



**BELMONT HIGH SCHOOL
HSC ASSESSMENT BOOKLET
2021 – 2022**

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Belmont High School's Senior Assessment Policy aligns with the Rules and Processes of the New South Wales Education Standards Authority (NESA):

<https://www.educationstandards.nsw.edu.au>

The syllabus for each subject can be found on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

In this document we use the following abbreviations:

- **AQF** (Australian Qualifications Framework)
- **ATAR** (Australian Tertiary Admission Rank)
- **HSC** (Higher School Certificate)
- **NESA** (New South Wales Education Standards Authority)
- **RoSA** (Record of School Achievement)
- **RTO** (Registered Training Organisation)
- **UAC** (University Admissions Centre)
- **VET** (Vocational Education and Training)

Belmont High School Support Services

There are many support services available to assist students with this demanding period of their education. Support services include:

- Year Adviser (YA)
- Teachers
- Head Teachers (HT)
- Head Teacher Learning & Wellbeing
- Senior Executive
- Careers Adviser
- Student Support Officer (SSO)
- Counsellors
- Senior Learning Hub
- Learning & Support Teachers (LaSTs)
- Student Learning Support Officers (SLSOs)

SENIOR ASSESSMENT

Rationale

Belmont High School is focused on establishing a positive learning environment for students so that they can achieve their optimum potential and strive for academic success. Year 11 and 12 students are expected to be self-directed learners who approach their work in a mature manner and always demonstrate appropriate behaviour. We aim to prepare students for the challenges and rigours of HSC study in the senior years. The Senior Assessment Policy provides a framework for students, parents and staff to assist in the effective delivery and completion of assessable tasks to a high standard.

Eligibility Requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate (HSC) students must:

- Have gained the Record of School Achievement (RoSA) or such other qualifications as NESA considers satisfactory.
- Have attended a government school, an accredited non-government school, a school outside NSW recognized by NESA or TAFE.
- Have completed HSC: All My Own Work.
- Have demonstrated a minimum standard of literacy and numeracy.
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC.
- Sit for and make a serious attempt at the requisite HSC examinations.

<https://ace.nesa.nsw.edu.au/ace-8004>

Attendance

At Belmont High School, at least 90% attendance in each course is expected. The Principal may determine that, as a result of absence, the course completing criteria might not be met (ACE Manual 4016).

- Any extended leave requires the approval of the Principal prior to the student commencing their leave.
- There should be no unexplained absences.
- Unsatisfactory attendance impacts a student's ability to satisfactorily complete course work.
- An Illness and Misadventure Appeal form accompanied with appropriate documentation is required to explain absences on the day of an assessment task.
- Failure to provide documentation may result in zero marks being awarded for the assessment task.

Participation

A **genuine attempt** must be made concerning Assessment tasks and the teaching and learning activities of a course. Participation in a course involves:

- Completing and submitting all assessment tasks on time and to the best of the student's ability.
- Completing set tasks, homework and assignments, even if they are not assessment tasks.
- Completing mandatory work placement for Vocational Education and Training (VET) Courses.

To complete a course successfully a student must do all set homework and assignments and attend lessons, not just complete assessment tasks.

Year 11 Course and HSC Course

The Higher School Certificate (HSC) program is divided into two courses, the Year 11 Course and the HSC Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into the HSC Course.

In Year 11, each student will be assessed against course outcomes and this assessment will be used in order to award grades for the RoSA. The marks a student receives for assessment tasks reflect the level to which the student has achieved those specified outcomes at that time in the course. There is no pre-determined number of students in each mark range and there is not a limit on the number of students achieving top marks. At the end of the course, grades are awarded based on each student's final demonstration of the course descriptors.

The HSC Course comprises two components: the external HSC examination and the internal HSC assessment program. Both the examination and internal assessment are reported on the final Higher School Certificate and both contribute equally to the Australian Tertiary Admission Rank (ATAR).

The Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy tests (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements upon leaving school. School leavers who are not eligible for the RoSA will receive a Transcript of Study. Further information on the RoSA can be found on the NESA website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

HSC Minimum Standards

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC.

Students planning to leave school before completing their HSC may also take these tests to show their level of literacy and numeracy skills. Further information on the Minimum Standard Online Tests can be found on the NESA website: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Pattern of Study Requirements

To qualify for the HSC, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses.
- At least two (2) units of a Board Developed Course in English.
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses).
- At least four (4) subjects.

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

<https://ace.nesa.nsw.edu.au/ace-8005>

Pathways

There is no time restriction on the accumulation of the 12 units required for the Preliminary courses.

A student may take up to five (5) years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Accumulation of HSC courses cannot extend over more than five years.

<https://ace.nesa.nsw.edu.au/ace-8036>

Vocational Education & Training (VET) Courses

Students undertaking VET courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

Students taking VET courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank (ATAR).

If a student fails to undertake any mandatory work placement component of a VET course, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal will indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' determination.

<https://ace.nesa.nsw.edu.au/ace-8028>

HSC: All My Own Work

All students undertaking one or more Year 11 or Year 12 courses must first complete the HSC: All My Own Work program in ethical scholarship.

Students undertaking only Stage 6 Life Skills courses are not required to complete HSC: All My Own Work.

<https://ace.nesa.nsw.edu.au/ace-9001>

Australian Tertiary Admissions Rank (ATAR) Requirements

To be eligible for an ATAR in NSW, a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subjects

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units, which can include no more than 2 units of Category B courses.

<https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

Assessment

Senior assessment requires that a standards referenced approach be used for assessing and reporting student achievement. This approach refers to the process of collecting and interpreting information about students' learning and uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards referenced assessment must be used for both Year 11 and 12 courses. To satisfy requirements for a Year 11 course students must have completed the documented faculty-based assessment program. Students who do not satisfy this requirement are ineligible for the award of a Year 11 grade on their RoSA for each subject they do not demonstrate requirements. **A student cannot continue studying courses at a Year 12 level if they have not met Year 11 requirements.**

<https://ace.nesa.nsw.edu.au/higher-school-certificate/school-based-assessment>

What is the Purpose of the Assessment?

The purpose of assessment is to:

- Determine the rank order and relative position of students in the course.
- Provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Measure performance over the whole course rather than by a single end examination.
- Measure performance in wider areas of the course including those that cannot be tested in a formal examination e.g., fieldwork skills, laboratory practical work.
- Enable students to demonstrate what they know and can do.
- Identify areas to improve.
- Prove a student has satisfactorily completed a course.
- Contribute to the final HSC mark.

How will a student be assessed?

- Students will be required to complete a set of assessment tasks for each of their subjects.
- A variety of tasks may be used and could be practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance assessments, journals etc. The mark you score for each task will be used by the school as part of your course assessment.
- Marks awarded to students reflect the standards they have achieved.
- All course outcomes listed in the relevant syllabus must be assessed.
- Each task assesses the student's actual performance, not potential performance.
- The total assessment program allows for the demonstration of the achievement of course outcomes.

<https://ace.nesa.nsw.edu.au/ace-8069>

Year 11 Course Assessment

- The maximum number of formal assessment tasks is three (3) per course with weightings between 20% and 40%.
- At the conclusion of the Year 11 course, students will be awarded an A to E grade based on their overall results for the course.
- The general performance descriptors describe performance at each of the five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

HSC Course Assessment

A student's final HSC mark for each Board Developed Course studied in Year 12 is determined by two components:

- The student's performance on school based formal assessment tasks.
 - The student's performance on the external HSC Examination.
- 50% of the final HSC mark comes from school based formal assessment tasks. Therefore, performance in these tasks is important in calculating the student's final HSC mark.
 - The maximum number of formal assessment tasks is four (4) per course with weightings between 10% and 40%.
 - Only one formal written examination task per course is permitted in the HSC course with a maximum weighting of 30%.

The HSC Assessment Mark

The final HSC Assessment Mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement and gives students credit for what they have achieved throughout their courses in addition to their final examination. Each task assesses the student's actual performance, not potential performance.

Course Completion Criteria

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

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

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute more than 50% of available marks in courses where school-based assessment marks are submitted. (<https://ace.nesa.nsw.edu.au/ace-8020>)

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give the student early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the parent / guardian in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the 'N' Determination.

<https://ace.nesa.nsw.edu.au/ace-8019>

Stage 6 Assessment Overview

Each course will inform students about the course assessment procedures in an Assessment Schedule. The schedule will provide details of:

- The components of each course as specified in the course requirements and their respective weightings.
- The weightings of each task in relation to the total requirements for the course.
- The nature of each assessment task e.g., written task, oral task, formal examination.
- The term and week the task will be assessed.
- The outcomes that will be assessed for each task.

