



Nurture for today • Learning for tomorrow • Character for eternity

Secondary School Assessment Handbook

Year 12 HSC Program 2017 & 2018

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Goals of Assessment

'At Kempsey Adventist School we believe that students learn best when they are supported in taking responsibility for their lives and learning, when they experience success, and when they learn from their mistakes.'

The Teaching and Learning Committee and teachers will plan to:

- Develop a contemporary understanding of how students effectively learn best
- Continue to empower students so that they take responsibility for their own learning
- Continue to refine reporting between school and home on the student's academic performance

Outcomes-Based Assessment

Assessment is the collection of information for a purpose.

Effective learning has occurred when each learner:

- has integrated prior and new information to form new knowledge
- is able to apply new knowledge and understandings in a range of relevant contexts
- is able to explain new concepts and demonstrate new skills to others in a meaningful way.

Outcomes and assessment are linked in the following continuum:

- the curriculum provides outcomes related to skills and knowledge
- teaching and learning enables students to achieve outcomes
- assessment determines whether students have achieved outcomes
- reporting explains student achievement in terms of outcomes.

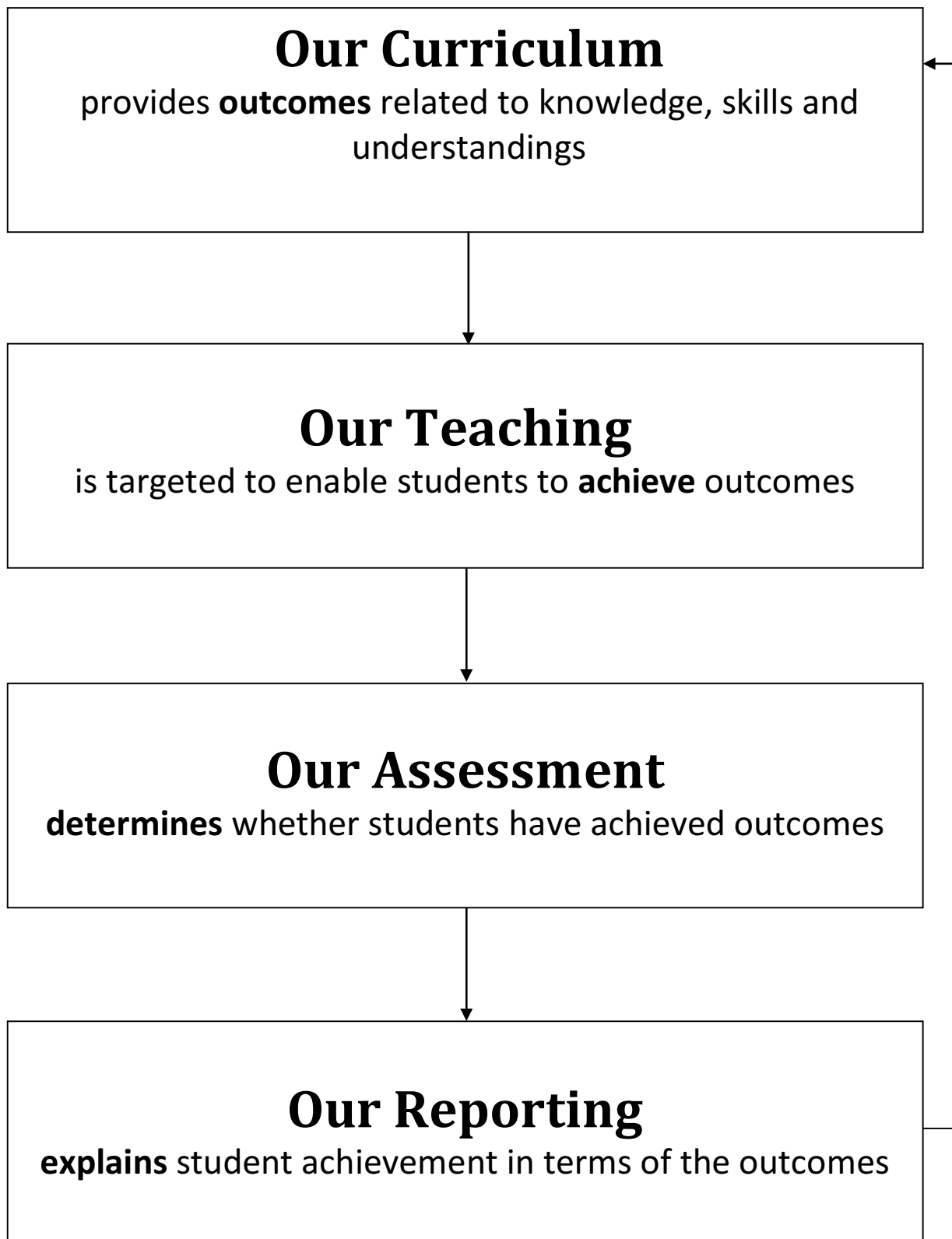
Quality Assessment Tasks will:

- give students an opportunity to work in a variety of different contexts
- provide opportunities for all students to demonstrate their best levels of achievement
- closely assess the chosen range of outcomes
- be interesting and engaging, and written in accessible language
- be editorially correct and neatly typed
- include an indication of the marking guidelines and the overall weighting of the task.

Formative Assessment:

- are an essential and integrated part of teaching and learning
- involve setting learning goals with students to help them improve
- help students know and recognise the standards they are aiming for
- involve students in self-assessment and peer assessment
- provide feedback that helps students understand the next steps in learning and plan how to achieve them
- involve teachers, students and parents reflecting on evidence from assessment data.

Outcomes in Teaching and Learning



Meeting HSC Requirements

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

What is Assessment?

- Assessment Tasks represent an integral part of the teaching and learning process and as such, all Assessment Tasks set must be completed. This Assessment Handbook contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessment tasks will be used to determine student progress over the duration of each course.
- Informal tasks or formative assessment, such as homework, assignments, portfolios and class work not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

Assessment Task Procedures

- All students in Year 12 must complete the NESA mandatory course “HSC: All My Own Work”, designed to help Higher School Certificate students to follow the principles and practices of good scholarship.
- Major projects may require work to be completed outside the class with permission from the class teacher. Journals, logbooks, interviews and drafts will be used to ensure ethical work.
- Students may receive no more than two Assessment Tasks per day and no more than five in a week. Examination blocks may contain more than five Assessment Tasks in a week.
- Students should have at least two weeks’ notice in writing to prepare for, or to complete an Assessment Task.
- Assessment Tasks generally should not be made due within the week before examinations unless they are simply submitting a major project that has been worked on for a considerable time period.
- Students should provide a bibliography of source materials where this is appropriate in the APA referencing as specified by the student handbook.
- Students should take care to acknowledge sources throughout their Tasks. Refer to *Plagiarism* section.
- Students should put effort into all tasks to develop skills, knowledge and understandings which will be used in the final examination.

