

PRELIMINARY

2024



INFORMATION AND ASSESSMENT PROCEDURES



Westfields Sports High School
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Westfields Sports High School, acknowledges the traditional custodians of the land of the Cabrogal Clan of the Darug nation. We strive to promote greater understanding of and respect for Aboriginal and Torres Strait Islander peoples and cultures.

VISION STATEMENT

At Westfields Sports High School we are committed to developing a culture of high expectation and high achievement where every student is able to achieve their individual best in scholarship, citizenship, sport and the arts. We strive to ensure all members of the Westfield Sports community are known, valued, and cared for as individuals and that their strengths, achievements, and needs are recognised, supported, and celebrated. Students at Westfields Sports will be provided with the skills, experiences, and motivations to allow them to become effective life-long learners as they move beyond school. They will be equipped with the skills of critical analysis and advocacy to ensure they are a positive voice of change in their world.

SCHOOL EXECUTIVE STAFF

Senior Executive

Principal	Mr A Rogers
Deputy Principal	Mr D Barrett
Deputy Principal	Ms C Gagic
Deputy Principal	Mr A Larkin
Deputy Principal	Ms D Zanet

Head Teachers

Administration	Mr C King	English	Mr J Deligiorgakis
Administration	Mr J Broadbent (R)	History	Ms K Padovan (R)
Director of Sport	Mr T Weeden	Home Economics	Ms M Kanellos
Secondary Studies	Ms A Leone/Ms R Sowaid (R)	IA/Computing	Mr M Hoad
Student Wellbeing TSP	Ms K Gibb	Languages/EALD	Ms L Zappia
Student Wellbeing	Mr D Footit	Mathematics	Mr P Prasad
Teaching & Learning, Students	Mr B Mathison	Physical Education	Ms K Bennett (R)
Teaching & Learning, Staff	Mr M Bennett	Science	Mr N Roby
Creative & Performing Arts	Ms M Holden	Social Science	Ms E Kimbel /Ms E Jaajaa (R)

Wellbeing Team

Year 11 Adviser	Ms T Hili
Year 11 Assistant Adviser	Mr B Ouvington
PPC Coordinator	Ms M de Brabander
Careers Adviser	Ms S Borg
School Counsellor	Mr R Brown
School Counsellor	Ms L Nguyen
School Counsellor	Ms.J Driscoll
Student Support Officer	Mr G Ripoll
Community Liaison Officer	Mr D Folau
SRC Coordinator	Ms M Bui

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KEY DATES

2024 Term Dates

Term 1 commences for Year 11 studentsThursday 1st February
Term 1 concludesFriday 12th April (11 weeks)

Term 2 commencesTuesday 30th April
Term 2 concludesFriday 5th July (10 weeks)

Term 3 commencesTuesday 23rd July
Term 3 concludesFriday 27th September (10 weeks)

Term 4 commencesMonday 7th October
Term 4 concludesFriday 20th December (10 weeks)

Semester 1 Exam Period	Parent Teacher Evening
No formal exam period In-Class Course Tests/Tasks	Tuesday June 20 Term 2 Week 8

Semester Two Examinations

The dates for the examination periods were accurate at time of printing.

Exam	Start	Complete
Semester Two Examinations	Term 3 Week 8 Mon 09/09/24	Term 3 Week 9 Fri 20/09/24



REQUIREMENTS FOR AWARD OF THE NSW RECORD OF SCHOOL ACHIEVEMENT (PRELIMINARY)

The NSW Record of School Achievement (Preliminary RoSA) is generally awarded to eligible students after having successfully completed the Preliminary Course. In the Preliminary Course (Year 11), students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

Eligibility requirements

To be eligible for the award of the NSW Preliminary RoSA, students are required to attend a government school or an accredited non-government school; undertaken and completed courses of study that satisfy the NESA's curriculum and assessment requirements for the Record of School Achievement; complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and completed Year 10. While formal Preliminary RoSA credentials are only for school leavers, all Year 11 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the Preliminary RoSA will receive the formal credential. Students who leave school and who are not eligible for the Preliminary RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the Preliminary RoSA for courses satisfactorily completed. All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a Stage 5 RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Upon satisfactory completion of the Preliminary Course, students may proceed to the Higher School Certificate Course.

Responsibilities of Senior Students at WSHS

- Complete all course outcomes to an acceptable standard (work with diligence and sustained effort).
- Recognise your important role as a leader of the student body and in particular be a positive role model in all aspects of school life.
- Be punctual to school, all classes and roll call. High standards of attendance are also essential whilst at TAFE and Work Placement. Sports students must attend school and all other school related commitments regularly (attendance rates below 85% may result in being made ineligible to represent Westfields Sports).
- Participate in all school activities.
- Always wear full school uniform. Acceptable standards of dress and behaviour must be maintained whilst representing the school on excursions and sporting visits.
- Take a much greater degree of control over your own learning and in doing so give your education a high personal priority.
- Demonstrate acceptable behaviour in the classroom. Treat teachers, your fellow students and the learning process with the utmost respect.
- Ensure that you are present for every assessment task. School procedures must be followed for missed tasks.
- Accept that you are enrolled here by choice. Other options are available. Persistent breaches of school rules will require you to exercise the alternative choices available to you. This particularly relates to - attendance (as a guide, absence of more than 5 whole days or five lessons from one subject in a term would be a cause for significant concern), participation in class, keeping up to date with work, respectful behaviour to staff and other students and actively supporting the rights of teachers to teach and students to learn. Parents of students at risk may be required to attend an Academic Review at the school.
- Make positive and productive use of study periods by being in the designated study areas and focused on schoolwork.
- Make active use of all the support networks available to you in the school.
- Read and comply with the requirements of the Senior Assessment Policy.

TSP Students must also abide by the Talented Sport Code of Behaviour Student Contract - Expectations. A copy is provided to TSP students on enrolment.

Minimum Standards

All students in NSW are required to show a minimum standard of literacy and numeracy to receive the High School Certificate from 2020.

Students will need to sit 3 online tests of reading, writing and numeracy for everyday life. Students will have 2 opportunities, per year, to pass each of the tests from Year 10 until a few years after the HSC.

If students pass the online test of reading, writing and numeracy they will show they have met the HSC minimum standard.

