC. A copy of each plan will be provided to students studying that subject.

### **Assessment, Reporting and Record Keeping for Stage 6 Subjects**

It is the responsibility of each Faculty to develop an Assessment Plan for every subject offered within that department at Stage 6 level. Each Assessment Plan for a Stage 6 subject must cover both Year 11 and HSC. Student achievement is reported via SEQTA. Satisfactory completion of a subject is determined by the Principal as per Section 8019 of NESA's online ACE Manual as well as meeting the requirements of the School's assessment protocols.

## **Assessing and Grading Student Achievement**

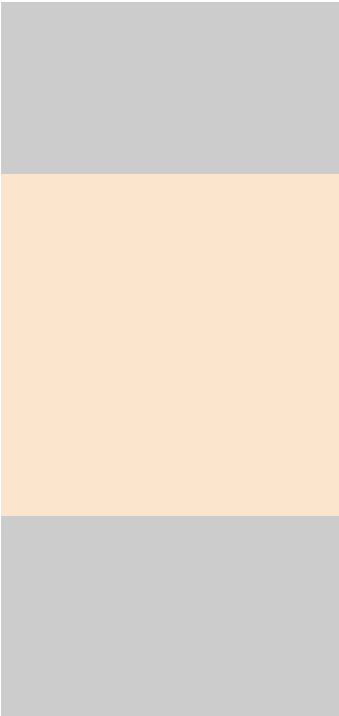
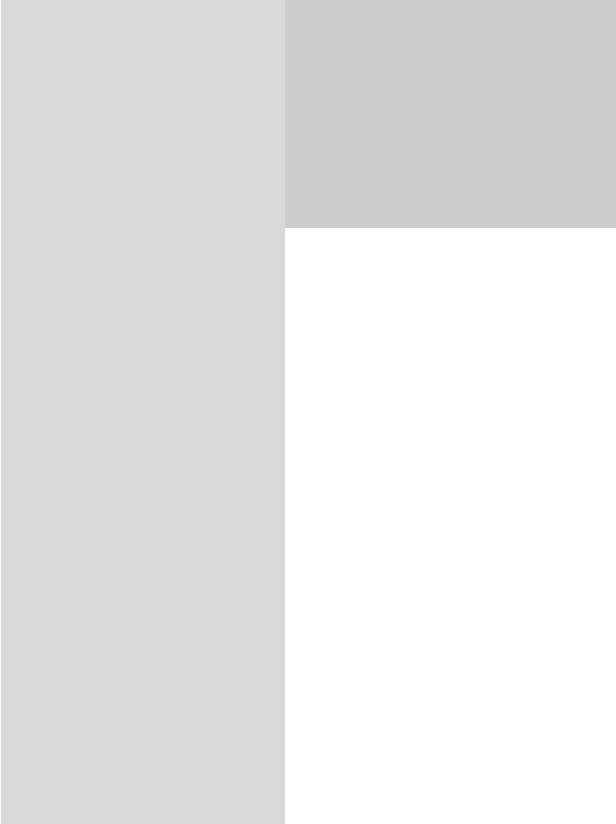
Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, they



# Weekly Overview of Assessments 2023.2024

Week | Term 4, 2023  
(10 week





**Weekki**



# Learning Area - English

## English Standard

### *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Weighting</b>
<b>Name of Task</b>	Common Module Texts and Human Experiences Pre-circulated Response	Multimodal Presentation	Module C Craft of Writing	Trial Examination	
<b>When the Task is due</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	EN-1, EN-5, EN-7	EN-1, EN-3, EN-5, EN-6, EN-8	EN-3, EN-4, EN-5, EN-6, EN-8 4	EN-1, EN-2, EN-3, EN-4, EN-5, EN-6, EN-7, EN-8	
<b>Syllabus Component</b>					
Knowledge and understanding of Content	10	15	10	15	<b>50</b>
Skills	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# English Advanced

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	4	Weighting
<b>Name of Task</b>	Common Module Texts and Human Experiences Pre-circulated Response	Multimodal Presentation	Module C Reading and Writing	Trial Examination	
<b>When the Task is due</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3 Weeks 5 & 6	
<b>Outcomes Assessed</b>	EA-1, EA-5, EA-7A	EA-2, EA-6, EA-6, EA-9	EA-3, EA-4, EA-5	EA-1, EA-2, EA-3, EA-4, EA-5, EA-6, EA-7, EA-8	
<b>Syllabus Component</b>					
Knowledge and understanding of Content	10	10	15	15	<b>50</b>
Skills	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# English Extension 1

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Weighting</b>
<b>Name of Task</b>	Extended Response	Imaginative Response	Trial Examination	
<b>When the Task is due</b>	Term 1, Week 5	Term 2, Week 4	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	E12 -1 E12 -2 E12 -3 E12 -4	E12 -2 E12 -3 E12 -5	E12 -1 E12 -2 E12 -3 E12 -4 E12 -5	
<b>Syllabus Component</b>				
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 2