The school is required to calculate an assessment mark for every student in applicable HSC courses. The mark ranks the students, relative to each other, in each course. In calculating the report mark for each subject where internal assessments are submitted, 50% of the mark comes from the accumulated school assessments. The other 50% of marks comes from the HSC examination.

Variations to the published Assessment Schedule can only occur with the concurrence of the Deputy Principal. Students must also be informed in writing and sign for receipt of this notification.

Whilst every attempt is made to ensure that students complete assessment tasks on time, the due date is not flexible under normal circumstances.

A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner.

Notice of Assessment

As well as the Assessment Booklet, each course will inform students of upcoming tasks by issuing an Assessment Task Notification via CANVAS for each formal task at least **two weeks** before the due date for each task, unless under exceptional circumstances. Students will be required to acknowledge receipt of this notification via a CANVAS quiz. Each notification will include the following information:

- Task number
- Task weighting
- Timing (due date and time)
- Outcomes assessed
- Nature of the task
- Description of the nature of the task
- Marking criteria
- Feedback to be provided.

The notification sheet must reflect the assessment schedule for a course. Students will receive a minimum of two weeks' written notice for any variation to the Assessment Schedule and/or Assessment Task, unless due to exceptional circumstances.

Return of Completed Tasks

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

Feedback

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or oral.

Assessment Procedures

If a student is absent on the day an Assessment Task Notification Sheet is issued, they are responsible for obtaining a copy of it via CANVAS and following up with the class teacher. No extra time will be given to students for a task because they did not receive the task information sheet when it was issued in class, unless in the case of an upheld Illness / Misadventure Appeal, where appropriate.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks not submitted on the due date will be regarded as late. If a task is not submitted by the time stipulated on the due date it will be regarded as late.

Late submission of an assessment task will result in a zero mark being awarded for the task unless an Illness and Misadventure Appeal Form is submitted, and upheld.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this were to occur, a student would also receive an 'N' Award letter.

If a task produces invalid or unreliable results, the weighting of the invalid task may have to be reduced or the task voided. You will be informed if this happens and of the subsequent impact on the assessment program affected e.g., any additional task or changes to weightings of other tasks.

Submission of Assessment Tasks

The due date and time for an assessment task is published on the Assessment Task Notification. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. Most tasks will be submitted via CANVAS unless otherwise indicated on the Assessment Task Notification Sheet. CANVAS electronically records the date and time the task is submitted. Tasks not submitted via CANVAS must be given to the classroom teacher on the due date and students must sign the register acknowledging completion. If the teacher is absent or unavailable, then the task must be submitted to the relevant Head Teacher. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks submitted after the due date without an Illness and Misadventure Appeal being submitted and upheld will receive an automatic zero mark.

Non-Assessment Periods – Year 11 and Year 12

In Year 11 and 12, there will be no assessable tasks scheduled two weeks before the Yearly Examinations or in the two weeks preceding the Trial HSC Examinations, nor within the period of the examinations other than the assessable examinations themselves, unless under extreme circumstances.

'N' Determinations

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a course, the following may occur:

- The student will be excluded from that course. This usually means the student will have insufficient units of work for the award of Year 11 completion or the HSC and/or;
- The student may be expelled by the Principal due to 'Unsatisfactory Participation in Learning' (student of post-compulsory age).

If a final 'N' determination is made, the student will be given an official NESAs Appeal Form that can be submitted to the Principal.

An 'N' determination will have the following consequences:

- In a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study.
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study.
- In the Extension course, that course only will not contribute in that year to the required pattern of study.

'N' Warning Letters

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. 'N' Warning Letters may be issued to students for any of the following circumstances:

- A student is absent for an assessment task and has not submitted a successful Illness and Misadventure Appeal form.
- A student is found to be cheating in an Assessment Task.
- A student has plagiarized work from any source, without providing appropriate acknowledgement of the use of another person's work.
- A student has provided a false explanation for the late submission of an assessment task.
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.
- A student is not satisfactorily meeting course outcomes as a result of poor attendance.
- A student is not satisfactorily meeting course outcomes due to the non-completion of set classwork and/or assignment work and/or homework tasks.

When a student is issued an 'N' Warning, a letter will be sent to the parents/guardians. The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESAs. The letter provides information on what the student has not completed and what the student needs to do to resolve the 'N' warning. To negate an 'N' Warning, the student must complete the outstanding work detailed in the letter by the due date.

A minimum of two 'N' Warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N Determination', and it may result in the student being ineligible for the award of the HSC.

If a student has not completed over 50% of tasks by the end of the assessment period or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by NESAs.

Assessment of VET Courses

VET courses are competency-based. The NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO) of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence based on performance. A student is judged as either 'competent' or 'not yet competent'. This judgement is based on evidence, which may be in a variety of forms.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines. Students must make prior arrangements with the teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. They must do this as soon as it becomes evident.

Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness and misadventure. The school has an appeal process in place to support these students.

A student may submit an Illness and Misadventure Appeal Form if they are affected by:

- Illness or Injury – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand.
- Misadventure – any other event beyond the student's control which allegedly affected the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood.
 - Sporting Representation – for school approved activities
 - School Sanctioned Activities – VET work placement, Leadership commitments
 - Other – events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task. **Note:** There is a different Illness/Misadventure Appeal procedure for HSC exams.

The Illness and Misadventure Appeal Process

It is the student's responsibility to collect an 'Illness and Misadventure Appeal Form' from the appropriate class teacher, Head Teacher, Senior Learning Hub Coordinator or Deputy Principal. An electronic form can also be submitted via the school website.

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave of absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form within **two (2) days** of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
- ☐ For a student who sits and completes a task, the mark for that task stands. An 'Illness and Misadventure Appeal Form' cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- The NESAs guidelines of Illness and Misadventure shall form the basis for determination of applications.
- Holidays are not considered acceptable reasons for absence as per the NSW Department of Education and NESAs guidelines.

<https://ace.nesa.nsw.edu.au/ace-11004>

Appeal Upheld

If a student submits an 'Illness and Misadventure Appeal Form' and the appeal is successful, then in accordance with the school's assessment policy:

- an extension of time may be granted
- a mark be awarded based on a substitute task
- an estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).
- ***The teacher must assess the student's actual performance, not potential performance.*** In the case where more than one faculty is involved a common approach will be used.
- To ensure the confidentiality and integrity of exam/task content, students will not be permitted to sit an exam/in-class task prior to the scheduled date (unless under extreme circumstances, with Principal approval and accompanying written confidentiality agreements).

Appeal Rejected

If an 'Illness and Misadventure Appeal' is rejected for a task being handed in late, or the student is absent on the date the task is due, a zero mark will be recorded and the class teacher will issue an 'N' Warning Letter if required. Students are still required to complete the task for the purpose of meeting the syllabus outcomes and requirements. The task will be marked for the purpose of providing feedback to the student.

Reporting

Students will receive at least two formal reports throughout Year 11 (Interim Report and Final Report) and two throughout Year 12 based on their achievement of course outcomes.

Students will also receive notification of their rank order in each subject, based on their school assessment, at the conclusion of their HSC course. Rank order at the completion of each formal assessment task can be made available if requested.

Results relating to one student's performance are not released to another student, unless with the express permission of that student.

Final assessment marks are confidential and under no circumstances can be published to any party other than the NESA.

Access to Technology

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library before school, at recess and lunch, and in the Senior Learning Hub during Study Periods and Thursday afternoons. If students or parents have concerns about the requirements of a particular task, please contact the class teacher.

Malpractice and Plagiarism

In accordance with NESA requirements, all students must complete the All My Own Work program prior to commencing their Stage 6 program of study.

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is the act of copying. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work.

Examples of malpractice include:

- Copying someone's work in part or in whole and presenting it as their own.
- Using material directly from books, journals or the internet without reference to the source.
- Building on the ideas of another person without referencing the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person, such as a parent, tutor or subject expert, has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aids during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

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

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

Any student found guilty of malpractice or plagiarism may be awarded zero marks for the task and will be recorded on the NESA Malpractice Register if it is an HSC assessment. Any student who lends material for copying will be similarly penalised.

<https://ace.nesa.nsw.edu.au/ace-9023>

Examinations and Assessment Tasks

Examinations (exams) are used to assess student knowledge. Exams may be electronic, written or verbal and vary in the length of time. Exams may be conducted throughout the year, from in class topic tests to formal examinations. The procedures to be followed are modelled on those used in the HSC Examinations.

Rules for Examinations

Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to Illness and Misadventure.
- Students who are late for an exam will not be given extra time.