Please refer to the following timeline for the scheduling of the minimum standard testing at Westfields Sports High School:

YEAR GROUP	TERM
YEAR 10	
<ul style="list-style-type: none">Year 10 Enrichment week	Term 4
Year 11	
<ul style="list-style-type: none">MONDAY PERIODS 7-8, WEEKS 3 - 9AT THE END OF THE PRELIMINARY EXAMINATIONS	TERM 2 END OF TERM 3
Year 12	
<ul style="list-style-type: none">Monday periods 7-8, Weeks 3 - 9At the end of the Trial Examinations	Term 2 Term 3

All testing will take place on the computers in the school library. Computers will be booked during this time for the minimum standard testing.

Students will need to see the Head Teacher Secondary Studies, in the Learning Centre Staffroom for test information/scheduling and results.

"It is the responsibility of the student to ensure they take up the opportunities available to them to complete the minimum standards"- NESAS

ASSESSMENT PROCEDURES 2024

Satisfactory Completion Requirements

For the satisfactory completion of a course, it is your responsibility to:

- i. complete all assigned work including each assessment task to the best of your ability;
- ii. ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher and
- iii. demonstrate that through effort and achievement you have met the requirements of the course.

Assessment Tasks

At Westfields Sports High School, each faculty has prepared an assessment schedule for its Preliminary courses. These schedules require students to complete various tasks of a physical, written, oral, graphic and numerical nature. Each schedule contains no more than **THREE** assessable tasks, although the number and type of assessable task may differ from subject to subject. Only one of which will be a formal exam.

For the most part, HSC assessable tasks start in Term 4 of Year 11 and continue until just before the HSC examination. The main purpose of the tasks is to determine a rank and spread of achievement amongst the students in each subject.

Assessment Schedules

Each of the Assessment Schedules included indicates the type of task, which will be required to complete the school assessment. They also indicate the relative value or weight of each of the tasks with reference to the total assessment value. Also included is the predicted time when each will take place. Students will be informed well in advance and in writing of any change to the assessment schedules. It is the intention of the teachers at our school, that the students will have a continual assessment load rather than being overloaded at any one time.

Non-Assessable Task

Since there are only a limited number of tasks in each of the assessment schedules, it is important to realise that to gain competence in the skills required to complete these tasks and the Preliminary Course there will be other tasks required from the student. These tasks will not be directly included in calculating the final grade. However, if students do not attempt these non-assessable tasks, they will not only have missed important practice and feedback from their teachers, but they place their candidature for the Preliminary Course in jeopardy for not having satisfactorily completed the subject.

Presenting an Assessable Task

Students are required to complete an Assessment Notification Cover Sheet for all submitted tasks. In convenient cases and as added security students are advised to keep a copy of the submitted task. In those cases, where an exam is the assessable task, the teacher will keep a record of the students present. It is the student's responsibility to ensure that the whole of an assessment task is presented at the due time.

Failure to Submit an Assessment Task

To have studied a course satisfactorily a candidate is expected to have attempted all assessment tasks. If a student fails to submit an assessment task and the school recognises a valid reason (medical or approved leave), then he/she may be given a substitute task by their teacher. In case of illness, students must notify the school by phone the day the task is due and present the Deputy Principal with a **Doctor's Certificate** and Doctor's Assessment of their fitness to sit the

task on their first day back at school. It is important to note that a medical certificate will support an application for a substitute task but does NOT GUARANTEE its granting.

Where practical, leave must be applied for in advance of the task completion date. Prior approval for late submission of an assessment task must be sought from the Head Teacher of the faculty concerned, and the Deputy Principal. Students attending special sporting events will continue to use the procedure set in place for obtaining prior approval for late submission. See the attached form *Absent from Assessment Task Form* (Blue Form). This form should be completed before the absence from an assessable task. Only in exceptional circumstances would the Deputy Principal consider approval after the due date. Students, individually, are responsible for these matters. They should not expect teachers to remind them. Students should note that teachers are not permitted to adjust marks for illness or misadventure. Assessment is restricted to actual achievement of the set tasks. Only in exceptional cases can the School Principal authorise an estimate.

If appropriate evidence is not presented and neither is the task, then the student will be awarded zero marks for that task. If a student fails to complete a number of assessable tasks, which total 50% or more of the final assessment mark, then the Principal must certify that the course has not been studied satisfactorily. In such a case, the student will be deemed to have failed the course and will not receive a grade on his/her Preliminary RoSA. This may mean that the candidate will not have successfully completed their Preliminary RoSA.

Malpractice

It is expected that any assessable task submitted will be the student's own work. In the event of malpractice (cheating) being detected, the task in question will be awarded zero and the assessable task regarded as a non-attempt. Students who willingly share whole or part of an assessable task also run the risk of having their task designated a non-attempt.

Reporting

There will be two formal reports for students: One at the middle of the year after the Semester One Assessment Period, and again at the end of Term 3. Each time the parents will receive an official report from each subject giving the latest results. Teachers will also provide comments about the student's progress in the subject. If there is any concern about a student's performance at any time, then the parents will be notified by letter.

Review of Assessments

It is important for students and parents to understand that NESAs has specifically stated that a teacher's judgment of the worth of individual assessment tasks, as reflected in the mark or grade awarded will not be subject to review as part of this process.

If any questions arise regarding the assessable tasks, then the students are encouraged to discuss the matter with their teacher. If, after consultation with their teacher there is still a problem, students should consult the Head Teacher of the faculty concerned.

If, after students have received their NESAs Grade, they feel that any of these results is significantly different to their expectations based on earlier feedback from their teachers, they can then request a review of their final grade. This request must be made on a form available from Mr D Barrett, Deputy Principal.

‘N’ Determinations

You will receive an ‘N’ determination in a course if you do not:

- i. follow the course developed or endorsed by NESAs, and
- ii. apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- iii. achieve some or all course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the proportion of assignments, homework, etc. completed and your level of achievement.

If the principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have completed a course, you will receive an ‘N’ beside the course on your Preliminary Record of Achievement.

Technology

If a student completes an assessment task using technology¹, then it is the student’s responsibility to:

- i. take the required steps to learn and be able to use such technology,
- ii. ascertain the **compatibility** of the technology² for such a purpose,
- iii. **plan** for the availability and supply of such things as thumb drives, paper and toner for the printer.
- iv. take steps to back up their own files and data.

Students can NOT use the failure or incompatibility of technology to justify the failure to submit an assessment task.

It is a student’s responsibility to **plan** for all eventualities including the non-availability of school computers, printers, scanners, cameras or other supplies, and make their own provisions to safeguard, protect³ and backup their own data and files.