How do I submit my Assessment Tasks?

- If a task has to be handed in to the teacher, the assessment task notification has to not only clearly indicate the due date but when and where the task is to be given to the teacher.
- Keep a back up electronic copy of ALL submitted tasks in case something goes wrong
- A paper or electronic copy of all Assessment Tasks should be submitted to the teacher or Dean of Learning (Standards & Assessment) during the allocated class or by the date and time specified on the Assessment Notification.
- A cover sheet for each Assessment Task must be completed and attached to each Task prior to handing it in. Copies of these can be found, at the end of the Assessment handbook, on SEQTA in the Year 12 portal page, or from the Dean of Learning (Standards & Assessment) office.
- If you know you are going away, you will need to plan to hand it in before you leave.

What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time?

- Complete an illness/misadventure form.
- You should produce a medical certificate if you have been sick.
- If approved, the Teaching and Learning Committee will give you a date that your task must be submitted with any conditions.
- If unapproved, you will receive zero, however, you will still be required to complete the task in the timeframe set by the Teaching and Learning Committee, which will be stated in an Official Warning letter (see sample later in this handbook).
- Failure to meet the new due date will mean you are issued with a second Official Warning Letter. In the event that the deadline is not met, you will be at risk of a N determination for your course.
- Extensions will only be granted for exceptional circumstances, holidays etc will not be deemed as exceptional.

Illness/Misadventure

- If a student is sick, absent or similar on the day a task is due or in the period leading up the task, it is the students's responsibility to obtain an 'Illness/Misadventure' from the Assessment handbook, on SEQTA in the Year 12 portal page, or from the Dean of Learning (Standards & Assessment) office. These forms are to be returned to the Dean of Learning (Standards & Assessment) to be presented at a Teaching and Learning Committee meeting.
- It is the teacher's responsibility to check if any of the students in their class are absent from school in the three days before a task is due. If a student is away during that time and an 'illness/Misadventure form' has not been completed or recorded and a copy of the processed application has not been forwarded to the classroom teacher, please refer the matter on to the Dean of Learning (Standards & Assessment).
- Teachers are not to make informal decisions about Illness/misadventures/extensions. Only the Teaching and Learning Committee can make decisions on Illness/misadventure/extension applications.
- In some cases, if an assessment task is incomplete on the due date, the student is to submit the incomplete task, even if they have been given an extension or a misadventure is being applied for. The completed task can be submitted when finished.

Non-Completion of Assessment Tasks

- If a student has valid reasons for not submitting a task, an Illness/Misadventure Application must be lodged with the Dean of Learning (Standards and Assessment)) within one week of the due date.

- For straightforward applications, the Dean of Learning (Standards and Assessment) will grant or deny the application (meeting obvious illness/Misadventure criteria). More complicated scenarios will be referred by the Dean of Learning (Standards & Assessment) to the Teaching and Learning Committee to deliberate.
- Where there is a valid reason for the non-completion of an Assessment Task, the Teaching and Learning Committee may decide on one of the following:
 - Give an extension of time
 - Ask the teacher to give a substitute task
 - Ask the teacher to give an estimate mark based on the student's performance on their other assessment tasks.
- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark must be recorded for the task. If the candidates' attempt at a particular task scores zero, it is a matter for the teacher's professional judgement to determine whether the attempt is genuine or not. The task must be completed within the reissued timeframe.

N Determination

- When a candidate has failed to complete any Assessment Tasks, homework, assignments, practicals or other significant sections for a course, the Dean of Learning (Standards and Assessment) will be informed by the Department Manager, with whom the subject teacher has discussed the matter. The Dean of Learning (Standards and Assessment) will issue a written warning letter 'Non-Completion of Task' to the student and their parent/carer to inform them of the child's failure to complete the work. A mark of zero will be awarded for all tasks that are not handed in on time without a reason that meets the criteria of NESAs. Students are still required to complete the task knowing that they will receive a mark of zero for the task.
- The letter will outline an opportunity for the student to correct the problem with a sign off slip to be completed by the parent/carer to acknowledge receipt of the letter. The letter will be posted to the student's recorded address as well as a copy given to the student. The school will retain a copy of the warning letter and the signed slip by the parent.

The process:

1. Advise the student and parent(s) or guardian(s) in writing in time for the course requirements to be corrected, and alert the student to the possible consequences of a N determination.
2. Request from the student/parent a written acknowledgement of the warning.
3. Issue at least one follow up warning letter if the course requirements have not been corrected.
4. If the work has not been completed by the second revised due date, a 'N' determination will be submitted to the NESAs. (As a result of this the student will be deemed as having not satisfactorily completed the subject(s) and will not receive a HSC certificate unless the student has at least 10 other units of study).
5. A student seeking a review of a 'N' award must apply to the Dean of Learning (Standards & Assessment) by the last day of Term 3 in the Year 12 HSC year.

Feedback to students

Students should receive clear feedback on the strengths and weakness of their performance on an assessment task. This advice should indicate:

- The mark gained for the task.
- Students' attainments in the task relative to the outcomes being assessed.
- Feedback designed to improve students' performance in future tasks.

Recording of Assessment Marks

Staff will be involved in moderation of tasks through collaboration, to ensure consistency in judgement. The school is required to maintain records of marks awarded for each task identified as part of the assessment program for the HSC course. Attendance is not to be taken into account in either the final assessment mark or in any individual assessment mark.

Assessment Appeals/Disagreement over Marks

A student who wishes to appeal the mark they have been given for an Assessment Task may:

- Approach the teacher who has awarded the mark and make an appointment to discuss the task when the work is returned.
- If it cannot be resolved at this level the teacher is to refer the student to the Department Manager.
- If it is still unresolved the subject teacher is to refer the student to the Dean of Learning (Standards & Assessment) for a formal application to be made to review the marking process. Note that all requests should be submitted to the Dean of Learning (Standards & Assessment) following a meeting with the teacher.
- Subsequently, Dean of Learning (Standards & Assessment) will present a written request to the Teaching and Learning Committee outlining specific reasons for the request.
- The Teaching and Learning Committee, in consultation with the subject teacher and/or KAS Executive Team is final.

Disagreement over HSC Rank

After trials in Term 3 in the HSC year, students will be given a final report, which details their assessment grades in each course in relation to other students who took the course in the same school. If this grade is significantly different from what the candidate expected, then the candidate can request the Teaching and Learning Committee (through the Dean of Learning (Standards & Assessment)) to review the assessment. The Teaching and Learning Committee is to ascertain whether:

1. The weightings specified by the school in its assessment program conforms with the NESAs requirements as detailed in the syllabus packages;
2. The procedures used by the school for determining the final assessment grade conform with its stated assessment program in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
3. There are no computational or other clerical errors in the determination of the assessment grades. (The Teaching and Learning Committee will not consider the actual grades awarded by the teacher for the tasks).

