

Gloucester High School 2025 Higher School Certificate Assessment Policy

Containing:

- **Introduction from the Principal**
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- **2025 GHS Assessment Policy**
- **Glossary of key words for assessment and examination questions**
- **Schedule of 2024/25 Assessment Tasks By Course**
- **2024/25 Assessment Calendar**
- **Illness/Misadventure Appeal Form**



HSC COURSE ASSESSMENT POLICY

This booklet contains the following information and should be read in conjunction with the HSC documents available from the NSW Education Standards Authority (NESA) (<http://educationalstandards.nsw.edu.au>)

- General principles, purposes and rules of the Gloucester High's Higher School Certificate Assessment Policy
- Gloucester High's Faculty Assessment Schedules for each HSC Course
- Gloucester High's Assessment Calendar,
- Glossary of Key Words
- Illness/Misadventure Appeal Form

To be awarded the NSW Higher School Certificate students must satisfactorily complete the HSC Course in their chosen courses in Year 12. To satisfactorily complete the HSC in a course, students

- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- must complete the internal school-based assessment and the external examination in that course. Both parts of the assessment contribute equally to the Australian Tertiary Admission Rank (ATAR) and as such are a very important assessment for many students. Employers invariably look to the school's judgement of a prospective employee's worth through the assessment mark.

At the presentation of the Higher School Certificate, all students who have attempted Board Developed Courses will be given three separate marks:

1. An external examination mark
2. A school based assessment mark
3. A HSC mark which is a combination of the external exam mark and school-based assessment.

VET Curriculum Framework courses are assessed in terms of the competencies achieved by the students. Students can also elect to sit for a HSC examination in one of these courses which can contribute to their Australian Tertiary Admission Rank (ATAR). There is no school-based assessment schedule for these courses as competencies are accredited when completed through the course.

The specific course assessment policies indicate the various mandatory components as well as providing an indication of assessable tasks and, where applicable, the due date for such tasks. An assessment calendar is also provided.

Assessment will be based on the following:

- Each student's demonstrated achievement of the stated outcomes for each assessment task.
- There will be no limit on the number of students who can reach top marks.

Student ranks in assessment tasks and cumulative ranks will be made available after each task is returned.

Formal reporting will occur during semester 1 and after the Trial HSC examination. These reports will show the examination mark and rank, plus the cumulative assessment rank.

Marks given will be out of 100 and will often differ significantly from final HSC marks which are in the range 50-100.

Teachers will use different types of assessment tasks, allowing them to assess the variety of assessment components in a course. A combination of some or all of the following will be used.

- Those assessment tasks completed *in class*
- Those assessment tasks *submitted* by a due date
- Formal examinations (Trial HSC)
- Tasks completed or researched outside class time but *presented in class*
- Work placements and workplace journals

The attached Schedule of Assessment Tasks has been designed to meet the requirements specific to each course as set out by the NSW Board of Studies in their course syllabus documents. Gloucester High School's Higher School Certificate Assessment Policy is also included. The policy should be carefully read by students and parents to ensure thorough understanding of the procedures and responsibilities. This policy is to be applied in conjunction with the [Assessment Certification and Examination \(ACE\) Manual](http://www.ace.nesa.nsw.edu.au) available at <http://www.ace.nesa.nsw.edu.au>

Student Responsibilities:

To satisfy the requirements for a Higher School Certificate and Record of Achievement a student must:

- make genuine efforts to master course work
- make themselves aware of all rules concerning the completion of their courses and assessment procedures (i.e. this policy booklet in conjunction with the Board of Studies documentation).
- give priority to assessment tasks over all other controllable activities e.g. sporting and social functions.
- In addition, the award of a Higher School Certificate and Record of Achievement requires satisfactory attendance, satisfactory conduct and a satisfactory level of application and effort over the period of enrolment in the courses studied.

What should students and parents know?

For each assessment task the following should be included:

- What is to be assessed (including outcomes)
- How it will be assessed (marking guidelines)
- When it will be assessed (date due)
- The relative value of each task

General information contained in this booklet:

- When the order-of-merit will be advised
- Details concerning; illness and misadventure, zero scores, cheating, appeals, review panel, order-of merit, reports, change of school/course/repeats
- A zero mark shall be awarded for:
 - non-submission of an assessment task
 - non-attendance at an assessment task
 - non-serious attempt at an assessment task
 - cheating during the performance of an assessment task

Please note: Where a candidate has been given zero marks because of the failure to complete assessment tasks totalling 50% or more of the final course assessment mark, the principal must certify that the course has not been studied satisfactorily.

I ask that you complete the separate sheet, indicating that you have received this information about the Higher School Certificate Assessment Program and list the names of your courses.

Please contact me at school if you wish to discuss any matters related to assessment.

I wish you well in your future endeavours.



T Edman
Principal
26 October 2024

ASSESSMENT - DISABILITY PROVISIONS

NESA may approve disability provisions for HSC exams for students with a disability that would, in normal circumstances, prevent them from reading exam questions or communicating responses.

The provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year.

Provisions help students to show the markers what they know and can do.

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

Class teachers need to ensure that all school-based assessment activities are accessible to students with disability. This is a requirement under the *Disability Standards for Education 2005*. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Evidence (documentation can be provided by, but is not limited to, a Doctor, a Psychologist, an Occupational Therapist or a Speech Pathologist) of the individual student need **MUST** be provided to the Learning and Support Coordinator to support all HSC Disability Provisions applications.

Teachers/Learning Support Coordinator may talk with you to discuss possible adjustments and decide on and **approve any adjustments** for school-based assessment tasks. Some students may require:

- adjustments to the assessment process
- adjustments to the assessment activities
- alternative formats for responses

Please refer to the following website for further information.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Parents and carers are encouraged to contact the school to discuss their child's individual learning needs and whether their child may be eligible for HSC Disability Provisions.