Students must also submit hard copies of digital work. This means students are to negotiate with their teachers or follow the faculty policies concerning printing work that exists as web pages or as presentations. It is unreasonable to expect that students will print huge numbers of pages, where a sample could suffice. Teachers and faculties have the right to restrict the amount of printing carried out on the schools’ printers. Teachers also have the right to specify how a work is to be presented. Students are not to take for granted that teachers can or will mark their work from thumb drives or web sites. Teachers cannot be expected to be responsible for work presented digitally when it is well known that thumb drives may not open and web servers can go down. Teachers are not to be expected to print student's work, when it is the student’s responsibility.

If students plan their work accordingly then teachers may be willing to accommodate their needs.

¹ e.g. computers, scanners, digital cameras,

² e.g. hardware, software, interface,

³ e.g. virus attack, operating system failure, computer failure.

Preliminary RoSa Entry Procedures

Your school will complete a Preliminary RoSA entry for you and send it to NESAs in Term 1. In turn you will receive a Confirmation of Entry Notice. Please check it to ensure all details are correct, including the spelling of your name and the courses for which you are entered. Any changes to your entry must be notified to your school immediately so that the school can inform NESAs. You will be required to sign the Confirmation of Entry when it is correct.

Cumulative Comprehensive Credential (Preliminary RoSA)

If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded. (See below).

If a student partially completes the Preliminary Course the Record of School Achievement (RoSA) will record the courses that the student has undertaken up until the point of departure from the school, with the date of leaving shown.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the Student Profile.

Grading

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A-E. The table below gives an indication of how these levels help to assess your performance.

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgment of the grade to award you when you leave school.

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates high achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most recent situations.
C	Indicates substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the Student Profile.

Illness and Misadventure

School Based Assessments and Examinations

If you become ill or suffer an accident that affects your exam performance or prevents you from handing in an assessment, you should contact the school at the first available opportunity on your return to school. You must contact Deputy Principal, Mr Barrett to explain your situation with evidence such as Doctor's Certificates or Police Accident/Event Number. You will then be issued a 'Blue Form' and must report to the Head Teacher of the subject. A decision will then be made on the make-up assessment/examination or whether marks are issued.

Attendance (Students)

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

In New South Wales, all children from 6 years of age are legally required to attend school or be registered for home schooling. After they complete year 10 (ROSA), until they turn 17 years of age, students then have the following options to be engaged in:

- i. full time further education and training such as TAFE, traineeship, apprenticeship
- ii. full time, paid employment of an average 25 hours per week or
- iii. a combination of both

There is a strong correlation between student attendance and academic success. Westfields Sports actively pursues strategies that enhance and improves student attendance.

School sport is a compulsory part of the school curriculum and Westfields Sports requires students to be in attendance and active in their participation in school sport.

Parent/Carer Responsibilities

Parents or carers are responsible for making sure that their children comply with the above legal requirements.

School Responsibilities

Westfields Sports helps to ensure the safety, welfare and wellbeing of all its students and supports parents by monitoring student attendance and helping to address issues when they emerge.

Schools must keep accurate records of student attendance and reasons for any absences. The Principal, through its staff, is responsible for accepting or not accepting a parent's explanations for their child's absences.

When the school has unsuccessfully tried a wide range of strategies to help resolve a student's non attendance, schools can request assistance from regional attendance officers of the NSW Department of Education for additional support.

Roll Marking

- Roll Marking is held every lesson at Westfields Sports.
- During Roll Call, teachers are required to record students who are not physically present. Students who are on school business are listed on the Out of Class (OOC) List and are marked as present automatically.
- Staff involved with school business are responsible for reporting the absence of students to the front office staff.
- Parents and carers are notified of all student absences via a text message, each day.
- The Head Teacher Administration (Attendance) monitors students with attendance concerns and in partnership with parents and carers works to ensure an improvement. Some strategies available to the Head Teacher Administration are as follows:

- Student interviews
 - After School Detentions
 - Parent/ Carer letters of concern
 - Parent / Carer interviews
 - Attendance Monitoring Cards
 - School-based Attendance Improvement Plans
 - Report chronic non attendees to the Home School Liaison Officer (HSLO) for departmental intervention
 - Repeating of an academic year.
- Classroom teachers are to maintain a class roll, that is marked online each lesson of the school day. Each staff member is expected to report Truants, as per school procedures (see Truancy).

Absences from School

Short Leave

- Students who have been absent from school for a short time are expected to produce a letter of explanation or SMS text from parents or carer to explain their absence on their return to school. It is a legal requirement that all student absences are explained, within 7 days of the student's absence.
- Proforma notes for parents/caregivers are available from Roll Call Teachers and in the student diary.
- When a note is received the explanation is entered onto the Absentee Slip by the Roll Call Teacher and returned to the Front Office for processing. Codes used include: "S" (sick), "L" (leave), "MC" (medical certificate) and "UA" (unacceptable reason given). The administration staff enter absences onto Gateway.
- Attendance data is frequently used by the executive staff and the HSLO to monitor student attendance and therefore must be accurate.

Extended Leave

Parents wishing to apply for leave greater than 10 days but less than 100 days, need to apply via the Head Teacher Administration (Attendance) and supply details about the leave, including dates, reasons, itinerary, visas etc. An **Extended Leave - Travel** form is to be completed. This form is available from the Head Teacher Administration (Attendance) or on the school website. This period of leave **will** count towards the student's total number of days absent.

- The Head Teacher Administration (Attendance) will confirm approved Travel Leave by issuing parents with a **Certificate of Extended Leave - Travel**. The Principal has the right to decline a parents' application for extended leave. Parents will be notified in writing.
- Parents wishing to apply for leave greater than 100 days, must apply via the Director, Educational Leader.
- Access to Distance Education **must** be considered when leave exceeds 50 days.
- Teachers will be notified when **Extended Leave - Travel** is granted.

Leave

- Students representing at club, state or national levels in their TSP (Talented Sports Program) must apply for Sport Leave.
- Parents wishing to apply for Sport Leave, need to apply via the Director of Sport and supply details about the leave, including: dates, type of representation, itinerary, flight details etc.
- The Director of Sport will notify the teachers of the student taking leave and request work be provided for the duration of the Sport Leave.
- The Director of Sport will confirm Sport Leave approval via email, to the student's DoE email account.

Attendance at Exams

Student attendance at every exam is recorded. Students will be seated in their courses, in alphabetical order. This process is coordinated by the Head Teacher Administration (Timetable).