If the review discovers an error, it will be corrected. If it finds no error the candidate will be informed. If the candidate is still not satisfied with the outcome of the review he/she may appeal to the NESAs, which will check to ensure that the school review was carried out correctly.

HSC Assessments & Submitted Works – NESA Advice

There is important information you **must read** in a booklet called [Rules and Procedures for Higher School Certificate Candidates](#). Your school will give you a copy, and it is also on the NESA's website.

When you sign your HSC Confirmation of Entry form, you are telling NESA that you have read, understood and agreed to follow the rules in the *Rules and Procedures* booklet.

In a subject with a submitted project or practical work, such as Visual Arts, Industrial Technology and VET Construction, you will also have to certify that the work you submit to NESA for marking is your own, and acknowledge any assistance you received. Your teacher and Principal will also have to say whether they believe the work is authentically yours.

The mark the school forwards to NESA remains confidential. Each candidate will have reported a final moderated assessment mark on the HSC. Whilst the moderated mark may change, the school rank will not change. (The school may give each candidate the marks on individual assessment tasks only).

How can I best manage my Assessment Tasks?

- Be aware of due dates. Keep an up-to-date diary of all Assessment Tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Submit drafts to ask for feedback from your teacher prior to the task being due.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

PLAGIARISM

What is malpractice in HSC assessments?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

Question: Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

Answer: Definitely yes!

Question: Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

Answer: Yes. You are using someone else's thoughts and words without acknowledgement.

Question: Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

Answer: Yes. This is plagiarism.

Question: Is it plagiarism if someone else proofreads my written work and changes my final draft?

Answer: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Question: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

Answer: No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Question: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

Answer: This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

REFERENCING – APA

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources using the APA referencing. For written works, this usually will be acknowledging sources throughout your writing as well as in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Honesty in HSC Assessments - the Standard

This standard sets out the NSW Education Standards Authority requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing Assessment Tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

A summary of student rights and responsibilities in HSC assessments

You have the following rights:

- to be informed of the assessment policies of your school and the NSW Education Standards Authority
- to receive clear guidelines relating to the requirements of each Assessment Task
- to be told in advance of the due date for each Assessment Task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you

- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

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

Further help

If you are unsure about anything you have read in this guide, ask a teacher or your Dean of Learning (Standards & Assessment) for help.

All the NSW Education Standards Authority rules and resources mentioned here are available on the NESA website at www.NESA.nsw.edu.au

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your HSC assessments, written examinations and practical works or projects.

Learning Enrichment

The Learning Enrichment teacher is available to assist teachers and students in making adjustments required for their specific needs.

The range of curriculum adjustments that could be explored for students with documented learning difficulties includes:

- fewer questions to be completed on set tasks
- re-wording of difficult questions
- allowing more time for tasks if needed
- using coloured paper for photocopies
- using a reader / writer for specific Tasks
- set homework as a maximum time rather than number of questions e.g. 20 minutes
- allow alternative forms of presentation such as: diagrams, dot points, verbal explanations, demonstrations, DVD, photos, CD
- assistance from the learning support teacher in the classroom
- allowing for practice time, consolidation and review – small drills, homework, revision
- access to technology or organisational aids
- signposts and guides as to where to find information/provide information so as to allow students to spend their time summarising and answering questions
- arranging suitable seating in the classroom

Disability Provisions

- The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the NESA to ensure that students with a disability are able to access and respond to an examination.
- Principals have the authority to decide on, and to implement, disability provisions for school based assessment tasks including examinations.
- At Kempsey Adventist School, support for Disability Provisions is organized by the Dean of Learning (Enrichment) in conjunction with Department Manager who liase with staff teaching within their teams.

This support includes access to readers/writers for examinations based on diagnosed need of students as well as a range of other strategies.

Examination Protocols

Students need to make a serious attempt to complete examinations to the best of their ability, or expect that further action may be taken.

It is a student's responsibility to be aware of their examination timetable and to attend at the specified time/s. Examination timetables will be given out at least two weeks prior to the examination period.

Students will:

- Respect the instructions of examination supervisors before, during and following examinations
- Be polite and courteous to supervisors and other students attending the examination
- Leave all phones, electronic items outside the examination room
- Put their watch on the table
- Use only approved calculators
- Follow NESA examination expectations
- Bring the appropriate equipment
- Eat a good meal prior to the examination to assist them to feel at their best

What happens if I miss an Examination?

- Contact the school immediately either prior to or on the day of the examination to let them know what has happened
- In the event of sickness, a medical certificate will be required. An illness/Misadventure form will need to be completed.
- Any other reasons will need to be approved by the Teaching and Learning Committee. Unapproved absences will result in zero for the task, however the task will still need to be completed to meet NESA requirements to pass the course.

Reporting on Student Achievement

Reports are sent home mid and end of course. These contain detailed information about academic and non-academic participation and achievement. A written comment from the teacher is included as well as an A to E grade for the subject.

Parent-Teacher-Student interviews are scheduled after each report and provide opportunities for contact with teachers. The purpose of the interviews is to work collaboratively with students and parents/guardians in order to improve student motivation and learning.

Parents/guardians are welcome to contact subject teachers and/or the Dean of Learning (Standards & Assessment) regularly throughout the year as required.

NESA Curriculum Language – Glossary

The NSW Education Standards Authority expects secondary students to be familiar with these words and has advertised that they will use them in public examinations. Key words are best discussed in the context of questions and tasks students are working on, rather than in isolation.

Account	<i>Account for:</i> state reasons for, report on <i>Give an account of:</i> narrate a series of events or transactions
Analyse	Identify components and the relationship among them; draw out and relate implications
Apply	Use, utilise, employ to 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 analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide the 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	Put together various elements to make a whole

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.