### *Schedule of Formal Assessment Tasks*

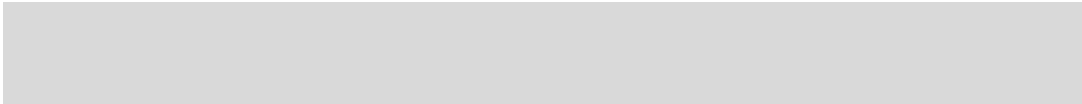
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Name of Task</b>	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
<b>Component</b>	Term 4 Week 9	Term 2, Week 3	Term 3, Week 1	
	EEX12-1 EEX12-4 EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Learning Area - Mathematics

Mathematics Standard 2

*Schedule of Formal Assessment Tasks*

Task Number	1	2
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# Mathematics Standard 1

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	4
<b>Name of Task</b>	Written Assignment	Analysis Task	Written Assignment	Trial Examination
<b>When the Task is due</b>	Term 4, Week 9	Term 2, Week 3	Term 2, Week 10	Term 3, Weeks 5 & 6
<b>Outcomes Assessed</b>	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10

<b>Syllabus</b>	<b>Weighting</b>
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# Mathematics Extension 1

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Name of Task</b>	Written Test	Investigation Task	Analysis Task	Trial Examination	
<b>When the Task is due</b>	Term 1, Week 3	Term 2, Week 2	Term 2, Week 9	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	ME12-1 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
<b>Syllabus Component</b>					<b>Weighting</b>
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	5	10	20	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Mathematics Extension 2

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	4	
<b>Name of Task</b>	Written Test	Investigation Task	Analysis Task	Trial Examination	
<b>When the Task is due</b>	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-7 MEX12-8	MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Syllabus Component					Weighting
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	5	10	20	MEX12-3	



# Chemistry

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	4	
<b>Name of Task</b>	Depth Study	Research Assignment	First-hand Investigation	Trial Examination	
<b>When the Task is due</b>	Term 1, Week 5	Term 2, Week 2	Term 2, Week 7	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-6 CH11/12-7 CH12-13	CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
<b>Syllabus Component</b>					<b>Weighting</b>
Skills in Working Scientifically	25	10	15	10	<b>60</b>
Knowledge and understanding	5	10	5	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Physics

W J J3 J3

## Schedule of Formal Assessment Tasks

Task Number	1	2	3
<b>Name of Task</b>	First-hand investigation/Media Presentation	Depth Study	Trial Examination
<b>When the Task is due</b>	Term 1, Week 4	Term 3, Week 1	Term 3, Weeks 5 & 6
<b>Outcomes Assessed</b>	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH 11/12-5 PH 11/12-7 PH 12-14	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15
<b>SyllaU</b>			<b>Weighting</b>

# Learning Area - Technologies and Applied Studies

Agriculture

## *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	4
Name of Task	Oral Presentation Plant Production	Bean Density		



**Weighting**

# Design & Technology:Graphics

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Name of Task</b>	Innovation Case Study	Project Proposal	Project Development and Realisation	Trial Examination	
<b>Type of Task</b>	Written Project	Folio - Written Component	Design Folio	Examination	
<b>When the Task is due</b>	Term 4, Week 7	Term 1, Week 2	Term 3, Week 1	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	H1.2 H3.1 H3.2 H5.2	H1.1 H4.1 H5.1	H2.1 H2.2 H4.2 H4.3 H6.1 H6.2	Selection of Outcomes	
<b>Syllabus Component</b>					<b>Weighting</b>
Knowledge and understanding of course content	20			20	<b>40</b>
Knowledge and q4					

# Food Technology

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Name of Task</b>	Australian Food Industry	Food Manufacture	Food Product Development	Trial Examination
<b>When the Task is due</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5 & 6
<b>Outcomes Assessed</b>	H1.2 H1.4 H3.1	H1.1 H4.2	H1.3 H4.1	H2.1 H3.2 H5.1

### **Syllabus Component**

Knowledge and understanding of food

### **Weighting**



# Industrial Technology: Multimedia

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Name of Task</b>	Project Proposal, Planning & Research	Project Development & Management	Folio and Production of Major Work	Trial Examination	
<b>Type of Task</b>	Written Proposal	Design Folio	Design Folio	Examination	
<b>When the Task is due</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	All Course Outcomes	
<b>Syllabus Component</b>					<b>Weighting</b>
Knowledge and understanding of course content	5	5		30	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	10	10	40		<b>60</b>
<b>Total %</b>	<b>15</b>	<b>15</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Learning Area - Human Society and Its Environment (HSIE)

## Business Studies

### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	4
<b>Name of Task</b>	Operations Essay	Marketing Report	Finance Task	Trial Examination
<b>When the Task is due</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5 & 6
<b>Outcomes Assessed</b>	H2 H4 H5 H6 H7 H8 H9	H4 H5 H8 H9	H5 H6 H8 H9 H10	H1 H2 H3 H4 H5 H6 H8 H9
				H2 +
				<b>Weighting</b>