An overview is as follows:

- Students complete an attendance slip.
- One supervising teacher collects the attendance slips and returns them to the Head Teacher of the exam completed.
- The slips are checked by the KLA Head Teacher.
- Absences are then communicated to the front office to be recorded on attendance system.

Early Finish / Late Start - Seniors Only

Some senior students may be participating in TAFE courses and as a result may have periods at school when they do not have a scheduled class.

If the "free period" occurs at the beginning of the day, students are permitted to arrive at school late but before their first scheduled class.

If the "free period" occurs later on in the day, students are permitted to leave school at the conclusion of their classes.

Students with an Early Finish and/or Late Start are required to complete the relevant permission note seeking permission to leave early or start late. Once checked and processed the Head Teacher Administration (Attendance) will issue these students with an Early Leavers Pass which must be shown to the office staff for late arrival or early departure from the school. Students will not be permitted to leave the school's grounds unless the pass is shown.

If a student needs to leave school to attend TAFE they will be given a pass with the day and time they need to leave. This process will be coordinated by the Careers Adviser and Head Teacher Administration (Attendance).

Early Leavers

- Students requiring to leave school during school hours **must** see a Deputy, first thing in the morning, with a parent /carer's note.
- Students will be issued with a signed Early Leavers pass to show staff before leaving school.
- Gateway and **Sentral** are automatically updated.

Early Marks from Class

- Under **no** circumstances should staff allow students to leave class early.

Lateness to School

- Students who are late to school must report to the Front Office where they will be issued with a Late Note.
- Students are not permitted into class, once lessons have commenced, unless they have a Late Note.
- Students sign in at the Front Office with their school issued ID Card.
- Latenesses are automatically recorded on Gateway and Sentral.
- Students who are late twice in one week, automatically receive a negative referral.
- Students who are late three times in one week, automatically receive an Afternoon School Detention, issued by the Head Teacher Administration (Attendance).
- Student lateness will also be accumulated across the term. Students who are late more than 10 times in the term will be automatically referred to the Head Teacher Administration (Attendance). for an Afternoon School Detention and lateness card monitoring.
- Students with chronic lateness will be dealt with by the Head Teacher Administration (Attendance) and may include the use of a Lateness Card, parent contact, afternoon detentions or suspension from school.

Perfect Attendance

- Each term, students who have maintained 100% attendance are awarded with a parent letter and certificate.
- Students who attain a 100% attendance for the academic year are presented with an award at the school's Presentation Awards Night.

Students Leaving School Grounds

- Only the Principal, Deputies or their delegates may give permission for a student to leave the school's grounds. Any student who is given permission to leave school grounds will do so with their parents/ carers endorsement.
- Under **no** circumstances are staff permitted to allow a student to leave the school grounds

Sick Students

If a student becomes sick throughout the school day his/her teacher must issue them with a "pink" note and send them to one of the Deputies, in the Front Office.

The Deputy will deem if the student needs to go home or needs to lie in sick bay for a period of time. Once at the Office an entry will be made on Gateway and the student will be placed on the Out of Class List, with an entry and exit time.

If a student needs to go home, the front office will contact parents and make the appropriate arrangements for them to go home.

Truancy

Truancy is the unauthorised absence from class or school. It is a serious matter and is treated as such. Each lesson teachers are expected to mark their class roll electronically using **Sentral**, on Gateway. Staff must report any student truancy by selecting the “Red T” after 12pm. This process automatically cross checks the Out of Class Lists, Sick Bay and Early Leaver entries.

The names of any students missing from class, without a suitable explanation, will be forwarded via **Sentral**, to the Head Teacher Administration.

If the Head Teacher Administration determines that the student has truanted, the student will be interviewed and one of the following strategies used:

- Afternoon detention
- Parent contact
- Attendance card
- Parent interview
- Deputy interview

A student who truant a whole day will be immediately placed on an attendance card for a minimum of two weeks and their parents will be informed.

Plagiarism

Definition

Plagiarism means presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others, which you have acknowledged, is not plagiarism.

What you must do to avoid plagiarism:

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you do not use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

The school *reserves the right to award a zero mark to work that **contains any plagiarism at all.***

Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. The order for documenting references for books, journals and periodicals is as follows:

- author's surname and initials
- year of publication
- title of publication in italics with maximal capitalisation
- title of series, volume number, edition, if applicable
- editor, reviser, compiler or translator, if other than the author
- publisher
- place of publication
- page number or numbers, if applicable.

For example

Popper, K.R. 1961, *The Poverty of Historicism*, Routledge & Kegan Paul, London.

Online (electronic) material

For electronic media (World Wide Web) the order for references is as follows:

- author's surname and initials
- date of publication
- date of revision in parentheses in day-month-year format
- date accessed in parentheses in day-month-year format
- title of article in single quotation marks with minimal capitalisation
- title of work in italics with maximal capitalisation
- address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like this:

Harris, R. 2018 (updated 11 October 2018, accessed 15/11/2018), *Evaluating Internet Research Sources*, <https://www.virtualsalt.com/evalu8it.htm>

Teaching and Learning Centre. UNE. The University of New England Style Guide. (Last modified 15/11/2018)

<https://www.une.edu.au/research/hdr/my-study/writing-a-literature-review/acknowledging-sources/guides>

Outcomes

For a full explanation of outcomes, refer to the syllabus stated and/or exam or assessment task notification.

Absent Form Assessment Task

WESTFIELDS SPORTS HIGH SCHOOL

ABSENT FROM ASSESSMENT TASK

Senior assessment tasks are a compulsory and necessary component of the ROSA (Record of School Achievement), Preliminary and Higher School Certificate qualifications. Absence from an assessment task could be an indication of a student's non serious attempt, placing at risk the award of the ROSA, Preliminary or the Higher School Certificate qualification. It is the responsibility of a student who fails to submit an assessment task to make an application for consideration under the published rules of the Assessment Procedures. The Assessment Procedures documents are available on the school website:

<https://westfields-h.schools.nsw.gov.au>

1. STUDENT SECTION

Please print clearly

Full Name:		Year/Roll Call:	
Task:	<input type="checkbox"/> Assessment Task - <input type="checkbox"/> Examination / Test		
Date of Task:			
Class:		Subject:	
Reason for absence/not submitting the task:			
Student Signed:		Date:	

