



**Homebush Boys High School**

**HSC 2021**

**Assessment  
Handbook**

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# GENERAL INFORMATION

## Introduction

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark which is a measure of each student's achievement relative to the performance of other students in the same course at Homebush Boys High School.

The HSC will show two marks: the Final Examination Mark and the Moderated Assessment Mark. The Moderated Assessment Mark and the scaled Final Examination mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

## Requirements for the award of the HSC

The New South Wales NSW Education Standards Authority (NESA) is a Statutory Board which has the power to award the credential titled, "The Higher School Certificate". To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

### 1. Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate students must have:

- gained the RoSA or such other qualifications as NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- sat for and made a serious attempt at the required HSC Exam(s).

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program in ethical scholarship. This program will be delivered through the school, and will assist students to understand their rights and responsibilities in HSC assessment.

### 2. Pattern of Study

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

Students must have sat for and made a serious attempt at the HSC Exam(s).

Students must study a minimum of **12 units in the preliminary course** and a minimum of **10 units in the HSC course**. Both the preliminary course and the HSC course must include the following:

- at least 2 units of a Board developed English course;
- at least 6 units from Board developed courses;
- at least 3 courses of two units value or greater;
- no more than 6 units of courses in Science, and
- at least four subjects.

### **3. Accumulation of the Higher School Certificate**

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

### **4. 25 Hour Personal Development and Health Course, Crossroads**

Crossroads is a mandatory personal development and health education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PD/H/PE) from Years 7 to 10.

Crossroads reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

## **Requirements for an Australian Tertiary Admission Rank (ATAR)**

*The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at [www.uac.edu.au](http://www.uac.edu.au).*

### **RULE 1**

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board developed courses, including at least two units of English.

The Board developed courses must include:

- at least three courses of two units or greater, and
- at least four subjects

## **RULE 2**

The ATAR will be based on an aggregate of scaled Marks in the ten units of Board developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and
- four units of category B courses may be studied, although only two units will be included in the calculation of the ATAR.

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.



# SCHOOL ASSESSMENT POLICY

## INTRODUCTION

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for the Higher School Certificate (HSC).

Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

### What is HSC Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and report on the achievement by each student at the end of a course.

It is a requirement of the HSC school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority. School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

An HSC assessment mark is the mark determined for each student studying a Board-determined or Board-endorsed course that represents a measure of the student's achievement relative to other students by the end of the course for the HSC. The assessment mark is derived from the results of a number of assessment tasks.

The Higher School Certificate shows two marks for each course: an exam mark and an HSC moderated assessment mark.

### Purpose of HSC Assessment

The purpose of school assessment for HSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC Exam; and
- multiple measures and observations made throughout the HSC, giving students credit for what they have achieved throughout their courses, in addition to their Final Exam.

### The Start and Finish

For the HSC course, assessment tasks may begin in Term 4 of Year 11. Assessment will cease after the Trial HSC Exam in Year 12.

## NSW Education Standards Authority Website

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

## Students Online

The Students Online service is available for students to log-on and view their HSC enrolment details. By using a student number and PIN provided by NESA, they will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the final HSC Exam) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

## Satisfactory Completion of Higher School Certificate Courses

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

1. followed the course developed by NESA;
2. applied themselves with diligence and sustained effort to the tasks and experiences provided by the school, and
3. achieved some or all of the course outcomes.

The Principal may determine that the above course completion criteria are not being met, including those not met as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if she has failed to apply herself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfill course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESA warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their current status regarding an unsatisfactory designation.

**Where it is determined that a student has not satisfactorily completed a course, that student will not receive any results in that course.**

## **SECTION A: STUDENT RESPONSIBILITIES**

### **Expectations of students**

#### **1. Attendance**

Students must attend all classes to satisfactorily complete the HSC courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

#### **2. Unexplained absences, lateness and class attendance patterns**

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

#### **3. Academic Integrity**

Students are required to certify that all work submitted for assessment must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

#### **4. Assessment Tasks**

The NSW Education Standards Authority expects all students to attempt all assessment tasks.

#### **5. Submission of assessment tasks**

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

#### **6. Diligence**

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

#### **7. Syllabus requirements**

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and formal assessment tasks.



## 8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.

Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded.

(ACE Manual)

## 9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued two weeks prior to assessment tasks as per assessment schedules published in this handbook.

## 10. Student transfers

Students who transfer into the school after commencement of the HSC courses will have a formal interview with the Principal to discuss assessment requirements.

## 11. Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason an "Assessment Task Illness/Misadventure Application" proforma needs to be completed and all supporting documentation has to be **submitted to the relevant Deputy Principal on the first day back after their absence, or a zero mark will be awarded.** Illness /Misadventure applications are available from your Deputy Principal.

## 12. Applications for appeal

A student may apply for special consideration for the following reasons:

- a. If a student wishes to make an application for an extension of time, in which case it is required before the due date, or
- b. If a student is absent on the day of the task, in which case:
  - i. ***the student or his parent must telephone the school on the day of the task and inform the relevant Deputy Principal;***
  - ii. the illness/misadventure application must be lodged with the Deputy Principal concerned immediately upon the student's return to school;
  - iii. a doctor's certificate is required if the application is on medical grounds;
  - iv. valid supporting documents are required to support misadventure appeals;
  - v. if the assessment task is a take home task, the student must hand it in completed with a medical certificate to the Deputy Principal, immediately upon the student's return to school;

- vi. documentation submitted at a later date (**not on the first day that the student returns to school**) will not be accepted and the student will be awarded a zero mark.

**Medical Certificates must:**

- be written on a named doctor's pad;
- include the date of the missed tasks;
- show in detail, the nature of the illness;
- state that the student is "**unable to complete the HSC assessment task**". It is the student's responsibility to bring this to the attention of the medical practitioner;
- show the length of time the student will be unfit for school, and
- be produced immediately on return to school.

**If the student does not make the application to the relevant Deputy Principal on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

Before the Mid Year and Final Reporting period, the Faculty Head Teacher and Deputy Principal consult with the Principal to consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter which will be sent to the parent.

**The Illness/Misadventure appeals process does not cover:**

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;
- loss of study time prior to the formal study vacation;
- misreading the exam timetable;
- misreading of exam instructions;
- **attendance at a sporting or cultural event, or family holiday;**
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period; and
- **Illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.**

**Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.**

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and bring a copy of the file to school by either USB or CD.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

**If the Assessment Task Illness/Misadventure Application is not accepted**, then the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

### 13. Work Placement

- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for assessment tasks scheduled during work placement.
- **If an assessment task is due during work placement, the student must see the Deputy Principal before work placement** to negotiate whether the task will be submitted to the **Deputy Principal** either before work placement or on the due date.
- Receipt to acknowledge that the Head Teacher has received the assessment task must be kept by the student.

### 14. Procedures relating to Malpractice

All work presented in assessment tasks and external exams (including submitted works and practical exams) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their HSC results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school exam rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and assisting another student to engage in malpractice.

(Rules and Procedures for HSC candidates)

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

To avoid malpractice, including plagiarism, students should:

- check how to cite sources with their teacher. Students must give credit whenever they:
- use another person's idea, opinion or theory;

- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge; use quotations from another person's spoken or written words, and paraphrase another person's spoken or written words.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Homebush Boys High School.

## 15. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/exam, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher; makes a non-serious attempt, or cheats or attempts to cheat in any way.

## 16. Exam Procedures

- During any assessment task/Exam students must follow the exam supervisor's instructions at all times. An **Exam Rules and Expectations Sheet** is issued to students with their exam timetables.
- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Exam Rules and Expectations Sheet**.
- Students must make a serious attempt at all questions in the exam/assessment task and remain in the exam venue until the end of the Exam.
- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPods into any exam room.

**Failure to observe these rules will result in a mark of zero for the exam.**

## 17. Students Absent from Mid Year, Trial and HSC Exam

- Students who are absent from exam(s) for any serious reason must notify the appropriate Deputy Principal of the school on the timetabled day of the exam(s).
- The student must present the illness/misadventure appeal to the appropriate Deputy Principal immediately after the missed exam/s for the appeal to be considered, and course of action determined.

## 18. Equipment for the HSC Exam

The HSC timetable contains a list of:

equipment, that students are expected to provide; and optional items that students may bring if they wish.

It is a students' responsibility to obtain this list, which appears on the NESA website at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

## 19. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.

A **minimum of two course specific warnings** must be issued prior to a final "N" (non-completion) determination being made for a course.

## 20. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

## 21. Notifications

Students are expected to carefully read the notification of tasks that they will receive two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria, and
- e. the date of the task.