Short Guide to GHS Assessment Policy

SITUATION	RESPONSE
Student is not applying himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.	An initial N determination warning letter will be issued, indicating work required to rectify the situation. As required, a second warning letter will be issued. Should the concern not be addresses,
Student misses class because of school commitments .	It is the responsibility of the student to inform the teacher in advance, to collect any material issued and to complete set work. Failure to do so may result in an N determination warning letter detailing work required.
Student's attendance is of concern, e.g. below 85%.	An N determination warning letter will be issued, indication work required to rectify the situation.
Repeated failure to complete homework .	An N determination warning letter will be issued, indicating worked required to rectify the situation.
Non serious attempt at task.	Zero marks awarded. N determination warning letter sent home. A genuine attempt at the task must be made.
Student knows in advance that he/she is unable to sit for a task on the designated day because of a school endorsed activity or leave.	A student must notify their class teacher and submit an Illness/Misadventure Appeal Form on or before the designated date for the assessment.
Student knows in advance that he/she is unable to submit a task on the designated day because of a school endorsed activity or leave.	Students must notify their class teacher and submit the task before the due date or arrange for the task to be submitted on the due date.
Student fails to sit for a task, or is absent on the designated date, or absent the day before the task is due.	Illness/Misadventure Appeal Form must be submitted on the due date or within twenty four hours of student's return to school. The student should expect to complete the task on the first day of return to school.
Task is submitted after the due date.	Zero marks will apply unless there are grounds for Illness/Misadventure. If absent, the student should expect to submit the task on the first day of return to school. An Ill/Misadventure Appeal Form must be provided within twenty four hours of the student's return to school. If not possible within 3 days, contact the school. If present, the student should submit an Illness/Misadventure Appeal Form on the day the task is due.
Student is unable submit an Illness/Misadventure Appeal Form within three days of the task.	Contact must be made with the school, preferably on the day but within three days and arrangements must be made for submission of the Illness/Misadventure Appeal From. An N determination warning letter will be issued, indicating negotiated task completion details.
Student submits an Illness/Misadventure Appeal Form within the required time.	Deputy Principal or Principal and Head Teacher consider the appeal in consultation with class teacher and notifies student of the outcome.
Illness/Misadventure Appeal is upheld .	Marks awarded for completed task.
Illness/Misadventure appeal is dismissed .	Zero marks awarded and letter sent notifying of this. Student may appeal the decision. N determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Student fails to submit an Illness/Misadventure Appeal Form as required above.	Zero marks awarded and letter sent notifying of this. N determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Task is not completed or submitted on the due date and student has no grounds for Illness/Misadventure appeal.	Zero marks awarded and letter sent notifying of this. N determination warning letter sent home. Student is still required to complete the task.

GLOUCESTER HIGH SCHOOL HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT POLICY

1. Assessment Periods

The Year 11 Assessment period will commence after Week 5 of Term 1 and finish at the end of Term 3 in Year 11. The HSC Assessment period will commence in Term 4 of Year 11 and finish mid-Term 3 of Year 12.

2. Assessment free periods

Notwithstanding the overall Assessment periods identified in point 1, there are two assessment free periods in Year 12 and two in Year 11:

Year 12

- i) weeks 3 and 4 of Term 4 (the first term of Yr 12), for VET-related work placements;
- ii) weeks 3 and 4 of Term 3 – the 2 weeks prior to the HSC Trial examinations.

Year 11

- i) weeks 2 and 3 of Term 3, for VET-related work placements;
- ii) late Term 2/early Term 3, Jindabyne Year excursion.

3. Task Notification

Students will be informed in writing of the specific requirements, outcomes and marking guidelines for each assessment task. This will be made available to students at **least two weeks** in advance of the proposed due date. Note that the task notification does not apply to examination assessment tasks held in the nominated examination period.

For each assessment task, the notification will include:

- i) the specific course outcomes that are being assessed;
- ii) marking criteria describing how the task will be assessed;
- iii) the date the task is due; and
- iv) how the task is to be submitted.

Teachers will require students to sign a register to indicate receipt of task notification.

It is the responsibility of an absent student to check with the teacher about missed task information upon their return to school. Being absent when task notification is issued does not automatically warrant an extension of time for the task.

4. Impact of mandatory work placements

Students who consider that their ability to complete a task will be adversely affected by a requirement to complete a mandatory work placement should discuss their situation with their teacher at the time the task notification is issued. In approved cases, appropriate adjustments will be developed to enable the student to have equal opportunity to complete and submit the task.

5. Applying for additional support for school-based tasks

Students requiring additional support to access a school-based task have the right to apply for special provisions to assist them complete the task. Such provisions may include help with writing/reading/interpreting the task, additional time, separate supervision or, in some cases, a modified or alternative task.

Students needing additional support should speak with their classroom teacher and/or the Learning Support Coordinator (Mrs Cameron) as soon as possible after the receipt of the task notification.

In approved cases, appropriate adjustments are implemented for that student and the student then

completes and submits the task. Any adjustments to tasks for students with additional learning needs will be consistent with the Disability Standards for Education Act (2005).

Attachment A contains a flowchart outlining the special provisions process for school-based assessment tasks.

Accessing HSC Disability Provisions

It is important to note that there is a completely separate process managed by the New South Wales Education Standards Authority (NESA) for students wanting to apply for additional support during formal HSC examinations. Students with a diagnosed disability or an identified additional need may apply for examination provisions such as a reader, separate supervision, rest breaks, extra time and/or a writer. NESA has a comprehensive application process that requires a collaborative approach including the student, teachers, families and any external agencies to provide evidence supporting the student's application for special provisions.

The school must submit applications for HSC Disability Provisions to NESA by the end of Term 1 2024. Any student who is interested in applying for additional support during HSC examinations should speak with the Learning Support Coordinator and/or their teacher at the earliest opportunity so that the application can be completed and submitted on time.

6. Submission of Drafts

In subjects where a draft task can be handed to a teacher for feedback before the task is due, one draft for any task or section will be allowed, unless otherwise stated by the teacher in the task notification. Students are encouraged to present a draft to assist with their learning. A draft can only be given to the class teacher and must be done at least 5 school days before the due date for that task. No other teacher is to be approached for feedback unless the class teacher gives written approval in the notification.

7. Submitting Tasks

Assessments are to be completed and submitted to the teacher before the due date specified in the Assessment Task Notification. Teachers will require students to sign a register to indicate submission of the task (including time and date).

Where a student is unable to submit a task personally, they are to make alternative arrangements to ensure that their task is submitted by the due date.

Where a student expects that they will not be able to submit their task on time, they are to initiate discussions with their teacher regarding the reasons for the delay as early as possible.

Extensions of time will only be given in exceptional circumstances and usually only with prior negotiation.

8. Task completed on time but performance affected by illness/misadventure

Any student that has submitted a task on time but considers that their performance in the lead-up to the task or on the day of the task has been adversely affected by illness and/or misadventure¹ is entitled to apply for special consideration.