Procedures and Conduct:

- It is the student's responsibility to view the exam timetable on CANVAS and acknowledge receipt of the timetable via a CANVAS quiz.
- Students are to check the timetable carefully and note the days and times of exams.
- Students must be in attendance a minimum of 10 minutes prior to the commencement of each exam.
- Students are not required to attend school when they do not have an exam.
- School uniform is to be worn for all written exams, including the HSC.
- Bags are to be left outside or placed at the front or rear of the room, as instructed by the supervisor / teacher.
- Mobile phones, smart watches and any electronic devices are to be switched off and left in bags. Alternatively, they can be left at the front office.
- Enter the room in an orderly fashion and sit in the allocated seat. There is to be no talking from this time onwards.
- All students need to know their NESA student number. Student numbers are to be used on all examination papers.
- Complete the attendance slip for each examination. This will be collected by the supervisor.
- Make effective use of the reading time given at the commencement of each written paper to become familiar with the questions and requirements.
- Read all instructions carefully. Supervisors are not permitted to interpret questions.
- Write in black pen only. Pencil should only be used for diagrams or as directed.
- Go to the toilet before entering the exam room. A supervisor will accompany students who need to leave the exam room to go to the toilet for the duration of their absence.
- Pencil cases must be clear (see through). A clear plastic bag can be used.
- Water bottles must be clear (see through) with labels removed.
- Watches must be removed and placed on the student's desk. Smart watches are not allowed in the room.
- Only approved calculators may be used. These will be checked at the start of each exam that requires calculators.
- Students are not permitted to talk to, communicate with or share materials/equipment with another student during an examination.
- Students must raise their hand and wait for the supervisor to attend to them before speaking.
- Students are required to return all examination papers (questions and answers) at the end of the exam. Nothing is to be removed from the examination room.
- If a student becomes ill during an exam and cannot continue, he or she must let the exam supervisors know and will then be directed or escorted to the clinic and normal school procedures will be followed, including any appeal process.
- Students must remain in the exam room for the duration of the examination.

Consequences

All students are expected to demonstrate diligence and sustained effort throughout the course and in examinations and assessment tasks.

- A student's response in a formal assessment task and/or examination may be deemed a non-serious attempt should they fail to attempt 50% of the task/examination content, or fail to respond with material relevant to the syllabus in the spirit in which it was written. Non-serious attempts may be awarded zero and be the grounds for an 'N' Warning Letter.
- Any student caught communicating in any way with another student (speaking, signalling, gesturing or electronically) after the commencement of the exam may receive zero and 'N' Warning Letter.
- Any student caught with any material or device that may assist them in any way and give them an unfair advantage over other students may receive a zero and 'N' Warning Letter.
- Any student who behaves in a manner that disrupts their fellow students may receive a zero and 'N' Warning Letter.

Disciplinary action may also occur for any of the above breaches.

VET Industry Curriculum Frameworks/English Studies/Standard 1 Mathematics

240-hour VET Industry Curriculum Framework courses, have an optional HSC written examination. Students must nominate whether they will attempt the examination. The written examination is independent of the competency based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

The mark achieved by the student in the examination is shown on the Record of Achievement. The mark is used by UAC as the sole basis for determining the contribution of the course to the student's ATAR. Students receive a Course Report for the examination. Schools must provide an estimated examination mark for all students entered for any of the optional VET examinations. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Trial HSC.

Students enrolled in English Studies and/or Standard 1 Mathematics also have an optional HSC written examination they can choose to sit.

Disability (Special) Provisions

Students may require provisions for:

- A permanent condition, such as diabetes or reading difficulty.
- A temporary condition, such as a broken arm.
- An intermittent condition, such as back pain when sitting for long periods.

Provisions may include assistance for students to read examination questions and write their answers, or to provide rest breaks and extra time. To apply for Special Provisions the school must submit an application to NESAs with current supporting evidence such as medical reports, reading results, writing samples and teacher comments. Applications must be submitted to NESAs by the end of Term 1 of the HSC course.

Students who think they may require Special Provisions should discuss the matter with the Deputy Principal or Year Adviser at the commencement of the course.

If a student is approved for Special Provisions, it is the responsibility of the student to liaise with the class teacher and Learning and Support Teacher at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

<https://ace.nesa.nsw.edu.au/disability-provisions>

Responsibilities

Each student has the responsibility to:

- Complete the All My Own Work program prior to commencing the Stage 6 program of study.
- Be familiar with and follow the school's Senior Assessment Policy and the HSC Rules and Procedures Guide.
- Confirm their pattern of study by signing the Confirmation of Entry form.
- Complete and submit all set tasks by the due date or talk to their teachers about Illness and Misadventure Appeal procedures.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism.
- Ensure that all assessment work is their own or acknowledges the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.
- To work in a mature manner and display appropriate behaviour at all times.
- Organise an efficient program of study and work.

NOTE: To complete a course successfully students must do all set homework and assignments and attend lessons, not just complete assessment tasks.

The school has the responsibility to:

- Design and implement tasks consistent with NESA, school and faculty policies.
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year.
- Demonstrate an understanding of course content, objectives and outcomes.
- Implement classroom assessment procedures according to school and NESA requirements.
- Provide quality teaching and learning for senior students, establishing high expectations.
- Provide meaningful and timely feedback to students.
- Ensure students have copies of all relevant course documents.
- Ensure learning is based on current material and meets student/syllabus needs.
- Identify students causing concern and employ strategies to support them and communicate to parents/carers.
- Keep final assessment marks confidential.
- Implement Illness and Misadventure Appeal procedures.

Variation of the Senior Assessment Policy

The Principal reserves the right to alter the Senior Assessment Policy should exceptional circumstances present themselves. In such cases advice from NESA will guide variations.

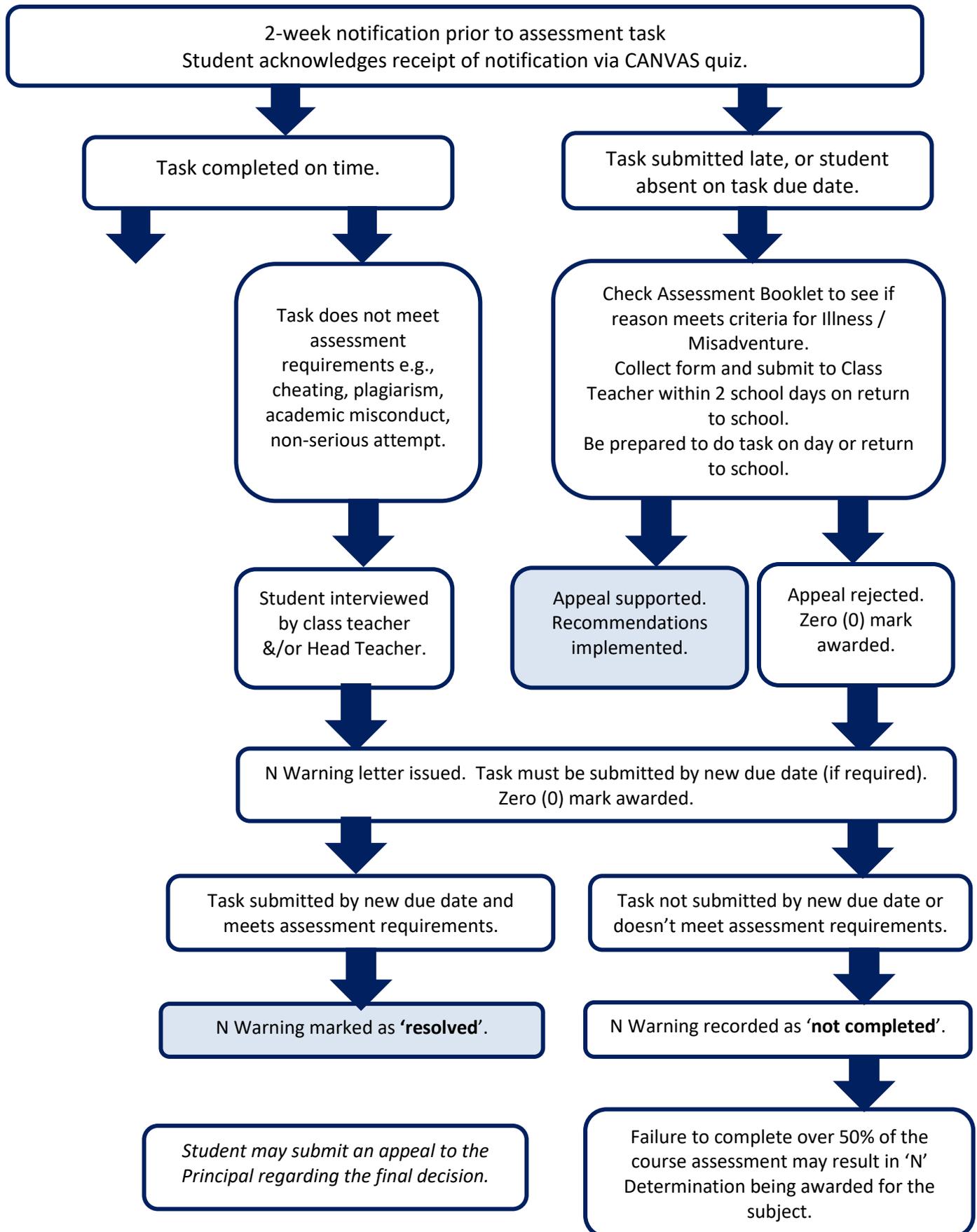
HSC Credentials

Students are able to download their credentials via their [Students Online](#) account. The [HSC testamur](#) is delivered by post in January.