Sample: Assessment Task Outline

Kempsey Adventist School

Year 12 HSC Mathematics 2017



Notification of Assessment Task 1 (Name of Task from Assessment Schedule)

Due Date: Fri 27 Feb	Time: P6	Location: Room 9
Task: Architectural Design – KAS Car Park & Buildings		
Topics Assessed: <ul style="list-style-type: none">Ch2 – Further Applications of Area and Volume		
Weighting: (as per the assessment schedule)		
Task Outline & Explanation: <ul style="list-style-type: none">Students will be shown a plan of the KAS land and asked to design a building to be placed on the campus and a car park to cope with increased student numbers predicted over the next 5 years.A completed scale drawing of the car park and buildings will be submitted along with a costing for the project using a spreadsheet.Practical measurements of a variety of vehicles and parking spaces will be used to guide students in their size of parking spaces.Turning spaces of vehicles and buses will be measured to identify road widths needed for safe use of the car park.Resources in the form of skill sheets will be available for all students to ensure they have the necessary basic skills to complete each part of the task. Progression through the task will occur at different speeds for different students.		
Outcomes being assessed:		
Special Instructions: <ul style="list-style-type: none">Zero marks will be awarded for late submissions, unless a medical certificate is provided or another valid reason accepted by the Teaching and Learning Committee and NESAs.Please refer to the Assessment Handbook for guidelines relating to Non-Completion of an Assessment Task, including the process to follow for Illness or Misadventure.All Assessment Tasks need to demonstrate the student's ability to meet the Course Completion Criteria.A mark of zero will be awarded for students found to have cheated or plagiarised material, Assessment tasks will be conducted according to the NESAs guidelines contained in the KAS Year 12 Assessment Handbook for 2017.		

Marking Guidelines- Year 12 – Mathematics- AT1

Range	Descriptors	Marks
Band 6	<ul style="list-style-type: none"> Comprehensively (Link to task outcomes ie: Comprehensively analysis of their work P2.1) 	17 – 20
Band 5	<ul style="list-style-type: none"> Thoroughly 	13 – 16
Band 4	<ul style="list-style-type: none"> Soundly 	9 – 12
Band 3	<ul style="list-style-type: none"> Basically 	5 – 8
Band 1-2	<ul style="list-style-type: none"> Elementary 	1 – 4

Teacher's Comments:

Kempsey Adventist School

Year 12 HSC Mathematics 2017



Notification of Assessment Task 1 (Name of Task from Assessment Schedule)

I sign to acknowledge that I have received the Assessment Task (**number**) notification of (**Name of Task**) for HSC (**Subject**). I understand that this is an Assessment Task, and that it is due Week (**number**) of Term (**number**), on (**day**) (**Month**), (**Year**). I sign with an understanding that if I am absent on the day of this Assessment Task, that I will receive an immediate zero grade for this Assessment Task, unless I have a valid reason that is accepted by the KAS Teaching and Learning Committee and NESAs. If the task is not submitted on the due date, I also understand that I am still required to complete the task.

First Name	Surname	Student Signature	Date

Sample: Report Overview

Kempsey Adventist School

Mid Course – Report Overview – 2017

Student: Amy Hunter

Homeroom: Year 11



Total Days Absent			8
Explained	7	Unexplained	1

	Unsatisfactory	Satisfactory	Good	Excellent
Uniform			✓	

Student Involvement	Unexplained Absence	Absent with leave	Attended
Swimming Carnival	✓		
Cross Country		✓	
Athletics Carnival			✓

Homeroom Teacher's Comment:

Amy is a reliable and helpful student. She mixes well with her peers and has a positive influence on the class. Ill health has prevented her from attending school more regularly. Her commitment to learning is shown by her consistent results.

She represented Kempsey Adventist School in the CIS swimming carnival and NCIS athletics carnival.

She has been actively involved in the Drama Club and helped organise the Week of Worship program.

Homeroom Teacher: Mrs Jones

Principal: Mr Deanshaw

Sample: Academic Report Explanations

Academic Report Explanations

Achievement Band A-E

Achievement	Explanation
A	<ul style="list-style-type: none">• The student has extensive knowledge and understanding of the course content and can readily apply this knowledge.• The student is very highly competent in the application of skills and processes associated with the course and can use these in new situations.
B	<ul style="list-style-type: none">• The student has thorough knowledge and understanding of the course content and can apply this knowledge.• The student is highly competent in the application of skills and processes associated with the course and can use these in most situations.
C	<ul style="list-style-type: none">• The student has sound knowledge and understanding of the course content.• The student can adequately use skills and processes associated with the course.
D	<ul style="list-style-type: none">• The student has basic knowledge and understanding of the course content.• The student can use their skills in a familiar context
E	<ul style="list-style-type: none">• The student has an elementary knowledge and understanding of the course content.• The student can use their skills with guidance in a familiar context.

Quartiles

The quartile band of 1 to 4 is calculated by ranking the students in a course and dividing them into 4 equal groups. The top 25% of students are awarded a Quartile Band of 1. The next 25% of students are awarded a Quartile Band of 2. The next 25% are awarded a Quartile Band of 3. The bottom 25% of students are awarded a Quartile Band of 4.

Sample: Semester Report

Kempsey Adventist School

End of Course Report – 2017



Student	Jim Jones	Course Results	
Subject	Information Processes & Technology	Achievement	B
Year	11	Quartile	2

Learning Profile	Elementary	Low	Satisfactory	High	Excellent
Student is able to:					
<ul style="list-style-type: none"> select maintain and use hardware appropriately. 				✓	
<ul style="list-style-type: none"> design, produce and evaluate solutions using information technology. 			✓		
<ul style="list-style-type: none"> analyse the effect of past, current and emerging technologies. 				✓	
<ul style="list-style-type: none"> apply collaborative work practices to complete tasks. 				✓	

Personal Profile	Rarely	Sometimes	Often	Usually	Always
Student is able to:					
<ul style="list-style-type: none"> work independently and effectively 				✓	
<ul style="list-style-type: none"> work as part of a team 		✓			
<ul style="list-style-type: none"> behave appropriately 				✓	

Teacher Comments:

The student can:	The student may improve by:
<ul style="list-style-type: none"> describe the issues relating to identity theft use electronic communication to research data and information relevant to solutions compare and contrast existing code for programming the iPhone identify effective procedures for data protection and security 	<ul style="list-style-type: none"> documenting design and programming steps studying and learning basic theory practising activities and exercises at home developing a project plan and working systematically to complete the plan

Teacher: Mr Smith

Sample: Illness/Misadventure Form

Kempsey Adventist School

Illness/Misadventure Form - Instructions



- Students / Parents / Carer complete this side of the form.
- Extension requests must be applied for before the due date and will not be automatically granted.
- Where a student will be absent from school due to family holidays, etc every effort needs to be taken to complete the task before the due date instead of asking for an extension.
- Pass this form to your class teacher on or before the due date or on the day you return to school.
- The teacher will complete their section and pass the form to the Dean of Learning (Standards & Assessment).