## 22. Special Examination Provisions for students with special needs (Disability Provisions)

If students have a special need that would, in a normal exam situation prevent them from:

- reading the exam questions, and/or
- communicating responses,

NESA may approve special exam provisions.

Students seeking special exam provisions need to approach the Head Teacher Learning and Engagement to lodge an **application by April or earlier**.

### **Special Examination Provisions are not available:**

- as compensation for difficulties in undertaking a course and preparing for the exam, and for lack of familiarity with the English language.

**Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.**

## 23. Reporting Procedures

Year 12 school reports are issued in Semester One and in Semester Two. Assessment for these reports will be based upon the HSC Assessment schedules for each course as outlined in this assessment handbook.

## SECTION B: THE SCHOOL'S RESPONSIBILITIES

### 1. A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

"Schools are to undertake assessment to collect information about student's learning. This will occur through both formal in informal activities."

(Policy Standards for Curriculum Planning and Programing, Assessing and Reporting to Parents K-12)

#### Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by the NESA. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will give the approximate timing of assessment tasks, and:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and □ specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
  - i. tests/exams which may take a written, practical, oral and aural form;
  - ii. class and/or homework assignments, including essays and practical tasks;
  - iii. projects of varying degrees of length and complexity, and
  - iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time. Exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

#### Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on the faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

#### More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

### **Assessment Notifications**

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid Year Examinations and Trial HSC Examinations.

### **Marking Guidelines**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

### **Providing Meaningful Feedback**

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

### **Recording and Reporting Student Marks**

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance on individual tasks.

Students should be provided with a cumulative mark of their Semester 1 assessments on the student Mid Year Report and a cumulative mark of their Semester 2 assessments in their Final Report.

Students can obtain their NESA Assessment rank order online, using the Students Online service available at the conclusion of the HSC Examination period.

## **2. Non-Discriminating Tasks**

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called "supplementary task". Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the particular assessed task.

## **3. The Award of "Zero Marks"**

A zero mark is noted as a non-attempt for a particular course and will be awarded in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism).

## **4. Non presentation/Non Attempt**

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments, but the task will not count towards overall assessment totals.

## **5. Malpractice**

It is expected that work submitted in fulfillment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged (see p.11);
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal; cheating during an assessment task or exam, and misbehaving during exams.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Deputy Principal. The student will be awarded a zero mark for the task or section of the task where the malpractice occurred, and given a full explanation of the decision. The student may then proceed through established appeal procedures.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

## **6. If a student is involved in any of the following behaviours during any assessment task/exam, a zero assessment will be awarded:**

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;



- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher; □ makes a non-serious attempt, or cheats in any way.

## 7. Lateness

Students need to be on time for exams and assessment tasks. If a student arrives late during an Exam/assessment task without a valid reason, she must undertake the task in the remaining time.

## 8. Extensions

Students who are unable to present for an out of class assessment task/assignment for valid reasons may apply to the Head Teacher for an extension **prior to the due date for submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

## 9. NSW Education Standards Authority Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements.**

Course requirements are that the student:

- **follows** the course development or endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and **achieves** some or all of the outcomes.

**These letters are a warning to students that they are in danger of not meeting the course requirements.**

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

**When a first warning letter is sent**, the teacher and Head Teacher will normally arrange a meeting with the student to discuss the student's progress in that subject.

**When a second warning letter is sent**, the Deputy Principal will normally arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

**If a student has two active NESA warning letters**, the student **may be awarded an 'N' determination in that course.** If the letters remain active following the interview with the Deputy Principal, another interview will be organised with the Head Teacher, Deputy Principal, Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

## SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:

against his mark in the course assessed on the grounds of a clerical error, and/or if the school has varied from its stated Assessment Policy.

2. No appeal may be entered against marks allocated for a particular task or piece of work, unless on grounds stated above.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Deputy Principal and should be completed by mid-November of the HSC year. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:

Principal; Deputy Principal; The Head Teacher of another faculty, and the Head Teacher of that faculty.

In conducting a review, the Board requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
- b. The procedures used by the school for determining the final assessment program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(NESA: ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Homebush Boys High School complied with NESA policy and whether the conduct of the review was correct in all respects.

## SECTION D: VOCATIONAL EDUCATION AND TRAINING

### Introduction

Homebush Boys High School (HBHS) Vocational Educational and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow HBHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures.

### Rationale

All Vet industry Curriculum Framework courses offered in Years 11 and 12, use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

**Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).**

## **The Purpose of Assessment**

Assessment for the HSC VET framework courses has two distinct purposes:

- a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
  - applies to all courses within frameworks, and
  - is a means for industry recognition.
- b. Assessment for Australian Tertiary Admissions Rank (ATAR):
  - written HSC Exam, and
  - optional for the 240 hour course only.

## **Assessment for the Australian Qualification Framework (AQF)**

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at HBHS is on assessing what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQF Certificate I or II students must provide evidence of competence in **all** modules chosen. To provide competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all modules in which the student has proven their competency.

## **Assessment for an Australian Tertiary Admission Rank (ATAR)**

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for satisfactory completion of a HSC course;
- successfully complete the mandatory work placement hours, and sit the HSC Examination.

## **HSC Examination**

Every 2 Unit VET course offered at the school has an optional external HSC Examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC Examination:

- has no impact on student eligibility for AQF qualifications;
- is optional for VET students;
- is a two (2) hour written paper, and
- results contribute to the calculation of the student's ATAR.

Students who sit the exam will receive a course report in the same form as other Board developed courses. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to exam performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC Examination. Any student who does not wish to sit for the HSC external Examination must contact the VET Coordinator at the school during their HSC year. Students and their parents/caregivers will need to complete the appropriate form and the VET coordinator will notify NESAs.

The external exam only may contribute to the calculation of the student's ATAR. Withdrawal from the exam does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course, but has not undertaken the external exam, the student will have the VET subject listed on their HSC, but there will be no exam mark and the VET course will not contribute to the calculation of their ATAR.

## **NSW Education Standards Authority Requirements**

Students undertaking a VET course must meet the requirements of NESAs for the HSC along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Student must achieve the hours of work placement required for the course undertaken. The rules and processes related to an 'N' award for a Board Developed Course are applicable to students undertaking a VET course. VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

## **Recognition of Prior Learning**

Students who already have some knowledge or experience that is covered in detail in a VET course at HBHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET Coordinator to obtain further information and application for RPL.

## **Assessment Principles and Procedures**

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, exam, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

## **Internal Exams**

HBHS will conduct a Trial HSC Examination to enable teachers to provide NESAs with estimates of student exam performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC Exam. The Trial HSC Exam may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

## **Work Placement**

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESAs. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120 hour course or 70 hours over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the HBHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and completes an illness/misadventure form found in the HBHS Preliminary and HSC Assessment handbooks with a Doctor's Certificate attached. This must be **given to the Deputy Principal on the first day the student returns to school** after completing work placement. The Deputy Principal will consult with the VET coordinator who will take further steps in ensuring that the work placement requirements are met.

## **Student Reviews/Appeals**

A student may appeal against the award of "not yet competent" in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Deputy Principal who will consult with the VET coordinator. If the issue is still not resolved, the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.

# HOMEBUSH BOYS HIGH SCHOOL

## ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task.

**The completed form must be submitted to the Deputy Principal the first day back at school immediately after the due date of the assessment.**

**If the Deputy Principal is absent, this form must be submitted to the Principal.**

Name:.....Year: .....

Subject/Course: .....

Head Teacher: .....Teacher: .....

Assessment Title: .....

Date of Notification: ..... Due Date: .....

Date appeal submitted: .....

Either (tick option):

Task missed

Task sat for

Seeking special consideration because of:

Illness

Misadventure

Details of appeal:

.....  
 .....  
 .....

(Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy)

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**School Procedure**

- Deputy Principal issues and receives Illness/Misadventure Appeal form
- Deputy Principal discusses with the Principal
- Head Teacher receives a photocopy of the appeal
- Before Mid Year reporting period (Yr7-11) and Final reporting (Yr7-12), Principal, Deputy Principal and Head Teacher will meet to discuss the appeal.
- School Admin Officer will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file.
- Principal will sign the letter and give to front office for posting.



## HOME BUSH BOYS HIGH SCHOOL

(02) 9764 3611 (02) 9746 3614

Bridge Road, Homebush NSW 2140

Date:

Dear (Parent/Carer)

### **Re: OFFICIAL WARNING – Non-completion of a Higher School Certificate Course**

I am writing to advise that your son/ward (**Student name**) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in (**Course**).

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st official warning** we have issued concerning (**Course**).