A student's HSC credentials will include an HSC Testamur, Record of Achievement detailing your Year 12, 11 and 10 results and personalized course reports for relevant HSC courses. You can also download your free VET credentials. After downloading, students need to save or print their credentials and their Students Online account only remains open until 30 June of the following year. For example, if a student completes their HSC in December 2022 their [Students Online](#) account remains open until 30 June 2023.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

Assessment Procedures Flow Chart





ASSESSMENT TASK NOTIFICATION - TEMPLATE

COURSE	
TASK NAME	
TASK NUMBER	
TASK WEIGHT %	
DATE OF NOTIFICATION	
DUE DATE	

OUTCOMES ASSESSED

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TASK DESCRIPTION

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TASK INSTRUCTIONS

ABSENCE/ILLNESS/MISADVENTURE

In case of absence/ illness/misadventure, the procedures outlined in the Senior Assessment Booklet must be followed. Failure to do so will result in a zero mark, while the task must still be completed.

MARKING CRITERIA

Teachers will delete one of the following comments relating to how the task will be marked.

This task will be marked by the current teacher of the course as per the marking criteria/guidelines published. Check marking will be implemented by the Head Teacher for consistency.

OR

This task will be corporate marked by the course teachers with check marking processes implemented by the Head Teacher for consistency

Teacher _____ Head Teacher _____ Deputy _____

MARKING GUIDELINES AND FEEDBACK

STUDENT NAME

COURSE

TASK NAME and NUMBER

TASK WEIGHT

Place marking guidelines /rubric below.

Teacher Comment:

Teacher's Name and signature: _____ Date: _____

**BOARD
DEVELOPED
ENGLISH
COURSES**

2 Unit HSC - ENGLISH EXTENSION 2

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Viva Voce (Including written proposal) <u>Date:</u> Term 1 - Week 9 <u>Outcomes:</u> EEX12-1, EEX12-4, EEX12-5	<u>Task 2:</u> Literature Review <u>Date:</u> Term 2 - Week 8 <u>Outcomes:</u> EEX12-1, EEX12-2, EEX12-3, EEX12-4	<u>Task 3:</u> Critique of the Creative Process <u>Date:</u> Term 3 - Week 5 <u>Outcomes:</u> EEX12-2, EEX12-3, EEX12-5
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
Total	100	30	40	30

Outcomes:

A student;

- EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

Unit HSC - ENGLISH EXTENSION 1

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Imaginative response and reflection <u>Date:</u> Term 1 - Week 2 <u>Outcomes:</u> EE12-2, EE12-4, EE12-5	<u>Task 2:</u> Critical response with related text <u>Date:</u> Term 2 - Week 9 <u>Outcomes:</u> EE12-1, EE12-2, EE12-3, EE12-4	<u>Task 3:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis, composition and investigation	50	15	20	15
Total	100	30	40	30

Outcomes:

A student;

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

2 Unit HSC - ENGLISH ADVANCED

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Discursive response Common Module - Texts and Human Experiences Date: Term 4 - Week 10 Outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	Task 2: Critical response Module B - Critical Study of Literature Date: Term 1 - Week 8 Outcomes: EA12-3, EA12-5, EA12-7, EA12-8	Task 3: Multimodal Imaginative response Module A – Textual Conversations Date: Term 2 - Week 7 Outcomes: EA12-2, EA12-4, EA12-7, EA12-9	Task 4: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: EA12-3, EA12-4, EA12-5, EA12-6, EA12-8
Knowledge and understanding of course content	50	10	15	0	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total	100	20	25	25	30

Outcomes:

A student;

EA12-1 independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

EA12-2 uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

2 Unit HSC - ENGLISH STANDARD

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Personal Response Common Module: Texts and Human Experiences <u>Date:</u> Term 4 - Week 10 <u>Outcomes:</u> EN12-1, EN12-4, EN12-6, EN12-8	<u>Task 2:</u> Analytical Response Module A: Language Culture Identity <u>Date:</u> Term 1 - Week 9 <u>Outcomes:</u> EN12-3, EN12-7, EN12-8	<u>Task 3:</u> Multimodal Presentation Module C: Craft of Writing <u>Date:</u> Term 2 - Week 9 <u>Outcomes:</u> EN12-2, EN12-4, EN12-9	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> EN12-1, EN12-3, EN12-5, EN12-6, EN12-7
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Total	100	25	25	20	30

Outcomes:

A student;

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

2 Unit HSC – ENGLISH STUDIES

Term 4 (2021) – Term 3(2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Reading Writing Task Common Module: Texts and Human Experiences Date: Term 4 - Week 8 Outcomes: ES12-1, ES12-5, ES12-8	Task 2: Multimodal Presentation Module F: Mi-Tunes –English and the Language of song Date: Term 1 - Week 9 Outcomes: ES12-2, ES12-3, ES12-6	Task 3: Portfolio Date: Term 2 – Week 9 Outcomes: ES12-2, ES12-4, ES12-10	Task 4: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: ES12-7, ES12-9
Knowledge and understanding of course content	50	10	10	20	10
Skills in: <ul style="list-style-type: none"> • Comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50	10	10	20	10
Total	100	20	20	40	20

Outcomes: A student;

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

BOARD DEVELOPED COURSES

2 Unit HSC - Ancient History

Term 4 (2021) – Term 3 (2022)

Syllabus Components	Syllabus Weighting	Task 1: Cities of Vesuvius: Pompeii and Herculaneum Source Analysis Date: Term 4, Week 9 Outcomes: AH12-2, AH12-6, AH12-7 AH12-8, AH12-10	Task 2: Historical Period Historical Analysis Date: Term 1, Week 8 Outcomes: AH12-5, AH12-6, AH12-7, AH12-9	Task 3: Ancient Societies In Class Test Date: Term 2, Week 8 Outcomes: AH12-1, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	Task 4: TRIAL HSC Date: Term 3 Week 2-3 Outcomes: AH12-1, AH12-2, AH12-3 AH12-4, AH12-6, AH12-9
Knowledge and understanding of course content	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	10		5
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total	100	20	30	20	30

Outcomes:

A student:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

2 Unit HSC - BIOLOGY

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Model building <u>Date:</u> Term 4 - Week 8 <u>Outcomes:</u> BIO11/12-3, BIO11/12-4 BIO11/12-6, BIO11/12-7 BIO12-12	<u>Task 2:</u> Practical investigation <u>Date:</u> Term 1 – Week 7 <u>Outcomes:</u> BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO12-14	<u>Task 3:</u> Depth Study <u>Date:</u> Term 2 - Week 7 <u>Outcomes:</u> BIO11/12-1, BIO11/12-4 BIO11/12-6, BIO11/12-7 BIO12-15	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> BIO11/12-1, BIO11/12-2, BIO11/12-3 BIO11/12-4, BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO12-12, BIO12-13 BIO12-14, BIO12-15
Skills in working scientifically	60	15	25	10	10
Knowledge and understanding	40	5	5	10	20
Total	100	20	30	20	30

Outcomes:

A student;

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

2 Unit HSC - BUSINESS STUDIES

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Extended Response Operations <u>Date:</u> Term 4 - Week 8 <u>Outcomes:</u> H1, H4	<u>Task 2:</u> Stimulus Task: Finance <u>Date:</u> Term 2 - Week 2 <u>Outcomes:</u> H3, H6, H10	<u>Task 3:</u> Business Report: Marketing <u>Date:</u> Term 2 - Week 8 <u>Outcomes:</u> H2, H7	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> H5, H8, H9
Knowledge and understanding of course content	40	5	15	5	15
Stimulus based skills	20		5	5	10
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	20	25	25	30

Outcomes:

A student;