Student: _____

Teacher: _____

Subject: _____

Year: _____

Today's Date: _____ Task Due Date: _____

Email address: _____

Reason(s) for Application

- Away in the 3 days before the task was due (or on the due date if arriving late)
- Away on the day the task was to be handed in (but was handed in on ___/___/___)
Note: Any section of the task that can be submitted electronically via email needs to be submitted by the due date.
- Away on the day of the task completed in class. (Completed instead on ___/___/___)
- Applying for an extension (Must be done before the due date)
- Other _____

Sickness – Parent Statement / Medical Certificate

- Sick from _____ until _____ and could not work on the task for _____ days.
- Parent / Carer Statement _____

Signed: _____ Date: _____
- Medical Certificate (or similar) attached: Yes No

Reason for Absence (other than sickness)

- Absent from _____ until _____ and did not work on the task for _____ days.
- Parent / Carer Statement _____

Signed: _____ Date: _____

Student Statement

Signed: _____ Date: _____

Give this form to your subject teacher

Official Use

- Teacher to receive this form within 2 school days of the due date or on the student's return to school.
- The teacher to complete their section and pass the form to the Dean of Learning (Standards & Assessment).
- Decision will be made, student and teacher to be informed within 24 hours.

Class Teacher Comment

_____ Signed: _____ Date: _____

Decision by the Teaching and Learning Committee

Approved New Due Date: _____ Not Approved

Date: _____ Copy to Student Copy to Teacher

Comment:

Special Conditions:

(Dean of Learning) Name _____ Signature: _____ Date: _____

Sample: Warning Letter: Non-Completion of a HSC Assessment Task



< date >

Dear <Name of Parent/Guardian >

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

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

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

This is the <first/second/third > official warning we have issued notifying you that <Student first name > is at risk of not completing the above course. [*Delete the following sentence if this is the first warning*] Previous warning(s) were sent to you on < dates >.

Criteria for satisfactory completion of a course

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

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

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

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

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

Action by parent/guardian

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact < contact details >.

Please complete the acknowledgement below and return it to the school.

Yours sincerely

 Class Teacher/Dean of Learning (Standard and Assessment)

 Deputy Principal

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----

Acknowledgement of Official Warning

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

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

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Assessment Schedules

The remainder of this assessment handbook contains the Assessment Schedules for each subject.

These documents are issued to students at the beginning of the course and are subject to change depending on timetable or school calendar changes. Any other changes will be issued to students in writing.

The Assessment Schedules show the weightings of the Assessment Tasks that will be used by teachers to complete school reports and NSW Education Standards Authority Assessment marks. The Assessment Tasks also show the week and term in which they will be due. The mandatory NSW Education Standards Authority Components of assessment are shown for each task.

NSW Education Standards Authority Syllabus documents, support documents, student work samples and marking guidelines are available from the NSW Education Standards Authority website: www.NESA.nsw.edu.au

Detailed information for parents and students is also available including some online practice questions, official dates for events, assessment information, and student results.

Students are advised to become familiar with the NSW Education Standards Authority website and to download all relevant syllabus documentation for each subject studied.



Nurture for today • Learning for tomorrow • Character for eternity

Assessment Task Cover Page

Student Name: *Teacher's Name:*

Subject Name: *Due Date:*

Name of the Task:

Task Description:

.....
.....

Student Confirmation

This is all my own work. I have referenced any work used from other sources and have not plagiarized the work of others.

Student Name:

Student Signature:

Date Submitted:

I have kept a copy of this task **YES/ NO**

Aboriginal Studies

Outcomes to be assessed

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weightings	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W8	Term 1, W4	Term 1, W11	Term 2, W8	Term 3, W 6/7
		The Pitch	Developing Major Project	Major Project	Essay	Trial Examination
Knowledge and understanding	40%	5%	0%	5%	5%	25%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%	10%	5%	10%	5%	0%
Research and inquiry methods, including aspects of the Major Project	20%	0%	5%	20%	0%	0%
Communication of information, ideas and issues in appropriate forms	15%	5%	0%	5%	5%	0%
Marks	100%	10%	10%	40%	15%	25%
Assessed Outcomes		H1.2, H1.3, H3.2, H4.1	H4.1, H4.2	H2.1, H2.2, H4.1, H4.2	H1.1, H3.1, H3.3, H4.3	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3

Ancient History

Outcomes to be assessed

- H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
- H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 locate, select and organise relevant information from a variety of sources
- H3.2 identify relevant problems of sources in reconstructing the past
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 analyse issues relating to ownership and custodianship of the past
- H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks			
		Task 1	Task 2	Task 3	Task 4
		Term 4, W8	Term 1, W5	Term 2, W7	Term 3, W 6/7
		Research and Oral Presentation	Source-Based Research Task	Annotated Timeline using key sources	Trial Examination
Knowledge and understanding	40%	5%	5%	5%	25%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%	5%	10%	5%	0%
Historical inquiry and research	20%	5%	10%	5%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	20%	30%	20%	30%
Assessed Outcomes		H1.1, H3.1, H3.2, H3.6, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6	H1.1, H2.1, H3.1, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2

Biology

Outcomes to be assessed

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 assesses the impact of particular advances in biology on the development of technologies
- H4 assesses the impacts of applications of biology on society and the environment
- H5 identifies possible future directions of biological research
- H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 analyses the impact of natural and human processes on biodiversity
- H8 evaluates the impact of human activity on the interactions of organisms and their environment
- H9 describes the mechanisms of inheritance in molecular terms
- H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W5	Term 1, W8	Term 2, W8	Term 3, W4	Term 3, W6/7
		Practical Assessment	Mid Course Examination	Research Report (SSI)	Practical Report (FHI)	Trial Examinations
Knowledge and understanding	40%	0%	10%	5%	5%	20%
Skills in: • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources	30%	10%	0%	5%	10%	5%
Skills in: • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams	30%	5%	5%	5%	10%	5%
Marks	100%	15%	15%	15%	25%	30%
Assessed Outcomes		H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	H1, H5, H12, H13	H9, H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14

Community and Family Studies (CAFS)

Outcomes to be assessed

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, Week 8	Term 1, Week 6	Term 1, Week 8	Term 2, Week 7	Term 3, Week 6/7
		Independent Research Project	Groups in Context Research	Mid-Course Examination	Parenting and Caring Essay	Trial Examination
Knowledge and understanding of how the following impact on wellbeing: Resource management Positive relationships Range of societal factors Nature of groups, families and communities	40%	0%	10%	5%	10%	15%
Skills in: Applying management processes to meet the needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing	25%	5%	5%	5%	5%	5%
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35%	10%	5%	5%	10%	5%
Marks	100%	15%	20%	15%	25%	25%
Assessed Outcomes		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	A selection from H1.1-H6.2 taught within HSC Core Modules 9.1, 9.2	H2.1, H2.2, H2.3, H3.2, H3.4, H5.2, H6.1	A selection from H1.1-H6.2