***A minimum of 2 course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.***

#### **Course Completion Criteria**

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

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

**Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination.** This will mean that the course will not be listed on the student's Record of Achievement and may impact on the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempt made by the student to complete the course is genuine.

To date, (**Student name**) has not satisfactorily met Course Completion Criteria. The student is:

- a. not **following** the Board course
- b. not applying herself with diligence
- c. not **achieving** course outcomes

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. For (**Student name**) to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved:

<b>Task name(s) Course Requirement(s) Course Outcome(s)</b>	<b>Percentage weighting (if applicable)</b>	<b>Original due date (if applicable)</b>	<b>Action required by student</b>	<b>Revised date to be completed by (if applicable)</b>

Please discuss this matter with **(Student name)** and contact the school if further information or clarification is needed.

Yours Sincerely,

\_\_\_\_\_

Class Teacher

\_\_\_\_\_

Head Teacher

\_\_\_\_\_

Deputy Principal

1

..... □ ..... □ ..... □ ..... □ ..... □ ..... □ ..... □ .....

*Please detach this section and return to the school.*

Reference Number: 000000

### **Requirements for the satisfactory completion of a Higher School Certificate Course**

I acknowledge receipt of the 1<sup>st</sup> official warning letter, advising that **(Student name)** is in danger of not having satisfactorily met the Course Completion Criteria for **{Subject/Course}**.

I am aware that the non-completion of course requirements may result in an "N" determination for the course and consequently, the course will not appear on the Higher School Certificate.

I am also aware that the 'N' determination in a subject could impact on my son's eligibility to receive the award of the Higher School Certificate.

\_\_\_\_\_

Parent/Guardian's signature

Date \_\_\_\_\_

\_\_\_\_\_

Student's signature

Date \_\_\_\_\_

***If/when the task has been satisfactorily completed, the Faculty Head Teacher will enter the data (COMPLETED) on the SENTRAL database.***



# BIOLOGY

**COURSE DESCRIPTION:** The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.

## ASSESSMENT PROGRAM:

Task	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Depth Study Module 7 Epidemiology Report	Depth Study/Oral presentation + Topic Test Modules 5&6	Research/Topic Test Module 5	<b>Trial HSC Examination Modules 5-8</b>	-
<b>Date Due</b>	<b>2020 Term 4</b> Week 8/9	<b>2021 Term 1</b> Weeks 3 & 4	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-4	-
<b>Outcomes</b>	BIO12-2, 12-3, 12-5, 12-14, 12-15	BIO12-7, 12-12, 12-13	BIO12-12	BIO12-12, 12-13, 12-14, 12-15	-
<b>Skills in Working Scientifically</b>	30%	15%	5%	10%	<b>60%</b>
<b>Knowledge and Understanding</b>	-	5%	15%	20%	<b>40%</b>
<b>Weighting Total %</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

**Please note:** Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# BUSINESS STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Topic Test</b> Operations	<b>Marketing Plan Analysis</b> Marketing	<b>Financial Statement Analysis</b> Finance	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 8	<b>2021 Term 1</b> Week 7	<b>Term 2</b> Week 7	<b>Term 3</b> Weeks 3-4	
<b>Outcomes assessed</b>	H1, H2, H3, H4,H5, H6, H8,H9	H1, H2, H3, H5, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H9, H8, H10	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Stimulus-based skills	5		5	10	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# CHEMISTRY

## COURSE DESCRIPTION

The *Chemistry Stage 6 Course* develops an understanding of chemistry through the application of Working Scientifically skills including the STEM related fields. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials.

The course provides the foundation knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

## ASSESSMENT PROGRAM:

Task	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Depth Study Modelling Chemical Processes & Reactions Module 5, 6 & 8	Research/Practical Task Module 6: Acid/Base Reactions	Research Task/Oral presentation Module 7: Organic Chemistry	Trial HSC Examination includes all the four modules	N/A
<b>Date Due</b>	<b>2020 Week 7</b> Term 4	<b>2021 Term 1</b> Week 5	<b>Term 2</b> Week 4	<b>Term 3</b> Weeks 3-4	N/A
<b>Outcomes</b>	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH12-14	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	N/A
<b>Skills in Working Scientifically</b>	20%	15%	15%	10%	<b>60%</b>
<b>Knowledge and Understanding</b>	10%	5%	5%	20%	<b>40%</b>
<b>Weighting Total %</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# CHINESE AND LITERATURE

## COURSE DESCRIPTION

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts. The following themes and contemporary issues are prescribed for HSC courses.

- the individual and the community.
- youth culture.
- perspectives on identity.
- global issues

## COURSE OBJECTIVES/OUTCOMES:

<b>SPOKEN &amp; WRITTEN EXCHANGES:</b> 20%	<b>LISTENING&amp;RESPONDING:</b> 20%	<b>READING &amp;RESPONDING:</b> 40%	<b>WRITING:</b> 20%
<b>OBJECTIVES:</b> 1 & 4	<b>OBJECTIVES:</b> 3 & 4	<b>OBJECTIVES:</b> 1 & 3 & 4	<b>OBJECTIVES:</b> 2 & 4
<b>OUTCOMES:</b> 1.1, 1.2, 1.3, 4.1, 4.2, 4.3	<b>OUTCOMES:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	<b>OUTCOMES:</b> 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	<b>OUTCOMES:</b> 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3

## ASSESSMENT PROGRAM

TASK		COMPONENT	SUGGESTED TASKS	WEIGHT	DUE
1.	Spoken & written exchanges	Speaking 5% Written exchanges 5%	<ul style="list-style-type: none"> <li>• Make a 4-5 minutes presentation on the topic of your choice in relation to the issue.</li> <li>• Choose one of the presentations and write a report in 15 minutes and of approximately 150 words in Chinese</li> </ul>	10%	<b>2020</b> <b>Term 4</b> Week 8
2.	Mid-Course Assessment	Listening & Responding 10% Reading & Responding 15% Writing 10%	<ul style="list-style-type: none"> <li>• Listen to a text in Chinese related to the contemporary issues and must answer 3 short questions, in ENGLISH</li> <li>• Listen to TWO texts in Chinese, which will be related to the same prescribed contemporary issue and complete responses in CHINESE</li> <li>• Answer to a number of analysis and comprehension questions, based on a prescribed text</li> <li>• Write an original text in Chinese (350 words)</li> </ul>	35%	<b>2021</b> <b>Term 1</b> Week 6-8
3.	Reading & Spoken & written exchanges	Reading & Responding 10%  Spoken & written exchanges (5% each)	<ul style="list-style-type: none"> <li>• Read one unseen text and respond in writing to the text in approximately 300 words Chinese.</li> <li>• Choose a topic from the list, provided prior to the exam and make a verbal presentation on the topic.</li> <li>• Choose one of the presentations and write a report in 15 minutes and of approximately 150 words in Chinese</li> </ul>	20%	<b>Term 2</b> Week 7-8
4.	Trial HSC Exam	Listening & Responding 10%  Reading & Responding 15%  Writing 10%	<ul style="list-style-type: none"> <li>• Short-answer and objective response questions</li> <li>• One text to be written in Chinese</li> <li>• Short-answer and extended response questions in English or Chinese</li> <li>• One text in Chinese with response in Chinese</li> <li>• One text to be written in Chinese. There will be a choice of two tasks, both of which require the same text type</li> </ul>	35%	<b>Term 3</b> Weeks 3-4

# COMMUNITY AND FAMILY STUDIES

## COURSE DESCRIPTION

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course enables students to investigate the interactions among the individual, family, community and society.

## COURSE STRUCTURE

HSC COURSE MODULES	KEY SYLLABUS CONTENT TO BE COVERED	INDICATIVE COURSE TIME
<ul style="list-style-type: none"> <li><b>Research Methodology</b></li> </ul>	Examining and implementing different research methodologies culminating in an Independent Research Project.	25%
<ul style="list-style-type: none"> <li><b>Groups in Context</b></li> </ul>	The characteristics and needs of specific groups.	25%
<ul style="list-style-type: none"> <li><b>Parenting and Caring</b></li> </ul>	Issues facing individuals and groups who adopt parenting and caring roles in contemporary society.	25%
<ul style="list-style-type: none"> <li><b>Family and Societal Interactions</b></li> </ul>	The impact of evolving technologies on individuals and lifestyle.	25%

Task	Outcomes	Weighting	Due Date
1: Independent Research project (IRP)	H4.1, H4.2	20%	<b>Term 1 2021</b> Week 2
2: Groups in context, in class Extended Response	H1.1, H2.2, H2.3, H3.1, H3.3	25%	<b>Term 1</b> Week 6
3: Parenting and Caring Practical Task and Report	H2.1, H3.2, H5.1, H5.2, H6.1	25%	<b>Term 2</b> Week 8
4: Trial HSC Examination	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2	25%	<b>Term 3</b> Weeks 3-4

# ECONOMICS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Research Task</b> Economic Issues	<b>Topic Test</b> Global Economy and Australia's Place in the Global Economy	<b>Case Study</b> The Global Economy	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 10	<b>2021 Term 1</b> Week 8	<b>Term 2</b> Week 7	<b>Term 3</b> Weeks 3-4	
<b>Outcomes assessed</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H1, H2, H3, H4, H8, H10, H11	H1, H2, H4, H5, H9, H10, H12	H1,H2,H3,H4,H5, H6,H7,H8, H10,H11	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Stimulus-based skills	5	5		10	<b>20</b>
Inquiry and research	5	10	5		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# ENGINEERING STUDIES

## COURSE STRUCTURE

Engineering Studies Stage 6 comprises a HSC course made up of 4 compulsory modules.