Students should inform their teacher as soon as practical of their illness/misadventure and the impact that it has had on their performance.

Students wanting to apply for special consideration are required to complete an Illness/Misadventure form².

¹ Misadventure is defined as any event beyond the student's control - such as involvement in a traffic accident, natural disaster, death of a close friend or family member - which the student believes diminished their performance in the task/examination

² A copy of the school's Illness/Misadventure form is attached at the end of this policy

- In the case of illness, the application should include appropriate supporting information such as a Medical Certificate, statements from health professionals, comments/observations from teachers and other documentation (such as a Statutory Declaration) from relevant independent sources relating to the illness.
- In the case of misadventure, the application should include independent evidence (such as a Statutory Declaration) describing the event/situation.

An Illness/Misadventure application without sufficient evidence may be rejected by the school. The Illness/Misadventure form should be completed and submitted as soon as practical. As a general rule, the application should be submitted within three school days of the due date of the task. In most cases, a separate Illness/Misadventure form will need to be submitted for each task affected³.

The following are not considered valid reasons for an Illness/Misadventure application:

- i) difficulties in preparation or loss of preparation time due to computer/printer malfunction or other technology fault;
- ii) alleged deficiencies in teaching;
- iii) long-term illness such as glandular fever (unless there has been a flare-up of the condition during the examination or assessment period);
- iv) misreading the assessment task or examination instructions;
- v) misreading the examination timetable; or
- vi) other commitments including but not limited to holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations.

9. Tasks submitted on time but student away from school immediately prior to the due date

In the absence of any illness/misadventure, the expectation is that students attend each and every school day, including the days immediately prior to a task's due date.

The teacher managing the assessment task will monitor student attendance in the days prior to a task being due. Where a student is absent from school immediately prior to the task being due, the student will be required to submit an Illness/Misadventure application, with appropriate supporting documentation, explaining the reason for their absence.

In cases where an Illness/Misadventure application has either not been submitted or submitted but not accepted, the school may adjust the student's marks for that task. In considering what adjustment may be appropriate, the school will take into account the adjustments given to tasks submitted late⁴.

10. Tasks submitted late

10.1: Late Due to Illness/Misadventure

Students are entitled to apply for special consideration when they believe that illness or misadventure prevented them from completing the task by the due date.

Students should inform their teacher as soon as practical of their illness/misadventure and the impact that it has had on their performance.

³ In extreme circumstances, an Illness/Misadventure application form may be submitted by a support person on behalf of the student and a single application may cover multiple tasks

⁴ as described under section 10

Students wanting to apply for special consideration are required to complete an Illness/Misadventure form and follow the process described in point 8. Unless agreed otherwise, an application for Illness/Misadventure must be completed and submitted within three school days of the student's return to school.

In approved cases, the student may be given an extension of time or an adjusted/alternative task. The student is expected to complete and submit the task in accordance with these adjustments.

In exceptional circumstances, such as where undertaking a substitute task is not feasible or reasonable or where the missed task is difficult to duplicate, the class teacher in conjunction with the relevant Head Teacher may give the student an estimated mark for that task based on other appropriate evidence.

10.2: Tasks submitted after the due date

Where no alternative arrangements have been agreed and there is no approved Illness/Misadventure application, if an assessment task is submitted late the student will receive an N-determination warning letter and a mark of zero for the task. The student is required to satisfactorily complete the task to redeem the N-determination.

11. Failure to make a genuine attempt at completing an assessment task

To successfully complete a HSC course, a student must make a genuine attempt at assessment tasks that contribute in excess of 50 per cent of the available marks for the school-based assessment.

Where a student has not completed a task and there is no approved Illness/Misadventure application, this will be deemed a non-genuine attempt.

Where a student has completed a task but been awarded a zero mark for that task, their teacher will use professional judgement to determine whether the student has made a genuine attempt at that task.

Where a student is deemed to have not made a genuine attempt, the student becomes at risk of not meeting the school-based requirements for successfully completing that course.

In such a situation, a Non-completion of Task Warning letter will be issued. This letter will specify the action required by the student to make a satisfactory attempt at the task and the possible consequences should the student ultimately receive a non-completion determination for that course.

12. Non-completion determination for a course

Should a student fail to meet the requirement of making a genuine attempt at completing assessment tasks that contribute in excess of 50 per cent of the available marks for the school-based assessment component of a course, the student will receive a non-completion determination for that course.

Such a determination means that:

- i) the student will not receive a result for that course;
- ii) the course will not be listed on the student's HSC Record of Achievement; and
- iii) the course will not count towards the student's HSC pattern of study.

In many cases, this third consequence is likely to mean that the student is no longer eligible for the award of the Higher School Certificate (HSC).

13. Reporting of Task Results

Results of individual tasks will be reported to students in the form of a mark and a rank, in addition to teacher comments. The mark awarded for an assessment task may only be questioned within 24 hours of the return of the task⁵. From that point, the mark for the assessment task will stand.

A flowchart showing the processes applying to school-based assessment tasks as described in points 3–13 is annexed as *Attachment B*.

⁵ For tasks returned on a Friday, 24 hours is deemed to mean 9am the following school day

14. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice includes but is not limited to:

- i) copying part or all of someone else's work and presenting it as your own
- ii) using material directly from books, journals, electronic media or the internet without acknowledging its source
- iii) using Artificial Intelligence (AI) tools, including but not limited to Chat GPT and GrammarlyGo, to compose part of and/or substantially to your assessment task
- iv) building on someone else's ideas without stating their source
- v) buying, stealing or borrowing someone else's work and presenting it as your own
- vi) submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- vii) using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- viii) paying someone to write or prepare material and presenting it as your own
- ix) not acknowledging any work completed by others for your submitted work/performance
- x) breaching school examination rules
- xi) cheating in an HSC examination
- xii) using non-approved aids in a school-based assessment task
- xiii) giving false reasons for not handing in work by the due date
- xiv) helping another student to engage in malpractice
- xv) providing fraudulent evidence in applications for disability provisions or illness/misadventure
- xvi) being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC examination – irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- Prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed.
- Answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

All HSC students are required to complete the "All My Own Work" course and must understand that student work, submitted for assessment must be the sole effort of the student.

Where a student's submitted work is wholly or significantly not their own, or in other cases of malpractice, it will be treated as a Non-completion of the task, given a zero (0) mark and an "N" Determination warning letter will be issued.

Students must resubmit the task in order to satisfy course requirements.