# Economics

## *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	4
Name of Task	Case Study	<sup>n</sup> M		

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**Weighting**

# Modern History

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Name of Task</b>	Source Analysis	Historical Analysis	Essay	Trial Examination	
<b>When the Task is due</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5 & 6	
<b>Outcomes Assessed</b>	MH12-4 MH12-6 MH12-7 MH12-9	MH12-1 MH12-2 MH12-3 MH12-5 MH12-8 MH12-9	MH12-1 MH12-2 MH12-5 MH12-7 MH12-9	MH12-1 MH12-2 MH12-3 MH12-5 MH12-6 MH12-9	
<b>Syllabus Component</b>					<b>Weighting</b>
Knowledge and understanding of content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10			10	<b>20</b>
Historical inquiry and research		10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Legal Studies

## *Schedule of Formal Assessment Tasks*

<b>Task Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Name of Task</b>	Crime Essay	Human Rights Test	Research Essay	Trial Examination
<b>When the Task is due</b>	Term 1, Week 3	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 5 & 6
<b>Outcomes Assessed</b>	H1 H4 H7 H8 H9 H10	H1 H2 H3 H5	H1 H4 H5 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10

<b>Syllabus Component</b>					<b>Weighting</b>
Knowledge and understanding of course content	5	15	5	15	<b>40</b>
Analysis and evaluation	5		5	10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of legal information, issues and					



# Learning Area - Creative Arts (Chandra Hale)

## Visual Arts

### Schedule of Formal Assessment Tasks

Task Number	1	2	3	4
Nature of tasks	Case Study	Development of the Body of Work (VAPD)	Resolving the Body of Work	Trial Examination
When the Task is due	Term 1, Week 9	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 5 & 6
Outcomes assessed	H1 H2 H3 H4 H9	H8 H9 H10	H1 H2, H3 H4 H6 H8	H2 H4 H5 H6 H7 H8 H9
				<b>Weighting</b>

# Learning Area - Personal Development Health and Physical Education (PDHPE)

## Community and Family Studies

### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	4
<b>Name of Task</b>	Independent Research Project	Community Group Case Study	Parenting and support groups Test	Trial HSC Examination
<b>When the Task is due</b>	Term 1, Week 2	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 5 & 6
<b>Outcomes Assessed</b>	H4.1 H4.2	H1.1 H2.2 H2.3 H3.1 H3.3 H5.1	H1.1 H3.3 H5.1 H6.2	H1.1 to H6.2

Syllabus Component					Weighting
Knowledge and understanding of how the following impact on wellbeing: resource management positive relationships range of societal factors range of societal factors	5	5	10	10	<b>30</b>
Skills in: applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing.		10	5	10	<b>25</b>
Knowledge and understanding about research, methodology					<b>5</b>





## **Learning Area - Modern Languages**

Italian Continuers- Please refer to your Distance Education providers HSC Assessment Schedule for this information.

German Continuers- Please refer to your Distance Education providers HSC Assessment Schedule for this information.

# Learning Area - Vocational Education and Training (VET)

The units within the HSC VET curriculum framework are competency-based. This means that a student's assessment is based on their knowledge, skills, application and attitude. Students must demonstrate that they are competent in performing the task successfully based on set criteria. The assessment does not compare students against each other. Students will be judged as either **competent** or **not yet competent** according to set criteria that students are given beforehand. If students are judged as not yet competent, their teacher will let students know how they can improve and negotiate a plan to demonstrate their competence. Students will be given a maximum of three opportunities to demonstrate the competencies not yet achieved.

Students will be informed where an assessment is critical to a competency determination and must ensure that they make every effort to meet the requirements of that assessment. If an assessment is to be handed in, the same rules apply as to all other Assessment Tasks.

A Certificate of Achievement is awarded to students who meet all competencies at the end of the course.

# Construction - Certificate II in Construction Pathways

## *Schedule of Formal Assessment Tasks*

<b>Task number</b>	<b>Task 1</b>
<b>Nature of task</b>	Trial Examination
<b>Timing</b>	Term 3, Week 5 & 6
<b>Syllabus Component and Competencies</b>	<b>Weighting</b>

# Primary Industries - Certificate II in Agriculture

## *Schedule of Formal Assessment Tasks*

**Task number**

**Task 1**

**Nature**



## Tourism, Travel and Events - Certificate III in Tourism

### *Schedule of Formal Assessment Tasks*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	
<b>Nature of task</b>	Test	Trial Examination	
<b>Timing</b>	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Syllabus Component and Competencies</b>			<b>Weighting</b>
<b>Australian destinations</b> SITTTSL004 Provide advice on Australian destinations			--
<b>Safety</b> SITXWHS001 Participate in safe work practices			
<b>Sustainability</b> BSBSUS201 Participate in environmentally sustainable work practices			
<b>Working in the industry</b> SITTIND001 Source and use information on the tourism and travel industry			
<b>Working with customers</b> SITXCCS006 Provide service to customers SITXCOM002 Show social and cultural sensitivity			
<b>Tourism and Travel stream</b> SITTTSL002 Access and interpret product information SITTTSL005 Sell tourism products and services SITTTSL006 Prepare quotations	SITTTSL002 SITTTSL005		
<b>Weighting</b>	<b>25</b>	<b>75</b>	<b>100</b>

The procedures and rules outlined in this Manual for HSC Assessment Tasks apply to these examinations.