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

2 Unit HSC - CHEMISTRY
Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Practical Task Date: Term 1 - Week 7 Outcomes: CH12-2, CH12-3, CH12-4 CH12-5, CH12-6, CH12-7 CH12-13	Task 2: Depth Study Date: Term 2 - Week 10 Outcomes: CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7 CH12-12 or 13 or 14 or 15 Depending on choice of depth study.	Task 3: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: CH12-4, CH12-5, CH12-6 CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	Task 4 Summary Quiz Date Term 3 - Week 7 Outcomes CH12-12, CH12-13 CH12-14, CH12-15
Skills in Working Scientifically	60	16	30	10	4
Knowledge and Understanding	40	4	10	20	6
Total	100	20	40	30	10

Outcomes:

A student;

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

2 Unit HSC - COMMUNITY and FAMILY STUDIES

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Research Methodology Independent Research Project and Diary Date: Term 1 - Week 2 Outcomes: H4.1, H4.2, H7.2	Task 2: Groups In Context Research and In Class Extended Response Task Date: Term 1 - Week 9 Outcomes: H1.1, H2.2, H3.3, H7.1, H7.3	Task 3: Parenting and Caring Case Study Date: Term 2 - Week 9 Outcomes: H2.1, H3.2, H5.1, H5.2, H6.1	Task 4: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: All outcomes
Knowledge and understanding of course content	40		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	15	15	10
Total	100	20	25	25	30

Outcomes: A student;

- 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.
- H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

2 Unit HSC- ENGINEERING STUDIES

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Personal and Public Transport Problem solving and communication Date: Term 4 - Week 9 Outcomes: H2.2, H3.1, H6.2	Task 2: Civil Structures Engineering Report and Mechanics Solutions Date: Term 1 - Week 9 Outcomes: H2.1, H4.1, H4.2, H5.1	Task 3: Aeronautical Engineering Engineering Report and Materials Modification Research Date: Term 2 - Week 9 Outcomes: H3.2, H5.2, H6.1	Task 4: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: All outcomes may be assessed
Knowledge and understanding of course content	60	15	10	15	20
Knowledge and Skills in research, problem solving and communication related to engineering practice	40	10	15	5	10
Total	100	25	25	20	30

Outcomes: A student;

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

2 Unit HSC – FOOD TECHNOLOGY

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Food Industry Report <u>Date:</u> Term 4 - Week 9 <u>Outcomes:</u> H1.2, H1.4, H3.1	<u>Task 2:</u> Food Manufacture Research, Design, Experiment and Preparation <u>Date:</u> Term 1 - Week 7 <u>Outcomes:</u> H1.1, H4.2, H5.1	<u>Task 3:</u> Contemporary Nutrition Issues Investigation <u>Date:</u> Term 2 - Week 6 <u>Outcomes:</u> H2.1, H3.2, H4.1, H5.1	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> H1.1, H1.2, H1.3, H1.4 H2.1, H3.1, H3.2, H4.2
Knowledge and understanding of course content	40			10	30
Knowledge and skills in designing, researching, analysing and evaluating	30	20	5	5	
Skills in experimenting with and preparing food by applying theoretical concepts	30		20	10	
Total	100	20	25	25	30

Outcomes:

A student;

- 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 for a range of food situations

2 Unit HSC - GEOGRAPHY

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Ecosystems at Risk <u>Date:</u> Term 4 - Week 10 <u>Outcomes:</u> H2, H5, H9	<u>Task 2:</u> Urban Places <u>Date:</u> Term 1 - Week 10 <u>Outcomes:</u> H3, H8, H13	<u>Task 3:</u> Economic Activity <u>Date:</u> Term 2 - Week 9 <u>Outcomes:</u> H4, H7, H10, H12	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> H1, H6, H11
Knowledge and understanding of course content	40		10	10	20
Geographic tools and skills	20	10	5		5
Geographical inquiry and research, including fieldwork	20	5	10	5	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	20	30	20	30

Outcomes:

A student;

- H1 explains the changing nature, spatial patterns and interactions of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

2 unit HSC - INDUSTRY BASED LEARNING

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Logbook and Journal <u>Date:</u> Term 4 - Week 8 <u>Outcomes:</u> 3.3, 3.4	<u>Task 2:</u> Logbook and Journal <u>Date:</u> Term 1 – Week 8 <u>Outcomes:</u> 4.1	<u>Task 3:</u> Logbook and Journal <u>Date:</u> Term 2 - Week 5 <u>Outcomes:</u> 5.1	<u>Task 4:</u> Logbook and Journal <u>Date:</u> Term 3 - Week 5 <u>Outcomes:</u> 5.2, 5.3
Logbook Entries	40	10	10	10	10
Skills related to employability	20	20			
Personal attributes that contribute to employability	10		10		
Personal attributes that contribute to behaviours and attitudes at work	30			10	20
Total	100	30	20	20	30

Outcomes:

A student;

- 1.1 understand work and enterprise
- 2.1 understand the relationship between workplace and the broader industry
- 2.2 understand the pathways for work, education and training in the industry
- 2.3 understand the contribution of the industry to the Australian society and economy
- 3.1 demonstrate skills in communication and teamwork
- 3.2 demonstrate skills in initiative, problem-solving and enterprise
- 3.3 demonstrate skills in planning, organising and self-managing
- 3.4 demonstrate skills in life-long learning and technology
- 4.1 identify and appreciate the personal attributes that contribute to overall employability
- 5.1 identify and appreciate the range of behaviours appropriate to work
- 5.2 identify and appreciate appropriate attitudes towards work
- 5.3 identify and appreciate the ethical and social responsibility dimensions of work

2 Unit HSC- INVESTIGATING SCIENCE

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Depth Study – Evaluating the Scientific Method Date: Term 4 - Week 9 Outcomes: INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS12-12	Task 2: Research Task – Technologies Date: Term 1 - Week 9 Outcomes: INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS 11/12-5, INS11/12-7, INS12-13	Task 3: Data Analysis Date: Term 2 - Week 9 Outcomes: INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-7, INS12-14	Task 4: Trial HSC Examination Date: Term 3 - Week 10 Outcomes: INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15
Knowledge and understanding	40	5	5	15	15
Skills in Working Scientifically	60	15	15	15	15
Total	100	20	20	30	30

Outcomes:

A student:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic, and political influences on science

2 Unit HSC - LEGAL STUDIES
Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Crime: In-class task (short answer) Date: Term 4 - Week 10 Outcomes: H1, H4, H5, H7	Task 2: Human Rights: Research and Infographic Date: Term 1 – Week 6 Outcomes: H1, H3, H8, H9, H10	Task 3: Focus Study 1 – Family: Extended response Date: Term 2 – Week 7 Outcomes: H1, H6, H7, H8, H9	Task 4: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: H1, H2, H6, H7, H8, H9
Knowledge and understanding of course content	40	10	5	10	15
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	5	5	5	5
Communication of legal information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	25	20	25	30

Outcomes:

A student;

- H1 identifies and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and international law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 assesses the nature of the interrelationship between the legal system and society
- H7 evaluates the effectiveness of the law in achieving justice
- H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 communicates legal information using well-structured and logical arguments
- H10 analyses differing perspectives and interpretations of legal information and issues

1 Unit Year 12 – MATHEMATICS EXTENSION 2

Term 4 (2021) – Term 3 (2022)

Syllabus Components	Syllabus Weighting	<u>Task 1:</u> Test (study aid) <u>Date:</u> Term 4 - Week 11 <u>Outcomes:</u> MEX12-1, MEX12-4, MEX12-7, MEX12-8	<u>Task 2:</u> Assignment (proof) <u>Date:</u> Term 1 - Week 6 <u>Outcomes:</u> MEX12-1, MEX12-2, MEX12-7, MEX12-8	<u>Task 3:</u> Test (annotated reference sheet) <u>Date:</u> Term 2 - Week 6 <u>Outcomes:</u> MEX12-1, MEX12-2, MEX12-4, MEX12-5, MEX12-7, MEX12-8	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> MEX12-1, MEX12-2, MEX12-4 → MEX12-8
Problem-solving, reasoning and justification	50	12.5	10	12.5	15
Understanding, fluency and communication	50	12.5	10	12.5	15
Total	100	25	20	25	30

Outcomes

A student;

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3 uses vectors to model and solve problems in two and three dimensions
- MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5 applies techniques of integration to structured and unstructured problems
- MEX12-6 uses mechanics to model and solve practical problems
- MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

1 Unit Year 12 – MATHEMATICS EXTENSION 1

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Test (study aid) <u>Date:</u> Term 4 - Week 11 <u>Outcomes:</u> ME11-1 → ME11-4, ME12-3, ME12-7	<u>Task 2:</u> Test (annotated reference sheet) <u>Date:</u> Term 1 - Week 10 <u>Outcomes:</u> ME12-1, ME12-4, ME12-7	<u>Task 3:</u> Assignment (Vectors) <u>Date:</u> Term 2 - Week 10 <u>Outcomes:</u> ME12-2, ME12-6, ME12-7	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> ME11-1 → ME11-7 ME12-1 → ME12-4 ME12-7
Problem-solving, reasoning and justification	50	12.5	12.5	10	15
Understanding, fluency and communication	50	12.5	12.5	10	15
Total	100	25	25	20	30

Outcomes

A student;

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Note: *The Mathematics Advanced Course and Year 11 Extension 1 course is assumed knowledge for school-based assessment and the HSC Examination.*

Year 11 outcomes have been included in this assessment schedule to highlight to students that content related to these specific outcomes is assumed knowledge and may be examined in the relevant tasks.