English Standard

Outcomes to be assessed

1. Demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. Demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English.
4. Describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Area of Study: Discovery	Module A (Elective 1)	Module B (Elective 2)	Module C (Elective 3)	Examination
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W8	Term 1, W6	Term 2, W7	Term 3, W5	Term 3, W6
		Journal Task	Radio Interview	Writing Task	Listening/ Viewing Task	Trial Examination
Listening	15%	5%	0%	0%	10%	0%
Speaking	15%	0%	15%	0%	0%	0%
Reading	25%	5%	0%	5%	0%	15%
Writing	30%	5%	0%	10%	0%	15%
Viewing/ Representing	15%	10%	0%	0%	5%	0%
Marks	100%	25%	15%	15%	15%	30% AOS – 15% Module A - 5% Module B - 5% Module C – 5%
Assessed Outcomes		H6, H8, H11, H12, H13	H1, H2, H7, H10	H3, H4, H10, H12, H13	H4, H5, H6, H9	A selection from H1-H13

English Studies

Outcomes to be assessed

- H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- H1.2 explains the ideas and values of the texts
- H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
- H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
- H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- H4.1 plans and organises to complete tasks or projects, both individually and collaboratively
- H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, Week 9	Term 1, Week 5	Term 2, Week 6	Term 3, Week 4	Term 3, Weeks 6/7
		Feature Article	Presentation and Report	Event Planning Project	Essay	Trial Examination
Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of these texts and how language and other techniques are used in texts to convey meaning (H1.1-H1.4)	30%	5%	5%	5%	5%	10%
Students will develop skills in reading, listening and viewing and in writing, speaking and representing (H2.1-H2.3)	30%	5%	5%	5%	5%	10%
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts (H3.1-H3.2)	25%	5%	5%	5%	5%	5%
Students will develop skills in planning and working individually and collaboratively (H4.1-H4.2)	15%	0%	5% (collaborative)	5%	5% (individual)	0%
Marks	100%	15%	20%	20%	20%	25%
Assessed Outcomes		H1.1, H1.3, H2.1, H2.3, H3.1	H1.1, H1.4, H2.2, H2.3, H3.2, H4.2	H1.2, H1.4, H2.1, H2.2, H2.3, H3.1, H4.1	H1.1, H1.4, H2.1, H2.3, H3.2, H4.2	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2

Food Technology

Outcomes to be assessed

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W7	Term 1, W8	Term 2, W7	Term 3, W4	Term 3, W6/7
		Australian Food Industry Case Study	Midcourse Examination	Contemporary Nutrition Investigation & Practical Task	Food Product Development Design Project	Trial Examination
Knowledge and understanding of food technology	20%	5%	5%	0%	5%	5%
Skills in researching, analysing and communicating food issues	30%	5%	5%	5%	5%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5%	0%	15%	10%	0%
Skills in designing, implementing and evaluating solutions to food situations	20%	0%	5%	5%	5%	5%
Marks	100%	15%	15%	25%	25%	20%
Assessed Outcomes		H1.2, 1.4, 3.1	H1.1, 1.2, 1.4, 3.1, 4.2	H2.1, 3.2, 4.1, 5.1	H1.3, 2.1, 4.1, 5.1	H1.1, 1.2, 1.3, 1.4, 2.1, 4.2, 5.1

Industrial Technology – Timber Products and Furniture Technologies

Outcomes to be assessed

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks			
		Task 1	Task 2	Task 3	Task 4
		Term 4, Wk 7	Term 1, Wk 9	Term 2, Wk 8	Term 3, Wk 6/7
		Major Project Design and Management	Industry Study	Major Project Production Report	Trial Examination
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40%	0%	10%	10%	20%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60%	20%	10%	20%	10%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2	H1.1, H1.3, H5.1, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H6.1, H6.2, H7.1, H7.2

Mathematics General

Outcomes to be assessed

MG2H-1	uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MG2H-2	analyses representations of data in order to make inferences, predictions and conclusions
MG2H-3	makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
MG2H-4	analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
MG2H-5	interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
MG2H-6	makes informed decisions about financial situations, including annuities and loan repayments
MG2H-7	answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
MG2H-8	solves problems involving counting techniques, multistage events and expectation
MG2H-9	chooses and uses appropriate technology to locate and organise information from a range of contexts
MG2H-10	uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response
MG2H-VA	appreciates the importance of mathematics in everyday life and its usefulness in contributing to Society

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W9	Term 1, W6	Term 1, W8	Term 2, W6	Term 3, W6
		Measurement & Algebra Task	Financial Maths Project	Mid Course Examination	Data Analysis Project	Trial Examination
Concepts, skills & techniques	50%	7.5%	7.5%	7.5%	7.5%	20%
Reasoning & Communication	50%	7.5%	7.5%	7.5%	7.5%	20%
Marks	100%	15%	15%	15%	15%	40%
Assessed Outcomes		MG2H-3, MG2H-4, MG2H-5, MG2H-9, MG2H-10	MG2H-1, MG2H-3, MG2H-6, MG2H-9, MG2H-10	MG2H-1, MG2H-3, MG2H-4-6, MG2H-9, MG2H-10	MG2H-1, MG2H-2, MG2H-7, MG2H-8, MG2H-10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10

Personal Development, Health, and Physical Education (PDHPE)

Outcomes to be assessed

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and Physical activity (Opt-3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		T4, W9	T1, W5	T1, W8	T2, W9	T3, W6/7
		Improvements for Performance	Report	Mid-Course Examination	Webpage	Trial Examination
Knowledge and understanding of: • factors that affect health • the way the body moves	40%	5%	5%	10%	10%	10%
Skills in: • influencing personal and community health • taking action to improve participation and performance in physical activity	30%	5%	5%	5%	5%	10%
Skills in critical thinking, research and analysis	30%	5%	5%	5%	10%	5%
Marks	100%	15%	15%	20%	25%	25%
Assessed Outcomes		H7, H8, H9, H10, H11, H16, H17	H8, H13, H16	A selection from H1-H17 taught within HSC Core Module 2 and Option 3	H1, H2, H3, H4, H5, H14, H15, H16	A selection from H1-H17 taught within Core Modules 1 & 2 and Options 3 & 4

Photography, Video & Digital Imaging

Outcomes to be assessed

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks		
		Task 1	Task 2	Task 3
		Term 4, W7	Term 2, W8	Term 3, W6/7
		Portfolio	Individual Project	Trial Examination
Making	70%	30%	40%	0%
Art criticism and art history	30%	5%	5%	20%
Marks	100%	35%	45%	20%
Assessed Outcomes		M1, M2, M3, M4, M5, CH1	M1, M2, M3, M4, M5, M6, CH2	CH1, CH2, CH3, CH4, CH5