2. HEAD TEACHER

To be completed by the KLA Head Teacher

Recommendation:	<input type="checkbox"/> Submit task / test with no penalty	Date:	
	<input type="checkbox"/> Submit task / test - zero mark	Date:	
Comment:			
Student Signed:		Date:	

3. DEPUTY PRINCIPAL

To be returned and completed by Mr Barrett and filed

Date Received:			
Prior approval granted:	<input type="checkbox"/> YES - <input type="checkbox"/> NO		
School Advised of Absence:	<input type="checkbox"/> YES - <input type="checkbox"/> NO		
Medical Certificate provided: <small>Copy to be provided to the From Office</small>	<input type="checkbox"/> YES - <input type="checkbox"/> NO		
Signed:		Date:	

Office Only:

Upon submission and a recommendation determined, Mr Barrett (Deputy) will email confirmation to the following:

- KLA Head Teacher
- Classroom Teacher
- Student, via DoE email

A welfare entry will also be recorded on Gateway

Entered Online

Date: _____

Mr Barrett: _____

Assessment Notification Cover Sheet

Westfields Sports High School

406A Hamilton Rd, Fairfield West, NSW, 2165
Phone: 9604 3333



Assessment Notification Cover Sheet

This form must be attached to your Assessment Task

Student Name:		
Faculty:		
Course Name:		
Class:		
Task Name:		
Teacher:		
Stage:		
Weighting:		
Due Date:		<p><i>Yrs 10, 11 and 12 - Non submission, zero (see WSHS Assessment Policy)</i> <i>Yrs 7, 8 and 9 - 10% deduction, per school day, to a maximum of 50%</i> <i>Late Assessment Tasks for years 10, 11 and 12, may be submitted to the Front Office in the Assessment Box</i></p>
SUBMISSION INSTRUCTIONS:		
Attachments Include:		
OUTCOMES TO BE ASSESSED:		

STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

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

Student Signature: _____

Date: ____/____/____

STAFF USE ONLY

Date Received:		Signed:	
Received By:			

MARKING GUIDELINES	
CRITERIA	GRADE
<p>A coherent, sustained and well-reasoned argument is represented which may acknowledge that other points of view are possible. All relevant aspects of content are comprehensively explained and interpreted in relation to the question. The significance of examples is explained and used to strongly support the arguments. Points of view are complex and logical and reveal a highly developed understanding of the topic.</p>	<p>A 17-20</p>
COMMENT:	
<p>A coherent and reasoned argument is represented and sustained. All relevant aspects of content are thoroughly explained and more conventionally interpreted in relation to the question. Examples are explained and used to support a successful argument that address most aspects of the question. Points of view are accomplished and logical and reveal a well developed understanding of the topic.</p>	<p>B 13-16</p>
COMMENT:	
<p>A reasoned argument is represented and generally sustained. Most relevant aspects of content are broadly explained and more conventionally interpreted in relation to the question. Examples are generally explained and used to support an argument that addresses some aspects of the question. Points of view are reasonably clear and logical and reflect a good understanding of the topic.</p>	<p>C 9-12</p>
COMMENT:	
<p>An argument is represented but is unevenly sustained. Aspects of content are represented but explanations are superficial and may not be related to the question. Examples are described in an obvious way and are connected and reflect a foundational understanding of the topic.</p>	<p>D 4-8</p>
COMMENT:	
<p>Comments are offered that may relate to some aspects of the question. Ideas are identified and may be explored to some extent in an isolated way. Points of view are not supported and reflect a limited understanding of the topic.</p>	<p>E 1-3</p>
<p>Years 7, 8 and 9 - Non submission or late A 10% deduction will be calculated, per school day, to a maximum of 50% for tasks submitted late. All tasks must be handed in by the end of the school day. Assessment Tasks not submitted on the due date may be submitted to the Front Office.</p>	<p>-10% per day</p>
COMMENT:	
<p>Years 10, 11 and 12 Absence from an assessment task could be an indication of a student's non serious attempt, placing at risk the award of the ROSA, Preliminary or the Higher School Certificate qualification. It is the responsibility of a student who fails to submit an assessment task to make an application (Blue Form) for consideration under the published rules of the Assessment Procedures.</p>	<p>0</p>

CREATIVE & PERFORMING ARTS FACULTY

Dance

Outcomes assessed are taken from the following Syllabus Document: STAGE 6 DANCE SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Performance	P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.5	Term 1 Week 10 25-26/03/24	30
Assessment Task 2: Composition and Essay	P1.1, P1.3, P3.1, P3.2, P3.4, P3.5, P3.6, P4.2, P4.3, P4.4	Term 2 Week 6 24, 27/06/24	30
Assessment Task 3: Semester 2 Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5, P3.2, P3.3, P3.5, P3.6, P4.1, P4.2, P4.4	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Music

Outcomes assessed are taken from the following Syllabus Document: NESAS MUSIC 1 STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Part A – Aural Analysis Part B - Performance Free Choice	Analysis P4, 5, 6, 7, 8, 10, 11 Performance P1,3,4,5,6,7,8,9,10,11	Term 1 Week 11 08, 09,12/04/24	30
Assessment Task 2: Part A – Performance Free Choice Part B - Children's Composition Part C – Music in Education Analysis	Performance P1,3,4,5,6,7,8,9,10,11 Composition P2,3,4,5,7,8,9,10,11 Musicology P2,4,5,6,7,8,9,10,11	Term 2 Week 8 17& 21/6/24 Week 9 24/6/24	35
Assessment Task 3: Semester 2 Examination Part A: Written Aural Examination (Final) Part B: Viva Voce	Written P4,5,6,7,8,10,11 Viva Voce P2,4,5,6,7,8,9,10,11	Term 3 Weeks 8 and 9 September 9-20	35
Weighting			100%

Visual Arts

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 6 VISUAL ARTS SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Mixed Media, Mini series of works 2D & 3D. Section 1: short questions writing task	P1, P3, P4, P6, P7, P8, P9	Term 2 Week 2 07/05/24	30
Assessment Task 2: Sculptural form Section 2: Scaffold essay	P1, P2, P5, P10	Term 2 Week 4 09/08/24	30
Assessment Task 3: Semester 2 Examination	P7, P8, P9, P10	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Visual Design and Photography