All cases of proven malpractice that have resulted in a zero mark will be forwarded to NESAs.

Where the malpractice applies to only a portion of the task, the teacher may choose to award zero for that part of the task and mark remaining parts of the task on their merit.

15. Appeals

A student may appeal against a zero score or against the awarded order-of-merit (final course ranking) but only on the basis of the procedures employed - not the actual mark awarded. An appeal

shall be in writing stating reasons and/or explanations, signed by a parent/ and the student and submitted to the Principal.

An appeal should be lodged within five school days of the announced result of an assessment task or the awarded order-of-merit.

16. **Assessment Panel**

To ensure consistency in the application of this policy, the Principal will establish an Assessment Panel comprising the Deputy, a Head Teacher and a classroom teacher. Panel members will be appointed annually.

The role of the Assessment Panel is to:

- i) develop, review and amend this policy as required;
- ii) inform staff and students about this policy and its associated procedures; and to
- iii) consider and make recommendations to the Principal on matters arising from this policy including but not limited to:
 - Illness/Misadventure applications
 - non-completion of course determinations
 - malpractice
 - the validity of a task⁶
 - proposed adjustments to the assessment schedule⁷.

In fulfilling its responsibilities the Assessment Panel may consult with relevant staff, students and/or other individuals as it considers appropriate.

17. **Students who change courses/schools or repeat Year 12**

For students who transfer before the start of the Assessment Period, no action is necessary.

For students who transfer after the assessment commences and before the closing date for HSC entry in Year 12, the receiving school must prepare an assessment based on assessment tasks completed at the receiving school. The Principal may take into consideration information from the sending school.

For students who transfer between the final date for HSC entry and the time for the submission of school assessments, the sending school will provide the assessment. In these cases the student's moderated assessment will be determined using the scaled examination of the sending school.

For a student repeating Year 12, assessment will be based on Year 12 of their repeating year only.

18. **Implementation of this policy**

This policy comes into effect upon signature.