## HSC Modules

Module 1- Civil Structures.

Module 2- Personal and Public Transport.

Module 3- Aeronautical Engineering

Module 4- Telecommunications Engineering

TASK NO.	TASK	COMPONENT	COMPONENT WEIGHT	OUTCOMES	WEIGHT	DUE
1	Design, building and testing	Knowledge and understanding of engineering principles & developments in technology	10%	H2.1, H3.1, H5.2, H6.2	20%	<b>2020</b>  <b>Term 4</b> Week 10
		Skills in research, problem solving and communication related to engineering	5%			
		Understanding of the scope and role of engineering including management and problem solving	5%			
2	Research Task (Module 2)	Knowledge and understanding of engineering principles & developments in technology	15%	H1.1, H3.1, H4.1, H6.1	30%	<b>2021</b> <b>Term 1</b> Week 5
		Skills in research, problem solving and communication related to engineering	10%			
		Understanding scope and role of engineering including management and problem solving	5%			
3	Engineering Report (Module 3)	Knowledge and understanding of engineering principles & developments in technology	10%	H2.2, H3.2 H5.1	20%	<b>Term 2</b> Week 9
		Skills in research, problem solving and communication related to engineering	5%			
		Understanding scope and role of engineering including management and problem solving	5%			
4	Trial HSC Examination	Knowledge and understanding of engineering principles & developments in technology	15%	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3	30%	<b>Term 3</b> Weeks 3-4
		Skills in research, problem solving and communication related to engineering	10%			
		Understanding scope and role of engineering including management and problem solving	5%			

# ENGLISH ADVANCED

	Task number	Task 1 Common Module	Task 2 Mod A	Task 3 Mod B	Task 4
	<b>Nature of tasks</b>	<b>Multimodal text using prescribed text and related material</b>  <u>Texts and Human Experiences</u>  Craft of writing	<b>Extended response</b>  <u>Textual Conversations</u>	<b>Reflective response</b>  <u>Critical Study</u>	<b>Trial HSC Examination</b>  Common Module  Module A  Module B  Module C
	<b>Timing</b>	<b>Term 4</b> Week 9	<b>Term 1</b> Week 7	<b>Term 2</b> Week 5	<b>Term 3</b> Week 3-4
	<b>Outcomes assessed</b>	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8
<b>COURSE CONTENT</b>	<b>Weighting %</b>				
<b>Common Module</b>	25	15			10
<b>Module A</b>	25		20		5
<b>Module B</b>	25			20	5
<b>Module C Craft of Writing</b>	25	10	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>



# ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Texts and Human Experiences</b> Multimodal presentation with related material	<b>Language, Identity and Culture</b> Reflective response	<b>Close Study of Literature</b> Analytical response	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 8	<b>Term 2</b> Week 10	<b>Term 3</b> Weeks 3–4	
<b>Outcomes assessed</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# ENGLISH EXTENSION 1 (1 UNIT)

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Imaginative response and reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2021 Term 1</b> Week 2	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3–4	
<b>Outcomes assessed</b>	EE12-2, EE12-4, EN12-5	EE12-1, EE12-2, EE12-3, EN12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# ENGLISH EXTENSION 2 (1 UNIT)

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Viva Voce</b>	<b>Report</b>	<b>Draft of Major Work</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 8	<b>2021 Term 2</b> Week 3	<b>Term 3</b> Weeks 3-5	
<b>Outcomes assessed</b>	EE12-2, EE12-4, EN12-5	EE12-1, EE12-2, EE12-3, EN12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# ENGLISH STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Multimodal presentation with related material</b> Mandatory module: Texts and Human Experiences	<b>Research task</b> On the Road	<b>The Way We Were:</b> In class examination – comprehension and extended response writing	<b>Final Portfolio</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 8	<b>Term 2</b> Week 10	<b>Term 3</b> Week 3-4	
<b>Outcomes assessed</b>	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	10	10	10	20	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# ENGLISH EAL/D

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Viewing and Writing task using prescribed text and unseen material</b> Module A: Texts and Human Experiences Module D: Focus on Writing	<b>Analytical response using prescribed text</b> Module C: Close Study of Text Module D: Focus on Writing	<b>Listening and Speaking Podcast using prescribed text (Multimodal presentation)</b> Module B: Language, Identity and Culture	<b>Trial HSC Examination</b> Module A Module B Module Module C Module D	
<b>Timing</b>	<b>2020 Term 4</b> Week 10	<b>2022 Term 1</b> Week 9	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 3-4	
<b>Outcomes assessed</b>	EAL12-1A, EAL12-3, EAL12-5, EAL12-8, EAL12-9	EAL12-1A, EAL12-5, EAL12-8	EAL12-1A, EAL12-2, EAL12-4, EAL12-8	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL 12-8,	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	15	15	10	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>100</b>

# GEOGRAPHY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Objective Responses and Short Answers</b> Ecosystems at Risk	<b>Research and Extended Response</b> Urban Places – World Cities/Mega Cities	<b>Fieldwork and Analysis</b> Urban Places – Urban Dynamics	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 9	<b>Term 2</b> Week 4	<b>Term 3</b> Week 3-4	
<b>Outcomes assessed</b>	H1, H2, H5, H6, H8, H9, H10, H13	H1, H3, H6, H7, H8, H9, H10	H1, H3, H5, H6, H7, H8, H9, H10, H12, H13	H1, H2, H3, H4, H5, H6, H10, H11, H12, H13	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Geographical tools and skills		5	5	10	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	10		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# ANCIENT HISTORY

## COURSE STRUCTURE

	% of course time
Core Study: Pompeii and Herculaneum	25
Historical Period	25
Ancient Societies	25
Personalities in their times	25
	<b>100</b>

## ASSESSMENT COMPONENTS AND WEIGHTINGS:

	% of HSC Assessment Mark
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	<b>100</b>

## ASSESSMENT PROGRAM

TASK		TOPIC	OUTCOMES	WEIGHT	DUE
1.	Knowledge and source-based questions	Core Study	AH12-1, AH12-2, AH12-6, AH12-7	25%	<b>2020</b> Term 4 Week 8
2.	In class essay	Historical Period	AH12-2, AH12-3, AH12-5, AH12-9	25%	<b>2021</b> Term 1 Week 7
3.	Research	Ancient Societies	AH12-1, AH12-2, AH12-5, AH12-8, AH12-9	20%	<b>Term 2</b> Week 7
4.	Trial HSC Examination	Core Study Historical Period Ancient Societies Personalities in their times	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	30%	<b>Term 3</b> Weeks 3-4

# MODERN HISTORY

## COURSE STRUCTURE

Topic Area	% of course time
Core Study: Power and Authority in the Modern World 1919-1946	25
National Study	25
Peace and Conflict	25
Change in the Modern World	25
	<b>100</b>

## ASSESSMENT COMPONENTS AND WEIGHTINGS:

Topic Area	% of HSC Assessment Mark
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	<b>100</b>

## ASSESSMENT PROGRAM

TASK	TOPIC	OUTCOMES	WEIGHT	DUE
1. Knowledge and source-based questions	Core Study	MH12-1, MH12-6, MH12-9	25%	<b>2020</b> <b>Term 4</b> Week 9
2. In class essay	National Study	MH12-2, MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	25%	<b>2021</b> <b>Term 1</b> Week 6
3. Research	Peace and Conflict	MH12-2, MH12-6, MH12-7, MH12-8	20%	<b>Term 2</b> Week 6
4. Trial HSC Examination	Core Study National Study Peace and Conflict Change in the Modern World	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	30%	<b>Term 3</b> Weeks 3-4



# HISTORY - EXTENSION

## COURSE DESCRIPTION

HSC History Extension provides students with the opportunity to gain greater knowledge and understanding of the way history is written. They do this by reviewing the kinds of history that have been written and the context in which history is constructed over time in order to reflect on some of the problems associated with the writing of history. Students explore these issues through reading selected from the works of various writers and historians from ancient times to the present day and a case study on an area of debate. Through the case study, students consider how historians use sources as evidence to establish their interpretations of a person or issue. Finally, students have the opportunity to build on the skills of historical enquiry and to apply them by designing and conducting their own historical investigation.