Sport, Lifestyle & Recreation Studies

Outcomes to be assessed

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, Wk 8	Term 1, Wk 6	Term 2, Wk 3	Term 2, Wk 10	Term 3, Wk 7
		Performance Development Plan	Aquatics Skills	Case Study	Athletics Training and Monitoring Plan	Plan for Outdoor Recreation Activity
Knowledge and Understanding	50%	10%	0%	20%	10%	10%
Skills	50%	10%	20%	0%	10%	10%
Marks	100%	20%	20%	20%	20%	20%
Assessed Outcomes		1.1, 2.1, 3.1, 3.2, 4.1, 4.4	1.3, 3.1, 3.6, 4.4, 4.5	1.4, 2.4, 3.7, 4.5	1.3, 1.6, 2.2, 2.5, 3.2, 3.3, 4.4	1.4, 2.3, 3.6, 4.2

Visual Arts

Outcomes to be assessed

- H1 initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in art-making
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationships among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigation of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W9	Term 1, W8	Term 2, W5	Term 3, W4	Term 3, W6/7
		Initial Body of Work	Mid-Course Examination	Developing Body of Work	Final Body of Work	Trial Examination
Art Making	50%	10%	0%	10%	30%	0%
Art criticism and art history	50%	0%	20%	0%	0%	30%
Marks	100%	10%	20%	10%	30%	30%
Assessed Outcomes		H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

Work Studies

Outcomes to be assessed

1. investigates a range of work environments
2. examine different types of work and skills for employment
3. analyse employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilizes strategies to plan, organize and solve problems
8. assesses influences on people's working values
9. evaluates personal and social influence on individuals and groups

HSC Assessment Tasks Schedule – 2017/2018

COMPONENTS	Syllabus Weighting	Assessment Tasks				
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W 7	Term 1, W4	Term 2, W5	Term 3, W4	Term 3, W6/7
		Interview & Report	Role Play	Work Placement & Diary	Community Service and Plan	Trial Examination
Knowledge and Understanding	30%	5%	5%	5%	5%	10%
Skills	70%	10%	10%	25%	20%	5%
Marks	100%	15%	15%	30%	25%	15%
Assessed Outcomes		3, 5, 6, 7, 8, 9	1, 2, 5, 6, 7, 8, 9	1, 3, 4, 6, 7, 8	1, 3, 4, 6, 7, 9	1, 2, 3, 4, 5, 6, 7, 8, 9

Vocational Education and Training

Courses on Offer:

The following courses are on offer at Kempsey Adventist School.

1. Certificate II in Construction Pathways
2. Certificate II in Horticulture
3. VET Exploring Early Childhood

These courses are delivered through class-based tasks that integrate Units of Competency and simulate the Construction industry work place environment.

Classroom based learning activities incorporate practical, simulated workplace activities where possible. Programs are adjusted to meet the varying learning needs of students.

To develop skills and knowledge to industry standards, students with special education needs may require extended time and /or additional support to develop competency as well as reasonable adjustments to assessment strategies both off-the-job and in the workplace.

Students in VET Construction & Primary Industries complete 120 hours of class-based learning and 35 hours of work placement (on-the-job learning) in the first (Preliminary HSC course) year. Students complete a further 120 hours of class-based learning and 35 hours of work placement in the second (HSC course) year.

Students in VET Early Childhood Education and Care complete 120 hours of class-based learning in the Preliminary course. Students complete a further 120 hours of class-based learning in the HSC course. Students are required to completed 120 hours of work placement over the course of the Preliminary & HSC course. Students, who do not complete all units, will receive a statement of attainment listing all the units they have completed successfully.

Work placement must occur in an industry setting. Class-based learning throughout the 240-hour course, must take account of HSC requirements for examinations in VET Primary industries and VET Construction. There is no external examination for VET Early Childhood and Care. The VET teacher will review and monitor student progress over the duration of the course in compliance with AIS Standards.

Who are these Courses Designed For?

VET Construction provides an entry-level occupational outcome in Construction. This qualification underpins a range of work functions and job roles that can lead to a Construction trade qualification.

VET Primary Industries (Horticulture) provides an entry-level occupational outcome in Horticulture. This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification.

VET Early Childhood Education and Care provides an entry-level in the childcare industry. This qualification underpins a range of work functions and practical experience, which with further study leads to working in the childcare industry.

Pathways and Careers

Pathways from these qualifications could lead into careers or further career development in:

- The building or building related industries
- Pathways in upgrading to specialist qualifications
- Pathways to gain employment in industry
- Further training involving an apprenticeship, traineeship and/or further studies at TAFE or University.

Work Placement

Work placement is a mandatory component of this course. For the NESA 240 hours course, 70 hours of work placement must be undertaken. However, 120 hours of work placement is required to be undertaken for VET Early Childhood Education and Care. The school or Work Placement Service (Mid-Coast Connect) providers may assist with student placements.

Part-time Work

Under certain circumstances, students' part time work may be used to fulfil work placement requirements. The work must be relevant to the course and units of competency within the course.

Assessment

Assessment is competency based and can include:

- Observation during class and work placement
- Written tasks
- Practical tasks
- Skills tests
- Competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard. Failure to do so will result in a student being deemed not competent. Student will be given three chances to prove or display an adequate level of competency. Candidates, who have been deemed "**not yet competent**" for any of the units, will not be eligible to receive a Cert II in Construction Pathways/Cert II in Primary Industries (Horticulture), but will receive a statement of attainment.

Recognition of Prior Learning (RPL)

Students may have their current knowledge, skills and experience relevant to the units of competency within the course recognised, provided they can produce current, quality evidence of their competency.

Appeals Process

The school has an appropriate appeals process should students be concerned about the results of an assignment or any other form of assessment or issue that may arise. Should a student wish to appeal they are required to request the documentation from the schools VET coordinator.

Students with special education needs

To develop skills and knowledge to industry standards, students with special education needs may require reasonable adjustments to be made for them. These adjustments could also apply in the workplace. Students will need to contact their teacher or support teacher so that adjustments can be put in place.