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 6 VISUAL DESIGN & PHOTOGRAPHY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Product Design Skateboard Module PD3: Industrial V.A.D: Includes ideas, designs, processes, documentation & advertising of photographic shoot.	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	Term1 Week 9	25 10
Assessment Task 2: Wearable Design Module WD1: Clothing and Image. V.A.D: Includes ideas, designs, processes & documentation & advertising of photographic shoot.	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	Term 2 Week 9	20 10
Assessment Task 3: Wearable Design Module WD1: Jewellery and Accessories & advertising of photographic shoot. Artist Research Task	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	Term 3 Weeks 9	25 10
Weighting			100%

ENGLISH FACULTY

Advanced English

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 ADVANCED ENGLISH SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Common Module - Reading to Write Composition and Reflection	EA11-3, EA11-4, EA11-5, EA11-9	Term 1 Week 10 02/04/24	30
Assessment Task 2: Module A – Narratives that Shape Our World Multimodal Response	EA11-1, EA11-2, EA11-3, EA11-5, EA11-8	Term 2 Week 9 25/06/24	40
Assessment Task 3: Semester 2 Examination	EA11-1, EA11-2, EA11-3, EA11-4, EA11-6, EA11-7	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

Standard English

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 ENGLISH STANDARD SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Common Module - Reading to Write Composition and Reflection	EN11-3, EN11-4, EN11-5, EN11-9	Term 1 Week 10 02/04/24	30
Assessment Task 2: Module A - Contemporary Possibilities Multimodal response	EN11-1, EN11-2, EN11-3, EN11-5, EN11-8	Term 2 Week 2 25/06/24	40
Assessment Task 3: Semester 2 Examination	EN11-1, EN11-2, EN11-3, EN11-4, EN11-6, EN11-7	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

English Studies

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 6 ENGLISH STUDIES SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Achieving Through English Multimodal response	ES11-1, ES11-3, ES11-6, ES11-7, ES11-8	Term 1 Week 10 03/04/24	30
Assessment Task 2: Elective Elective Modules Collection of classwork	ES11-1, ES11-4, ES11-7, ES11-8, ES11-9	Term 3 Week 5 23/08/24	40
Assessment Task 3: Collection of Classwork / Semester 2 Examination	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

English as an Additional Language/Dialects (EALD)

Outcomes assessed are taken from the following Syllabus Document:

NESA ENGLISH EALD STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Language and Context Multimodal Presentation (including listening)	EAL11B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	Term 1 Week 11 10/04/24	40
Assessment Task 2: Close Study In class task	EAL11-1A, EAL11-3, EAL11-6, EAL11-8	Term 2 Week 10 03/07/24	30
Assessment Task 3: Semester 2 Examination	EAL11-1B, EAL11-2, EAL11-7, EAL11-9	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

HISTORY FACULTY

Ancient History

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 ANCIENT HISTORY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Investigating Ancient History -The Nature of Ancient History The Treatment and Display of Human Remains	AH11-6, AH11-10	Term 1 Week 8 18/03/24	30
Assessment Task 2: Historical Investigation	AH11-4, AH11-8, AH11-9	Term 2 Week 8 19/06/24	30
Assessment Task 3: Semester 2 Examination	AH11-3, AH11-5, AH11-6	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Modern History

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 MODERN HISTORY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: The Shaping of the Modern World- The French Revolution Test of Limited Scope	MH11-4, MH11-10	Term 1 Week 9 20/03/23	30
Assessment Task 2: Historical Investigation	MH11-5, MH11-7, MH11-8	Term 2 Week 9 26/06/23	30
Assessment Task 3: Semester 2 Examination	MH11-3, MH11-6, MH11-9	Term 3 Weeks 8 and 9	40
Weighting			100%

Society and Culture

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 SOCIETY AND CULTURE SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: The Social Cultural World Test of Limited Scope	P1, P3, P9	Term 1 Week 9 28/03/24	30
Assessment Task 2: Research Methods Task (hand in)	P6, P8, P10	Term 2 Week 9 27/06/24	30
Assessment Task 3: Semester 2 Examination	P2, P4, P5	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

HOME ECONOMICS FACULTY

Community & Family Studies

Outcomes assessed are taken from the following Syllabus Document:		NESA STAGE 6 COMMUNITY & FAMILY STUDIES		
Description of Task	Outcome to be Assessed	Priority Date	%	
Assessment Task 1: Resource Management Test of Limited Scope	P1.2, P4.1, P4.2, P5.1, P6.1	Term 1 Week 9 28/03/24	30	
Assessment Task 2: Families & Communities Research Task	P2.2, P3.1, P4.1, P6.1	Term 2 Week 9 27/06/24	30	
Assessment Task 3: Semester 2 Examination	P1.1, P1.2, P2.2, P2.4, P3.1, P5.1, P6.1, P6.2	Term 3 Weeks 8 and 9 September 9-20	40	
			Weighting	100%

Food Technology

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 FOOD TECHNOLOGY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Food Availability & Selection Test of Limited Scope	P1.1, P1.2	Term1 Week 9 28/03/24	20
Assessment Task 2: Food Quality Research & Practical Task	P2.2, P3.2, P4.1, P4.4	Term 2 Week 9 24/06/24	40
Assessment Task 3: Semester 2 Examination	P1.1, P1.2, P2.2, P4.3, P4.4, P5.1	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Textiles and Design

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 FOOD TECHNOLOGY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Design Practical and Folio	P4.1, P4.2, P4.3, P5.1, P6.1	Term 2 Week 2 08/05/24	40
Assessment Task 2: Properties & Performance Practical and Folio	P1.1, P2.2, P4.1, P4.2, P6.1	Term 3 Week 6 21/08/24	40
Assessment Task 3: Semester 2 Examination	P1.1, P1.2, P2.3, P2.4, P3.1, P5.1, P6.1. P6.2	Term 3 Weeks 8 and 9 September 9-20	20
Weighting			100%

INDUSTRIAL ARTS FACULTY

Engineering Studies

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 ENGINEERING STUDIES SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Engineering Fundamentals	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2 P4.3, P5.1, P6.1,P6.2	Term 1 Week 7 15/03/24	30
Assessment Task 2: Biomedical Engineering Presentation	P1.1, P1.2, P2.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	Term 2 Week 5 31/05/24	30
Assessment Task 3: Semester 2 Examination	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1,P6.2	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Industrial Technology: Timber

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 6 INDUSTRIAL TECHNOLOGY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Industry Study Research and Validation Task	P1.1, P1.2, P6.2, P7.1, P7.2	Term 2 Week 2 09/05/24	20
Assessment Task 2: Small Cabinet Project & Research, Design and Management Folio	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2 P4.3 P5.1, P5.2	Term 3 Week 4 16/08/24	40
Assessment Task 3: Semester 2 Examination	P1.1, P1.2, P2.1, P6.1, P7.1, P7.2	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Software Engineering