## COURSE STRUCTURE

Topic Area	Indicative hours
<b>Constructing history</b> <ul style="list-style-type: none"> <li>Key questions</li> <li>Case Study: The Crusades</li> </ul>	40
<b>History Project</b>	20

## ASSESSMENT PROGRAM

TASK		COMPONENT	OUTCOMES	WEIGHT (MARKS)	DUE
1.	History Project Process - Proposal	Project process	HE12-2, HE12-3	5	<b>2021 Term 1</b> Week 4
	History Project Process - Process Log	Constructing history		5	<b>Term 2</b> Week 8
	History Project Process - Annotated sources			5	<b>Term 2</b> Week 8
2.	History Project-Essay and bibliography	Project essay Constructing history	HE12-2, HE12-3, HE12-4	20	<b>Term 2</b> Week 8
3.	Trial HSC Exam	Constructing history	HE12-1, HE12-3	15	<b>Term 3</b> Weeks 3-4
<b>TOTAL</b>				50	

# INDUSTRIAL TECHNOLOGY

## Timber & Furniture Industries

### COURSE STRUCTURE

Industrial Technology Stage 6 Timber and Furniture Industries has a Preliminary course and a HSC course. The HSC course of 120 indicative hours consists of the development of a major project and industry study. Both the Preliminary and HSC courses are organised around four sections:

- a. Industry study
- b. Design and management
- c. Workplace communication
- d. Industry-specific content and production.

	TAS	COMPONENT	WEIGHT	OUTCOMES	WEIGHT	DUE
1.	Presentation of Major Project Ideas and Development	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and safe use of manufacturing processes and techniques through design and production of quality major project	20	H1.1, H1.2	20%	2020 Term 4 Week 8
2.	Industry Study Essay	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the Timber and Furniture Industries	10	H5.1, H5.2, H7.1	25%	2021 Term 1 Week 5
		Knowledge, skills and understanding in designing, managing, problem-solving, communicating and safe use of manufacturing processes and techniques through design and production of quality major project	15			
3.	Production Processes – Practical Task	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the Timber and Furniture Industries	10	H2.1, H3.3, H4.1, H6.2	25%	Term 2 Week 10
		Knowledge, skills and understanding in designing, managing, problem-solving, communicating and safe use of manufacturing processes and techniques through design and production of quality major project	15			
4.	Trial HSC (Written Examination)	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the Timber and Furniture Industries	20	H1.1, H1.2, H1.3,H3.1, H4.3, H6.1, H7.1, H7.2	30%	Term 3 Weeks 3-4
		Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the Timber and Furniture Industries	10			

# INFORMATION PROCESSES AND TECHNOLOGY

## COURSE DESCRIPTION

The HSC course builds on the skills and knowledge presented in the Preliminary course.

The aim of this course is to enable students to become, confident, competent, discriminating and ethical users of software, hardware, computers and information processes.

## ASSESSMENT PROGRAM

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Project Management Written</b>	<b>Topic Test on Communications</b>	<b>Multimedia Project</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 6-7	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 3-4	
<b>Outcomes assessed</b>	H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H6.2, H7.1, H7.2	H2.1, H3.1, H5.1, H5.2, H7.2	H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	All	
<b>Component</b>		<b>Weighting %</b>			
Knowledge and understanding of course content	10	15	15	20	<b>60</b>
Knowledge and skills in the design and development of information systems	10	5	15	10	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# KOREAN AND LITERATURE

## COURSE DESCRIPTION

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

The following themes and contemporary issues are prescribed for HSC courses.

- the individual and the community
- youth culture
- cultural identity
- global issues

## COURSE OBJECTIVES/OUTCOMES:

<b>SPOKEN &amp; WRITTEN EXCHANGES:</b> 20%	<b>LISTENING&amp;RESPONDING:</b> 20%	<b>READING &amp;RESPONDING:</b> 40%	<b>WRITING:</b> 20%
<b>OBJECTIVES:</b> 1 & 4	<b>OBJECTIVES:</b> 3 & 4	<b>OBJECTIVES:</b> 1 & 3 &4	<b>OBJECTIVES:</b> 2 & 4
<b>OUTCOMES:</b> 1.1, 1.2, 1.3, 4.1, 4.2, 4.3	<b>OUTCOMES:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	<b>OUTCOMES:</b> 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.1, 4.2, 4.3	<b>OUTCOMES:</b> 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3

## ASSESSMENT PROGRAM

TASK	COMPONENT	SUGGESTED TASKS	WEIGHT	DUE
1 • Spoken & written exchanges	Speaking 5% written exchanges 5%	<ul style="list-style-type: none"> <li>• Make a 4-5 minute presentation on the topic of your choice in relation to the issue.</li> <li>• Choose one of the presentations and write a report in 15 minutes and of approximately 150 words in Korean</li> </ul>	10%	<b>2020</b> Term 4 Week 8
2 • Mid-Course Assessment	Listening & Responding 10%  Reading & Responding 15% Writing 10%	<ul style="list-style-type: none"> <li>• Listen to a text in Korean related to the contemporary issues and must answer 3 short questions, in ENGLISH</li> <li>• Listen to TWO texts in Korean, which will be related to the same prescribed contemporary issue and complete responses in KOREAN</li> <li>• Answer to a number of analysis and comprehension questions, based on a prescribed text</li> <li>• Write an original text in Korean (350 words)</li> </ul>	35%	<b>2021</b> Term 1 Week 6-8
3 • Reading & Spoken & written exchanges	Reading & Responding 10%  Spoken & written exchanges (5% each)	<ul style="list-style-type: none"> <li>• Read one unseen text and respond in writing to the text in approximately 300 words Korean.</li> <li>• Choose a topic from the list, provided prior to the exam and make a verbal presentation on the topic.</li> <li>• Choose one of the presentations and write a report in 15 minutes and of approximately 150 words in Korean</li> </ul>	20%	Term 2 Week 7-8
4 • Trial HSC Exam	Listening & Responding 10%  Reading & Responding 15%  Writing 10%	<ul style="list-style-type: none"> <li>• Short-answer and objective response questions</li> <li>• One text to be written in Korean</li> <li>• Short-answer and extended response questions in English or Korean</li> <li>• One text in Korean with response in Korean</li> <li>• One text to be written in Korean. There will be a choice of two tasks, both of which require the same text type</li> </ul>	35%	Term 3 Weeks 3-5

# KOREAN IN CONTEXT

## COURSE DESCRIPTION

The HSC course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Korean will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

Issues:

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Korean identity in the international context

The marks for the HSC course components are set out below.		Marks
Speaking	Objectives 1 and 3	25
Listening	Objectives 2 and 3	25
Reading	Objectives 2 and 3	25
Writing	Objectives 2	25

## ASSESSMENT PROGRAM

TASK	COMPONENT		SUGGESTED TASKS	WEIGHT	DUE
<b>1.</b>	Speaking 10% Listening 5%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Writing a critique</li> </ul>	15%	<b>2020</b> Term 4 Week 8
<b>2.</b> Mid-Course Assessment	Listening 10% Reading 15% Writing 10%	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Summaries a spoken text in English</li> <li>• Write a letter to a specific audience synthesizing the information in two spoken / written texts</li> <li>• Read a text, then answer a series of questions, analysing content, ideas and stylistic features</li> <li>• Write a review of a text, commenting on the form &amp; features of the writing/spoken text</li> </ul>	35%	<b>2021</b> Term 1 Weeks 6-7
<b>3.</b> Personal Investigation	Speaking 15% Writing 5%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Write an evaluative or persuasive or reflective text in Korean</li> <li>• Specify a context, purpose and audience</li> <li>• Personal investigation, interview, reflections</li> </ul>	20%	Term 2 Weeks 8-9
<b>4.</b> Trial HSC Exam	Listening 10% Reading 10% Writing 10%	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Extended response questions</li> <li>• Summaries a spoken text in English</li> <li>• Write a letter to a specific audience synthesizing the information in two spoken / written texts</li> <li>• Read a text, then answer a series of questions, analysing content, ideas and stylistic features</li> <li>• Write a review of a text, commenting on the form &amp; features of the writing/spoken text</li> </ul>	30%	Term 3 Weeks 2-5