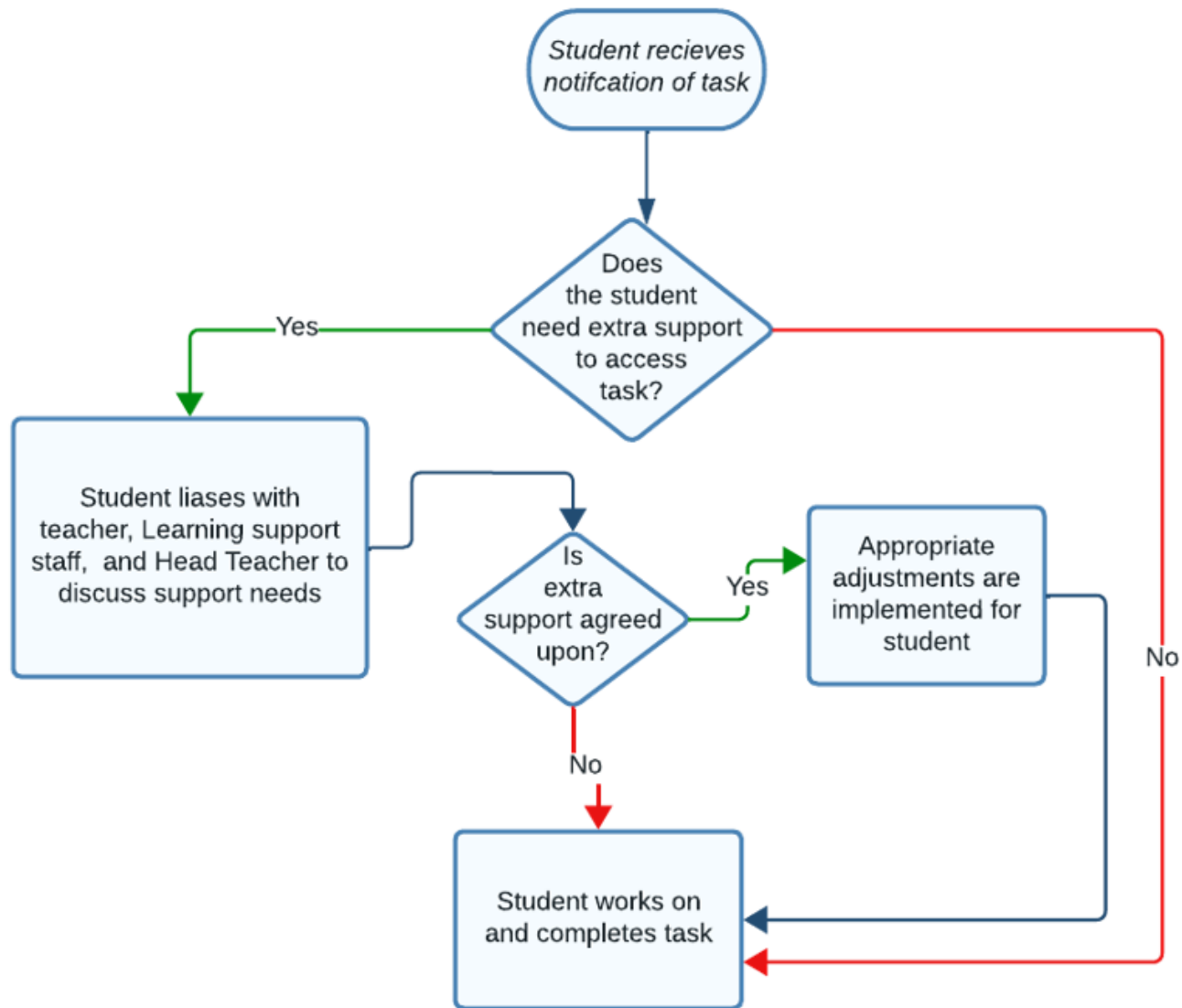
26 October 2024

Trudi Edman **Principal**

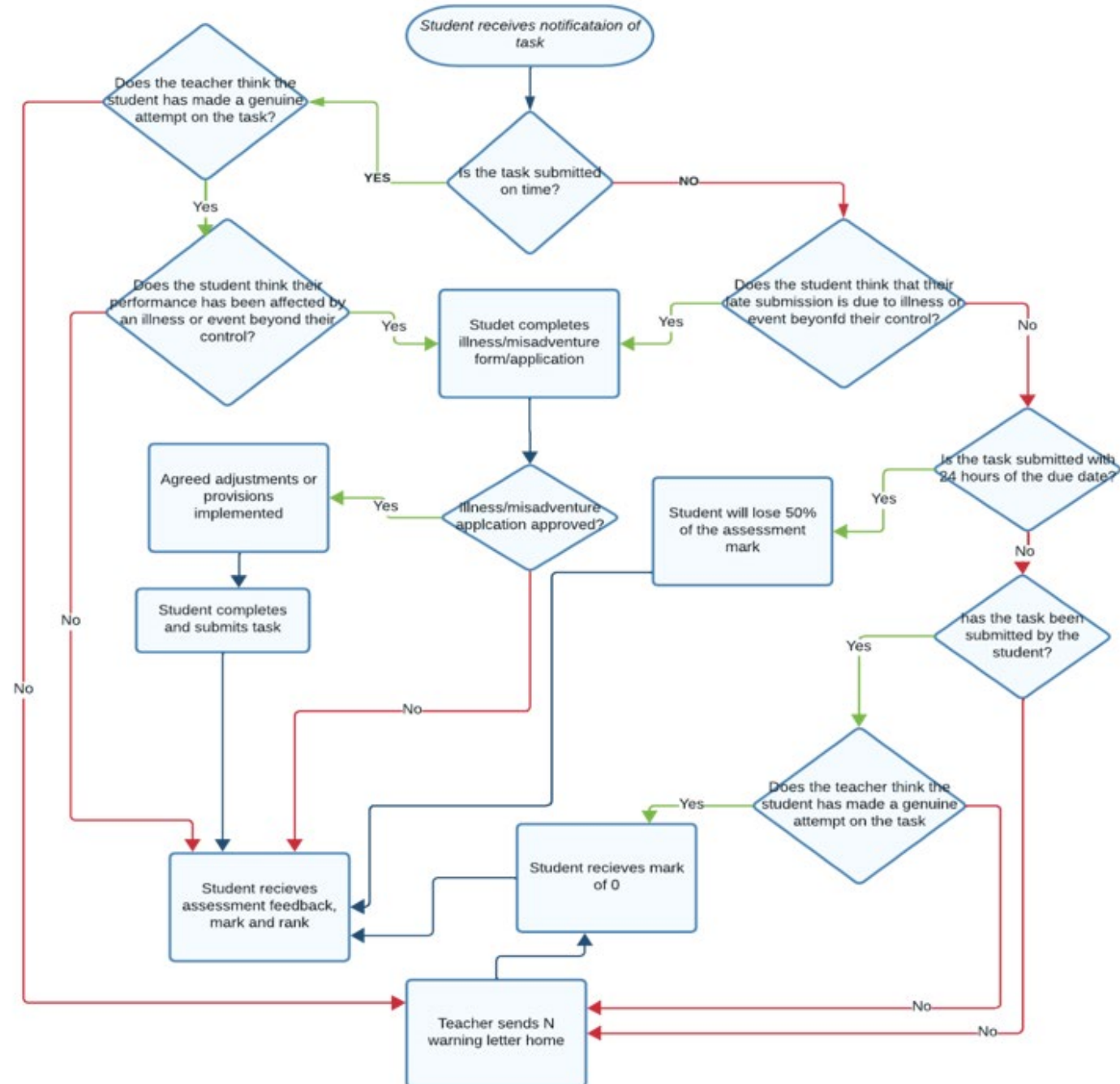
⁶ The Principal will determine an appropriate course of action should a task or part thereof be found to be invalid

⁷ Students will be given at least two weeks written notice of any approved change to the assessment schedule

Attachment A: Applying for Special Provisions for School-based Assessment Tasks



**Attachment B:
Processes Applying to School
Assessment Tasks**



Attachment C: Gloucester High School N-Notification Procedures

Student **has not made a genuine attempt at an assessment task**, is **not achieving any course outcomes** or is **not working with due diligence or sustained effort**.



Student receives **Initial Warning Letter** stating issue(s) of concern, the impact on student assessment and the action(s) required by the student to address the



Student interviewed by Teacher

Student **has still not made a genuine attempt at an assessment task** or **continues to not achieve course outcomes** or **continues to work without due diligence or sustained effort**

Student receives **Second (and final) Warning Letter** restating the issue(s) of concern, the impact on student assessment and the action(s) required by the student to address the concern(s)

Student interviewed by Faculty Head Teacher

If the student **fails to meet any of the course outcomes** or **has not worked with due diligence or sustained effort** or **has not made a genuine attempt at more than 50% of the school-based assessment tasks**, the Principal advises NESAs that the student has not successfully met course

Subject will not appear on Student's record

Student likely to be at risk of not receiving a HSC

Glossary of Key Words

This glossary contains key words that appear frequently in NESA syllabuses, performance descriptions and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account

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

Analyse

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

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

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

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

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

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

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

Evaluate

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

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

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

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

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole

SCHEDULE OF ASSESSMENT TASKS 2024/2025 BY COURSE

Note: VET Courses are at the end of this section

AGRICULTURE

Nature of task	Task 1 Elective questions + in class test	Task 2 Plant/Animal Production – Experimental Design Reports	Task 3 Farm Product Study – Research Task	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W9	T1 W11	T2 W4	T3 W5/6	
Outcomes assessed	3.4, 4.1, 5.1,	1.1, 2.1, 2.2, 4.1	3.1, 3.2, 3.3, 3.4	All outcomes	
Components					
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Knowledge, understanding and skills required to manage agricultural production systems	5%		15%	20%	40%
Skills in effective research, experimentation and communication	10%	10%			20%
Total %	20%	20%	25%	35%	100%

BIOLOGY

Nature of task	Task 1 Research and Report <i>Heredity</i>	Task 2 Oral Report <i>Genetic Change</i>	Task 3 Depth Study Data Analysis <i>Diseases and disorders</i>	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W10	T1 W9	T2 W9	T3 W5/6	
Outcomes assessed	Bio 12-3 Bio 12-5 Bio 12-6 Bio 12-7 Bio 12-12	Bio 12-1 Bio 12-2 Bio 12-3 Bio 12-14	Bio 12-1 Bio 12-4 Bio 12-6 Bio 12-7 Bio 12-14	All outcomes	
Components					
Knowledge and Understanding	10%	5%	10%	15%	40%
Skills in Working Scientifically	10%	15%	20%	15%	60%
Total %	20%	20%	30%	30%	100%