Sample Report Kempsey Adventist School

Semester One Report – 2017



Student	Bob Williams		
Subject	VET Certificate II in Construction Pathways (CPC20211)		
Year	11		
Code	Unit of Competence	Progress	Level of Competence
Mandatory HSC Units			
CPCCOHS1001A	Work safely in the construction industry	NC	NA
CPCCOHS2001A	Apply OHS requirements, policies and processes in construction	NC	NA
CPCCCM2005B	Use construction tools and equipment	NC	NA
CPCCCM1012A	Work effectively and sustainably in the construction industry	NC	NA
CPCCCM1013A	Plan and organise work	NC	NA
CPCCCM1014A	Conduct workplace communication	NC	NA
CPCCCM1015A	Carry out measurements and calculations	CD	C
CPCCCM2001A	Read and interpret plans and specifications	CD	C
Elective Units			
CPCCCA2002B	Use carpentry tools and equipment	CD	C
CPCCCA2011A	Handle carpentry materials	NC	NA
CPCCCJN2001A	Assemble components	CM	NA
CPCCCJN2002B	Prepare for off-site manufacturing process	CM	NA
CPCCCO2013A	Carry out concreting to simple forms	NC	NA
CPCCCM2004A	Handle construction materials	NC	NA
CPCCCM2006B	Apply basic levelling procedures	NC	NA
Work Placement: (35 hours required for each year)			
Placement Date:		Employer:	Hours Completed
Yr 11	Term 2, week 6	Mick's Construction Pty Ltd	35
Examination Results: (A to E Grade)			
Year 11 Semester One		A	Year 11 Semester Two
Key	Competence : Progress: C = Assessed Competent; DC = Developing Competence; NA = Not assessed yet. CD = Completed; CM = Commenced; NC = Not commenced yet; CT= Credit Transfer; W=Withdrawn		
The student can:		The student may improve by:	
<ul style="list-style-type: none"> perform tasks effectively in industry 		<ul style="list-style-type: none"> employing better time management when completing tasks 	

VET CONSTRUCTION

CPC20211 Certificate II in Construction Pathways

Content of Unit

Unit Code	Unit Title	AQF Status	HSC Status
	QUALIFICATION RULES <i>Total number of units: 12</i>	<i>6 core</i> <i>6 electives (E)</i>	8 Mandatory Units & 110 hrs Elective Units
CPCCOHS1001A	Work Safely in the construction industry	-	Mandatory
CPCCOHS2001A	Apply OHS requirements, policies and processes on the construction industry	Core	Mandatory
CPCCCM2005B	Use construction tools and equipment\$ Prerequisite CPCCOHS2001A	Elective	Mandatory
CPCCCM1012A	Work effectively and sustainably in the construction industry	Core	Mandatory
CPCCCM1013A	Plan and organise work	Core	Mandatory
CPCCCM1014A	Conduct workplace communication	Core	Mandatory
CPCCCM1015A	Carry out measurements and calculations	Core	Mandatory
CPCCCM2001A	Read and interpret plans and specifications	Core	Mandatory
CPCCCA2002B	Use carpentry tools and equipment Prerequisite CPCCOHS2001A	Group B	Elective
CPCCCA2011A	Handle carpentry materials	Group B	Elective
CPCCJN2001A	Assemble components	Group F	Elective
CPCCJN2002B	Prepare for off-site manufacturing process	Group F	Elective
CPCCCO2013A	Carry out concreting to simple forms Prerequisite CPCCOHS2001A	Group H	Elective
CPCCCM2004A	Handle construction materials Prerequisite CPCCOHS2001A	Group H	Elective
CPCCCM2006B	Apply basic levelling procedures Prerequisite CPCCOHS2001A	Group H	Elective

Special Features & Conditions

- Competency based assessment of skills & knowledge
- Leads to a nationally recognised AQF qualification
- Includes an optional HSC examination for inclusion in ATAR calculations
- Students specify whether or not they will sit this examination.

VET Primary Industries (Horticulture)

Certificate II in Horticulture AHC20416

Qualification	AHC20416 Certificate II in Horticulture										
Packaging Rules	<p style="text-align: center;"><i>Total number of units = 15 Units</i></p> <ul style="list-style-type: none"> • 5 Core • 10 Electives • 8 elective units from AHC20416 TP • elective units from AHC20416 or any other endorsed Training Package <p>Source: https://training.gov.au/Training/Details/AHC20416</p>										
Entry requirements	There are no entry requirements for this qualification										
Unit Code	Unit Title	AQF Status	HSC Status	HSC Hrs	Preliminary Year Term:				HSC Year Term:		
		<i>5 core 10 electives</i>		Indicative	1	2	3	4	1	2	3
AHCWHS201	Participate in work health and safety processes	Core	Mandatory	15							
AHCCHM201	Apply chemicals under supervision	Elective	Mandatory	20							
AHCWRK201	Observe and report on weather	Other TP	Mandatory	15							
AHCWRK204	Work effectively in the industry	Elective	Mandatory	20							
AHCWRK209	Participate in environmentally sustainable work practices	Elective	Mandatory	15							
AHCPMG202	Treat plant pests, diseases and disorders	Core	Mandatory	20							
AHPCPM201	Recognise plants	Core	Elective	20							
AHCPMG201	Treat weeds	Core	Elective	10							
AHCSOL202	Assist with soil or growing media sampling and testing	Core	Elective	15							
AHCNSY203	Undertake propagation activities	Elective	Elective	20							
AHCMOM203	Operate basic machinery and equipment	Elective	Elective	15							
AHCLSK211	Provide feed for livestock	Other TP	Elective	15							
AHCNSY201	Pot up plants	Elective	Elective	10							
AHCNSY202	Care for nursery plants	Elective	Elective	15							
AHCWRK205	Participate in workplace communications	Elective	Elective	10							
HLTAID003	Provide First Aid (RPL)	Other TP	Elective	20							
Possible outcome: AHC20416 Certificate II in Horticulture				255 Hours							

Special Features & Conditions

- Competency based assessment of skills & knowledge
- Leads to a nationally recognised AQF qualification
- Includes an optional HSC examination for inclusion in ATAR calculations
- Students specify whether or not they will sit this examination

VET Early Childhood Education and Care

CHC30113 Certificate III in Early Childhood Education and Care

Content of Unit

Teachers are required to complete the Units of Competency to be delivered and the grid to show the planned delivery											
Unit Code	Unit Title	AQF Status	HSC Status	HSC Hrs	Preliminary Year Term:				HSC Year Term:		
					1	2	3	4	1	2	3
		15 core 3 electives		Indicative							
CHCECE002	Ensure the health and safety of children	core	elective	40	x	x					
CHCECE004	Promote and provide healthy food and drinks	core	elective	20		x					
HLTWHS001	Participate in work health and safety	core	elective	15	x						
CHCECE009	Use an approved learning framework to guide practice	core	elective	10			x				
CHCECE001	Develop cultural competence	core	elective	25			X	x			
CHCECE010	Support the holistic development of children in early childhood	core	elective	40				x	x		
CHCECE011	Provide experiences to support children's play and learning	core	elective	30							X
CHCECE007	Develop positive and respectful relationships with children	core	elective	40						x	
CHCECE013	Use information about children to inform practice	core	elective	15			x				
Possible outcome: SOA CHC30113 Certificate III in Early Childhood Education and Care.				235 Hours							

Special Features & Conditions

- Competency based assessment of skills & knowledge
- Leads to a nationally recognised AQF qualification

Appendix