# LEGAL STUDIES

## ASSESSMENT PROGRAM

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Topic Test</b> Crime	<b>Oral Presentation and In-class Extended Response</b> Human Rights	<b>Media File and In-class Extended Response</b> Family/World Order	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 8	<b>2021 Term 1</b> Week 9	<b>Term 2</b> Week 7	<b>Term 3</b> Week 3-4	
<b>Outcomes assessed</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Analysis and evaluation	5		5	10	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# MATHEMATICS STANDARD 2 AND 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Assignment/ Investigation</b>  Topics F1.1, F1.3, S1.1, M7	<b>In-class test</b>  Topics F1.3, F4, M1.3, M6, M7, S1.1, N2	<b>In-class open-book test</b>  Topics A4.1, F5, M7, S4	<b>Trial HSC Examination</b>  Topics A4, M6, M7, F4, F5, S4, S5, N	
	<b>2020 Term 4</b> Week 7	<b>2021 Term 1</b> Week 9	<b>Term 2</b> Week 6	<b>Term 3</b> Weeks 3-5	
	<b>Outcomes assessed</b> MS11-2 MS11-5 MS11-6 MS11-7 MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	<b>Outcomes assessed</b> MS11-2 MS11-5 MS11-6 MS11-9 MS11-10 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-9 MS2-12-10	<b>Outcomes assessed</b> MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	<b>Outcomes assessed</b> MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Assignment/ investigation</b> Topic: M1	<b>Class test</b> Topics: F2, T3, M1	<b>Class test</b> Topics: C2, C3, C4	<b>Trial HSC examination</b> Topics: F2, T3, C2, C3, C4, M1, S2, S3	
	<b>2020 Term 4</b> Week 6	<b>2021 Term 1</b> Week 8	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-5	
	<b>Outcome(s) assessed</b> MA12-2 MA12-4 MA12-9 MA12-10	<b>Outcome(s) assessed</b> MA12-1 MA12-2 MA12-4 MA12-5 MA12-9 MA12-10	<b>Outcome(s) assessed</b> MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	<b>Outcome(s) assessed</b> MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, Fluency and Communicating	8	14	13	15	<b>50</b>
Problem Solving, Reasoning and Justification	12	11	12	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



# MATHEMATICS EXTENSION 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Assignment/ Investigation</b> Topics: Adv: S3 Ext1: S1	<b>Class test</b> Topics: Adv: F2, T3, S2 Ext1: P1	<b>Class test</b> Topics: Adv: C2, C3, C4, S3 Ext1: V1, T3, S1	<b>Trial HSC examination</b> Topics: Adv: F2, T3, C2, C3, C4, M1, S2, S3 Ext1: P1, V1, T3, C2, C3, S1		
	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 8	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-5		
<b>Outcome(s) assessed</b> MA12-8 MA12-9 MA12-10 ME12-5 ME12-6 ME12-7	<b>Outcome(s) assessed</b> MA12-1 MA12-8 MA12-9 MA12-10 ME12-1 ME12-6 ME12-7	<b>Outcome(s) assessed</b> MA12-3 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10 ME12-2 ME12-3 ME12-5 ME12-6 ME12-7	<b>Outcome(s) assessed</b> MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10 ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7			
Understanding, Fluency and Communicating	9	13	13	15	<b>50</b>	
Problem Solving, Reasoning and Justification	11	12	12	15	<b>50</b>	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>	

# MATHEMATICS EXTENSION 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Class test</b> Topic: N1	<b>Class test</b> Topics: P1, P2, V1	<b>Assignment/ Investigation</b> Topics: N1, N2	<b>Trial HSC Examination</b> Topics: P1, P2, V1, N1, N2, C1, M1	
	<b>2020 Term 4</b> Week 8	<b>2021 Term 1</b> Week 8	<b>Term 2</b> Week 6	<b>Term 3</b> Weeks 3-4	
	<b>Outcome(s) assessed</b> MEX12-1 MEX12-4 MEX12-7 MEX12-8	<b>Outcome(s) assessed</b> MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	<b>Outcome(s) assessed</b> MEX12-1 MEX12-4 MEX12-7 MEX12-8	<b>Outcome(s) assessed</b> MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Understanding, Fluency and Communicating	10	13	12	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	12	13	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# MUSIC 1

## COURSE DESCRIPTION

The study of HSC Music 1 allows for the expression of the intellect, imagination, emotion, the exploration of values and fosters an understanding of continuity and change, as well as the connections between different times and cultures. The nature of the course allows students to develop their capacity to manage their own learning, work together with others and engage in activity that reflects the real world practice of performers, composers and audiences.

## ASSESSMENT PROGRAM

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Presentation of Viva Voce &amp; First Elective</b>	<b>Presentation of Core Performance, Elective 2, &amp; written exam</b>	<b>Presentation of Elective 3 &amp; Core Composition</b>	<b>Trial HSC Examination</b> (All elective choices, core performance and written exam)	
	<b>2020 Term 4</b> Week 8	<b>2021 Term 1</b> Week 7	<b>Term 2</b> Week 6	<b>Term 3</b> Weeks 3-4	
	<b>Outcomes assessed</b> H1, H2, H4, H5, H6, H7, H9, H10 & H11	<b>Outcomes assessed</b> H1- H11	<b>Outcomes assessed</b> H1- H11	<b>Outcomes assessed</b> H1- H11	
Performance		5		5	<b>10</b>
Composition			10		<b>10</b>
Musicology	10				<b>10</b>
Aural		15		10	<b>25</b>
Electives*	10	5	15	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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

# MUSIC 2

## COURSE DESCRIPTION

The study of HSC Music 2 allows for the expression of the intellect, imagination, emotion, the exploration of values and fosters an understanding of continuity and change, as well as the connections between different times and cultures. The nature of the course allows students to further develop their already demonstrated capacity to manage their own learning, work together with others. A rigorous schedule of coursework will encourage students to explore all areas of music making in great depth.

## ASSESSMENT PROGRAM

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Presentation of first draft of core composition &amp; Performance</b>	<b>Aural Examination with extended response question &amp; Performance</b>	<b>Presentation of completed composition and elective choice</b>	<b>Trial HSC Examination &amp; Presentation of all works*</b> <i>*excluding composition</i>	
	<b>2021 Term 1</b> Week 9	<b>Term 2</b> Week 7	<b>Term 3</b> Week 4	<b>Term 3</b> Weeks 3-5	
	<b>Outcomes assessed</b> H1-H7, H9-H12	<b>Outcomes assessed</b> H1, H6-H8, H10-H12	<b>Outcomes assessed</b> H1-H12*	<b>Outcomes assessed</b> H1-H12	
Performance	10	5		5	<b>20</b>
Composition	10		10		<b>20</b>
Musicology		15		5	<b>20</b>
Aural		10		10	<b>20</b>
Elective *			10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

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

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## OUTCOMES

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  
 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

	<i>Syllabus Weighting</i>	<b>TASK 1 2020 Term 4 Week 7</b>	<b>TASK 2 2021 Term 1 Week 6</b>	<b>TASK 3 Term 2 Week 8</b>	<b>TASK 4 Term 3 Weeks 3-4</b>
<i>Type of Task</i>		<b>Sports Medicine Assessment Task</b>	<b>Health Priorities in Australia Assessment Task</b>	<b>Factors Affecting Performance Assessment Task</b>	<b>HSC Trial Examination</b>
<i>Assessment Component</i>					
Knowledge and understanding of factors that affect health and the way the body moves	40	5	10	10	10
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	10	10	10	10
Skills in critical thinking, research and analysis	30	5	5	5	10
<b>TOTAL %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		H8, H13, H16, H17	H1, H2, H3	H7, H9, H10	H4, H5, H11, H14, H15

# PHYSICS

## COURSE DESCRIPTION

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

## ASSESSMENT PROGRAM

ask	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	<b>Practical Task Module 5</b> Advanced Mechanics	<b>Processing/ Modelling Task Module 6</b> Electromagnetism	<b>Depth Study Literature Review and Investigation Module 7</b> Nature of Light	<b>Trial HSC Examination Modules 5-8</b>	N/A
<b>Date Due</b>	<b>2020 Term 4</b> Week 7	<b>2021 Term 1</b> Week 6	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-4	N/A
<b>Outcomes</b>	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-1	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	N/A
<b>Knowledge and Understanding</b>	5%	5%	10%	20%	<b>40%</b>
<b>Skills in Working Scientifically</b>	20%	20%	10%	10%	<b>60%</b>
<b>Weighting Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# SCIENCE EXTENSION 1