2 Unit Year 12 – MATHEMATICS ADVANCED

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Test (study aid) <u>Date:</u> Term 4 - Week 9 <u>Outcomes:</u> MA11-6, MA11-7, MA12-1, MA12-10	<u>Task 2:</u> Calculus Assignment <u>Date:</u> Term 1 - Week 10 <u>Outcomes:</u> MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	<u>Task 3:</u> Test (annotated reference sheet) <u>Date:</u> Term 2 - Week 7 <u>Outcomes:</u> MA12-1→ MA12-7, MA12-10	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> MA11-1→ MA11-7, MA12→ MA12-8, MA12-10
Problem-solving, reasoning and justification	50	12.5	10	12.5	15
Understanding, fluency and communication	50	12.5	10	12.5	15
Total	100	25	20	25	30

Outcomes

A student;

- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 applies appropriate differentiation methods to solve problems
- MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 solves problems using appropriate statistical processes
- MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Note: The Mathematics Advanced Year 11 course is assumed knowledge for school-based assessment and the HSC Examination.

Year 11 Outcomes have been included in this assessment schedule to highlight to students that content related to these specific outcomes is assumed knowledge and may be examined in the relevant tasks.

2 Unit Year 12 - MATHEMATICS STANDARD 2

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Assignment <u>Date:</u> Term 4 - Week 9 <u>Outcomes:</u> MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	<u>Task 2:</u> Cumulative half-yearly with study aid <u>Date:</u> Term 1 - Week 9 <u>Outcomes:</u> MS2-12-1, MS2-12-3→MS2-12-6, MS2-12-8→MS2-12-10	<u>Task 3:</u> In class test with study aid <u>Date:</u> Term 2- Week 7 <u>Outcomes:</u> MS2-12-2→MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> MS2-12-1 →MS2-12-8
Understanding, fluency and Communication	50	5	15	15	15
Problem solving, reasoning and justification	50	10	15	10	15
Total	100	15	30	25	30

Outcomes:

A student;

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

2 Unit Year 12- MATHEMATICS STANDARD 1

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> In-class test (open book) Budgeting and Scale Drawing <u>Date:</u> Term 4 - Week 7 <u>Outcomes:</u> MS11-5, MS11-6, MS1-12-2→MS1-12-4, 1-12-7, 1-12-9, 1-12-10	<u>Task 2:</u> Research Project (Financial Maths) <u>Date:</u> Term 1 - Week 7 <u>Outcomes:</u> MS1-12-5, 1-12-9, 1-12-10	<u>Task 3:</u> In-class Test (study aid) <u>Date:</u> Term 2 - Week 8 <u>Outcomes:</u> MS1-12-1→MS1-12-4, MS1-12-6, 1-12-7, 1-12-9, 1-12-10	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> MMS1-12-1→MS1-12-10
Understanding, Fluency and Communication	50	10	10	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
Total	100	20	20	30	30

Outcomes:

A student;

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

The Mathematics Standard Year 11 course is assumed knowledge for school-based assessment and the optional HSC Examination. Year 11 Outcomes have been included in this assessment schedule to highlight to students that content related to these specific outcomes is assumed knowledge and may be examined in the relevant tasks.

2 Unit HSC - MODERN HISTORY

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Power and Authority <u>Date:</u> Term 4 - Week 8 <u>Outcomes:</u> MH12-2, MH12-3, MH12-4, MH12-7	<u>Task 2:</u> National Study Historical Analysis <u>Date:</u> Term 1 - Week 9 <u>Outcomes:</u> MH12-1, MH12-5, MH12-8, MH12-9	<u>Task 3:</u> Conflict Study <u>Date:</u> Term 2 - Week 8 <u>Outcomes:</u> MH12-4, MH12-6, MH12-8	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> MH12-1, MH12-2, MH12-3, MH12-5, MH12-7, MH12-9
Knowledge and understanding of course content	40	5	5	15	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10			10
Historical inquiry and research	20		15	5	
Communication of historical understanding in appropriate forms	20	5	10		5
Total	100	20	30	20	30

Outcomes:

A student;

- MH12-1 accounts for the nature of the continuity and change in the modern world.
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

2 Unit HSC - MUSIC 1

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<p>Task 1: Composition Portfolio and Aural Analysis Topic 1 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic</p> <p>Date: Term 4 - Week 10</p> <p>Outcomes: H2, H4, H5, H6, H7, H8</p>	<p>Task 2: Presentation of Performance and Viva Voce Topic 2 Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic</p> <p>Date: Term 1 - Week 6</p> <p>Outcomes: H1, H2, H4, H5, H6</p>	<p>Task 3: Presentation or submission: Elective Option-Topics 1 and 2 Presentation of performance and/or composition portfolio and/or musicology outline and viva voce</p> <p>Date: Term 2 - Week 9</p> <p>Outcomes: H1, H2, H4→H11</p>	<p>Task 4: Trial HSC Examination Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voca based on Topic 3</p> <p>Date: Term 3 – Weeks 2/3</p> <p>Outcomes: H1, H2, H4→H11</p>
Performance Core	10		10		
Composition Core	10	10			
Musicology Core	10		10		
Aural Core	25	10			15
Elective 1	15			15	
Elective 2	15			15	
Elective 3	15				15
Total	100	20	20	30	30

Outcomes: A student;

Through activities in performance, composition, musicology and aural, a student:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

2 Unit HSC - PDHPE

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> In class exam style questions Health Priorities in Australia <u>Date:</u> Term 4 - Week 10 <u>Outcomes:</u> H1→H5, H14	<u>Task 2:</u> Prepared short answer Responses Factors affecting performance <u>Date:</u> Term 1 - Week 10 <u>Outcomes:</u> H7→H11, H17	<u>Task 3:</u> Research Project Options <u>Date:</u> Term 2 - Week 7 <u>Outcomes:</u> H8, H13, H16, H17	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 - Weeks 2/3 <u>Outcomes:</u> H1→H10, H11, H13→H15
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research analysis and communication	60	10	10	20	20
Total	100	20	20	30	30

Outcomes: A student:

- 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
- 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
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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

2 Unit HSC - PHYSICS

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Depth Study Investigation Date: Term 4 - Week 10 Outcomes: PH12-1, PH12-3, PH12-5, PH12-7, PH12-12	Task 2: Practical Task Date: Term 2 – Week 2 Outcomes: PH12-2, PH12-3, PH12-4, PH12-6, PH12-7, PH12-13	Task 3: Practical Quiz Date: Term 2 – Week 10 Outcomes: PH12-1, PH12-4→PH12-7, PH12-12→PH12-14	Task 4: Trial HSC Examination Date: Term 3 - Weeks 2/3 Outcomes: PH12-2, PH12-4→PH12-6, PH12-12→PH12-15
Knowledge and understanding	60	10	5	5	20
Skills in Working Scientifically	40	15	20	15	10
Total	100	25	25	20	30

Outcomes:

A student;

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

1 Unit HSC - SCIENCE EXTENSION

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Poster and oral presentation of research proposal <u>Date:</u> Term 1 – Week 5 <u>Outcomes:</u> SE-1, SE-3, SE-6, SE-7	<u>Task 2:</u> Statistical Case Study <u>Date:</u> Term 2 – Week 6 <u>Outcomes:</u> SE-4, SE-5, SE-7	<u>Task 3:</u> Scientific Research Report <u>Date:</u> Term 3 – Week 6 <u>Outcomes:</u> SE-1→SE-7
Communicating scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	30	5	15	10
Application of scientific research skills	40	10	10	20
Total	100	30	30	40

Outcomes:

A student;

- SE-1 refines and applies the Working Scientifically processes in relation to scientific research
- SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