BUSINESS STUDIES

Nature of task	Task 1 Stimulus and Response <i>Operations</i>	Task 2 Marketing Plan Analysis <i>Marketing</i>	Task 3 Research and Report <i>Finance</i>	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W9	T1 W6	T2 W6	T3 W5/6	
Outcomes assessed	H1, H2, H3, H4, H5, H6, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H4, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components					
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Stimulus-based skills		5%	10%	5%	20%
Inquiry and research	10%	10%			20%
Communication of business information, ideas and issues in appropriate forms		5%	5%	10%	20%
Total %	15%	30%	25%	30%	100%

CHEMISTRY

Nature of task	Research Task <i>Equilibrium and Acid Reactions</i> <i>Acid/Base Reactions</i>	Practical Task <i>Equilibrium and Acid Reactions</i> <i>Acid/Base Reactions</i>	Depth Study All Topics	Trial HSC Examination All Topics	
Date	T1 W11	T2 W3	T3 W2	T3 W5/6	
Outcomes assessed	CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13	CH12-1 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13	CH12-1 CH12-2 CH12-3 CH12-4 CH12-7 CH12-14 CH12-15	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	
Components					
Skills in Working Scientifically	10%	15%	20%	15%	60%
Knowledge and Understanding	15%	5%	10%	10%	40%
Total %	25%	20%	30%	25%	100%

COMMUNITY AND FAMILY STUDIES

Nature of task	Task 1 Parenting and Caring Research and Presentation	Task 2 Research Methodology - Independent Research Project	Task 3 Groups in Context	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W7	T1 W11	T2 W7	T3 W5/6	
Outcomes assessed	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.	1H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	All outcomes	
Components					
Knowledge and understanding of course content	10%	5%	10%	15%	40%
Skills in critical thinking, research methodology, analysing and communicating	15%	15%	15%	15%	60%
Total %	25%	20%	25%	30%	100%

ENGLISH ADVANCED

Nature of task	Task 1 Essay (20%) with related text and reflection (5% Mod C) <i>Common Module: Texts and Human Experiences</i>	Task 2 Comparative essay (15%) and discursive (5% Mod C) <i>Module A: Textual Conversations</i>	Task 3 In class essay (20%) and imaginative (5% Mod C) <i>Module B: Critical Study of Literature</i>	Task 4 Trial HSC Examination <i>Paper 1 Common Module & Paper 2 Mod A, B & C</i>	
Date	T4 W9	T1 W9	T2 W9	T3 W5/6	
Outcomes assessed	EA12-1 EA12-2 EA12-5 EA 12-9	EA12-1 EA12-4 EA12-5 EA 12-6	EA12-1 EA12-3 EA 12-7 EA 12-8	EA12-1 EA12-4 EA 12-6 EA 12-8	
Components					
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%	10%	15%	15%	50%
Total %	25%	20%	25%	30%	100%

ENGLISH STANDARD

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Analytical response prescribed text and reflection-digital essay <i>Common Module: Texts and Human Experiences</i>	Essay and imaginative/discursive writing piece <i>Module A: Language, Identity and Culture</i>	In class analytic response and imaginative/discursive writing piece <i>Module C: Close Study of Literature</i>	Trial HSC Examination <i>Common Module Module A Module B Module C</i>	
Date	T4 W9	T1 W9	T2 W9	T3 W5/6	
Outcomes assessed	EN12-1, EN12 -2, EN12-3 EN12-5 EN 12-6 EN12-7, EN12-9	EN12-1 EN12-3, EN12-4, EN12-5 EN 12-7 EN12-8	EN12-1 EN12-3, EN12-4,EN-12-5 EN 12-7 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8	
Components					
Knowledge and understanding of course content	10%	5% (Mod C)	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10% 5% Reflective Writing	15%	10% 5% (Mod C)_	15%	50%
Total %	25%	20%	25%	30%	100%

ENGLISH STUDIES

	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Past the Shallows: Opinion Piece <i>Mandatory Module: Text and Human Experience</i>	Multi-modal Presentation <i>Elective Module: We Are Australian</i>	Portfolio of Classwork <i>All modules</i>	Portfolio Resubmission <i>All Topics</i>	Summative Skills Assessment (non-Atar) OR Trial HSC Examination (ATAR)	
Date	T4 W9	T1 W9	T2 W9	T3 W2	T3 Wk5/6	
Outcomes assessed	ES12-1, 5,8,9,10 S12-2, 6	ES12-1, 3, 5, 7, 9	ES12-1, 4, 5, 6, 7, 9	ES12-2, 4, 5, 9, 10	ES12-2, 4, 5, 9, 10	
Knowledge/understanding of course content	15%	10%	15%		10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	*Initial mark may be revised following resubmission.	10%	50%
Total %	25%	25%	30%		20%	100%

INDUSTRIAL TECHNOLOGY Timber

	Task 1	Task 2	Task 3	Task 4	
Nature of task	Timber and Technique Research	Industry Study	Production, Practical Skills Industry Product Evaluation	Trial HSC Examination <i>All Topics</i>	
Date	T4 W10	T1 W9	T2 W9	T3 W5/6	
Outcomes assessed	3.1, 3.2, 3.3, 4.1, 4.2, 4.3 6.1 6.2	3.2, 5.1, 7.1, 7.2	1.2, 2.1, 3.1, 3.2, 3.3, 4.1 4.3, 6.1 6.2	All Outcomes	
Components					
Industry Study		10%		5%	15%
Major Project	20%	10%	20%	10%	60%
Industry Related Manufacturing Technology		10%	10%	5%	25%
Total %	20%	30%	30%	20%	100%

INVESTIGATING SCIENCE

Nature of task	Task 1 Practical Task <i>Scientific Investigations</i>	Task 2 Research Task <i>Technologies</i>	Task 3 Depth Study <i>Testing Claims Report</i>	Test 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W8	T1 W10	T2 W10	T3 W5/6	
Outcomes assessed	INS 12-1 INS 12-2 INS 12-3 INS 12-4 INS 12-5 INS 12-7 INS12-12	INS 12-1 INS 12-4 INS 12-5 INS 12-6 INS 12-7 INS12-13	INS 12-1 to INS 12-15	INS 12-1 to INS 12-15	
Components					
Knowledge and Understanding	5	10	10	15	40
Skills in Working Scientifically	15	10	20	15	60
Total %	20%	20%	30%	30%	100%