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 6 SOFTWARE ENGINEERING 11-12 (2022)

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Programming Fundamentals	SE-11-01, SE-11-02, SE-11-06, SE-11-07	Term 1 Week 10 12/04/24	30
Assessment Task 2: Blended Mechatronics and OOP Project	SE-11-01, SE-11-02, SE-11-03, SE-11-06, SE-11-07, SE-11-08, SE-11-09	Term 2 Week 8 23/08/24	40
Assessment Task 3: Semester 2 Examination	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-08	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

LANGUAGES FACULTY

Spanish Beginners

Outcomes assessed are taken from the following Syllabus Document:

NESA LANGUAGES STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Reading Comprehension Task	2.3 Summarises the main points of a text	Term 2 Week 2 08/05/24	30
Assessment Task 2: Writing and Speaking Task	1.1 Establishes and maintains communication in Spanish 3.1 Produces texts appropriate to audience, purpose and context	Term 3 Week 2 31/07/24	30
Assessment Task 3: Semester 2 Examination	1.1 Establishes and maintains communication in Spanish 2.1 Understands and interprets information in texts using a range of strategies 2.3 Summarises the main points of a text 3.1 Produces texts appropriate to audience, purpose and context	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

MATHEMATICS FACULTY

Mathematics Standard

Outcomes assessed are taken from the following Syllabus Document: **NESA STAGE 6 MATHEMATICS STANDARD SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: In-class Examination (Prepared A4 Sheet both sides)	MS11-1, MS11-2, MS11-5, MS11-6	Term 1 Week 9 26/03/24	30
Assessment Task 2: Investigative Task	MS11-9 MS11-10	Term 2 Week 7 11/06/24	30
Assessment Task 3: Semester 2 Examination	MS11-1 to MS 11-8	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Mathematics Advanced

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 MATHEMATICS ADVANCED SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: In-class Examination(Prepared A4 Sheet)	MA 11-1, MA 11-2, MA 11-3	Term 1 Week 9 26/03/24	30
Assessment Task 2: Investigative Task	MS11-9 MS11-10	Term 2 Week 7 11/06/24	30
Assessment Task 3: Semester 2 Examination	MA11-1 to MA11-9	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Mathematics Extension 1

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 MATHEMATICS EXTENSION SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: In-class Examination (Prepared A4 Sheet both sides)	ME 11-1, ME 11-2	Term 1 Week 10 02/04/24	30
Assessment Task 2: Investigative Task	ME 11-6, ME 11-7	Term 2 Week 10 02/07/24	30
Assessment Task 3: Semester 2 Examination	ME11-1 to ME 11-7	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

PDHPE FACULTY

PDHPE

Outcomes assessed are taken from the following Syllabus Document:

NESA PDHPE STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Better Health for Individuals – Investigative & Validation Task	P3, P4, P16	Term 1 Week 10 03,04,05/04/24	30
Assessment Task 2: Options Topic Test	P12, P17	Term 2 Week 9 24/06/24 @1.30pm (offline)	30
Assessment Task 3: Semester 2 Examination	P1-P17	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Sport Lifestyle & Recreation

Outcomes assessed are taken from the following Syllabus Document:

NESA SPORT LIFESTYLE AND RECREATION STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Social Perspectives (Drugs in Sport) Research Task	2.4	Term 1 Week 10 05/04/24	30
Assessment Task 2: Games & Sports Application 1 Practical Task (ongoing)	3.1, 4.4	Term 2 Week 4 24/05/24	30
Assessment Task 3: Semester 2 Examination	1.1, 4.1	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

SCIENCE FACULTY

Biology

Outcomes assessed are taken from the following Syllabus Document: **NESA STAGE 6 BIOLOGY SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Depth Study	BIO11/12-2, BIO11/12-3, BIO11/12-4	Term 1 Week 9 25/03/24	30
Assessment Task 2: In Class Assessment	BIO11/12-5, BIO11/12-6, BIO11/12-7	Term 3 Week 2 29/07/24	30
Assessment Task 3: Semester 2 Examination	BIO11/12-8, BIO11/12-9, , BIO11-10 BIO11/12-11	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Chemistry

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 CHEMISTRY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Examination	CH11/12-5, CH11/12-6, CH11/12.4, CH11/12-8	Term 1 Week 8 22/03/24	30
Assessment Task 2: Practical Examination	CH11/12-3, CH11/12-5 CH11/12-6, CH11/12-9	Term 2 Week 9 28/06/24	30
Assessment Task 3: Semester 2 Examination (Final)	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8 CH11/12-9, CH11/12-10, CH11/12-11	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Earth and Environmental Science

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 6 EARTH AND ENVIRONMENTAL SCIENCE SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Research Task	EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-5, EES11-7,EES11-8	Term 1 Week 9 28/03/24	30
Assessment Task 2: Depth Study	ESS11/12-5, ESS11/12-6, ESS11/12-7, ESS11-10	Term 2 Week 9 27/06/24	40
Assessment Task 3: Semester 2 Examination	ESS11/12-1, ESS11/12-2, ESS11/12-3, ESS11/12-4, ESS11/12-5,ESS11-9	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

Investigating Science

Outcomes assessed are taken from the following syllabus document:

NESA INVESTIGATING SCIENCE STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Research Task	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4	Term 1 Week 5 26/02/24	30
Assessment Task 2: Depth Study	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7	Term 2 Week 5 27/05/24	40
Assessment Task 3: Semester 2 Examination	INS11/12-1, INS11/12-6, INS11/12-7, INS11/12-11	Term 3 Weeks 8 and 9 September 9-20	30
Weighting			100%

Physics

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 6 PHYSICS SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Kinematics & Dynamics Practical Task	PH11/12-2, PH11/12-3, PH11/12-5, PH11-8, PH11-9	Term 1 Week 09 27/03/24	30
Assessment Task 2: Depth Study Report	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-6,PH11/12-7, PH11-10	Term 3 Week 2 24/07/24	30
Assessment task 3: Semester 2 Examination	PH11/12-1, PH11/12-2, PH11/12.3, PH11/12-4, PH11/12-5,PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

SOCIAL SCIENCE FACULTY

Business Studies

Outcomes assessed are taken from the following Syllabus Document:

NESA BUSINESS STUDIES STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Business Report	P1, P2, P8	Term 1 Week 9 25/03/24	30
Assessment Task 2: Investigative Study-Essay	P5, P7	Term 3 Week 3 05/08/24	30
Assessment Task 3: Semester 2 Examination	P4, P6, P9, P10	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Economics

Outcomes assessed are taken from the following Syllabus Document: NESAS ECONOMICS STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Markets Problem Set	P3, P11	Term 2 Week 2 06/05/24	30
Assessment Task 2: Investigative Task	P6, P9	Term 3 Week 2 29/07/24	30
Assessment Task 3: Semester 2 Examination	P3, P6, P8	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Legal Studies

Outcomes assessed are taken from the following Syllabus Document:

NESA LEGAL STUDIES STAGE 6 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Topic Test	P1, P2	Term 1 Week 8 19/03/24	20
Assessment Task 2: Multimedia Presentation with Voice Over	P4, P6	Term 2 Week 8 20/06/24	40
Assessment Task 3: Semester 2 Examination	P3, P6, P7	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

Work Studies

Outcomes assessed are taken from the following Syllabus Document: **NESA WORK STUDIES STAGE 6 SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Employment Research Task	2, 3, 5	Term 1 Week 9 27/03/24	30
Assessment Task 2: Teamwork and Enterprise Skills Presentation	8, 5, 6	Term 3 Week 3 06/08/24	30
Assessment Task 3: Semester 2 Examination	1, 7	Term 3 Weeks 8 and 9 September 9-20	40
Weighting			100%

VOCATIONAL EDUCATION & TRAINING



ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2024 – HSC 2025

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed “competent” or “not yet competent” by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).


Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.


Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.


Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Assistant Dance Teaching


 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 ASSISTANT DANCE TEACHING – BOARD ENDORSED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: CUA30320 Certificate III in Assistant Dance Teaching Training Package: CUA Creative Arts and Culture (Version 5.1)						NESA course 2 U X 1 YR and 3 U x 1 YR = 300 hours (2024PRELIM 65334 and 2025 HSC 65338) LMBR UI Code: (11 OR 12) CUA30320265334B	
The information may change in 2024 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.							
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIV	HSC STATUS	HSC INDICATI VE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements
Term 1-2	4 - 5 PRELIMINARY UOCs						300 Indicative Hours over 2 years 35 hrs Work placement
	CUADTM421 CUAWHS413	Teach basic dance technique Incorporate anatomy principles into skill development	E C	E C	45 25	Cluster 1: The Moving Body Direct Observation, Product Based Method and Questioning	
Term 3	BSBWHS211 CHCLEG003	Contribute to health and safety of self and others Manage legal and ethical compliance	C C	C C	10 30	Cluster 2: The Safe Workplace Product Based Method and Questioning	
Term 4-5	7 - 8 HSC UOCs						35 hrs Work placement <i>School may choose to insert examination weighting/s</i>
	CUACHR311 CUAMLT211 CUADLT311	Develop basic dance composition skills Develop musical ideas and knowledge Develop basic dance analysis skills	E C C	E C C	20 20 20	Cluster 3: TBC Direct Observation, Portfolio	
	CHCECE006 CUADTM311	Support behaviour of children and young people Assist with dance teaching	C C	C C	25 30	Cluster 4: TBC Direct Observation, Questioning	
Term 7	CUAIND314 SISFFIT007	Plan a career in the creative arts industry Instruct group exercise sessions	E E	E E	15 30	Cluster 5: TBC Direct Observation, Portfolio	
Stand alone Unit delivered in Term X	HLTAID011	Provide First Aid (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	C	C	20	Credit transfer for this unit when delivered by Catch Training	
<i>NESA requires students to study a minimum of 300 hours to meet Preliminary and HSC requirements.</i>			Total hours 290		<i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i>		

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: BSB30120 Certificate III in Business Training Package: BSB Business Services (Version 7.2)							NESAs Course Code: 2 U X 2 YR - 26111 HSC Exam: 26199 LMBR UI Code: BSB30120126111B
TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 yrs 35 hrs Work placement
Term 1	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	
Terms 2- 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	
7 HSC UOCs							35 hrs Work placement 50% Semester One Exam 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 225		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		


Construction

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 – HSC 2025 QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)							NESA course code 2 U X 2 YR - 26211 2025 HSC Exam: 26299 LMBR UI Code: CPC20220126211B or CPC20120126211B
TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years 40% Preliminary Exam 35 hrs. Work Placement
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
11 HSC UOCs							
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	235- 240 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	


Hospitality – Food and Beverage

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2) The information may change in 2024 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.						NESA Course Code 2 U X 2 YR – 26511 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B	
Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATI	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement Prelim Yearly Exam
Term 2 & 3	SITHCCC024 BSBSUS211	Prepare and present simple dishes Participate in sustainable work practices	E E	E E	20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB024 SITXCOM007	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity	E C	S E	15 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 50% Semester One 50% HSC Trial Exam
Term 4 – 6	SITXCCS011 SITHFAB025 SITHFAB027 SITHIND007	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBTWK201 SITHIND006	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Retail Services

		PUBLIC SCHOOLS NSW ULTIMO RTO 90072 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: SIR Retail Services (Release 7.0)				NESA course code 2 U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B	
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIV	HSC STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
	7 PRELIMINARY UOCs						
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years 35 hrs Work placement 40% Preliminary Exam
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	
	7 HSC UOCs						
Term 4-5	SIRXSL001 SIRXSL002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Sport Coaching

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training Package: SIS Sport, Fitness and Recreation (Version 4)							NESA Course: 50418 LMBR UI Code: (11 or 12) SIS30521150418
TERM	Unit Code	Units Of Competency	AOQ CORE	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	4 Preliminary UOC's						240 Indicative hours over 2 years
	HLTWS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO002 SISSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	Minimum 35 hrs mandatory work placement School may choose to insert examination weighting
Term 3-4	6 HSC UOCs						
	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster 3: (Complete 2 of the 3 elective options) a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation b) Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation c) Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	
	SISXDDIS001	Facilitate inclusion for people with a disability	E-E	E	20		
SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25			
Term 5-6	SISSSCO003 BSBRSK401	Meet participant coaching needs Identify risk and apply risk management processes	C C	C C	30 25	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
Stand alone unit delivered in Term 4	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours: 240/245/250		<i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i>		