2 Unit HSC – SOCIETY AND CULTURE

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Social and Cultural Continuity and Change Research Report <u>Date:</u> Term 4 – Week 8 <u>Outcomes:</u> H1, H2, H3, H4	<u>Task 2:</u> Depth Study 1: Social Inclusion and Exclusion Research Task <u>Date:</u> Term 1 – Week 9 <u>Outcomes:</u> H7, H8, H9, H10	<u>Task 3:</u> Depth Study 2: Social Conformity and Non Conformity Research <u>Date:</u> Term 2 – Week 8 <u>Outcomes:</u> H6, H7, H9	<u>Task 4:</u> Trial HSC Examination <u>Date:</u> Term 3 – Weeks 2/3 <u>Outcomes:</u> H1, H2, H3, H4, H5
Knowledge and understanding of course content	50	10	10	10	20
Application and evaluation of social and cultural research methods	30	10	5	10	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	25	20	25	30

Outcomes:

A student:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesizes and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

2 Unit HSC - SPORT, LIFESTYLE and RECREATION (SLR)

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Games and Sports Applications 2 practical and theory assignment <u>Date:</u> Term 4 - Week 10 <u>Outcomes:</u> 1.1, 1.3, 2.1, 3.2	<u>Task 2:</u> Sports Coaching presentation and plan <u>Date:</u> Term 1 - Week 10 <u>Outcomes:</u> 2.2, 4.2, 4.5	<u>Task 3:</u> Athletics performance and Research Task <u>Date:</u> Term 2 – Week 6 <u>Outcomes:</u> 1.6, 2.3, 2.5, 3.3	<u>Task 4:</u> Games and sports applications 1, practical and theory assignment <u>Date:</u> Term 3 - Week 5 <u>Outcomes:</u> 2.1, 3.1, 4.4
Knowledge and understanding	50	10	10	20	10
Skills	50	15	15	10	10
Total	100	25	25	30	20

Outcomes:

A student;

- 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
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 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 goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

2 Unit HSC - VISUAL ARTS
Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Free Snags and Tabouli: Australian Identity. In class timed written response for critical and historical studies Date: Term 4 - Week 8 Outcomes: H7, H8, H9, H10	Task 2: Hands on Hands Off: Questioning the Role of the Artist. Hand in written response and progress of BOW including annotated explorations of materials and concepts Date: Term 1 - Week 10 Outcomes: H1, H2, H3, H4, H5, H7, H8, H9, H10	Task 3: Trial HSC Examination Art criticism and art history written examination Date: Term 3 - Week 2/3 Outcomes: H7, H8, H9, H10	Task 4: Body of Work Resolution and submission of body of work Date: Term 3 - Week 5 Outcomes: H1, H2, H3, H4, H5, H6
Artmaking (BOW)	50		20		30
Art Criticism and History (C&H)	50	10	10	30	
Total	100	10	30	30	30

Outcomes:

A student;

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationship 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 artmaking
- 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 different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

2 Unit HSC – VISUAL DESIGN - TIMBER

Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Historical investigation <u>Date:</u> Term 4 - Week 11 <u>Outcomes:</u> DM1→6, CH1→ CH4	<u>Task 2:</u> Product Design - Minor Project <u>Date:</u> Term 1 - Week 10 <u>Outcomes:</u> CH1, CH2, CH3, CH4	<u>Task 3:</u> Major Project - Progress <u>Date:</u> Term 2 - Week 10 <u>Outcomes:</u> DM1→6, CH1→ CH4	<u>Task 4:</u> Product Design - Major Project <u>Date:</u> Term 3 – Week 5 <u>Outcomes:</u> DM1→6, CH1→ CH4
Designing and Making (DM)	70		20	10	40
Critical and Historical Studies (CH)	30	20		10	
Total	100	20	20	20	40

Outcomes:

A student;

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of work
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

2 Unit HSC - WORK STUDIES
Term 4 (2021) – Term 3 (2022)

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Research Task Workplace Communication Date: Term 4 - Week 9 Outcomes: 1, 2, 6, 8	Task 2: Stimulus Task Teamwork Date: Term 1 - Week 6 Outcomes: 2, 3, 6, 7, 9	Task 3: Scenario and calculations Task - Personal Finance Date: Term 2 - Week 5 Outcomes: 4, 5, 8, 9	Task 4: Research Task Self-Employment Date: Term 3 - Week 5 Outcomes: 2, 5, 7, 8
Knowledge and understanding	30	20		15	5
Skills	70		30	15	15
Total	100	20	30	30	20

Outcomes:

A student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses 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 utilises strategies to plan organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

**VET
BOARD
DEVELOPED
COURSES**

COURSE: CPC20211 Certificate II in Construction Pathways

HSC/240hr outcome: Certificate II in Construction Pathways

Student Competency Assessment Schedule

Assessment events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 70hrs total	Yearly Exam*
		On the Level	Crack and Shatter	To Join or Not to Join		
		Date: Week: 10 Term: 1 2022	Date: Week: 4 Term 1 2022	Date: Week: 8 Term: 3 2022		
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCWF2001A	Handle wall and floor tiling materials		✓			
CPCCWF2002A	Use wall and floor tiling tools and materials		✓			
CPCCJN2001A	Assemble components			✓		
CPCCJN2002B	Prepare for off-site manufacturing processes			✓		
CPCCCM1013	Plan and organise work			✓		
CPCCCM2001	Read and interpret plans and specifications			✓		
CPCCCM2005B	Use construction tools and equipment			✓		

Depending on the achievement of units of competency, the possible HSC qualification outcome is a CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards a CPC20211 Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESAs for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

COURSE: SIT20316 Certificate II in Hospitality

HSC outcome: SIT20316 Certificate II in Hospitality

Student Competency Assessment Schedule

Delivery Strategy A Assessment Events for SIT20316 Certificate II in Hospitality			Event 2 Love to serve	Event 3 Keeping up to date	Event 4 Espresso Yourself	Event 5 Lite Bites	Event 6 B Working in Industry (Work placement B)	Trial HSC Exam*
			Term 4 -Term 1 Week 5	Term 3 Week 6	Term 4 -Term 1 Week 5	Term 2 Week 5	Term 4 Week 5	Term 3 Week 2/3
Cluster	Code	Unit of Competency						
Event 2 Love to serve	SITXCCS003	Interact with customers ✓ * collecting evidence towards	✓					
	SITHFAB007	Serve food and beverage	✓					
	SITHFAB004	Prepare and serve non-alcoholic beverages	✓					
	BSBWOR203	Work effectively with others ✓ * collecting evidence towards	✓					
	SITHCCC001	Use food preparation equipment ✓ * collecting evidence towards	✓					
Event 3 Keeping up to date	SITHIND002	Source and use information on the hospitality industry		✓	✓			
Event 4 Espresso Yourself	SITHFAB005	Prepare and serve espresso coffee		✓	✓			
	BSBWOR203	Work effectively with others		✓	✓			
	SITXCCS003	Interact with customers		✓	✓			
Event 5 Light Bites	SITHCCC006	Prepare appetisers and salads				✓	✓	
	SITHCCC002	Prepare and present simple dishes				✓	✓	
	SITHCCC001	Use food preparation equipment				✓	✓	
Event 6 B Working in Industry (Work placement - B)	SITHIND003	Use hospitality skills effectively				✓	✓	
	SITXCOM002	Show social and cultural sensitivity				✓	✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Hospitality** or a Statement of Attainment towards a **Certificate II in Hospitality**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

School Name: Belmont High School

2021/22

Assessment Events for SIR30216 Certificate III in Retail			Event 3 Cash me outside	Event 4 Window of opportunity	Event 5 I see sales people	Event 6 Commission impossible	Event Trial HSC Exam*
			Term 4 Week 7	Term 1 Week 6	Term 2 Week 6	Term 3 Week 7	Term 3 Week 2/3
Cluster	Code	Unit of Competency					
3	SIRXCEG001	Engage the customer	✓				
	SIRXCEG002	Assist with customer difficulties	✓				
	SIRXCEG003	Build customer relationships and loyalty	✓				
4	SIRXPDK001	Advise on products and services		✓			
	SIRRINV001	Receive and handle retail stock		✓			
	SIRRMER001	Produce visual merchandise displays		✓			
5	SIRXSL001	Sell to the retail customer			✓		
	SIRXRSK001	Identify and respond to security risks			✓		
6	SIRXSL002	Follow point-of-sale handling procedures				✓	
	SIRRRTF001	Balance and secure POS terminal				✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a SIR30216 Certificate III in Retail or a Statement of Attainment towards a SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

Appendix 1: Malpractice

1. Plagiarism

The following information on plagiarism was downloaded from the [University of NSW](#) website.

Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 6 of their learning.