MATHEMATICS ADVANCED

Nature of task	Task 1 Written Assessment	Task 2 Written Assessment	Task 3 Written Assessment	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W8	T1 W10	T2 W10	T3 W5/6	
Outcomes assessed	Chapters 1, 2 & 3	Chapters 4, 5 & 6	All outcomes	All outcomes	
Components					
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem Solving, reasoning and justification	10%	10%	15%	15%	50%
Total %	20%	20%	30%	30%	100%

MATHEMATICS EXTENSION 1 - 1 Unit

Nature of task	Task 1 Written Assessment	Task 2 Written Assessment	Task 3 Written Assessment	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W10	T1 W8	T2 W8	T3 W5/6	
Outcomes assessed	Chapters 2, 8 & 10	Chapters 11, 12 & 13	All outcomes	All outcomes	
Components					
Concepts, skills and techniques	10%	10%	15%	15%	50%
Reasoning and communication	10%	10%	15%	15%	50%
Total %	20%	20%	30%	30%	100%

MATHEMATICS NUMERACY

Nature of task	Task 1 Ongoing Assessment	Task 2 Ongoing Assessment	Task 3 Ongoing Assessment		
Date	T4 W8	T1 W10	T2 W10		
Components					
Knowledge and understanding	15%	15%	20%		50%
Skills	15%	15%	20%		50%
Total %	30%	30%	40%		100%

MATHEMATICS STANDARD 2

Nature of task	Task 1 Written Assessment	Task 2 Written Assessment	Task 3 Written Assessment	Task 4 Trial HSC Examination <i>All Topics</i>	
Date	T4 W8	T1 W10	T2 W10	T3 W5/6	
Outcomes assessed	MS2-12-3 MS2-12-4 MS2-12-9	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
Components					
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem Solving, reasoning and justification	10%	10%	15%	15%	50%
Total %	20%	20%	30%	30%	100%

MATHEMATICS STANDARD 1

Nature of task	Task 1 Written Assessment	Task 2 Written Assessment	Task 3 Written Assessment	Task 4 Written Examination <i>All Topics</i>	
Date	T4 W8	T1 W10	T2 W10	T3 W5/6	
Outcomes assessed	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS11-2 MS11-6 MS11-9 MS11-10 MS1-12-3 MS1-12-9	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
Components					
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem Solving, reasoning and justification	10%	10%	15%	15%	50%
Total %	20%	20%	30%	30%	100%

MUSIC 1

Nature of task	Task 1 Presentation of Performance and Viva Voce	Task 2 Composition Portfolio and Elective Option	Task 3 Presentation of Core performance and Aural skills	Test 4 Trial HSC Examination	
Date	T4 W8	T1 W7	T2 W6	T3 W5	
Outcomes assessed	H1, H2, H4, H5, H6	H1 H2, H4, H5, H6, H7, H8	H1-8*	H1-8*	
Components					
Performance	10%				10%
Composition		10%			10%
Musicology	10%				10%
Aural			10%	15%	25%
Electives		15%	15%	15%	45
Total %	20%	25%	25%	30%	100%

*Teachers will select appropriate outcomes based on Elective options selected by each student.

PD/H/PE

Nature of task	Task 1 Research assignment	Task 2 Half Yearly Exam	Task 3 Research assignment/Case Study	Task 4 Trial HSC Exam	
Date	T4 W8	T1 W10	T2 W10	T3 W5/6	
Outcomes assessed	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H13, H16, H17	H1, H2, H3, H4, H5, H14, H16, H17	All outcomes	
Components					
Knowledge and understanding of course content	10%	10%	10%	15%	45%
Skills in critical thinking, research methodology, analysing and communicating	10%	15%	15%	15%	55%
Total %	20%	25%	25%	30%	100%

VISUAL ARTS

Nature of task	Task 1 VAPD & Body of Work Progress	Task 2 In-Class Essay	Task 3 Completed Body of Work	Task 4 Trial Examination	
Date	T1 W5	T2 W5	T3 W2	T3 W5/6	
Outcomes assessed	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components					
Critical & Historical Studies		25%		25%	50%
Artmaking	25%		25%		50%
Total %	25%	25%	25%	25%	100%

Vocational Education Training (VET) Courses 2025

Tamworth RTO 90162

Vocational Education Training Courses are described on the following pages.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

SIT20316 Certificate II in Hospitality

Public Schools NSW, Tamworth Registered Training Organisation 90162

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 - Food and Beverage Board Developed Course	4 HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
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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. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2) Units of Competency Core BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively SITXCCS003 Interact with customers SITXCOM002 Show Social and Cultural sensitivity SITXWHS001 Participate in safe work practices Electives SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage	Plus, additional competencies Category A SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads OR Category B SITXCOM001 Source and present information BSBCMM201 Communicate in the workplace BSBSUS201 Participate in environmentally sustainable work practices HLTAID003 Provide First Aid
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Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

• Café attendant	• Barista	• Kitchen hand	• Food and beverage attendant
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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 Food and Beverage 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 Cost: Preliminary - \$120 HSC - \$120

- All Hospitality students are also required to purchase a Food and Beverage Uniform for \$45. Ordering is arranged through the Hospitality Faculty.
- Students are also required to complete a Barista Competency course instructed by North Coast TAFE for \$125
- Students must complete a registered 1st Aid course as a requirement of the Certificate II SIS20513, instructed by an external provider for approximately \$65
- All students, regardless of whether or not they plan to sit the HSC Exam in Year 12, must make a serious attempt on the Preliminary Yearly Exam and the HSC Trial Exam.

Refunds

Refund arrangements on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinns.w.edu.au>

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>

**AHC20116 Certificate II Agriculture**

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Notification of variations will be made in due time.

Course: **Primary Industries**
Board Developed CourseHSC 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. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)**Units of Competency****Core**

AHCWHS201	Participate in work, health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work Effectively in the industry

Electives

AHCINF202	Install, maintain and repair farm fencing
AHCINF201	Carry out basic electric fencing
AHCMOM202	Operate tractors
AHCWRK201	Observe and report on the weather
AHCWRK205	Participate in workplace communication

Pest Management

AHCPMG201	Treat weeds
AHCCHM201	Apply chemical under supervision

Livestock

AHCLSK202	Care for health and welfare of livestock
AHCLSK205	Handle livestock using basic techniques
AHCLSK211	Provide feed for livestock
AHCLSK204	Carry out regular livestock observation
AHCLSK206	Identify and mark livestock
AHCLSK209	Monitor water supplies

Biosecurity

AHC BIO201	Inspect & clean machinery for plant, animal & soil material
AHCMOM304	Operate machinery and equipment

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hours activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries:

- | | | |
|----------------------------------|-------------------|----------------------------|
| • animal attending | • beef production | • crop production |
| • dairy farming | • nursery worker | • horse care |
| • livestock rearing and breeding | • horticulture | • pest and disease control |

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 determined as required by the NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries 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 Cost: Preliminary - \$60 HSC - \$60

** All students, regardless of whether or not they choose to sit for the HSC Exam in Year 12, must make a serious attempt at the Preliminary Yearly Exam and the HSC Trial Exam.