## TABLE OF OBJECTIVES AND OUTCOMES – Continuum of Learning

**Objective:** apply the Working Scientifically processes as they are practised by the scientific community

**Outcome SE-1** refines and applies the Working Scientifically processes in relation to scientific research

**Objective:** develop extensive knowledge and understanding about the development of scientific inquiry and research

**Outcome: SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

**Objective:** develop extensive understanding of the nature of, and the application and processes involved in, modern scientific research

### Outcomes

**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

**Objective:** develop and apply comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating, and analysing primary and secondary-sourced data in relation to relevant publicly available data sets

**Outcome: 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

Task	Task 1	Task 2	Task 3	Weighting %
<b>Task Type</b>	<b>Poster and Oral Presentation of Research Proposal</b>	<b>Progress Report</b>	<b>Scientific Research Report</b>	<b>Trial HSC Examination but not assessable</b>
<b>Date Due</b>	2021 Term 1 Week 6	2021 Term 2 Week 8	2021 Term 3 Week 5	
<b>Outcomes</b>	SE1, SE3, SE6, SE7	SE1, SE6, SE7	SE1 TO SE7	
<b>Communicating Scientifically</b>	15	5	10	<b>30%</b>
<b>Gathering, recording, analysing and evaluating data</b>	5	15	10	<b>30%</b>
<b>Application of scientific research</b>	10	10	20	<b>40%</b>
<b>Total Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# SOFTWARE DESIGN AND DEVELOPMENT

## COURSE DESCRIPTION

The HSC course builds on the skills and knowledge presented in the Preliminary course.

The course introduces students to the concept that a computer software solution may well consist of a large number of programs rather than the small scale solutions they may have been developing in the classroom.

Students will complete a major computer programming project.

## ASSESSMENT PROGRAM

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Individual Project &amp; Presentation</b>	<b>Topic Test Software Solutions</b>	<b>Group Project</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 6-7	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-4	
<b>Outcomes assessed</b>	H1.2, H4.2,H4.3 H5.1, H6.4	H1.1,H1.3, H2.1,H2.2, H3.1, H4.1, H6.2,H6.4	H3.2, H4.3, H5.1,H5.2,H5.3, H6.3, H6.4	All	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	15	10	20	<b>50</b>
Knowledge and skills in the design and development of software solutions	10	5	20	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# STUDIES OF RELIGION

## ASSESSMENT PROGRAM

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	<b>Extended Response</b> Religious Tradition Depth Study 1	<b>Research &amp; Extended Response Task</b> Religious Tradition Depth Study 3	<b>Multimedia Presentation</b> Religion and Peace	<b>Trial HSC Examination</b>
<b>Timing</b>	<b>2020 Term 4</b> Week 9	<b>2021 Term 1</b> Week 9	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-4
<b>Outcomes assessed</b>	H1, H2, H6, H7, H8	H1, H2, H6, H7, H8, H9	H1, H3, H4, H5, H7, H9	H1, H2, H3, H6, H7, H9
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	5	10	10	15
Source-based skills	5	5		10
Investigation and research	5	5	10	
Communication of information, ideas and issues in appropriate forms	5	5	5	5
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# VISUAL ARTS

## COURSE DESCRIPTION:

The study of HSC Visual Arts allows students to develop a range of techniques and skills that investigate the artmaking practice and the knowledge to critically analyse artists and their artworks. The knowledge, understanding and values gained from the subject assist students in building conceptual and practical skills, which can be applied to traditional and contemporary forms of art.

## ASSESSMENT PROGRAM

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of Tasks</b>	<b>Research Task and BOW Proposal</b>  VAPD research of artists practice, analysis of artwork, BOW concepts and documentation of ideas, materials and investigations.	<b>Development of Body of Work</b>  VAPD documenting artmaking – experimentation, investigation, analysis.  Body of Work submitted for progress mark.	<b>Case Study and Extended Written Response</b>  Art Criticism /Art History - Analysis of the relationships within the conceptual framework.	<b>Trial HSC Examination</b>  Art criticism and Art History  Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking.	
<b>Timing</b>	<b>2021 Term 1</b> Week 2	<b>Term 2</b> Week 2	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 3-4	
<b>Outcomes Assessed</b>	H1, H7, H9	H1, H3, H4	H8, H10	H7, H8, H9, H1, H2, H3, H4, H5, H6	
<b>Artmaking</b>	10	20		20	50
<b>Art Criticism and Art History</b>	10		20	20	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>



TERM	UOC CODE	Unit of Competency	AQF Core/Elective	NESA STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting
<b>7 PRELIMINARY UOCs</b>							
Term 1	BSBWHS201	Contribute to health and safety of self and others	C	M	15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	240 Indicative Hours over 2 years  35 hrs Work placement
	BSBWOR204	Use business technology	E	E	15		
Term 2	BSBCUS201	Deliver a service to customers	C	M	15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	30% Preliminary Yearly Exam
	BSBCMM201	Communicate in the workplace	E	E	15		
Term 3	BSBITU312	Create electronic presentations	E	E	10	<b>Cluster C: Quality Presentations</b> Scenario, written task, case studies, self-assessment	35 hrs Work placement
	BSBITU213	Use digital technologies to communicate remotely	E	E	15		
	BSBSUS201	Participate in environmentally sustainable work practices	C	M	15		
<b>7 HSC UOCs</b>							
Term 3-4	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	<b>Cluster D: Fast and On task</b> Written task, teacher observation, portfolio of evidence, product assessment	30% HSC Half Yearly
	BSBITU211	Produce digital text documents	E	E	20		
Term 5-6	BSBITU202	Create and use spread sheets	E	E	20	<b>Cluster E: Minding your own Business</b> Written task, scenario, observation of practical work, portfolio of evidence,	40% Trial HSC Exam  The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	BSBINM201	Process and maintain workplace information	C	M	20		
	TLIP2029	Prepare and process financial documents	C	M	20		
Term 7	BSBINN201	Contribute to workplace innovation	C	M	15	<b>Cluster F: Back to the Future</b> Written task, case study	
	BSBIND201	Work effectively in a business environment	C	M	25		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 240		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

**ULTIMO 90072  
CONSTRUCTION ASSESSMENT SCHEDULE  
Preliminary Year 2020 – HSC 2021**

QUALIFICATION: CPC20211 Certificate II in Construction Pathways  
Training Package: CPC08 v 9.1 Construction, Plumbing and Services


TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%
Term 1	<b>5 PRELIMINARY UOCs</b>				2		240 Indicative Hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A: Safework NSW WHS Induction</b> Written Test	100% Prelim Yearly Exam
Term 1-2	CPCCCM1013A	Plan and organise work	C	M	10	<b>Cluster B: Small project, Oil Stone Case or Concrete Float</b> Practical, Teacher observations and Written test.	35 hrs. Work placement (Prelim)
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2-3	CPCCCA2002B	Use carpentry tools and equipment	E	M	10	<b>Cluster C: 1. Tool box, Saw Horse or BBQ Table</b> Practical, Teacher observations and Written test.	35 hrs. Work placement (HSC)
	CPCCCA2011A	Handle carpentry materials	E	E	20		
Terms 4-5	<b>12 HSC UOCs</b>						100 % Trial HSC Exam
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster D: School Project – Concreting</b> Practical, Teacher observations and Written test.	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	CPCCCM2006B	Apply basic leveling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
CPCCCM2001A	Read and interpret plans and specifications	C	M	20			
Terms 6-7	CPCCWF2001A	Handle wall and floor tiling materials	E	E	25	<b>Cluster E: Wall and Floor Tiling</b> Practical, Teacher observations and Written test	
	CPCCWF2002A	Use wall and floor tiling tools and equipment	E	E	10		
	CPCCCM1014A	Conduct workplace communication	C	E	10	<b>Cluster F: Work Placement Journal</b> Teacher observations and written test, Third party evidence	
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

# HOSPITALITY

## COURSE DESCRIPTION

A practical based course where students undertake a variety of experiences within commercial cooking setting. A compulsory component of the course is to undertake 35 hours of work experience in Preliminary and a further 35 hours in the HSC course. Students are constantly being assessed in class to gain competencies for their Australian Quality Framework certificate. Students are expected to take the HSC examination for the HSC credential.

## ASSESSMENT PROGRAM

 <b>ULTIMO 90072</b> <b>HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2020 - HSC 2021</b> QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality v1.2							
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark &
Term 1	<b>9 PRELIMINARY UOCs</b>					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	100% Prelim Yearly Exam 35 hrs Work placement
	SITXFSA002 BSBSUS201 SITHCCC002	Participate in safe food handling practices Participate in environmentally sustainable work practices Prepare and present simple dishes	E E E	S E E	15 10 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	100 % Trial HSC Exam
Term 3	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	35 hrs Work placement
	<b>5 HSC UOCs</b>						
Terms 4 - 6	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	<b>Cluster D: Quality Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working Effectively with Others</b> Written task and reflection	
	NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total Hours 240	

## ASSESSMENT CALENDAR TERM 4 2020

WEEK	SUBJECT	TASK	WEIGHT%
ALL	Business Services	CLUSTER D	-
ALL	Construction	CLUSTER C & F	-
ALL	Hospitality	CLUSTER D	-
6	Mathematics Advanced	Assignment/Investigation	20%
6	PDHPE (6-7)	Task 1	20%
7	Chemistry	Task 1	30%
7	Mathematics Standard 2/1	Assignment/Investigation	25%
9	Standard English	Multimodal Task	20%
8	Ancient History	Core Study	25%
8	Biology (8-9)	Task 1	30%
8	Chinese and Literature	Spoken & Written Exchange 5% each	10%
8	English Extension 2	Viva Voce	30%
8	Korean & Literature	Speaking & Writing	10%
8	Korean in Context	Listening & Speaking	15%
8	Industrial Technology Timber and Furniture Industries	Task 1 - Presentation of Major Project Ideas and Development	20%
8	Legal Studies	Topic Test	20%
8	Mathematics Extension 2	Class Test	20%
8	Music 1	Task 1	20%
10	Economics	Research Task	25%
9	English Advanced	Multimodal Task	25%
9	English Standard	Multimodal	20%
9	English Studies	Multimodal Task	20%
9	Geography	Objective Responses & Short Answers	20%
9	IPT	Project Management	20%
9	Mathematics Extension 1	Assignment/Investigation	20%
9	Modern History	Core Study	25%
7	Physics	Task 1	25%
9	SDD	Individual Project & Presentation	20%
9	SOR 2 Unit	Extended Response	20%
8	Business Studies	Topic Test	20%
10	Engineering Studies	Task 1 - Design, Building and Testing	20%
10	English (EAL/D)	Viewing and Writing Task	25%

# ASSESSMENT CALENDAR

## TERM 1 2021

WEEK	SUBJECT	TASK	WEIGHT%
ALL	Business Services	CLUSTER C-D	-
ALL	Construction	CLUSTER D	-
ALL	Hospitality	CLUSTER E	-
2	CAFS	Research Project	20%
2	Visual Arts	Research Task & BoW Proposal	20%
2	English Extension 1	Imaginative Response & Reflection	30%
4	History Extension	History Project - Proposal	5%
4	Biology	Task 2	20%
5	Chemistry	Task 2	20%
5	Engineering Studies	Research Task	30%
5	Industrial Technology Timber	Industry Study Essay	25%
6	Chinese and Literature (6-8)	Listening & Resp, Reading & Resp, Writing	35%
6	Community and Family Studies	Groups in context, in class Extended Response	25%
6	IPT (6-7)	Topic Test on Communications	20%
6	Korean & Literature	Listening & Responding	35%
6	Korean in Context	Mid -course Assessment	35%
6	Modern History	National Study - In class essay	25%
6	PDHPE	Task 2	25%
6	Physics	Task 2	25%
6	Science Extension	Presentation of Research Proposal	30%
6	SDD (6-7)	Topic Test Software Solutions	20%
7	Advanced English	Extended Response	25%
7	Ancient History	Historical Period - in class essay	25%
7	Business Studies	Marketing Plan Analysis	25%
7	Music 1	Task 2	25%
8	Economics	Topic Test	25%
8	English Studies	Research Task	20%
8	Mathematics Advanced	Class test	25%
8	Mathematics Extension 1	Class test	25%
8	Mathematics Extension 2	Class test	25%
8	Standard English	Reflective Response	25%
9	English (EAL/D)	Analytical Response	30%
9	Geography	Research & Extended Response	25%
9	Legal Studies	Oral Presentation and In-class Extended Response	25%
9	Mathematics Standard 2/1	Class test	25%
9	Music 2	Task 1	20%
9	Studies of Religion 2 Unit	Research and Extended Response Task	25%



# ASSESSMENT CALENDAR

## TERM 2 2021

WEEK	SUBJECT	TASK	WEIGHT%
ALL	Business Services, Construction & Hospitality	CLUSTER E	-
2	Visual Arts	BoW Development	20%
3	English Extension 2	Report	40%
4	Chemistry	Task 3	20%
4	Geography	Fieldwork and Analysis	25%
5	Advanced English	Reflective Writing	25%
6	Modern History	Peace and Conflict: Research	20%
6	Mathematics Extension 2	Assignment/Investigation	25%
6	Mathematics Standard 2/1	In class open book test	20%
6	Music 1	Task 3	25%
7	Ancient History	Research	20%
7	Chinese and Literature (7-8)	Task 3	20%
7	Business Studies	Financial Statement Analysis	25%
7	Economics	Case Study	20%
7	Korean & Literature (7-8)	Reading, Speaking & Writing	20%
7	Legal Studies	Media File and In-class Extended Response	25%
7	Music 2	Task 2	30%
8	History Extension	Major Project - Process	10%
8	History Extension	Major Project - Essay	20%
8	Biology	Task 3	20%
8	Community and Family Studies	Parenting and Caring Practical Task and Report	25%
8	Korean in Context	Speaking & Writing	20%
8	Mathematics Advanced	Class test	25%
8	Mathematics Extension 1	Class test	25%
8	PDHPE	Task 3	25%
8	Physics	Task 3	20%
8	Science Extension	Progress Report	30%
8	SDD	Group Project	30%
8	Studies of Religion 2 Unit	Multimedia Presentation	25%
8	Visual Arts	Case Study - Art Criticism / Art History	20%
9	Engineering Studies	Report	20%
9	English (EAL/D)	Multimodal Presentation	25%
9	English Extension 1	Critical Response and Related Text	40%
9	IPT	Major Project on Multimedia Option Topic	30%
10	English Studies	Comprehension & Extended Response	20%
10	Industrial Technology Timber	Production Processes - Practical Task	25%
10	Standard English	Analytical Response	25%

# ASSESSMENT CALENDAR

## TERM 3 2021

WEEK	SUBJECT	TASK	WEIGHT%
4	Music 2	Task 3	20%
4	Visual Arts	Body of Work	20%
3-4	Ancient History	Trial HSC Examination	30%
3-4	Biology	Trial HSC Examination	30%
3-4	Business Studies	Trial HSC Examination	30%
3-4	Chemistry	Trial HSC Examination	30%
3-4	Chinese and Literature	Trial HSC Examination	35%
3-4	Community and Family Studies	Trial HSC Examination	25%
3-4	Construction	Trial HSC Examination	-
3-4	Economics	Trial HSC Examination	30%
3-4	Advanced English	Trial HSC Examination	25%
3-4	Standard English	Trial HSC Examination	30%
3-4	English Extension 1	Trial HSC Examination	30%
3-4	English Studies	Final Portfolio	40%
3-4	Engineering Studies	Trial HSC Examination	30%
3-4	English (EAL/D)	Trial HSC Examination	20%
3-4	English Extension 2	Draft Major Work	30%
3-4	Geography	Trial HSC Examination	30%
3-4	History Extension	Trial HSC Examination	15%
3-4	Industrial Technology Timber	Trial HSC Examination	30%
3-4	IPT	Trial HSC Examination	30%
3-4	Korean & Literature	Trial HSC Examination	35%
3-4	Korean in Context	Trial HSC Examination	30%
3-4	Legal Studies	Trial HSC Examination	30%
3-4	Mathematics Advanced	Trial HSC Examination	30%
3-4	Mathematics Extension 1	Trial HSC Examination	30%
3-4	Mathematics Extension 2	Trial HSC Examination	30%
3-4	Mathematics Standard 2/1	Trial HSC Examination	30%
3-4	Modern History	Trial HSC Examination	30%
3-4	Music 1	Trial HSC Examination	30%
3-4	Music 2	Trial HSC Examination	30%
3-4	PHDPE	Trial HSC Examination	30%
3-4	Science Extension	Trial HSC Examination	30%
3-4	Physics	Trial HSC Examination	30%
3-4	SDD	Trial HSC Examination	30%
3-4	Studies of Religion 2 Unit	Trial HSC Examination	30%
3-4	Visual Arts	Trial HSC Examination	20%
5	Science Extension	Research Project	40%

# GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation.
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

# HSC ASSESSMENT PLANNER 2020 - 2021

	<b>TERM 4 - 2020</b>	<b>TERM 1 - 2021</b>	<b>TERM 2 - 2021</b>	<b>TERM 3 - 2021</b>
WK 1				
WK 2				
WK 3				
WK 4				
WK 5				
WK 6				
WK 7				
WK 8				
WK 9				
WK 10				
WK				