What is Plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined:

Common Forms of Plagiarism

- **Downloading an assignment** from an online source and submitting it as your own work. Buying, stealing or borrowing an assignment and submitting it as your own work.
- **Copying a section of a book or an article and submitting it as your ownwork.**
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- **Copying, cutting and pasting text from an electronic source and submitting it as your ownwork.**
- **Using the words of someone else and presenting them as your own.**
- **Using significant ideas from someone else and presenting them as your own.**
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- **Copying the written expressions of someone else, even with proper acknowledgement.**
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- **Relying too much on other people's material**
- **Avoid repeated use of long quotations.** Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The internet can be a great source of information and an effective research tool; however, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source, Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

Warning!

There are an increasing number of websites that feature high school and university assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties, including N Warnings and 'N' Determinations. If you are tempted to do this, please remember that academics are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research – this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists. Remember, if you found the assignment, so can your class teacher!

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. These materials are the words and ideas of people who deserve to be given credit. For referencing purposes, always make a note of the 'address' or URL of Web pages and the date you accessed the material. If Possible, print out the webpages.

How to Avoid Plagiarism

a) Be Aware of What Constitutes Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism is a violation of NESA rules and guidelines.

b) Plan Your Work

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

c) Learn How to Acknowledge your Sources of Information

Make sure your assignments are referenced correctly

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference?

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every work, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all sources you used when reading and researching for an assignment.

Referencing Methods

There are several different referencing methods. Short referencing guides for three commonly used styles:

- [The Footnote/Bibliography Referencing system](#)
- [the Harvard \(in-text\) method](#)
- [the APA \(American Psychological Association\)](#)

Ask your teacher what style they want you to use when referencing your work.

Acknowledge ALL Your Sources

Academic books are not the only sources that required acknowledgement. ANY words, ideas or information taken from ANY source requires reference.

d) Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

e) Writing in your own words: Summarising and Paraphrasing

You can integrate evidence/source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summarise or paraphrase in your own words and sentence patterns. Follow with a reference; however, just changing one or two words does not make a paraphrase, you must digest the ideas, understand the, and write them in your own words and phrasing.

Why writing in ‘your own words’ is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your teachers.

What kind of Information Should I Reference?

Reference when you are using words or ideas from:	No need to reference:
<ul style="list-style-type: none"> • Books and journal articles. • Newspapers and magazines. • Pamphlets or brochures. • Films, documentaries, television programs or advertisements. • Web pages or computer-based resources. • Letters or emails. • Personal interviews. • Reference when you reprint any diagrams, illustrations, charts or pictures. 	<ul style="list-style-type: none"> • When you are writing your own observations or experiment results (for example, a report on a field trip). • When you are writing about your own experiences (for example, a reflective journal). • When you are writing your own thoughts, comments or conclusions in an assignment. • When you are evaluating or offering your own analysis. • When you are using ‘common knowledge’ (facts that can be found in numerous places and are likely to be known by a lot of people). • When you are using generally accepted facts or information.

Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone’s exact words in your work:

1. Present them between quotation marks and follow them with a citation.
2. Use quotation marks even when you borrow a phrase of a single, special word from another source
3. Always include page number in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author’s name. This is known as Strong Author Referencing. For example, you can write, “According to White”, followed by a quotation from White or your paraphrase or summary of White’s ideas.

References

University of NSW, Sydney, *What is Plagiarism?* <https://www.student.unsw.edu.au/what-plagiarism> 24 October 2021.

University of NSW, Sydney, *Support for Referencing Assignments*, <https://www.student.unsw.edu.au/referencing> 24 October 2021.

Carroll, J., *A Handbook for deterring Plagiarism in Higher Education*, 2002, Oxford Centre for Staff and Learning Development, Oxford.

Davis, U.C., University of Southern California, *Avoiding Plagiarism: Mastering the Art of Scholarship* <http://sja.ucdavis.edu/avoid.htm> 25 October 2001.

2. Cheating

This is copying another student’s work during an exam task or bringing material into an exam to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for the penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who allow another student to copy their work are given the same penalty as the person cheating.

3. Disruption to Exams and Assessment Tasks

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

Appendix 2: Illness / Misadventure Appeal

A student may submit an 'Illness / Misadventure Appeal Form' if they are affected by:

- **Illness or Injury** – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand etc.
- **Misadventure** – any other event beyond the student's control which allegedly affected the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood etc.
 - Sporting Representation – for school approved activities.
 - School Sanctioned Activities – VET work placement, Leadership commitments etc.
 - Other – events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task.

Illness / Misadventure Appeal Process

It is the student's responsibility to collect an 'Illness / Misadventure Appeal Form' from the appropriate class teacher, Head Teacher, Senior Learning Hub Coordinator or Deputy Principal. An electronic form can also be submitted via the school website: [Illness/Misadventure Appeal Form](#)

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave or absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form to their class teacher within **two (2) days** of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
- For a student who sits a task, the mark for that task stands. An Illness / Misadventure appeal form cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will **not** be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- The NESA guidelines of Illness and Misadventure shall form the basis for determination of applications.
- Holidays are **not** considered acceptable reasons for absence as per the NSW Department of Education and NESA guidelines.
<https://ace.nesa.nsw.edu.au/ace-11004>

**BELMONT HIGH SCHOOL
ILLNESS / MISADVENTURE APPEAL FORM**



Note: All applications for Illness / Misadventure appeals must be submitted to your class teacher within two school days of your return to school. In cases of prolonged absence contact with the school is to be made via phone or email. See over for details of what constitutes valid Illness / Misadventure.

1. Student Details

Student Name: _____ Year: _____ Teacher: _____

2. Task Details

Course: *(please tick)* Years 7-9 ROSA Year 11 HSC

Subject: _____ Teacher: _____

Name of Assessment Task: _____ Due Date: _____

3. Details of Illness / Misadventure *(please tick)*

Reason for Appeal	External Documentation Required <i>(Attach)</i>
Illness	Medical Certificate
Bereavement	Funeral Notice
Sporting or School Representation	School Representation Note
Excursion	Sport Representation Note
Other:	Statutory Declaration

Details of Reason for Appeal:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

4. Teacher Recommendation: Appeal Supported: YES NO

5. Head Teacher Recommendation: Appeal Supported: YES NO

<input type="checkbox"/> Approve an extension without penalty <input type="checkbox"/> Complete a substitute task <input type="checkbox"/> Estimate to be given <input type="checkbox"/> No extension granted <input type="checkbox"/> No marks to be awarded <input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Task to be submitted with penalty	Reason for decision: _____ _____ _____ _____
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Signature of Deputy	Date	Signature of Principal	Date

ILLNESS / MISADVENTURE PROCESS

Refer to this Assessment Booklet to check if the situation is grounds for appeal.

Collect and complete the Illness / Misadventure form, including parent/carer signature.

Submit the form to the Classroom Teacher or Head Teacher within 2 days of return to school.

The Head Teacher will meet with the Deputy Principal to discuss the appeal.

The Student, Classroom Teacher, Head Teacher and Parent/Carer are notified of the final decision.

A student may submit an appeal to the Principal requesting a review of the decision if he/she considers they have met the requirements for Illness or Misadventure.

ASSESSMENT TASK CALENDAR				
Week	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022
Week 1 A				
Week 2 B				Trial HSC
Week 3 A				Trial HSC
Week 4 B				
Week 5 A				
Week 6 B				
Week 7 A				
Week 8 B				
Week 9 A				
Week 10 B				
Week 11 A				

CALENDAR OF HSC ASSESSMENT TASKS

SUMMARY OF HSC ASSESSMENT TASKS																																										
Terms	TERM 4 2021					TERM 1 2022					TERM 2 2022					TERM 3 2022																										
Weeks	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Ancient History																																										
Biology								⓪																																		
Business Studies								⓪																																		
Chemistry																																										
CAMS																																										
Engineering Studies																																										
English Ext 2																																										
English Ext 1																																										
English Advanced																																										
English Standard																																										
English Studies																																										
Food Technology																																										
Geography																																										
IBL																																										
Investigating Science																																										
Legal Studies																																										
Maths Ext 2																																										
Maths Ext 1																																										
Maths Advanced																																										
Maths Standard 2																																										
Maths Standard 1																																										
Modern History																																										
Music 1																																										
PDHPE																																										
Physics																																										
Science Extension																																										
SLR																																										
Society & Culture																																										
Visual Arts																																										
VET Construction																																										
VET Hospitality																																										
VET Retail																																										
Visual Design - Timber																																										
Work Studies																																										

This Summary of HSC Assessment Tasks is provided as a guide only, to assist students in organising their workload to meet their assessment commitments. Where discrepancies may occur, individual subject HSC Assessment Schedule sheets will take preference.

KEY: ① = Assessment Task 1, ② = Task 2, ③ = Task 3, ④ = Task 4, WP = Work Placement, XX = Trial HSC examination