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2025 Information and Digital Technology Course Descriptor

ICT30120 Certificate III in Information Technology

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

Course: Information and Digital Technology
Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units
(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. You will be expected to complete all the requirements for the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

Examples of occupations in the information and digital technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirement

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology 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 your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$40 HSC - \$40

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology>

Exclusions: In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course.

General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Course Descriptor Information and Digital Technology - ICT30120 Certificate III in Information Technology Version {_UIVersionString}

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

2025 FEES

ELECTIVE SUBJECTS - Years 11 & 12		Payment Reference		
Agriculture	11/12	043 011	\$50.00	
Hospitality Food	11/12	043 033	\$120.00	
Industrial Technology - Timber	11/12	043 020	\$60.00	
Information Technology	11/12	043 007	\$40.00	
Primary Industries	11/12	043 013	\$80.00	
Visual Art	11/12	043 013	\$30.00	

HSC ASSESSMENT SUMMARY NOTE

Students should note that every endeavour has been made to limit the number of tasks in any one week. Sometimes ongoing tasks will be due in a week when other tasks are also due.

STUDENTS MUST PLAN TO ENSURE THAT TASKS ARE COMPLETED AHEAD OF DUE DATES RATHER THAN LEAVING UNTIL A WEEK WHEN OTHER TASKS ARE DUE.



SUMMARY of HSC ASSESSMENT SCHEDULE for 2024/2025

Term Four 2024 10 weeks	
Week 1	
Week 2	
Week 3	VET Work Placement
Week 4	VET Work Placement
Week 5	
Week 6	
Week 7	Community & Family Studies,
Week 8	Investigating Science, Maths Advanced, Maths Standard, Numeracy, Music, PDHPE
Week 9	Agriculture, Business Studies, English Advanced, English Standard, English Studies
Week 10	Biology, Industrial Tech-Timber, Maths Extension

Term One 2025 11 weeks	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Visual Art
Week 6	Business Studies
Week 7	Music
Week 8	Maths Extension
Week 9	Biology, English Advanced, English Standard, English Studies, Industrial Tech-Timber
Week 10	Investigating Science, Maths Advanced, Maths Standard, Numeracy, PDHPE
Week 11	Agriculture, Chemistry, Community & Family Studies,

Term Two 2025 10 weeks	
Week 1	
Week 2	
Week 3	Chemistry
Week 4	Agriculture
Week 5	Visual Art
Week 6	Business Studies, Music
Week 7	Community & Family Studies
Week 8	Maths Extension
Week 9	Biology, English Advanced, English Standard, English Studies, Industrial Tech-Timber
Week 10	Investigating Science, Maths Advanced, Maths Standard, Numeracy, PDHPE

Term Three 2025 10 weeks	
Week 1	
Week 2	Chemistry, English Studies, Visual Art
Week 3	Assessment Free
Week 4	Assessment Free
Week 5	
	HSC Trial Examinations - Agriculture, Biology, Business Studies, Chemistry, Community & Family Studies, English Advanced, English Standard, English Studies, Industrial Tech-Timber, Investigating Science, Mathematics Advanced, Mathematics Extension, Mathematics Standard 2 & 1, Music, PDHPE, Visual Arts
Week 6	HSC Trial Examinations (cont'd)
Week 7	No assessment tasks after Trial HSC Examinations
Week 8	HSC School Assessments due to NESA
Week 9	
Week 10	

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ILLNESS-MISADVENTURE APPEAL FORM

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- due and student is absent the day prior
- during extra-ordinary circumstances

Where a student experiences a misadventure, she/he should obtain an Illness-Misadventure Appeal form from within the Assessment Schedule Booklet, school office or from [Gloucester High School website](#)). This must be done on the same day where possible or the next day of attendance including the submission of the task and/or negotiation with Class Teacher and Head Teacher when the examination or practical task will be undertaken after the misadventure.

Completing the Illness/Misadventure Appeal

PART A: This section is completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer. Please note that the doctor's certificate must state the condition that will affect their performance in completing the task.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Head Teacher within **three school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: Recommendations for the appeal are then completed by Head Teacher (within policy guidelines). The Head Teacher may:

- recommend to uphold the appeal
- recommend to dismiss the appeal
- recommend to impose a penalty.

The appeal is then presented at the Appeals committee for final approval.

PART D: The Appeals Committee shall be convened by the Deputy Principal.

The committee may:

- uphold the appeal
 - dismiss the appeal
 - impose a penalty.
- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
 - All documents related to the appeal should be placed in the student's file.



ILLNESS/MISADVENTURE APPEAL FORM

ROSA / Year 11/ Year 12 Assessment (Circle one)

PART A – TO BE COMPLETED BY THE STUDENT (Please return to the appropriate Head Teacher)

Name of Candidate: Teacher:

Subject: Course:

Assessment Task: Due Date:

Reasons for failure to meet requirements: (Please outline your reasons)

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PART B – DOCUMENTATION (Please attach evidence)

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|------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. Medical Certificate (Clearly stating how the illness would affect the student's performance in the relevant exam or task) | YES | NO |
| 2. Other Documentation (Independent Evidence of Misadventure and/or Statutory Declaration) | YES | NO |

Student Signature: Parent/Carer Signature: Date:

SUBMIT THIS FORM TO THE HEAD TEACHER WITHIN 3 DAYS OF THE ILLNESS-MISADVENTURE

PART C – TO BE COMPLETED BY THE HEAD TEACHER after consultation with Classroom Teacher

- Recommend to uphold the appeal
- Recommend to dismiss the appeal
- Other (explain)

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Head Teacher : Date:

PART D – TO BE COMPLETED BY THE APPEAL COMMITTEE

Scheduled Meeting Date:/...../..... Venue:

- Uphold the appeal
- Dismiss the appeal

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Deputy Principal: Date:

Principal: Date:

Year Adviser: Date:

